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Response from School of Arts and Enterprise

Academic Memo

The School of Arts and Enterprise

Effective April 26, 2019

Introduction: This memo identifies how The School of Arts and Enterprise (The SAE) has or will address improving student performance schoolwide with an emphasis on improving ELA performance. The California Department of Education, Charter Schools Division, provides an annual academic update to the State Board of Education (SBE) in the form of an Academic Memo for each of the SBE authorized charter schools. Based on the school's ELA and mathematics scores below, the academic performance of the school appears to be improving in mathematics and declining in ELA:

**Schoolwide Percentage of All Grades Tested (6–8, 11)
Standard Met/Exceeded for English Language Arts and
Mathematics**

School of Arts and Enterprise	2014–15	2015–16	2016–17	2017–18
ELA	40	46	43.13	36.52
Math	6	16	18.71	18.96

LCAP Goal 1:

Create a college and career driven culture that promotes high expectations for academic achievement and a climate that is optimal for learning

CURRENT PROGRAMS

1. Benchmark Testing

a. Benchmark Schedule:

- i. MDPT (math diagnostic and placement) - Aug & May
- ii. NWEA (ELA diagnostic and reading levels - Aug & May (Starting 2019/2020)
- iii. CAASPP Interims - Fall (IAB), Winter (IAB), Spring (ICA)

b. Current Data Analysis -

- i. Fall Benchmarks completed in November. Results were low but represented a baseline. Results analyzed in detail during PD. Initial review showed students did not transfer CER writing method from class assignments to state test. Teachers more explicitly taught student how to use CER skills learned in class on Benchmark/State tests
- ii. Winter and Spring Benchmarks showed significant growth:

ELA	Interim 1	Interim 2	Math	Interim 1	Interim 2
Below standard	26%	13%	Below standard	56%	47%
Near or Above standard	74%	85%	Near or Above standard	44%	53%

- iii. Teachers report very positive results using NON-STANDARDIZED administration of CAASPP Interims to prepare for benchmarks.

c. Culture of Testing - The SAE is improving the culture of testing by adopting state promoted test-prep guidelines through:

- i. State testing being treated as ongoing formative feedback vs 1-time summative assessment
- ii. Implementing NON-STANDARDIZED administration of CAASPP Interims
- iii. Aligning Interim results with the new CAASPP Digital Library "Playlists"
- iv. Increased PD time for scoring and analysis
- v. Redistributed computer carts:

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1. All Math and ELA teachers now have a computer cart with quantity of laptops at least equal to their largest class size
2. This allows for a easier access to CAASPP Interims for NON-STANDARDIZED teaching lessons
2. **Attendance Program: #SAEeveryday** - Piloted this year, this program was developed to directly address absenteeism through:
 - a. Recognizing good and improved attendance (Incentives)
 - b. Engaging students and parents
 - c. Increased monitoring of attendance data (Edtec Protocol)
 - d. Personalizing early outreach
 - e. Programaic response to barriers
3. **RTI** - The SAE has increased and standardized our school wide interventions through:
 - a. Defining RTI Tiers
 - i. Push-in vs Pull-out supports
 - ii. Increased parent communication and collaboration
 - iii. Mandatory tutoring or Encore
 - b. NEW POSITION HIRED: Intervention Specialist
 - i. Current caseload: T3=1, T2= ~55 (~45 Encore, ~10 other supports)
 - c. NEW POSITION HIRED: ELD Specialist
 - i. Primarily EL pull-out support 1-2 blocks twice per wk; current caseload: 4 new immigrants

	Tier 1	Tier 2	Tier 3
Target:	High-Quality Classroom Instruction, Screening, and Group Interventions	Targeted Interventions	Intensive Interventions and Comprehensive Evaluation
Student Focus:	General all Students	~10 students per grade level	2-3 Students
Timeline:	On going	Maximum of six (6) weeks	Minimum of grading term
Teacher(s):	Check for Understanding; House class academic advising; Data gathering; Recommends tutoring; Communicates with Parent(s), Admin. and Intervention Specialist.	Refers student to Intervention Specialist; Collaborates with Intervention Specialist to discuss areas of need.	Collaborates with Intervention Specialist to make contact with parent about ILP
Intervention Specialist(s):	Check for Understanding and grade check; coaching for specific/target students, or refers teacher for admin coaching; organization support; data gathering; counsels students on tutoring schedule; Available for drop in support for any student.	Sets up channel of communication with parent, one-on-one with student in classroom, documents data and procedure; Referral to mandatory tutoring or mandatory study hall (Encore). Hosts and supports additional tutoring	Develops ILP; Uses programs such as Khan Academy, Aleks, Fast Forward, and UCscout as intervention tools. Referral to SST if needed
Parent(s):	Communicate and collaborate with teachers to provide insight on learning differences; Support classroom rules and procedures; Assist student in organizing workload.	In addition to tier 1 supports, attends initial meeting and stays in weekly contact with Intervention Specialist	Weekly communication, with Teacher and Intervention Coordinator, and helps holding student accountable
Student(s):	one-on-one support & group interventions with content/House teacher; attends recommended tutoring; self reflection of current and past grades/assignments.	Meets with IS routinely 1-3 times a week	Attends all mandatory Tutoring meetings, works through intervention tools, and works towards academic goal.

4. Coaching

- a. Alignment with Evaluations - Each teacher has been assigned a coach that is different from their evaluator. Coaching is differentiated based on evaluation data (ie informal observations). Teachers. Formal coaching plans are created for teachers struggling the most.
- b. CPM- Each visit will consist of lesson planning, classroom visits and debriefing sessions with each of our math teachers individually meeting with the CPM coach; there is also collaborative team meetings during their department time each Friday that the CPM coach is at The SAE. We continue to build on the vertical alignment that we began last year.
 - i. Four weeks of dedicated CPM coaching has been completed semester I, and two additional visits semester II
- c. CAST Prep- Focusing that we use every standard not only on science ideas but also the science and engineering practices we use when doing science— asking investigable questions, interpreting data, building mental models to explain what’s observed, etc. These practices are a learning focus when students do science so that it prepares students for the CAST. In addition teachers have and will continue to receive:

- i. NGSS PD
 - ii. Materials to support inquiry based activities (STEAM)
 - iii. Reviewing newly released resources from the state.
5. **PD Matrix 2018/2019** - The PD matrix was developed to help bridge the gap between current teacher skill sets, new teacher development, and what is needed to meet the needs of our school as a whole. The matrix is a collaboration of both the school goals (whole faculty/staff, beginning/new teacher, returning/veteran teacher and administrator/support staff), and our school domains (improved test scores, MTSS, portfolio and organizational wellness).
- a. Critical PD workshop topics: 3-Tiered Differentiation, CER writing method, CER annotation, data analysis, formative assessments

	Improved test scores	MTSS	Portfolio	Organizational wellness
Whole Faculty/Staff WBAT:	Review data. Use testing and data systems.	Improve communication between multiple levels of organization at The SAE	Articulate the scope and sequence of the 6-12 portfolio process	Demonstrate self-care
Beginning/ New teacher WBAT:	Participate in data dialogs. Use assessment data to develop long and short term plans. Implement assessment strategies.	Experience and apply established support systems at The SAE	Develop a highly rigorous artifact to be included in their students' portfolio	Reflect on their developing teaching practice with new and experienced teachers to share their experiences.
Returning/ Veteran Teacher WBAT:	Use data to drive instruction. Coach/mentor new teachers on effective instruction and assessment.	Pilot new support systems Support new teachers in learning established support systems	Evaluate and improve established artifacts	Model teacher leadership Lead effective meetings
Administrator/ Support Staff WBAT:	Identify struggling teachers Provide targeted support and training.	Explore and pioneer potentially new support systems. Evaluate systems of support overtime.	Support teachers with portfolio rubrics and task sheets. Follow up with teachers about the level of rigor in each of their artifacts.	Model self-care Establish schoolwide positive culture Model leadership skills Lead Emergency Preparedness

FUTURE PROGRAMS

1. **Reading Program Pilot:** Rather than focusing on remediation like most reading programs, this program will target advanced or eager readers. This begins to address data suggesting our advanced students' needs are not being nurtured. Participating students receive a Kindle Fire with assigned reading. Incentives include a chance to earn keeping the Kindle (loaded with reading titles) and an annual field trip. Pilot N = ~15 students.
2. **Gen Ed Aid Pilot:** The SAE decided to allocate LOW PERFORMING BLOCK GRANT funds to pilot an increase in classroom aids (paraprofessionals). Two general ed aids are planned for hiring 19-20 school year. These aids will target students identified in the grant as low performing primarily through push-in classroom support and afterschool tutoring.
3. **SPED aid increase:** The SAE is planning to hire an additional aid dedicated to SPED support for 19-20 school year. The focus will be classroom push-in supports and co-teaching.
4. **Peer tutoring expansion:** An 8th grade teacher with most improved test scores attributed success partially to her peer tutoring pilot. The SAE plans to have this teacher lead PD to support expansion of peer tutoring for 19-20 school year. Student incentive budgeting is being planned.
5. **New Pearson textbook program and training:** Data suggests The SAE under-utilized a new Pearson textbook program purchased this year. Pearson recently lead PD for all ELA dept teachers on utilizing online resources and planning for 19-20 school year.
6. **NWEA:** The SAE plans on returning to using NWEA in its Benchmark plan. The SAE used NWEA with good results for ELA in the past. Two years, The SAE discontinued NWEA with the implementation of CAASPP Interim Assessments and a focus on improving Math scores. With the decline of ELA scores, The SAE plans on Pre/Post testing with NWEA in conjunction with CAASPP Interims, which would mirror how our Math dept uses both MDPT and CAASPP Interims to provide data and practice.