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Response from New West Charter



California
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2019/2020 Academic Memo Response to the CDE

1. A summary of the charter's review of the most recent Fall 2019 dashboard results identifying (i) **greatest progress** and (ii) **greatest need**.

(i) Fall 2018 Dashboard Greatest Progress:

*NWC has increased or maintained overall progress in ELA Status Level (grade six through grade eight) for all pupils, Socioeconomically Disadvantaged, Hispanic, English Learners, Asian, African American students, Two or more races, Socio-economically disadvantaged, Students with Disabilities and White pupils.

In Mathematics Status Levels (grade 6 through grade 8) maintained or increased overall progress for White, Socio-economically Disadvantaged pupils.

The School Performance Overview indicates overall for grades 6 through grade 8 that ELA status is very high at 64.9 points above level 3 which has increased 10.4 points.

The School Performance Overview indicates overall for Math grades 6 through 8 the status is high at 12/5 points above level 3 which has maintained with -1.8

(i) Fall 2019 Dashboard Greatest Need:

*Priority 4 (Pupil Achievement)—the ELA/literacy and mathematics academic indicators, which measure pupil progress on statewide assessments for all pupils in grade three through grade eight and/or grade eleven with valid scores, the 2019 CAASPP test results for ELA/literacy and mathematics for grade eleven, and English Learner (EL) and students with disabilities

Summary of Greatest Needs:

1. NWC was assigned Orange in Math for students with; disabilities, Hispanic

2. A summary of the charter's analysis of performance Element Two: Measurable Pupil Outcomes and Element Three: Method for Measuring Pupil Outcomes.

PUPIL OUTCOMES ALIGNED WITH THE STATE PRIORITIES

New West will pursue the following school wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in Education Code Section 52060(d). For purposes of measuring achievement, these goals, a numerically significant subgroup will be defined as one that meets both of the following criteria:

- "The subgroup consists of at least 30 pupils, each of whom have a valid test score
- The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores" Education Code Section 47607(a)(3)(B)

GOAL 1 - Effectively strive to achieve high levels of academic excellence by ensuring all students are on track to graduate college and be career ready.

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ANNUAL ACTIONS:

1. Provide all students with the access to standards-aligned instruction materials: **Implemented**
2. Fully implement Common Core State Standards 6-12 grade - using specific coaching via Department chairs in all core subjects **Implemented**
3. Plan professional development around best instructional practices including classroom walkthroughs, reflection, and data analysis. **Implemented**
4. Develop cohesive curricula based on backward planning design in all core and elective subjects **Implemented**
5. Maintain staff to teach the range of A-Grade approved courses for all HS students **Implemented**
6. Provide on-going professional development aimed to improve standards aligned instruction specifically in math and ELA. **Implemented**
7. Provide specific curriculum resources to meet the needs of English learners **Implemented with on-going need for further development.**

***Specific strategies include:** custom made worksheets, graphic organizers manipulative, reading logs and online writing resources.

8. Provide specific curriculum resources and staff support for SPED students **Implemented**

***Specific strategies include:**

ELA - Read, Naturally (for fluency practice)

Introduction of *Grade slam* 24 hour tutoring for all significant sub-groups

Linda mood-Bell Visualizing/Verbalizing (VV) strategies for comprehension

Modeling of met cognitive thought processes

Teaching of text annotation

Daily skills practice of the above via short texts (articles on Newsela, class novels, RSP teacher-selected texts)

MATH: Math facts fluency re-teaching

Teaching how to make note cards for multi-step problems

Use of and creation of manipulative

Twice weekly drill practice with worksheets targeting specific skill gap areas

9. Continue to provide staff training on Infinite Campus and START to ensure appropriate monitoring of all students and specific sub-groups. **Implemented**

10. Monitor all student achievement to ensure grade level promotion and course completion is being reviewed throughout each semester. **Implemented with benchmark assessments by grade and subject completed 4 times per year**

11. Provide academic success and individual academic counseling for all SPED students to ensure on track for promotion/graduation. **Implemented**

Outcome #1: All New West students will demonstrate increased achievement in English language arts and mathematics. (State priority 4 – student achievement) (State priority 7 – course access)

Metric/Method for Measuring: ELA, MATH CAASP

ANALYSIS:

New West has established an internal benchmark system (conducted 4 times per year) to monitor all significant subgroups by grade level and subject departments (particular emphasis is placed on math and English). This systematic approach to student review has included a direct focus on EL, SPED, AA and Latino students and includes regularly monitoring individual progress of students who have been identified as struggling learners based on past (internal assessment) performance and the results of the 2019 CAASP for ELA and Math. Overall trends to date indicate that progress is being made in each sub group based on frequent internal assessments

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*In June 2020 – New West carried our interim assessments for all MS with the following participation rates being recorded:

| | |
|-----------------|------------------|
| 6th Grade ELA | 6th Math |
| 93% | 93% |
| 7th Grade ELA | 7th Math |
| 87% | 90% |
| 8th Grade ELA | 8th Grade Math |
| 83% | 80% |
| High School ELA | High School Math |
| 92% | 92% |

**[The most recent detailed report of student achievement for middle and high school is attached as a reference.](#)

Outcome #2: All New West middle school core and elective programs and New West high school A-G approved courses will be implemented to offer a broad course to prepare students for college and career options.

Metric/Method for Measuring: Master Schedules

ANALYSIS:

A broad and balanced course of study is currently in place and implemented for all students in both middle and high school. Evidence of course selections is available via the NWC master schedules.

Outcome #3: Academic data will be analyzed to ensure student proficiency measures are in place to meet graduation requirements for promotion from (a) New West middle to New West high school and (b) New West high school

To graduation leading to college and career options (state priority 5 – student achievement)

Metric/Method for Measuring: Graduation Rate

ANALYSIS: On-going analysis in place:

145/147 students are on-track matriculated passing into 9th grade

85/85 students graduated as seniors meeting all NWC graduation requirements

GOAL 2 - Effectively support students to obtain the literacy skills necessary for college and career ready.

ANNUAL ACTIONS

1. Implement summer bridge program targeted specifically for Brockton Elementary students coming into 6th grade – **Implemented**

2. Provide targeted reading intervention for students who are not yet reading at or above grade level – **Implemented**

3. School-wide reading level assessments 2x/year – **Implemented for 6th grade**

4. Professional development for ELA teachers to support low readers in the classrooms. – **Implemented**

5. Provided targeted reading support in ELD and Academic success classes for SPED students – **Implemented**

6. ELD internal benchmark analysis to plan targeted intervention (where appropriate) – **Needs further review**

Outcome #1: All incoming students will participate in New West designed and implemented summer bridge And induction programs (state priority 2 – implementation of common core state standards)

Metric/Method for Measuring: Summer Attendance

ANALYSIS:

Summer bridge program will be implemented in August 2020 with 95% of targeted students signed up for the course

Outcome #2: Incoming students will be provided with small group, individual and targeted support to obtain grade level reading proficiency (state priority 4 – student achievement)

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Metric/Method for Measuring: Internal assessments

ANALYSIS:

New West ELA teachers provide both individual and differentiated instruction to struggling students who are specifically monitored for reading and writing proficiency.

Outcome #3: EL, RFEP, SPED students monitored using START program to ensure adequate yearly progress (state priority 4 – student achievement)

Metric/Method for Measuring: ELPAC

ANALYSIS:

New West has established an internal benchmark process to continuously monitor the progress of EL, RFEP, SPED and Socio-Economically Disadvantaged students.

GOAL 3 - Effectively support New West students to graduate from high school and obtain college and career entry.

ANNUAL ACTIONS:

1. Support students to ensure they meet A-G requirements to prepare for high school graduation **Implemented**
2. Provide individual consult opportunities for students before and after school **Implemented**
3. Increase direct access for students to college counselors in all grades to help prepare for college fit, college application timeline support, A-G and GPA check in meetings **Implemented**
4. Provide opportunities for onsite PSAT and SAT prep classes **Implemented**
5. Provide online and in-school credit recovery classes during the academic school year and during summer recess **Implemented via APEX and BYU online learning**
6. Provide parent classes to advice and support families in the college prep process **Implemented**

Outcome #1: All incoming high school students will be provided with on-going support to ensure they meet All A-G requirements for college and careers (state priority 4 – student achievement).

Metric/Method for Measuring: Graduation rate

ANALYSIS:

New West has implemented a robust and systematic approach for college and career preparedness for all high school students. This includes three college counselors dedicated to 460 students and extensive wrap around support for all families.

Outcome #2: Targeted intervention and support programs will be provided for under-performing students – this will include credit recovery and summer school classes provided by New West (state priority 7 – course access)

Metric/Method for Measuring: Summer School Courses and Data

ANALYSIS:

New West high school students are provided opportunities for internal summer school recovery (taught by subject teachers), BYU online courses and Apex online learning in addition to course recovery options at the local community college for summer school.

GOAL 4 - Effectively support the implementation of the Common Core State Standards (CCSS) in all core subjects.

Outcome #1: Common Core State Standards that are established will be fully implemented in all classes. (State priority 2 – implementation of common core state standards)

Metric/Method for Measuring: Annual SARC, backward design curriculum plans

ANALYSIS:

Common core state standards are implemented in all core and elective subjects where applicable.

NGSS further developed in the 2020/21 school year.

Outcome #2: All New West teachers will continue to participate in training to ensure implementation and development of CCSS –

Specific funds will be allocated from the New West educator effectiveness training budget (state priority 2 - implementation of common core state standards)

Metric/Method for Measuring: Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum.

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ANALYSIS:

New West Department chairs have attended both LACOE and independent training courses, with information being disseminated to subject/department colleagues.



NEW WEST CHARTER ACADEMIC MEMO – OCTOBER 8TH 2020

- 1. A description of how the charter school will provide continuity of distance learning instruction during the school year to ensure pupils have access to curriculum.*

Distance Learning Program

New West Charter created a distance learning program that includes our full curriculum with all required courses. The schedule meets the minimum instructional minutes through live instruction. It includes Social Emotional Learning and extensive support to address any pupil learning loss and prevent further learning loss. We established Student Distance Learning Expectations that address student dress, camera use, student attendance at office hours, student/teacher communication, late work, and Net Etiquette. Our experience this spring taught us that we should standardize live instruction sessions, reduce screen time, increase support for students who need it, and enable teachers to collaborate on a weekly basis to develop best practices for distance learning. With those goals in mind, we are planning to follow the schedules below.

Middle School Distance Learning Schedule

The schedule is a block schedule that generally runs from 8:30am to 2:00pm for most students, with a period after lunch for office hours on M/T/Th/F. The schedule features advisory twice each week, and an A/B schedule with 75-minute periods where periods 1-4 meet M/Th and periods 5-7 plus advisory on T/F. We increased the length of advisory periods to help establish connections with students and their peers. All classes except Advisory meet for shorter periods on Wednesdays. The Wednesday schedule will not be followed on four-day work weeks (four in the first semester, five in the second semester). Students who want or need additional assistance from their instructors will have access to tutoring during the teacher office hour periods. For the most part, learning tasks will be designed to completed on the same day they are assigned, and assessments will be more project and presentation based to increase the accuracy of student grades.

| Period | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|--------------------------------|---------------------------------|--|---------------------------------|--------------------------------|
| 8:30 - 9:45 | Period 1 | Period 5 | Period 1 8:30 - 9:05 | Period 1 | Period 5 |
| 9:50 - 11:05 | Period 2 | Period 6 | Period 2 9:10 - 9:45 | Period 2 | Period 6 |
| 11:05 - 11:20 | Nutrition | Nutrition | Period 3 9:50 - 10:25 | Nutrition | Nutrition |
| 11:20 - 12:35 | Period 3 | Period 7 | Nutrition 10:25 - 10:40 | Period 3 | Period 7 |
| 12:40 - 1:55 | Period 4 | Advisory | Period 4 10:40 - 11:15 | Period 4 | Advisory |
| 1:55 - 2:35 | Lunch | Lunch | Period 5 11:20 - 11:55 | Lunch | Lunch |
| 2:35 - 3:30 | Office Hours/Teacher Work Time | Office Hours/ Teacher Work Time | Lunch 11:55 - 12:25 | Office Hours/ Teacher Work Time | Office Hours/Teacher Work Time |
| | 300 Minutes | 300 Minutes | Period 6 12:30 - 1:05 Period 7 1:10 - 1:45 245 Minutes | 300 Minutes | 300 Minutes |

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High School Distance Learning Schedule

In the high school schedule, teachers provide live instruction to each of their classes twice a week during the period meeting times (60 minutes). Students who want or need additional assistance from their instructors will have access to tutoring during the support periods. The Wednesday schedule features Advisory and then support periods for all classes except PE. For the most part, learning tasks will be designed to be completed on the same day they are assigned, and assessments will be more project and presentation based to increase the accuracy of student grades. For grading, we will continue to use the A, B, C, Pass, Fail grading scale we used in the spring. It is aligned with guidance from the CDE and expectations from the CCC, CSU and UC systems for admissions. College Counseling services continue virtually under distance learning.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--|--|--|----------------------------|--|
| 8:00 AM Period 1 | Period 4 | Advisory Period | Period 1 | Period 4 |
| 9:00 AM Period 2 | Period 5 | ENGLISH SUPPORT | Period 2 | Period 5 |
| 10:00 AM Period 3 | Period 6 | SCIENCE SUPPORT | Period 3 | Period 6 |
| 11:00 AM LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 11:30 AM MATH SUPPORT | SOCIAL SCIENCE SUPPORT | SOCIAL SCIENCE SUPPORT | MATH SUPPORT | SOCIAL SCIENCE SUPPORT |
| 12:30 PM ENGLISH SUPPORT | VISUAL & PERFORMING ARTS, ELECTIVE SUPPORT | VISUAL & PERFORMING ARTS, ELECTIVE SUPPORT | ENGLISH SUPPORT | VISUAL & PERFORMING ARTS, ELECTIVE SUPPORT |
| 1:30 PM SCIENCE SUPPORT | WORLD LANGUAGE SUPPORT | WORLD LANGUAGE SUPPORT | SCIENCE SUPPORT | WORLD LANGUAGE SUPPORT |
| 2:30 PM Department Meetings for Teachers | Grade Level Meetings for Teachers | MATH SUPPORT | PHYSICAL EDUCATION SUPPORT | PHYSICAL EDUCATION SUPPORT |

Hybrid Program Schedule

We also created a full-remote schedule for our hybrid learning program in which students would ordinarily complete 70% of their coursework independently and 30% through on-campus instruction. The seminar portion that would ordinarily occur on campus will be conducted virtually under distance learning. Online classes meet twice per week, Students participate in Mentor Meetings and Monthly Town Hall and Grade Level meetings. They have access to 1:1 help in any subject and a virtual lounge for student support

2. *A description of how the charter school will ensure access to devices and connectivity for all pupils to support distance learning.*

We conducted a survey with families to determine needs for devices and connectivity. We further publicized the availability of devices in our weekly emails to families from the Operations team. We are providing a Chromebook and/or a hotspot to any student who needs one to ensure that 100% will have a device and connectivity. Parents and students can access technical support by contacting our Operations Desk.

3. *A description of how the charter school will address pupil learning loss that results from COVID-19 during the 2019–20 and 2020–21 school years with consideration to the charter’s demographics and grade levels served.*

In order to identify students who have experienced learning loss due to school closures in 2019-20 and also to ensure that high level learning continues throughout the 2020-21 school year, we are implementing the following assessment, intervention and monitoring procedures:

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Middle School Learning Loss Plan

Students are assigned office hours every day if they need help with assessments, preparing for an assessment or need to ask their teacher a question. Teachers also provide students with additional resources students can use for more help.

All students have access to Paper.co and 24-hour live online tutoring platform in any subject. All teachers have access to Paper.co's dashboard and are informed when any of their students have used the service and what the results were.

Teachers have a weekly staff meeting where all teachers share an update of their classes and the performance of their students. Any students that are found to be struggling are referred to additional office hours, and their parents are notified so they know their student has been assigned additional help.

Teachers are giving near weekly teacher created assessments to monitor student learning. Any student found to be struggling with these assessments is also referred to office hours where teachers can alternatively assess the student (orally, a different version of the assessment, etc) to see if they're able to demonstrate mastery in another way.

High School Learning Loss Plan

All HS students are assigned to a Mentor Teacher. Each Mentor Teacher oversees 20-25 students and meets with half of their caseload every Wednesday to check in, collect assignments and attendance, and provide any additional support in the teacher's content area. Mentor Teachers also provide students with additional resources students can use for more help.

All HS teachers administered Interim Assessments at the end of 2019-20 and a variety of baseline assessments to start the year to see how much content knowledge their students have lost or retained since last school year based on where an average student would be under normal circumstances. This baseline data was considered when teachers were curriculum planning for the year.

All HS students have access to Paper.co and 24-hour live online tutoring platform in any subject. All teachers have access to Paper.co's dashboard and are informed when any of their students has used the service and what the results were.

All HS teachers hold weekly grade-level team meetings in which all teachers share an update of their classes and the performance of their students. Any students that are found to be struggling are referred to additional support and their parents are notified so they know their student has been assigned additional help.

All HS teachers hold weekly department team meetings in which all teachers share an update of their classes and the performance of their students. Any students that are found to be struggling are referred to additional support and their parents are notified so they know their student has been assigned additional help.

NWC+ Learning Loss Plan

All NWC+ students are assigned to a Mentor Teacher. Each mentor Teacher oversees 20-25 students and meets with half of their caseload every Wednesday to check in, collect assignments and attendance, and provide any additional support in the teacher's content area. Mentor Teachers also provide students with additional resources students can use for more help.

Teachers all gave teacher created baseline assessments to start the year to see how much content knowledge their students have lost or retained since last school year based on where an average student would be under normal circumstances. This baseline data was considered when teachers were curriculum planning for the year.

All NWC+ students have access to Paper.co and 24-hour live online tutoring platform in any subject. All teachers have access to Paper.co's dashboard and are informed when any of their students has used the service and what the results were.

NWC+ has a weekly staff meeting where all teachers share an update of their classes and the performance of their students. Any students that are found to be struggling are referred to additional office hours and their parents are notified so they know their student has been assigned additional help.

NWC+ teachers are giving near weekly teacher created assessments to monitor student learning. Any student found to be struggling with these assessments is also referred to office hours where teachers can alternatively assess the student (orally, a different version of the assessment, etc) to see if they're able to demonstrate mastery in another way.

All NWC+ students have access to our team of Peer Tutors (a group of upperclassmen with at least a 3.0 in subjects they are tutoring and have completed a Peer Tutoring preparation program) for virtual support.

4. A description of how the charter school will monitor and support mental health and social and emotional well-being of pupils during the school year.

Social Emotional Well-Being

We adopted a new Social Emotional Learning curriculum this year—One Love. This will be implemented through Advisory classes. Advisory class will also feature relational activities for students to connect with their peers, as well as team building activities and mental health check-ins. We are adapting our practices for student life and community building to the distance learning format. We will have school events and activities such as welcome back themed days, new student events, senior events, games, and spirit days/weeks. We will have online concerts by our student musicians, and we will continue to hold student club meetings online.

Mental Health

We have partnered with Loyola Marymount's School Counseling program to provide counseling for our students. Our new counseling intern will be offering Zoom counseling sessions for students as needed through teacher or parent referral. We utilize a Student Support Team process, with a team for every grade level, in which the team collaborates to assess needs of struggling students and create a plan of intensive supports, both academic and social emotional. Counseling referrals may also come from this process. We have also added a full-time Educational Psychologist for 20-21. Her focus will be on

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conducting assessments for Special Education services and supporting teachers through professional development.

Full-time staff members can access mental health services through their health insurance.

5. A description of how the charter school will address the anticipated apportionment deferrals.

6.

New West projects a (\$92,000) cash balance in June due to the State Aid deferrals. In order to meet its expense obligations, New West will monitor its timing of vendor payments and utilize its existing line of credit (\$800k in credit available through Pacific Western Bank) until the deferred June State Aid payment is received. The school projects the cash shortage to be sufficiently addressed through these methods, and will continue to monitor through monthly cash projection updates.

New West also received a \$1.125M loan through the SBA's Paycheck Protection Program. The current cash projection conservatively factors in a repayment schedule of the loan, but the school anticipates a majority of the loan to be forgiven and payment obligations to be either significantly reduced or removed. If no payments are necessary, cash would increase by \$436k. Should loan forgiveness be issued prior to June, New West's cash balance is projected to remain positive through all months currently subject to deferral.