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The School of Arts and Enterprise
March 29, 2018

Summary of the review of the Fall 2017 Dashboard results:

Greatest progress:
In a letter to The SAE dated March 2, 2018, The CDE notes that schools that predominantly fall within blue, green, and yellow on the Five by Five Grid Placement Report are considered to be making adequate progress. Specifically, SAE has made improvements in the following areas: Mathematics Status level Increased for Socioeconomically Disadvantaged pupils, the Suspension Indicator Declined for All Students, and Declined Significantly for African American pupils, and Two or More Races.

Although The SAE was assigned Red for EL progress in math, further analysis shows that ELs who have been enrolled at The SAE for at least 2 years made significant progress improving in their Distance from Level 3 in ELA by 12 percentage points and in math by 25 percentage points. As an alternative public school of choice, The SAE continues to attract and support students who have not been successful in other programs.

Greatest needs:
Status level of Low, Declined in Average Distance from Level 3 in ELA (grade three through grade eight) for English learners (ELs). SAE was assigned Orange for ELs. Status level of Low, Maintained in Average Distance from Level 3 in ELA (grade three through grade eight) for All Students, Socioeconomically Disadvantaged, and Hispanic pupils. SAE was assigned Orange for All Students, Socioeconomically Disadvantaged, and Hispanic pupils. Status level of Very Low, Decreased change in Average Distance from Level 3 in Mathematics (grade three through grade eight) for ELs. SAE was assigned Red for ELs. Status level of Low, Maintained for All Students and Hispanic pupils. SAE was assigned Orange for All Students and Hispanic pupils. Status level of Medium, Increased Change Level in Suspension Indicator for ELs, Socioeconomically Disadvantaged, Students with Disabilities, and White pupils. SAE was assigned Orange for ELs, Socioeconomically Disadvantaged, Students with Disabilities, and White pupils. Inadequate growth on the Smarter Balanced Summative Assessment in mathematics and/or the grade eleven CAASPP test showed an overall pattern of Standard Not Met percentage that exceeds the State's Standard Not Met percentage by 15 percentage points.

With nearly 30% new student enrollment to The SAE, our math and ELA and our incoming 6th graders performed much lower than the previous year. Our next step is to analyze current 6th graders' previous CAASPP (5th grade) test performance results.

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Performance of Measurable Outcomes - Status Update

<u>**STATE PRIORITY #1— BASIC SERVICES**</u>

SUBPRIORITY A – TEACHERS:

SAE Measurable Outcome:
All core academic teachers will hold a valid CA Teacher credential. Within two years of employment, all Arts teachers will hold a CTE Designated Subject credential or CA teacher credential (CTC).

Methods of Measurement:
CTC/CTE documentation verification is completed at time of hire and filed. A yearly report to CDE- Charter Schools Division verifying current credential status in designated teaching areas is submitted.

Summary: Currently, our CTE teachers are meeting the preliminary credential status requirement at time of hire or within 30 days of the beginning of the school year. The school follows a hiring procedures to ensure CTC/CTE credentials remain current, CLAD requirements are met or plan is established for completion, and BTSA support program is available for teachers to clear their credentials.

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

SAE Measurable Outcome:
Student have access to 3 computer labs, 4 laptop carts, 1 ipad cart, and 1 Chromebook cart.

Method of Measurement:
Yearly Tech Inventory

Summary: We have strengthened our commitment to technology this year: The school purchased nearly 180 new Chromebooks and 4 new computer carts. Over 30 units were designated to support our SPED department. Students continue to have access to 3 computer labs that are regularly upgraded. The SAE has increased available computers from about 1.5 to 1 student to computer ratio to 1.2 to 1 current ratio with plans for 1:1 student to laptop ratio by the start of 2018/2019 school year. In order to ensure that all students have access to technological resources, our students have the opportunity during daily after school tutoring to utilize our carts and our lab facilities.

The adoption of the CPM program has enhanced our tests scores significantly, which has been bolstered by our targeted math intervention with the ALEKS program online. We have invested in support resources for EL students, along with trainings for our EL coordinators. Our school bought the digital platform Illuminate to help teachers assess benchmark and SBAC data, and also to use as a system to generate relevant tests and quizzes for instruction.

The SAE has also acquired a trial of FastForword adaptive online program to pilot as an intervention for English language arts during the fourth quarter of 2017/2018.

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SUBPRIORITY C – FACILITIES

SAE Measurable Outcome:
Facilities will be safe, clean and maintained.

Methods of Measurement:
Yearly and monthly inspections. Daily assessment of the school operations request forms and daily walk throughs.

Summary: The facilities manager completes daily review of facilities needs and prioritizes the needs based on safety concerns. An increase of 1 FTE in our custodial / maintenance staff continues to support campus needs. The monthly maintenance schedule is reviewed and revised as needed. Security upgrades during this school year include additional cameras, remote alarm system access, and guest buzz-in system at each campus.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

SUBPRIORITY A & B – CCSS IMPLEMENTATION

SAE Measurable Outcome:
Department course maps, instruction, and projects fully aligned to CCSS.

Methods of Measurement:
Administrative curricular review of course maps, evaluative and coaching-based observation of instruction, and alignment review process of projects that are peer and administratively reviewed.

Summary: During professional development and department meetings times, teachers develop course maps and revise them as instructed by administration. Best practices and project alignment occurs during professional development and teacher common prep time. Teachers collaborate the week prior to the first day of instruction each school year to align curriculum vertically and to plan horizontally-integrated and CCSS-aligned projects. Mentoring and reflection/feedback is a continuous process with the admin staff and the teaching staff in order to promote teacher growth and data-based instruction geared towards the CCSS. We also have brought a CPM coach on board who conducts monthly coaching visits to ensure that our math department feels fully supported to teach CPM with fidelity.

SUBPRIORITY C – EL STUDENTS AND ENGLISH LANGUAGE PROFICIENCY

SAE Measurable Outcome:
Department course maps, instruction, and projects fully aligned to CCSS.

Methods of Measurement:
Administrative curricular review of course maps, evaluative and coaching-based observation of instruction, and alignment review process of projects that are peer and administratively reviewed.

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Summary: During professional development and department meetings times, teachers develop course maps and revise them as instructed by administration. Best practices and project alignment occurs during professional development and teacher common prep time. Teachers collaborate the week prior to the first day of instruction each school year to align curriculum vertically and to plan horizontally-integrated and CCSS-aligned projects. Mentoring and reflection/feedback is a continuous process with the admin staff and the teaching staff in order to promote teacher growth and data-based instruction geared towards the CCSS. We also have brought a CPM coach on board who conducts monthly coaching visits to ensure that our math department feels fully supported to teach CPM with fidelity.

STATE PRIORITY #3— PARENTAL INVOLVEMENT

SUBPRIORITY A – ACHIEVEMENT/MAINTAINING PARENTAL INVOLVEMENT

SAE Measurable Outcome:
Increase parent/student attendance by 10% from baseline year (2014-15)

Methods of Measurement:
Sign in sheets, parent /students surveys, event attendance/ticket sales reports.

Summary: We have seen a strong increase in parent involvement especially at the beginning of the school year. This year we had 517 participants attend Meet you Major Night, over 10% increase from last year. Performance tickets sold increase by nearly 9%. Back to School Night attendance at the middle school was our highest yet. EL Empowerment Night, first time event established a baseline of over 60 attendees, with 30 families in attendance. The School as a Whole meetings increased in attendance with an over 200% increase since 2016.

SUBPRIORITY B – PROMOTING PARENT PARTICIPATION

SAE Measurable Outcome:
Increase parent/student attendance by 10% from baseline year (2014-15)

Methods of Measurement:
Sign in sheets, parent /students surveys, ParentSquare analytics,

Summary: We have seen a increase in parent notification based on our analytics form our new system, Parent Square. Parent Square, relays information in English and Spanish using email, texts or application access. Of the 1144 parents signed up with Parent Square, 98%   Parents are invited to attend performances, gallery shows and other events, culminations, Meet Your Major and Back to School nights. Quarterly *School As A Whole* meetings, monthly Coffee with the Director meetings, Portfolio, and student led conferences have increased parent/student participation this year.

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STATE PRIORITY #4— STUDENT ACHIEVEMENT

SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS

SAE Measurable Outcome:
Students will demonstrate growth across benchmark assessments

Methods of Measurement:
Benchmark data, SBAC test results, Report cards, Data Collected from CAASPP.

Summary: We have transitioned from NWEA benchmarks to CAASPP Interim Assessments. Teachers meet regularly to analyze benchmarks as formative assessments to drive instruction. However, at least one more year of benchmark data will be needed to analyze efficacy with 2017/2018 school year benchmarks as baseline.

SUBPRIORITY C– UC/CSU COURSE REQUIREMENTS (OR CTE)

SAE Measurable Outcome:
Graduation plan, grade reports, tracking college applications and acceptances.

Methods of Measurement:
SAT/ACT results, Beyond 12 program results, CDE Dashboard College Readiness Indicator, Report cards, Data Collected from CAASPP and college acceptance letters

Summary: We have implemented Naviance curriculum with in-class support from our academic counselors for grades 6-12. We have expanded our College Spring curriculum to 11th and 12th grade rather than just 12th grade. This year, 8 SAE seniors trained to become CollegeSpring mentors, something previously only available for college students.

SUBPRIORITY D– EL PROFICIENCY RATES

SAE Measurable Outcome:
An increase by one CELDT Level

Methods of Measurement:
CELDT results, student grades, SBAC test results

Summary: CELDT has been transitioned out. This will be a baseline year for the new ELPAC.

SUBPRIORITY D– EL RECLASSIFICATION RATES

SAE Measurable Outcome:
Students will demonstrate growth toward becoming RFEP eligible

Methods of Measurement:
RFEP Reclassification rates, CELDT testing results

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Summary: The SAE continues to support EL growth towards RFEP eligibility as indicated by the Green designation on the CDE dashboard. Additionally, The SAE monitors all RFEP students without expiration. Analysis of SAE RFEP students show significant growth. RFEP students enrolled at The SAE for at least two years improved in their distance from 3 in ELA by 8 percentage points and in math by 15 percentage points.

SUBPRIORITY F– AP EXAM PASSAGE RATE

SAE Measurable Outcome:
AP scores and Portfolio Assessments

Methods of Measurement:
AP course offerings, AP pass rate, Portfolio pass rate

Summary: We have increased AP course offerings from 3 to 7 in the past three years. Passing Portfolio is required for graduation from The SAE. Students are given multiple chances to defend their Portfolio. First try pass rate is about 75%. After remediation, 2nd to 3rd try pass rate is 100%.

SUBPRIORITY G– COLLEGE PREPAREDNESS /EAP

SAE Measurable Outcome:
90% of students of 8, 10 and 12 grade students successfully complete and defend a portfolio

Methods of Measurement:
AP course offerings, AP pass rate, Portfolio pass rate

Summary: We have increased AP course offerings from 3 to 7 in the past three years. Passing Portfolio is required for graduation from The SAE. Students are given multiple chances to defend their Portfolio. First try pass rate is about 75%. After remediation, 2nd to 3rd try pass rate is 100%.

STATE PRIORITY #5— STUDENT ENGAGEMENT

SUBPRIORITY A– STUDENT ATTENDANCE RATES

SAE Measurable Outcome:
Increase student daily attendance to meet or exceed 92%.

Methods of Measurement:
Attendance reports, student/teacher advisory meetings, and attendance contracts.

Summary: Our master schedule has been revised to increase artistic and academic depth on the minimum Friday schedule which increased attendance on Fridays. Our parent notification system immediately notify parents throughout the day with their child absence which has decreased the number of absences overall. The SAE has created a SART board to intervene early to avoid chronic absenteeism. The school has increased overall attendance rates.

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SUBPRIORITY B– STUDENT ABSENTEEISM RATES

SAE Measurable Outcome:
Increase attendance rates by 3% over 3 years.

Methods of Measurement:
Attendance reports, student attendance contracts, SARB log

Summary:
The school has implemented New Family Orientation for all students and parents, grades 6-12, that join The SAE Community. Further, The SAE has initiated its first SART committee to combat chronic absenteeism. The school has also increased communication measures with parents in the way of "ParentSquare", a full school communication tool that informs parents twice a day of their student's absence, as well as Powerschool, that gives parents access to their child's attendance report. Attendance rates are increasing.

SUBPRIORITY C– MIDDLE SCHOOL DROPOUT RATES

SAE Measurable Outcome:
High school enrollment and 12th grade graduation rates.

Methods of Measurement:
Grade reports, portfolio, counselor log, graduation plan

Summary: Based on our tracking reports and Calpads data, no middle school student is listed as a dropout. Students who did not enroll in our high school program, enrollment into other schools were tracked. One student (16-17) returned to be homeschooled.

SUBPRIORITY D– HIGH SCHOOL DROPOUT RATES

SAE Measurable Outcome:
Maintain 90% or higher graduation rate

Methods of Measurement:
Student grades, college applications, counselor's log, attendance records, and portfolio.

Summary: Based on our tracking reports and Calpads data, no high school student are listed as a dropout. Senior graduation rate remains over 95%, consistently. Students who need to finish a course to complete their graduation requirements are enrolled in summer school.

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES

SAE Measurable Outcome:
High school enrollment and 12th grade graduation rates.

Methods of Measurement:
Calpads reports, graduation planner and student transcripts

Summary: Based on our tracking reports and Calpads data, we are meeting the 90% or higher graduation rate. Our graduating seniors are nearing 98%+ acceptance to college.

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STATE PRIORITY #6— SCHOOL CLIMATE

SUBPRIORITY A – PUPIL SUSPENSION RATES

SAE Measurable Outcome:
Review data month to month, monitoring students behavioral progress through documentation of circles and the follow up sessions to reduce suspension and behavioral incidents.

Methods of Measurement:
Log entries, behavioral/suspension logs, Restorative Justice logs, discipline policy as indicated in our Progress Discipline Matrix (initiated in 17-18 SY).

Summary: The number of students who have committed an offense dropped 11%, but the number of incidents rose by 19% (from 21 to 25). Out of school suspensions (total of 20) decreased by one incident from 15-16 to 16-17. During the 2017-2018 school year, the SAE Administration has focused more on Alternatives to Suspension and Restorative Justice instead of suspension. Due to this, our suspension rate for the year has been drastically lowered. As of 3/15/18, we have had 9 suspensions (4 in-school suspensions and 5 out of school suspensions). We will continue to expand the use of Alternatives to Suspension and Restorative Justice to reduce our number of in-school and out of school suspensions. Continue to track students transition to high school who have been SAE students for more than 2 years. Results indicate decreased suspensions rates overall with returning students.

SUBPRIORITY B – PUPIL EXPULSION RATES

SAE Measurable Outcome:
Identify students and review and follow up counseling log, restorative justice log, student behavior contacts and Powerschool log entries.

Methods of Measurement:
Log entries, behavior/suspension logs, RJ logs, discipline policy

Summary: No students were expelled during the 15-16 school year, one expulsion occured in 16-17. Our commitment to de-escalate using RJ, Progress Discipline Matrix, and a variety of Alternatives to Suspension. Adapted the SEE Something- SAE Something program this school year.

SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)

SAE Measurable Outcome:
For students to be involved in one or more school activites, our out come is that 75% of our student enrollment will participate in a club or school activity.

Methods of Measurement:
Attendance logs at school events, SAW meetings and project culminations. Yearly School Survey and SAW meeting surveys. FAA attendance

Summary: All high school students are required to select an arts major in which participation, performance, or gallery showing is expected and middle school students have the option to attend zero period arts programs. The Middle School currently offers 6 art and leadership

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classes during zero period, and All students participated in PBL culminations which parents participation is encouraged. At the high school all students can attend FAA (Friday Afternoon Arts) for additional training and skill building. FAA for the Middle School includes those students who have zero period art classes. Each campus offers a variety of club. The middle school currently has 9 after school clubs for students to attend.

STATE PRIORITY #7— COURSE ACCESS

SUBPRIORITY A –COURSE ACCESS

SAE Measurable Outcome:
Students enrolled in college and career pathway courses which are aligned to CCSS. Projects are also aligned to CCSS. AP course enrollment is encouraged at grade levels 11-12.

Methods of Measurement:
Course catalog, A-G UC/CSU approved courses. CCSS aligned coursework. Academic Placement Policy

Summary:
Our Academic Placement Policy has been updated to clearly place all SAE students in courses to meet UC A-G requirements. Parents must sign a waiver and meet with the high school academic counselor for students to be exempt from an A-G course placement. Minimum restrictions and prerequisites are made for AP course placement.