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Response from New West Charter



California
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School

2018/2019 Academic Memo Response to the CDE

1. A summary of the charter's review of the most recent Fall 2018 dashboard results identifying (i) **greatest progress** and (ii) **greatest need**.

(i) Fall 2018 Dashboard Greatest Progress:

*NWC has maintained overall progress in ELA Status Level (grade six through grade eight) for all pupils, socioeconomically disadvantaged, Hispanic, African American students and White pupils.

In Mathematics Status Levels (grade 6 through grade 8) improvement has continued for all pupils, two or more races, Hispanic, and White pupils;

The School Performance Overview indicates overall for grades 6 through grade 8 that ELA status is very high at 54.6 points above level 3 which has increased 3.1 points.

The School Performance Overview indicates overall for Math grades 6 through 8 the status is high at 14.3 points above level 3 which has maintained with -1

(ii) Fall 2018 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 2018 CAASPP test results for ELA/literacy and mathematics for grade eleven, and English Learner (EL) and students with disabilities

Summary of Greatest Needs:

1. Minor change level decline in ELA and Math (grade eleven)
2. Minor change level decline in Math (7th grade)
3. NWC was assigned Orange in ELA for; EL students, students with disabilities
4. NWC was assigned Orange in Math for students with; disabilities, socio-economically disadvantaged, 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)

Response from New West Charter



California
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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.

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-G 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 manipulatives, 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)

Lindamood-Bell Visualizing/Verbalizing (VV) strategies for comprehension

Modeling of metacognitive 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 notecards for multi-step problems

Use of and creation of manipulatives

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 2018 CAASP for ELA and Math. Overall trends to date indicate that progress is being made in each sub group based on frequent internal assessments

Response from New West Charter



California
Distinguished
School

**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:

140/147 students are on-track and due to matriculate passing into 9th grade

85/87 students are on track and due to graduate as seniors meeting all NWC graduation requirements

Final results available on 6/7/19

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 July 2019 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)

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

Response from New West Charter



California
Distinguished
School

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 two college counselors dedicated to 400 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 2018/19 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.

ANALYSIS:

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