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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

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<tbody>
<tr>
<td>ELA</td>
<td>40</td>
<td>46</td>
<td>43.13</td>
<td>36.52</td>
</tr>
<tr>
<td>Math</td>
<td>6</td>
<td>16</td>
<td>18.71</td>
<td>18.96</td>
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**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:

      |               | Interim 1 | Interim 2 |
      |---------------|-----------|-----------|
      | **ELA**       | 26%       | 13%       |
      | **Math**      | 56%       | 47%       |
      | **Below standard** | 26%       | 13%       |
      | **Near or Above standard** | 74%       | 85%       |
      | **Below standard** | 56%       | 47%       |
      | **Near or Above standard** | 44%       | 53%       |
   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:
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. Programmatic 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

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

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<thead>
<tr>
<th>Whole Faculty/Staff WkAt:</th>
<th>Improved test scores</th>
<th>MTSS</th>
<th>Portfolio</th>
<th>Organizational wellness</th>
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<tr>
<td></td>
<td>Review data</td>
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<td>Articulate the scope and sequence of the 5-12 portfolio process</td>
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<td>Use testing and data systems</td>
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<td>Demonstrate self-care</td>
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<tr>
<td>Beginning/New Teacher WkAt:</td>
<td>Participate in data collection</td>
<td></td>
<td>Experience and apply established support systems at The SAE</td>
<td>Develop a highly rigorous artifact to be included in their students' portfolio</td>
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<tr>
<td>Returning/Veteran Teacher WkAt:</td>
<td>Use data to drive instruction</td>
<td>Pilot new support systems</td>
<td>Support new teachers in earning established support systems</td>
<td>Evaluate and improve established artifacts</td>
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<tr>
<td>Administrator/Support Staff WkAt:</td>
<td>Identify struggling teachers</td>
<td>Provide targeted support and training</td>
<td>Explore and pioneer potentially new support systems</td>
<td>Support teachers with portfolio rubrics and task sheets</td>
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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.