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Response from New West Charter



2021/2022 Academic Memo Response to the CDE

1. Based on the charter’s review of internal spring 2021 assessments, these are the areas of (i) **greatest progress** and (ii) **greatest need**.

(i) **Spring 2021 Greatest Progress:**

NWC students are exceeding the NWEA MAP national norms in Reading, Language Usage, and Mathematics in all grade levels tested (grade 6 through grade 11). NWEA MAP was administered at NWC for the first time in 2020-21, so we’re not able to see much growth yet, but there is a steady increase in the percentage of students who perform at or above the 50th percentile from 6th grade to 11th grade, with over 82% of 11th grade students performing in the Avg, HiAvg, or High percentile ranges across all three subjects.

In Reading and Language Usage, over 70% of socioeconomically disadvantaged, Asian, African American, Hispanic, and White students performed at or above the average national percentile band. For the same groups, 64% or more of students scored at or above the national average.

(i) **Spring 2021 Greatest Need:**

Although the majority of NWC students are performing above the national norms, there are two student groups that are lower performing: English learners and students with disabilities. In Reading, 22% of English learners and 57% of students with disabilities performed at or above the national average and in Math, 32% of English learners and 49% of students with disabilities are average or above.

Student performance also did not improve in general from Fall 2020 to Spring 2021, so student growth in performance over the course of the school year will be a priority across subjects and student groups. The overall decline in performance from Fall to Spring in Reading across student groups is an area of concern; considering the largest decline was from Winter to Spring, test and pandemic fatigue may have been a factor in performance. Math performance was steadier across administrations but also did not grow in 2020-21. Based on the proficiency projections for the SBAC based on NWEA scores, the school’s overall performance in Math has improved from Spring 2019 to Spring 2021 though. There were varying levels of growth and decline across student groups in Science.

For 2021-22, our goal is to promote ongoing growth in NWEA through our communication with students, teachers, and parents. In addition to professional development for our staff in monitoring student progress and using data to inform instruction, we are communicating the importance of growth in this measure through our stakeholder engagement. Teachers as well as the EL Coordinator and Special Education staff are utilizing tools to monitoring key data points to provide supports to students when needed.

Schoolwide: Students Pre AND Post Tested Scoring Avg or Higher			
Course	Fall	Winter	Spring
Reading	87%	83%	74%
Language Usage	95%		84%
Math	82%	79%	77%
Science K-12	79%	73%	71%

READING: Students Pre AND Post Tested Scoring Avg or Higher			
Reading	Fall	Winter	Spring

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English Learners	87%	83%	74%
Socioecon. Disadv.	44%	24%	*
	75%	72%	*
	65%	59%	*
	97%	87%	*
	77%	77%	50%
	78%	76%	56%
	90%	86%	75%
	88%	86%	78%

LANGUAGE USAGE: Students Pre AND Post Tested Scoring Avg or Higher			
Language Usage	Fall	Winter	Spring
	95%		84%
	75%		75%
	*		*
	*		*
	100%		92%
	*		*

MATH: Students Pre AND Post Tested Scoring Avg or Higher			
Math	Fall	Winter	Spring
	82%	79%	77%
	23%	40%	40%
Socioecon. Disadv.	70%	65%	66%
	53%	45%	49%
Asian	92%	89%	88%
Black or African Am.	71%	64%	67%
Hispanic or Latino	65%	61%	63%
White	89%	84%	82%
Multiple Races	77%	85%	78%

SCIENCE: Students Pre AND Post Tested Scoring Avg or Higher			
Science	Fall	Winter	Spring
All	79%	73%	71%
English Learners	18%	10%	17%
Socioecon. Disadv.	55%	52%	50%

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	60%	43%	45%
	92%	92%	88%
	55%	67%	64%
	50%	53%	55%
	85%	76%	73%
	81%	68%	68%

SMARTER BALANCED ASSESSMENTS (& PROJECTIONS)					
Smarter Balanced Growth		Not Met	Nearly Met	Met	Exceeded
ELA	2019	7%	16%	37%	41%
	2021*	20%	13%	25%	42%
Math K-12	2019	20%	23%	22%	34%
	2021*	13%	23%	24%	41%

*2021 percentages based on NWEA MAP projected proficiencies for Spring 2021

2. A summary of the charter’s analysis of performance Element Two: Measurable Pupil Outcomes (aligned to LCAP)

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 close the achievement gap for our subgroup students and to achieve a high level of academic excellence by ensuring all students are on track to graduate college and be career ready. (State priority 1 – basic) (State priority 2 – state standards) State priority 4 – student achievement) (State priority 7 – course access)

ANNUAL ACTIONS:

1. Incorporate quality curriculum and instructional/assessment tools such as Digital Dragon, NewELA, NoRedInk, APEX, Paper.co, NWEA MAP into instruction
2. Provide college and career counseling
3. Provide Professional Development for staff, including setting rigorous standards for each department, ongoing standardization of grades, training on benchmark and interim assessments, best practices from conferences and teacher trainings
4. English learner student supports, such as an EL Coordinator for progress monitoring and small group instruction, professional development for teachers, and improvements to family communication, particularly for Spanish-speaking families

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- 5. Supports for socioeconomically disadvantaged students, such as equity-based progress monitoring, tutoring, technology, and small group intensive support groups during the school day
- 6. Special Education Program, including additional support and paraprofessional staff to provide more small-group and one-to-one instruction and collaborative professional development for general education and RSP teachers
- 7. Recruitment of high-quality teachers, compensation to support teacher retention and community building events

Measurable Outcomes:

Measure	Performance	Analysis
% of teachers fully credentialed and appropriately placed (CCTC)	100%	NWC hiring and retention processes have yielded a consistent team of credentialed and appropriately placed teachers.
All students have access to their own copies of standards-aligned instructional materials	Met	All students have access to the appropriate technology and materials needed for instruction.
Implementation of all adopted standards AND access to broad course of study	Met	A broad and balanced course of study is currently in place and implemented for all students in both middle and high school.
% enrollment in courses required by the state for middle and high school	100%	Enrollment in a broad course of study is consistent across the middle and high school
% of graduates meeting UC/CSU entrance requirements	100%	A-G completion is integral to our student's path to graduation
% meeting or exceeding standards on ELA and Math, schoolwide and for all subgroups	MAP's projected SBAC proficiency shows the following: All: 67% ELA – 63% Math SED: 44% ELA – 46% Math EL: 0% ELA – 27% Math SWD: 14% ELA – 24% Math Asian: 80% ELA – 70% Math Af Am: 50% ELA – 53% Math Hisp: 44% ELA – 48% Math White: 68% ELA – 65% Math	New West opted to administer MAP local assessments instead of the CAASPP in the Spring, but MAP provides projected SBAC scores. The tests, administered three times a year, provide a systematic approach to student review that has included a direct focus on EL, SPED, AA and Latino students and regular monitoring of individual progress of students who have been identified as struggling learners based on assessment performance. Annual growth was low schoolwide, but NWC's continues to focus on progress for each student group informed by regular local assessments.
NWEA MAP % of students meeting annual growth targets	Reading: 37% Language Usage: 5% Math: 41%	This was the first year of NWEA MAP testing at NWC and a year of distanced instruction, so the data is considered our baseline. We aim to increase the percentage of students meeting and

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		exceeding their growth targets annually by focusing on personal growth for all our students.
% of students college ready as assessed by EAP/CAASPP	MAP’s projected SBAC proficiency indicates 83% ready in ELA and 74% in Math	As measured by the projected proficiency in MAP, most students are graduating college ready.
% of AP exam participants scoring a 3 or higher	N/A	Students at NWC do not participate in AP Exams
% of EL students improving at least one level on the ELPAC (Dashboard ELPI)	2019 Dashboard: 55.6%	Professional development in ELD techniques, intensive supports for English learners, and consistent monitoring and instruction from the ELD Coordinator are all part of the action plan to maintain a high percentage of students improving on the ELPAC.
EL Reclassification rate	2019-20: 3.4%	NWC is focused on increasing progress monitoring and providing small group support to its English learners to increase the percentage of students who are reclassified.
College acceptance rate	97%	both middle and high school.

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 (State priority 1 – basic) (State priority 5 – pupil engagement) (State priority 6 – school climate)

ANNUAL ACTIONS

1. Student activities – clubs, sports, department awards, and field trips
2. Diversity, Equity, and Inclusion Program
3. Offer diverse program options: independent study, online options, and partnership programs
4. Alumni Association
5. Student behavior supports
6. Attendance support
7. Campus health and safety: ongoing maintenance and safety protocol

Measure	Performance	Analysis
Attendance rate	98%	NWC students are engaged in their own learning, resulting in a high attendance rate and low absence rate. Our focus on student activities, commitment to inclusion, supports and diversity of options has been effective in maintaining high student engagement.
Chronic absence rate	5%	
Suspension rate	0%	Our discipline plan, behavior incentives, and ongoing monitoring of at-risk students
Expulsion rate	0%	

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		has been effective in keeping suspension and expulsion rates low.
Survey: % believe school is safe and feel included	Parents: 95% / 90% Students: 95% / 95% Teachers: 100% / 95%	Our focus on community engagement and school culture is reflected in our survey results. The vast majority of parents, students and teachers feel safe and included.
4-year cohort HS graduation rate	2020: 96.6%	Nearly all NWC students graduate in four years. This is a result of a combination of the efforts of our college and career counseling team as well as a school culture that encourages school engagement.
HS dropout rate	2020: 0%	
School facilities are in good repair	Met	The facilities are well-maintained and promote a sense of safety as well, as reflected in our student, parent, and teacher surveys.

3. A summary of progress made in meeting the school’s 2020–21 Learning and Continuity Plan goals, including information on the ongoing 2021–22 Local Control Accountability Plan (LCAP) process, community member engagement, and how the school is addressing learning loss from the prior school year.

In 20-21, we implemented our distance learning program as planned, utilizing Google Classroom as the primary platform for our classes and establishing school-wide norms. We maintained continuity between our curriculum resources in distance learning as in our in-person program. Our students’ attendance was consistent, with an attendance rate of 98% for the year. We embedded additional time for support for our English learners, students with disabilities, and struggling learners as well as 24/7 online access to an all-subject tutoring service. One-on-one virtual tutoring also helped a great deal for students who were struggling.

We adopted a new Social Emotional Learning curriculum this year, implemented through Advisory classes. We also implemented several activities/events for student connection and wellness as well as a Diversity, Equity, and Inclusion office. Many of the items implemented in 20-21 carried through to our 21-22 LCAP, as they were well-received.

Our 21-22 LCAP goals reflect the items of focus for school improvement:

- 1) Closing the achievement gap and continue to strive towards academic excellence and ensuring all students are on track to graduate college and career ready
- 2) Maintaining a safe campus learning environment that fosters intellectual and emotional maturity and inspires and challenges our students
- 3) Strengthening parental support and community engagement

These goals were informed by our multiple surveys, family, student and staff engagement opportunities throughout the year. Our Governance Council has requested the formation of Board Committees composed of mixed stakeholder groups to provide advice on specific topics. We have formed several focus groups to support decision-making and provide family input.

New West is continuing to address learning loss in 21-22 through small group instruction and individual tutoring as needed, particularly for our English learners, socioeconomically disadvantaged students and students

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with disabilities. We will continue to monitor progress throughout the year to identify students who require additional support.

4. Inform if Independent Study (IS) will be offered in the 2021–22 school year and provide a best estimate as to what percentage of ADA will be enrolled in IS. Also, provide a summary of how IS will be offered this year, if applicable.

New West Charter offers independent study via two methods:

1. NWC+ provides a hybrid IS program for high school students and is located at the 1905 Armacost Avenue Campus. Currently 73 high school students are enrolled in NWC+ for the 2021-2022 school year. and
2. NWC short term independent study is offered to all students 6th - 12th grade who may need this support as a result of a potential quarantine requirement or a short term need throughout the school year. New West Charter Governance Council adopted a revised Independent Study Policy for the 2021-2022 school year on August 14th to reflect recent changes as a result of AB 167

We estimate that no more than 10% of the overall ADA for New West Charter will be enrolled in independent study in the 2021-2022 school year.