

## **New West's Schoolwide Action Plan with Updates as of January 2019**

The collaborative analysis of data required by the “Focus on Learning” self-study made New West’s schoolwide strengths and areas for growth abundantly clear to the Leadership Team and faculty and staff at large early September 2016. As described in chapter three of that report, by the end of September, those lists were condensed to three critical academic needs:

- 1. Closing achievement gaps to serve all students**
- 2. Maintaining the strength of the faculty**
- 3. Developing a school identity built on academic rigor and individuality**

On October 5, 2016, the Leadership Team pooled its expertise and brainstormed lists of what could, would, or should be done to improve student learning in these areas. At the same time, Dr. Sharon Weir was gathering input from teachers, administrators and the Board of Directors to update the school’s charter document for renewal and talking about ways to support the achievement of Local Control Accountability Plan (LCAP) goals. Because both conversations dealt with the same topics and involved the same people – how the school works and how to improve student learning – the two conversations merged.

A proposal was made to write chapter five of that report in a format that showed the alignment between the school’s three critical academic needs, the LCAP goals, and New West’s Schoolwide Learner Outcomes (SLOs). After studying various examples from different schools, a template was made and decided upon. The format chosen shows how New West distributes leadership and sets specific, measurable, attainable, realistic, and time-bound goals for improvement.

The following pages present New West’s singular action plan for improvement over six years. The action plan shows:

- the **data** that got attention
- the **overall goals** that emerged from the WASC self-study process in reaction to the data
- the alignment with the **Local Control Accountability Plan (LCAP)** goals
- the plan for **measurement** of the achievement of those goals
- the general **strategies** and specific **tactics** that the Governance Council, administrators, counselors and teachers believe will produce the intended results
- the **Schoolwide Learner Outcomes (SLOs)** that they will most support

New West’s Schoolwide Action Plan was updated in July 2017 to reflect the visiting team’s findings and the school’s LCAP goals. **A combination of images, narratives, and data specifically relevant to the goal (especially a case study of our current sophomores) are used to measure progress towards so far.**

**Closing Achievement Gaps to Serve All Students – LCAP Goal 1**

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
New West’s African and Latino American students generally earn lower grades and lower test scores than their classmates on the SBAC, CST, PSAT, SAT, and ACT.	<i>Improve learning outcomes for African and Latino American students</i>  <b>(LCAP Goal 1, Action 1)</b>	<b>NWC Goal 1. Closing Achievement Gaps to Serve all Students: Effectively strive to achieve high levels of academic excellence by ensuring all NWC students are on track to graduate and be college and career ready.</b> All NWC students will demonstrate increased achievement in English language arts and mathematics <i>(aligned with state priorities 3,4, and 7)</i>	Increase in student learning demonstrated by the number and percentage of African American students who earn above average GPAs and scores on standardized tests by 3% in each of the next six years.	Switch from “color-blind” to “color conscious” curriculum.	Teachers will increase the diversity of people and ideas presented in course materials (ex: authors, artists, activists, etc.) to celebrate the contributions of all.
				Switch from “color-blind” to “color conscious” instruction.	Teachers will ensure that students of all backgrounds feel comfortable participating in class by holding authentic conversations about race and identity to honor the perspectives of all.
				Switch from “color-blind” to “color conscious” tracking sheets.	Teachers will add African and Latino American students to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.
<b>SLO(s) This Action Will Most Support:</b>					
<b>Community Contributors:</b> Are open-minded and seek to understand other perspectives and cultures					
<b>Quality Producers:</b> Gather and analyze information to make effective arguments supported by evidence; Demonstrate critical thinking and complex problem solving skills					



*Nic Stone, author of “Dear Martin,” speaks with New West students in May 2, 2019 following a schoolwide reading of her novel. Ms. Stone discussed the writing process, what inspires her, and argued that although the United States has made tremendous progress in terms of Civil Rights over time, the need for a “Black Lives Matter” movement at all underscores the fact that there’s still more far more work to be done.*

Since the last WASC visit, New West’s English teachers have made a concerted effort to diversify the literature of the curriculum they teach and select sources that grab students’ attention. The growth of Mr. Scott Acornley’s “Individual in the Modern Society” class for seniors from one to three periods and the addition of two periods of “Contemporary American Literature” for juniors with Mrs. Melissa Everett speak to the popularity of the department’s turn towards more recent work from authors of different backgrounds.

The most dramatic example of this move was the English Department’s selection of “Dear Martin” by Nic Stone as it’s first schoolwide reading in the spring of 2019. A copy of Stone’s novel – which follows a fictional high school senior navigating questions of identity and inequality following a ‘ripped from the headlines’ encounter with the police – was distributed to every student and staff member in February. On March 7, the entire school followed a special schedule so that students from all seven grades, three programs, and two campuses could come together to share their thoughts and feelings in reaction to the story. A teacher or two facilitated each conversation along with members of the office, administrative, counseling, and students support teams. Carefully selected discussion questions elicited powerful personal stories and more than a few tears from the adults and children in every room. Two months later, the conversation resumed when the book’s author, Nic Stone, visited New West on May 2 (see left).


The academic performance of every underperforming African and Latino American heritage has been tracked on the Grade Level Advisor’s Struggling Learner Report since the Fall of 2017. The process of checking these students’ grades on a regular basis helps keep teachers aware of how these students are performing as individuals and overall, and facilitates the sharing of strategies that help them learn.

Though it’s still early, the longitudinal data from CDE on the following page suggests these efforts are beginning to move the bell curve for younger Latino students (the African American subgroup was too small to warrant calculation by the CDE). Likewise, the average PSAT scores for these subgroups now top the overall state and national averages for all test takers and the achievement gap between them and their white peers is closing, but it is not closed yet.

Historical Case Study – Class of 2022 – Current Sophomores – Ethnicity: Hispanic or Latino (African Americans PSAT only)

<div style="background-color: #e0f2f1; padding: 5px;"> <p>Select End Year: 2018    Select Grade: 8th Grade    Select Student Group: Ethnicity    <span style="background-color: #ffc107; padding: 2px 5px;">Apply Selections</span></p> </div>	<p>When the Leadership Team analyzed the data relevant to this goal on December 4, 2019, they noted that:</p>																								
<p><b>English Language Arts</b></p> <div style="background-color: #ffc107; padding: 2px;"> <p>▼ Hispanic or Latino</p> </div> <p><b>Achievement Level Distribution Over Time</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9d9d9;"> <th>Achievement Level</th> <th>6th Grade (2016)</th> <th>7th Grade (2017)</th> <th>8th Grade (2018)</th> </tr> </thead> <tbody> <tr> <td>Mean Scale Score</td> <td>2534.6</td> <td>2565.0</td> <td>2562.8</td> </tr> <tr> <td>Standard Exceeded: Level 4 <sup>i</sup></td> <td>12 %</td> <td>22.73 %</td> <td>15.22 %</td> </tr> <tr> <td>Standard Met: Level 3 <sup>i</sup></td> <td>37 %</td> <td>31.82 %</td> <td>36.96 %</td> </tr> <tr> <td>Standard Nearly Met: Level 2 <sup>i</sup></td> <td>35 %</td> <td>25.00 %</td> <td>26.09 %</td> </tr> <tr> <td>Standard Not Met: Level 1 <sup>i</sup></td> <td>16 %</td> <td>20.45 %</td> <td>21.74 %</td> </tr> </tbody> </table>	Achievement Level	6th Grade (2016)	7th Grade (2017)	8th Grade (2018)	Mean Scale Score	2534.6	2565.0	2562.8	Standard Exceeded: Level 4 <sup>i</sup>	12 %	22.73 %	15.22 %	Standard Met: Level 3 <sup>i</sup>	37 %	31.82 %	36.96 %	Standard Nearly Met: Level 2 <sup>i</sup>	35 %	25.00 %	26.09 %	Standard Not Met: Level 1 <sup>i</sup>	16 %	20.45 %	21.74 %	<ul style="list-style-type: none"> <li>Roughly half of the Class of 2022’s Latino students earned level three or four scores in English during middle school. However, this subgroup of students, which now numbers 42 (36% of their cohort), earned an average score of 510 on the English portion of their PSAT, which exceeds the state (446) and national averages (467) for all students. See page 48 and the appendix for more details.</li> <li>The ten African American students in this cohort (5%) earned an average score of 529 on the English portion of their PSAT, which exceeds the state (446) and national averages (467) for all students. See page 48 and the appendix for more details.</li> </ul>
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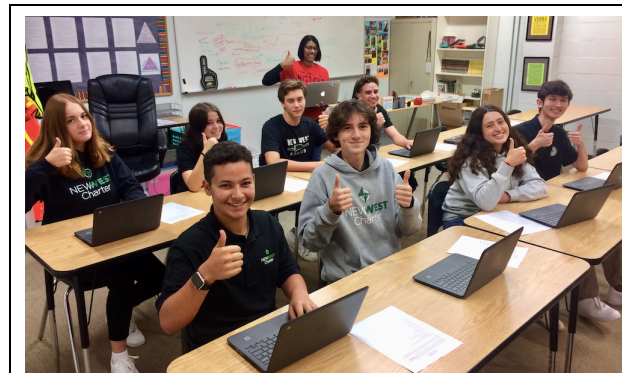
Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>New West's English Learner students generally earn lower grades and lower test scores that their classmates on the SBAC, CST, PSAT, SAT and ACT.</p> <p>The vast majority of New West's ELs speak Spanish.</p> <p>The number and percentage of Spanish speaking ELs is increasing each year.</p>	<p><i>Improve learning outcomes for English Learner students</i></p> <p><b>(LCAP Goal 1, Action 2)</b></p>	<p><b>NWC Goal 1. Closing Achievement Gaps to Serve all Students: Effectively strive to achieve high levels of academic excellence by ensuring all NWC students are on track to graduate and be college and career ready.</b> All NWC students will demonstrate increased achievement in English language arts and mathematics (<i>aligned with state priorities 3,4, and 7</i>)</p>	<p>Increase in student learning demonstrated by the number and percentage of English Learner students who earn above average GPAs and scores on standardized tests by 3% in each of the next six years.</p>	<p>Improve access for Spanish speaking families to information about the school, student grades, and academic expectations.</p> <p>Integrate research proven strategies for supporting English Learners into the curriculum and instructional practices at all levels.</p> <p>Increase awareness of which students have EL or RFEP designations and require teachers to monitor their performance and support success.</p>	<p>Administrators will schedule events for Spanish speaking families (ex: Spanish Back to School Night, EL parent group meetings), send out Spanish versions of important schoolwide messages, and provide translators at meetings when appropriate.</p> <p>Administrators will provide training on research proven strategies for supporting ELs and hold teachers accountable for using them when conducting observations and evaluations.</p> <p>Teachers will add English Learner and Reclassified Fluent English Proficient students to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Quality Producers:</b> Express their creativity in written, verbal and artistic formats  <b>Effective Collaborators and Communicators:</b> Read, comprehend, evaluate and discuss complex literary and informational texts</p>					

	<p>Following the last WASC visit, Spanish Teacher Mr. Conner Ayers, the Latinos Unidos Club, and multiple staff members have expanded the annual “Back to School Night” for Spanish-speaking families into a celebration of National Hispanic Culture Month involving food, music, poetry, readings, art (ex: an Ofrenda for Dia de Los Muertos) and more. The evening connects teachers and parents (through interpreters when needed) and local community assistance organizations like the West Los Angeles Family Source Center.</p> <p>In the fall of 2018, the administrators tapped Ms. Christina Nersesian to serve as the school’s English Learner Coordinator. Ms. Nersesian delivers professional developments sessions regarding strategies that help ELs to the entire faculty, performs model lessons, revises teachers’ materials to meet the needs of ELs, administers the ELPAC, and works directly with students with pullout sessions. Prior to assuming these responsibilities, Ms. Nersesian was a highly successful eighth grade English teacher at New West with years of experience teaching ELs at other schools – including herself as a child.</p> <p>The academic performance of all English Learners has been tracked on the Grade Level Advisor’s Struggling Learner Report since the Fall of 2017. The process of checking these students’ grades on a regular basis helps keep teachers aware of how students in this subgroup are performing as individuals and overall, and facilitates the sharing of strategies that help them learn.</p> <p>Three years after setting this goal, the longitudinal data on the following page – combined with the demographic trends, SAT, ACT and other student achievement data in chapter one - suggests a need for more attention on this important and increasingly large subgroup.</p>
<p><i>Ms. Nersesian brings a wealth of education and experience to her new role as English Learner Coordinator.</i></p>	

Historical Case Study – Class of 2022 – Current Sophomores – Students Who Have Ever Been English Learners

<p>Select End Year: 2018   Select Grade: 8th Grade   Select Student Group: English-Language Fluency   <b>Apply Selections</b></p>	<p>When the Leadership Team analyzed the data relevant to this goal on December 4, 2019, they noted that:</p>																		
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Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>New West's Socioeconomically Disadvantaged students generally earn lower grades and lower test scores that their classmates on the SBAC, CST, PSAT, SAT and ACT.</p> <p>The number and percentage of Socioeconomically Disadvantaged students is increasing each year.</p>	<p><i>Improve learning outcomes for Socioeconomically Disadvantaged students</i></p> <p><b>(LCAP Goal 1, Action 3)</b></p>	<p><b>NWC Goal 1. Closing Achievement Gaps to Serve all Students: Effectively strive to achieve high levels of academic excellence by ensuring all NWC students are on track to graduate and be college and career ready.</b> All NWC students will demonstrate increased achievement in English language arts and mathematics (<i>aligned with state priorities 3,4, and 7</i>)</p>	<p>Increase in student learning demonstrated by the number and percentage of Socioeconomically Disadvantaged students who earn above average GPAs and scores on standardized tests by 3% in each of the next six years.</p>	<p>Provide more access to tutoring and technology at school so that these learning supports are available to all.</p>	<p>Administrators will direct resources to compensate teachers for providing after school tutoring and increase the amount of technology to make it more accessible.</p>
				<p>Provide scholarships for low-income students to attend adventure trips and extracurricular activities so that learning opportunities are available to all.</p>	<p>Administrators will direct resources to pay full or partial scholarships for students that teachers have identified as in need and deserving.</p>
				<p>Increase awareness of which students are Socioeconomically Disadvantaged (via qualification for Free or Reduced Lunch) and require teachers to monitor their performance and support success.</p>	<p>Teachers will add Socioeconomically Disadvantaged students to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Technologically Literate Students:</b> Successfully complete NWC technology benchmarks  <b>Community Contributors:</b> Demonstrate civic participation and responsibility</p>					



*Student Government kids and Ms. Ruby Bhajee give multiple “Thumbs up!” to the addition of Chromebooks in every Social Science and English classroom at Armacost. The laptops are used in classes during the day and then clubs and kids who stay for tutoring after school.*

After the last WASC visit, New West purchased Chromebooks and installed charging stations for every classroom of the new Pico campus (phase one – 2018-19), every English and Social Science classroom at Armacost (phase two - 2019-20), and plans to add them to every core classroom at Armacost (phase three - 2020-21) to increase the amount of technology available to kids. These additions - along with refurbishing the five MacBook Air carts and one iPad cart at Armacost, and providing a Chromebook to every student in NWC+ program - have provided students and teachers with unprecedented access to technology before and after school, helping to close the “digital divide” between kids of different income levels.

To make adventure trips and extracurricular activities more accessible to students with low income, traditional trips to far away places have been replaced with more local destinations. For example, the \$2,500 eighth grade trip to Washington, DC and New York City has been swapped for a week in far more affordable Zion National Park. In addition, New West has increased its fundraising efforts and appeals to parents for “angel funds” to pay for a children in addition to their own to be able to go.

The academic performance of every underperforming student from the Socioeconomically Disadvantaged subgroup (as measured by eligibility for Free or Reduced Lunch) has been tracked on the Grade Level Advisor’s Struggling Learner Report since the Fall of 2017. The process of checking these students’ grades on a regular basis helps keep teachers aware of how students in this subgroup are performing as individuals, and facilitates the sharing of strategies that help them learn.

Halfway through the accreditation term, the longitudinal data on the following page – combined with the demographic trends and other student achievement data in chapter one - suggests the need for more attention on this important and increasingly large subgroup in the years to come.

Historical Case Study – Class of 2022 – Current Sophomores – Economically Disadvantaged

Select End Year: 2018 | Select Grade: 8th Grade | Select Student Group: Economic Status | **Apply Selections**

**Smarter Balanced Results**  
**Results by Economic Status**

**ENGLISH LANGUAGE ARTS/LITERACY**

▼ **Economically disadvantaged**

**Achievement Level Distribution Over Time**

Achievement Level	6th Grade (2016)	7th Grade (2017)	8th Grade (2018)
Mean Scale Score	2509.8	2546.4	2557.4
Standard Exceeded: Level 4 <sup>i</sup>	7 %	17.95 %	9.52 %
Standard Met: Level 3 <sup>i</sup>	33 %	30.77 %	40.48 %
Standard Nearly Met: Level 2 <sup>i</sup>	40 %	28.21 %	28.57 %
Standard Not Met: Level 1 <sup>i</sup>	21 %	23.08 %	21.43 %

When the Leadership Team analyzed the data relevant to this goal on December 4, 2019, they noted that:

- *The percentage of low-income students earning level three or four scores on the English portion of the SBAC improved from 40% to 49% between sixth and seventh grade, which was repeated in eighth grade.*
- *There is no corresponding PSAT data on this subgroup, but cross-referencing names and home income surveys in the future may help identify them.*

**MATHEMATICS**

▼ **Economically disadvantaged**

**Achievement Level Distribution Over Time**

Achievement Level	6th Grade (2016)	7th Grade (2017)	8th Grade (2018)
Mean Scale Score	2479.0	2535.0	2521.1
Standard Exceeded: Level 4 <sup>i</sup>	5 %	12.82 %	12.20 %
Standard Met: Level 3 <sup>i</sup>	16 %	30.77 %	17.07 %
Standard Nearly Met: Level 2 <sup>i</sup>	33 %	33.33 %	29.27 %
Standard Not Met: Level 1 <sup>i</sup>	47 %	23.08 %	41.46 %

- *The percentage of low-income students earning level three or four scores on the Math portion of the SBAC improved from 21% to 44% between sixth and seventh grade, but fell to 29% again in eighth grade.*
- *There is no corresponding PSAT data on this subgroup, but cross-referencing names and home income surveys in the future may help identify them.*

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>New West's male students generally earn lower grades and lower test scores in English than their classmates on the SBAC, CST, PSAT, SAT, and ACT.</p> <p>New West's female students generally earn lower grades and lower test scores in math than their classmates on the SBAC, CST, PSAT, SAT, and ACT.</p>	<p><i>Improve learning outcomes for male students in English and female students in math</i></p> <p><b>(LCAP Goal 1, Action 4)</b></p>	<p><b>NWC Goal 1, Closing Achievement Gaps to Serve all Students: Effectively strive to achieve high levels of academic excellence by ensuring all NWC students are on track to graduate and be college and career ready.</b> All NWC students will demonstrate increased achievement in English language arts and mathematics (<i>aligned with state priorities 3,4, and 7</i>)</p>	<p>Increase in student learning demonstrated by the number and percentage of male students who earn above average GPAs and scores on standardized English tests by 3% in each of the next six years.</p> <p>Increase in student learning demonstrated by the number and percentage of female students who earn above average GPAs and scores on standardized math tests by 3% in each of the next six years.</p>	<p>Intentionally break student stereotypes about sex/gender roles in society, especially related to college majors and career fields.</p> <p>English and math teachers will ensure equitable attention and support for students.</p> <p>Increase awareness of which students have a history of struggling in English or math by sex and require teachers to monitor their performance and support success.</p>	<p>Administrators and teachers will 1) support the creation of more student groups like "Girls Who Code", 2) recruit Career Day guests, and 3) teach lessons in advisory to show that traditional sex/gender roles are illusory at best and discriminatory at worst. Humanities teachers in particular will include more material celebrating achievements of important female figures.</p> <p>English teachers will pay special attention to boys and math teachers will pay special attention to girls with call-on strategies and checks for understanding to ensure that all students are engaged in the lessons.</p> <p>Teachers will add male students who struggle in English and female students who struggle in math to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Community Contributors:</b> Are open-minded and seek to understand other perspectives and cultures  <b>Quality Producers:</b> Gather and analyze information to make effective arguments supported by evidence; Demonstrate critical thinking and complex problem solving skills</p>					

Enrollment in Calculus by Gender		2015-16	2016-17	2017-18	2018-19	2019-20	Totals for 2015-16 through 2019-20
Calculus BC	Males (BC)	4	7	3	10	6	30
	Females (BC)	6	7	6	6	7	32
	Percentage F	60%	50%	67%	38%	54%	52%
Calculus AB	Males (AB)	15	12	21	9	26	83
	Females (AB)	15	24	14	19	16	88
	Percentage F	50%	67%	40%	68%	38%	52%
Calculus AB + BC	Total M	19	19	24	19	32	113
	Total F	21	31	20	25	23	120
	Percentage F	53%	62%	45%	57%	42%	52%

The table above displays the number and percentage of students who took New West's highest math courses, Calculus A/B or Calculus B/C, during past five school years. In looking at this data, it's important to know that 1) the ratio of male to female students has been balanced, 2) students in grades 11 and 12 take these courses – sometimes one after the other, and 3) anecdotal evidence indicates that who the instructor was going to be for these courses (Ms. Haskins, Mr. Dioso, or Mr. Berkeley) played in a role in whether or not students chose to take the course

New West has worked to break gender role stereotypes to increase the learning of all students since the previous WASC visit. Although progress towards this goal is tougher to quantify than the others, the qualitative data suggests that New West is on the right path:

- English teachers have revised their reading lists to include work from recent authors and current events to find ways to engage all students. This is especially true in Mr. Acornley's "Individual in Modern Society" and Mrs. Everett's "Contemporary American Literature" courses, which were specifically designed for this purpose.
- Math teachers have continued to encourage - and occasionally push - female students to take the upper level courses in their subject. As a result, females have accounted for 52% of students who have taken Calculus A/B or B/C in the past five years (see left).

The academic performance of all underperforming students has been tracked on the Grade Level Advisor's Struggling Learner Report since the Fall of 2017. The process of checking these students' grades on a regular basis helps keep teachers aware of how students in this subgroup are performing as individuals, and facilitates the sharing of strategies that help them learn.

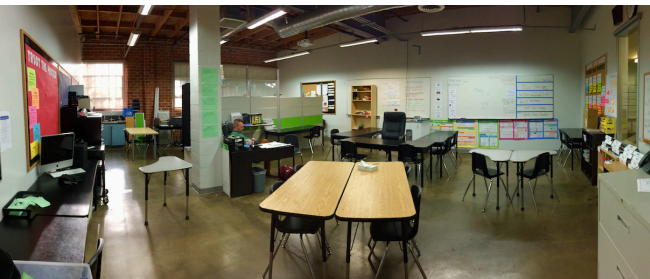
At the midpoint in our accreditation term, the longitudinal data on the following page – combined with the PSAT, SAT, and ACT scores in chapter one - suggests that New West's efforts are closing these gaps.



Historical Case Study – Class of 2022 – Current Sophomores – Gender: Males in English and Females in Math / Calculus Enrollment

<div style="border: 1px solid #ccc; padding: 5px; background-color: #e0f2f1;"> <div style="display: flex; justify-content: space-between; align-items: center;"> <span>Select End Year: 2018</span> <span>Select Grade: 8th Grade</span> <span>Select Student Group: Gender</span> </div> <div style="text-align: right; margin-top: 5px;"> <span style="background-color: #ffc107; padding: 2px 10px; border: 1px solid #ffc107;">Apply Selections</span> </div> </div>	<p>When the Leadership Team analyzed the data relevant to this goal on December 4, 2019, they noted that:</p>																								
<div style="background-color: #004a87; color: white; padding: 2px 5px; font-weight: bold;">MATHEMATICS</div> <div style="background-color: #ffc107; padding: 2px 5px; margin-top: 5px;">▼ Female</div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <p style="font-size: 0.9em; font-weight: bold; color: #004a87;">Achievement Level Distribution Over Time</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 0.8em;"> <thead> <tr style="background-color: #f5f5f5;"> <th>Achievement Level</th> <th>6th Grade (2016)</th> <th>7th Grade (2017)</th> <th>8th Grade (2018)</th> </tr> </thead> <tbody> <tr> <td>Mean Scale Score</td> <td>2551.5</td> <td>2604.5</td> <td>2631.4</td> </tr> <tr> <td>Standard Exceeded: Level 4 <sup>i</sup></td> <td>25 %</td> <td>40.68 %</td> <td>41.67 %</td> </tr> <tr> <td>Standard Met: Level 3 <sup>i</sup></td> <td>28 %</td> <td>25.42 %</td> <td>18.33 %</td> </tr> <tr> <td>Standard Nearly Met: Level 2 <sup>i</sup></td> <td>30 %</td> <td>25.42 %</td> <td>26.67 %</td> </tr> <tr> <td>Standard Not Met: Level 1 <sup>i</sup></td> <td>18 %</td> <td>8.47 %</td> <td>13.33 %</td> </tr> </tbody> </table> </div>	Achievement Level	6th Grade (2016)	7th Grade (2017)	8th Grade (2018)	Mean Scale Score	2551.5	2604.5	2631.4	Standard Exceeded: Level 4 <sup>i</sup>	25 %	40.68 %	41.67 %	Standard Met: Level 3 <sup>i</sup>	28 %	25.42 %	18.33 %	Standard Nearly Met: Level 2 <sup>i</sup>	30 %	25.42 %	26.67 %	Standard Not Met: Level 1 <sup>i</sup>	18 %	8.47 %	13.33 %	<ul style="list-style-type: none"> <li>• <i>The percentage of females earning level three or four scores in math leapt from 53% in sixth grade to 66% in seventh and 60% in eighth.</i></li> <li>• <i>The leap is accompanied by a major increase in the percentage of females earning level four scores in math.</i></li> <li>• <i>These gains correspond with the 491 average score in math on the PSAT as sophomores, which tops the state (443) and national averages (458), and nearly beats the national average for juniors (494). The male students in this cohort earned a 497 average score in math, which is a largely negligible 6 point difference.</i></li> </ul>
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Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
New West's students with IEPs and 504s generally earn lower grades and lower test scores in English than their classmates on the SBAC, CST, PSAT, SAT, and ACT.	<i>Improve learning outcomes for students with IEPs and 504s</i> <b>(LCAP Goal 1, Action 5)</b>	<b>NWC Goal 1. Closing Achievement Gaps to Serve all Students: Effectively strive to achieve high levels of academic excellence by ensuring all NWC students are on track to graduate and be college and career ready.</b> All NWC students will demonstrate increased achievement in English language arts and mathematics ( <i>aligned with state priorities 3, 4, and 7</i> )	Increase in student learning demonstrated by the number and percentage of students with IEPs and 504s who earn above average GPAs and scores on standardized tests by 3% in each of the next six years.	Ensure that high quality Special Education teachers are on staff.	The Governance Council will allocate funding for increased training and pay for Special Education teachers.
				Ensure that all 504s are being implemented in every class and updated as necessary.	Grade Level Advisors and Department Chairs will monitor in-progress grades and check with teachers, students, and parents for signs that more support is needed.
				Ensure that all IEPs are being implemented in every class and updated as necessary.	Administrators and Special Education teachers will monitor in-progress grades and check with teachers, students, and parents for signs that more support is needed. When possible, teachers will spend extra individual time with students who have IEPs to ensure full access to curriculum.
<b>SLO(s) This Action Will Most Support:</b> <b>Quality Producers:</b> Set ambitious and realistic goals; Participate in self-evaluation and reflection; organize materials and manage time effectively to produce excellent work <b>Effective Collaborators and Communicators:</b> Work as a team to solve problems and accomplish mutual goals					

	<p>The 2016-17 WASC visit illuminated the need for New West to reorganize and expand the Special Education department. Mr. Lester Douglas, who joined New West as a Special Education teacher in the fall of 2016, was promoted to Director in the spring of 2019. Mr. Douglas oversees the creation and updating of all IEPs at both campuses and leads a team that has grown to include three full time teachers, three assistants, and multiple specialists (a psychologist, a therapist, speech therapists, reading consultants, one-to-one aides, etc) to meet the needs of all Special Education students from his office at Armacost. Ms. Jenica Biggs serves as Coordinator of Special Education Services for middle school. Ms. Biggs' primary responsibilities include leading the resource classes for the sixth and seventh graders and making sure all IEPs are followed at the Pico Campus. Ms. Biggs taught English at New West prior to joining the Special Education team.</p> <p>Grade Level Advisors create and update each 504 plan every year to reflect the evolving needs of students and their families. Meanwhile, Department Chairs promote the use of "best practices" that meet the needs all students through the cycle of observations and feedback. They also help teachers generate a "To Do List" of assignments and assessments that struggling students can complete over Thanksgiving and Spring Break to demonstrate learning and improve their grades.</p> <p>The academic performance of every student with an IEP or 504 has been tracked on the Grade Level Advisor's Struggling Learner Report since the Fall of 2017. The process of checking these students' grades on a regular basis helps keep teachers aware of how students in these subgroups are performing as individuals and as groups, and facilitates the sharing of strategies that help them learn.</p> <p>Though it's still early, the longitudinal data on the following page – combined with the other student achievement data in chapter one - suggests the need for more attention on this important and increasingly large subgroup in the years to come.</p>
<p><i>The sixth and seventh graders' move to Pico enabled the creation of two Special Education rooms at Armacost. The one pictured above contains three offices (for the Director, the school psychologist, and service providers) and hosts resource classes for eighth and ninth graders. Tenth, eleventh, and twelfth graders use the other. These two rooms promote specialization and the ability to offer Academic Success classes throughout the day for middle and high school students at Armacost.</i></p>	

Historical Case Study – Class of 2022 – Current Sophomores – Students with Disabilities (IEPs) and 504s (PSAT data only)

<div style="border: 1px solid black; padding: 5px;"> <p>Select End Year: 2018   Select Grade: 8th Grade   Select Student Group: Disability Status   <b>Apply Selections</b></p> <p><b>Smarter Balanced Results</b>  <b>Results by Disability Status</b></p> <p><b>ENGLISH LANGUAGE ARTS/LITERACY</b></p> <p>▼ <b>Students with disability</b></p> <p><b>Achievement Level Distribution Over Time</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Achievement Level</th> <th>6th Grade (2016)</th> <th>7th Grade (2017)</th> <th>8th Grade (2018)</th> </tr> </thead> <tbody> <tr> <td>Mean Scale Score</td> <td>2457.0</td> <td>2504.5</td> <td>2508.7</td> </tr> <tr> <td>Standard Exceeded: Level 4 <sup>i</sup></td> <td>0 %</td> <td>0.00 %</td> <td>0.00 %</td> </tr> <tr> <td>Standard Met: Level 3 <sup>i</sup></td> <td>14 %</td> <td>41.67 %</td> <td>40.00 %</td> </tr> <tr> <td>Standard Nearly Met: Level 2 <sup>i</sup></td> <td>43 %</td> <td>25.00 %</td> <td>20.00 %</td> </tr> <tr> <td>Standard Not Met: Level 1 <sup>i</sup></td> <td>43 %</td> <td>33.33 %</td> <td>40.00 %</td> </tr> </tbody> </table> </div>	Achievement Level	6th Grade (2016)	7th Grade (2017)	8th Grade (2018)	Mean Scale Score	2457.0	2504.5	2508.7	Standard Exceeded: Level 4 <sup>i</sup>	0 %	0.00 %	0.00 %	Standard Met: Level 3 <sup>i</sup>	14 %	41.67 %	40.00 %	Standard Nearly Met: Level 2 <sup>i</sup>	43 %	25.00 %	20.00 %	Standard Not Met: Level 1 <sup>i</sup>	43 %	33.33 %	40.00 %	<p>When the Leadership Team analyzed the data relevant to this goal on December 4, 2019, they noted that:</p> <ul style="list-style-type: none"> <li>• The percentage of students with IEPs earning level three or four scores on the English portion of the SBAC improved from 14% to 42% between sixth and seventh grade, holding steady at 40% in eighth grade.</li> <li>• The ten students with IEP documents in this cohort earned an average scores of 419 on the English portion of the PSAT and a 831 overall. Both fall short of the state (446) and national averages (467) for sophomores overall.</li> <li>• The nine students with 504 documents in this cohort earned an average scores of 528 on the English portion of the PSAT and a 1018 overall. Both top the state (484) and national averages (509) <u>for juniors</u> overall.</li> </ul>
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**Maintaining the Strength of the Faculty: LCAP Goal 6**

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
New West has struggled to hire its top applicants for some of its teaching positions, and struggled to get applicants for others.	<i>Recruit the best teachers possible</i>	<b>NWC Goal 6. Maintaining the Strength of the Faculty</b> <i>(aligned with state priorities 2, 7 and 8)</i>	Increase in the number of qualified applicants for teaching positions, especially for hard to staff positions, and fill them with high quality instructors.	Increase outreach to high quality teachers to connect with New West.  Attract more high quality teachers to apply to New West.  Hire more high quality teachers to work at New West.	Administrators will build relationships with teacher credential programs at local universities to get more student teachers placed at New West and first access to their top candidates for interviews.  The Governance Council will provide funding for increased pay and benefits packages. The school will add the ability to apply for jobs at New West through the school's own website.  Administrators and teachers will interview potential faculty earlier, require demonstration lessons when possible.
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Community Contributors:</b> Apply the skills and concepts learned in the classroom to the real world  <b>Effective Collaborators and Communicators:</b> Read, comprehend, evaluate and discuss complex literary and informational texts; Write clear and coherent arguments, narratives and explanatory texts using the writing process  <b>Quality Producers:</b> Set ambitious and realistic goals.</p>					

*Teacher's Payscale 2016-17*

Year	Base	
Intern	42000	*CA Credentialed years of service
1	45000	
2	46200	
3	47700	
4	49500	
5	51600	
6	54000	
7	56700	
8	59700	
9	63000	
10	66600	
11	67600	
12	68600	
13	69600	
14	70600	
15	71600	
16	72200	
17	72800	
18	73400	
19	74000	
20	74600	
<b>Differentials</b>		
Clear	1500	
Masters	2000	
Admin	1500	
Doctorate	3000	
Legacy	3000	5+ Legacy service at NWC
Legacy	6000	10+ Legacy service at NWC

*Teacher's Payscale 2019-20*


New West (2019-20)	Target Payroll		Years at New West				
	0-3 Yrs	% Change	0-3 Yrs	4-6 Yrs	7-9 Yrs	10-13 Yrs	14- Yrs
Intern	45,000		45,000	N/A	N/A	N/A	N/A
0	50,000		50,000	N/A	N/A	N/A	N/A
1	50,000		50,000	N/A	N/A	N/A	N/A
2	52,750	3.50%	51,750	N/A	N/A	N/A	N/A
3	53,561	3.50%	53,561	N/A	N/A	N/A	N/A
4	55,436	3.50%	55,436	58,436	N/A	N/A	N/A
5	57,376	3.50%	57,376	60,376	N/A	N/A	N/A
6	59,384	3.50%	59,384	62,384	N/A	N/A	N/A
7	61,463	3.50%	61,463	64,463	65,963	N/A	N/A
8	63,614	3.50%	63,614	66,614	68,114	N/A	N/A
9	65,840	3.50%	65,840	68,840	70,340	N/A	N/A
10	68,145	3.50%	68,145	71,145	72,645	74,145	N/A
11	69,508	2.00%	69,508	72,508	74,008	75,508	N/A
12	70,898	2.00%	70,898	73,898	75,398	76,898	N/A
13	72,316	2.00%	72,316	75,316	76,816	78,316	N/A
14	73,762	2.00%	73,762	76,762	78,262	79,762	82,762
15	75,237	2.00%	75,237	78,237	79,737	81,237	84,237
16	76,742	2.00%	76,742	79,742	81,242	82,742	85,742
17	78,277	2.00%	78,277	81,277	82,777	84,277	87,277
18	79,843	2.00%	79,843	82,843	84,343	85,843	88,843
19	81,439	2.00%	81,439	84,439	85,939	87,439	90,439
20	81,439	0.00%	81,439	84,439	85,939	87,439	90,439
21	81,439	0.00%	81,439	84,439	85,939	87,439	90,439
22	81,439	0.00%	81,439	84,439	85,939	87,439	90,439
23	81,439	0.00%	81,439	84,439	85,939	87,439	90,439
24	81,439	0.00%	81,439	84,439	85,939	87,439	90,439

In preparation for the WASC visit in 2016-17, New West began convening monthly meetings of the Leadership Team (administrators, department chairs, and grade-level advisors) to analyze key data as it became available, build consensus on the school's areas of strengths and need, and create the Schoolwide Action Plan. New West has continued the practice of convening these meetings to stay focused on those goals and the Governance Council has approved the practice of continuing to provide those teachers with stipends for the additional work that accompanies their responsibilities.


The Governance Council has also repeatedly voted to increase New West teachers' salaries by updating the "step and column" schedule to match or exceed what is offered in neighboring districts, especially for those with higher levels of education and experience. In addition, starting in 2017-18, the Governance Council approved providing "legacy" pay to teachers upon completion of their fifth, seventh, and tenth years with the school. These measures are a fundamental reason why the teacher turnover rate noted in the previous WASC report of nearly 33% per year has been reduced to nearly zero.

Another factor in helping to keep teachers at New West since the last WASC report has been organizing special events at the start, middle, and end of the school year for staff to celebrate each other as friends and colleagues. Taco Trucks, corn hole, karaoke, heartfelt appreciations (often led by Mr. Brian Straka), and off-campus gatherings organized by teachers, have helped bring the staff together.

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
New West has lost roughly 1/3 of the faculty in each of the past three years, many of whom were veteran teachers.	<i>Retain the best teachers possible</i>  <b>(LCAP Goal 6, Action 1)</b>	<b>NWC Goal 6. Maintaining the Strength of the Faculty</b> <i>(aligned with state priorities 2, 7 and 8)</i>	Increase in the number of qualified applicants for teaching positions, especially for hard to staff positions, and fill them with high quality instructors.	Increase the quantity of leadership opportunities for teachers and the quality of compensation for them.	The Governance Council will find new sources of revenue and allocate it for stipends for teachers who assume leadership roles as determined by administration.
				Increase compensation for veteran teachers with longevity pay.	The Governance Council will find new sources of revenue and allocate it for increased salary and benefits packages targeted at experienced teachers who have been with New West for multiple years.
				Increase the frequency of faculty and staff events to foster a greater sense of community.	Administrators will schedule and lead multiple community building events to promote a sense of belonging and togetherness amongst the staff and faculty members.
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Effective Collaborators and Communicators:</b> Demonstrate strong, positive leadership; Work as a team to solve problems and accomplish mutual goals  <b>Community Contributors:</b> Participate in student organizations and school sponsored community service projects</p>					

	<p>To prepare for the WASC visit in 2016-17, New West began convening monthly meetings of the Leadership Team (administrators, department chairs, and grade-level advisors) to analyze key data as it became available, build consensus on the school’s areas of strengths and need, and create the Schoolwide Action Plan. New West has continued the practice of convening these meetings to stay focused on those goals and the Governance Council has approved the practice of continuing to provide those teachers with stipends for the additional work that accompanies their responsibilities.</p> <p>The Governance Council has also repeatedly voted to increase New West teachers’ salaries by updating the “step and column” schedule to match or exceed what is offered in neighboring districts, especially for those with higher levels of education and experience. In addition, starting in 2017-18, the Governance Council approved providing “longevity” pay to teachers upon completion of their fifth, seventh, tenth, and fifteenth years with the school. These measures are a fundamental reason why the teacher turnover rate noted in the previous WASC report of nearly 33% per year has been reduced to almost zero the past two years.</p> <p>Another factor in helping to keep teachers at New West since the last WASC report has been organizing special events at the start, middle, and end of the school year for staff to celebrate each other as friends and colleagues. Taco Trucks, corn hole, karaoke, and heartfelt appreciations (often led by Mr. Brian Straka), along with other off-campus gatherings organized by teachers, have helped bring the staff together.</p>
<p><i>Ms. Donna Haskins, pictured here leading a meeting of the math department, has been with New West since fall of 2010. She serves as Math Department Chair, Teacher Representative on the Governance Council, Yearbook Advisor, and is the sponsor of multiple student clubs including Model United Nations. Ms. Haskins is also an example of kind of key personnel New West had in mind when it proposed and adopted the practice of awarding longevity pay to teachers whose commitment to the success of its students deserves recognition.</i></p>	

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
Teachers overwhelmingly report a desire to lead professional development sessions and/or see teachers leading more of them in the future.	<i>Retrain the best teachers possible</i>  <b>(LCAP Goal 6, Action 2)</b>	<b>NWC Goal 6. Maintaining the Strength of the Faculty</b> <i>(aligned with state priorities 2, 7 and 8)</i>	Increase in teacher gathering, sharing and using “best practices” across different subjects and grade-levels.	Gather “best practices” externally from conferences and trainings for teachers.	The Governance Council and administrators will increase the amount of funding for teachers to attend conferences and learn from trainings outside of New West, especially in the summer months.
				Spread “best practices” internally from teacher to teacher on campus.	Administrators will encourage and schedule teachers to lead professional development sessions on a regular basis to ensure that “best practices” are shared, implemented, and reflected upon.
				Foster innovative thinking about curriculum, instruction, and assessments through peer observations.	Teachers will select, regularly observe, and provide feedback to “partner teachers” (in addition to the mentorship already provided by grade-level advisors and department chairs) to gain new ideas and feedback to improve their practice.
<b>SLO(s) This Action Will Most Support:</b> <b>Quality Producers:</b> Set ambitious and realistic goals; Participate in self-evaluation and reflection; organize materials and manage time effectively to produce excellent work <b>Effective Collaborators and Communicators:</b> Work as a team to solve problems and accomplish mutual goals					



*Ms. Sarah Thompson and Mrs. Kristen Schlee leading professional development sessions with colleagues on February 28, 2018. Other topics that day included using technology to speed up grading assessments, inquiry-based learning, and facilitating class discussions.*


Since the last WASC visit, New West’s Governance Council has voted to increase the amount of funding available to faculty members to attend conferences and trainings to benefit the students and school as a whole. Among others, that funding has been used to send the administrators and department chairs to study interim SBAC assessments in Anaheim and Downey (see related goal), the math department attended conferences in Palm Springs and Long Beach, history teachers went to specialized training at USC, the Special Education Director went to a legal training in Burbank, the science department went to Stockton and San Diego to learn about NGSS, and the dance teachers went to New York to participate in a performing arts conference.

New West teachers have shared what they learned away from campus with their colleagues through professional development sessions for years. Some topics have been universal enough to warrant the whole faculty’s attention (ex: helping students with IEPs, 504s, and EL designations), while others have been only for middle or high (ex: classroom management techniques), or specific departments (ex: using rubrics to grade papers more objectively). Depending on the timeframe available, these sessions have been offered alone or simultaneously to provide teachers with the chose the workshop most applicable to them. A recent example is the “NWCon” event during the professional development week in August 2019 (see chapter one).

To compliment the coaching cycle of observation, feedback, and improvement that results from grade-level advisors and department chairs visiting their teachers’ classrooms that was already common practice at New West, the administrators have assigned all faculty members to see everyone else (at least in their subject area on their campus) during their prep periods in the first two months of school. Anecdotal evidence suggests these peer observations have been useful, but not as impactful as having someone teach the same course as you to share ideas and materials with on a regular basis. The number of faculty members teaching the same course is forecast to become more common as the high school’s enrollment numbers climb over the next few years.

***Developing an Identity Built on Academic Rigor and Individuality: LCAP Goal 2***

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
Students both leave and stay at New West in pursuit of academic rigor.	<i>Make the curriculum more challenging and personalized</i>  <b>(LCAP Goal 2, Action 1)</b>	<b>NWC Goal 2. Developing an Identity Built on Academic Rigor and Individuality:</b> Effectively support the implementation of the Common Core State Standards (CCSS) in all core subjects <i>(aligned with state priorities 2, 4, and 7)</i>	Student achievement of departmental awards through vertically articulated classes in programs that best match their individual needs.	Establish departmental awards that recognize students for academic achievement and experiential learning on and off campus.	Teachers will create requirements for students to earn departmental awards for performance in classes taken on-campus, classes taken off-campus at Santa Monica College or online, and internships & jobs. Administrators and counselors will track students' accomplishment of those requirements for recognition upon graduation.
		<b>NWC Goal 5. Increase and strengthen parental support, stakeholder, and community engagement</b> <i>(aligned with state priorities 2 and 8)</i>		Establish rigorous standards for each department to ensure vertical articulation.	Department chairs will build and maintain a consensus on what quality work looks like at each grade-level through peer review of curriculum (syllabi), instruction (best practices), and assessments (reading, writing, speaking, performance tasks).
				Establish programs to diversify New West's offerings to students with different needs.	The Governance Council and administrators will explore providing a wider variety of programs to serve the diverse needs of students in the area, such as independent study and opening other campuses, to meet the learning needs of all.
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Community Contributors:</b> Apply the skills and concepts learned in the classroom to the real world; Successfully complete NWC community service requirements; Are open minded and seek to understand other perspectives and cultures.  <b>Quality Producers:</b> Demonstrate critical thinking and complex problem solving skills</p>					

 <p><i>NWC+ students and staff meet up at the Climate Change Rally in Downtown LA in November 2019.</i></p>	<p>Immediately after the last WASC visit, New West's departments created a list of requirements to earn "Scholar Awards" as described above in the spring of 2017 (see website for full details). Anyone who completes the prescribed 3 or 4 classes at New West (with an A or B), 3 classes at a local college (with an A or B), and applies that knowledge in the "real world" (through a job, internship, or leadership experience) is eligible to earn one. Due to their relatively recent creation, less than 10 students in each of the last two cohorts have achieved them. However, informal surveys of each of the younger cohorts who have had more time to complete the requirements indicates that roughly 25% of the sophomores and juniors are working towards them. The joke on campus is they should be called the "Scholarship Awards" not the "Scholar Awards," because anyone who comes even close to doing all that's required is very likely to win one!</p> <p>Department Chairs regularly discuss vertical articulation of knowledge, skills, and values at each grade level with their teammates. They look for it in their curriculum (syllabi and unit plans), instruction (use of "best practices" in observations), and their assessments (performance tasks) as described above.</p> <p>The goal of offering a "a wider variety of programs to serve the diverse needs of students in the area, such as independent study" became NWC+ "and opening other campuses" became the movement of sixth and seventh graders to Pico. As detailed in chapter two of this report, the combination of these moves benefited all three programs in a concerted effort "to meet the learning needs of all."</p>
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Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
Overall student grades are higher than the test scores earned on the SBAC, PSAT, SAT and ACT.	<i>Make grades a more accurate assessment of student learning</i>  <b>(LCAP Goal 2, Action 3)</b>	<b>NWC Goal 2. Developing an Identity Built on Academic Rigor and Individuality:</b> Effectively support the implementation of the Common Core State Standards (CCSS) in all core subjects ( <i>aligned with state priorities 2, 4, and 7</i> )	Increase in alignment between student grades and student scores on standardized tests.	Reduce grade-inflation through targeted changes in teaching practice.	Teachers will 1) make in-class work and assessments the vast majority of overall semester grades, 2) standardize grade-book category weights per department, 3) make students individually accountable for group projects, 4) create at least one “benchmark” activity for each course and grade-level, and 5) place limits on students’ ability to retake/re-do heavily weighted assessments.
				Implement the use of SBAC interim assessments to measure learning mid-course.	Teachers administer SBAC interim assessments and use the results to adjust plans accordingly before the cumulative test near the end of the year.
				Improve assessment design and evaluation.	Administrators will provide training on assessment design to improve accuracy and authenticity.
<b>SLO(s) This Action Will Most Support:</b>					
<b>Quality Producers:</b> Demonstrate critical thinking and complex problem solving skills; Participate in self-evaluation and reflection; organize materials and manage time effectively to produce excellent work					
<b>Effective Collaborators and Communicators:</b> Read, comprehend, evaluate and discuss complex literary and informational texts; Write clear and coherent arguments, narratives and explanatory texts using the writing process					




*“Press Secretary” Maziah Brown of the Class of 2019 fields questions during a simulation at the Reagan Library on May 9, 2018. “The Situation Room Experience” on this annual field trip is the benchmark activity for the American History course. “American Experience Night”, an evening in which students read original poetry and stories about their families, lives, and cultures in this country for their English class, is another key event for juniors.*

Since the last WASC visit, New West has focused on the reliability of grades through a data focused cycle of reflection and improvement detailed in chapter three of this report. In short, 1) administrators produce a Grade Distribution Study (four times per year), 2) department chairs analyze the data (on their Department Chair Report in Leadership Team meetings), 3) teachers receive the information and adjust their practice accordingly (documenting it on their Department Meeting notes sheet). The results of that cycle have prompted most teachers in most departments to adopt most of the specific grade-inflation reducing tactics listed above. That being said, some have fallen in and out of favor over time as staff additions and turnover bring new ideas to the table.

- New West’s plan to implement the use of SBAC interim assessments in all three programs is on schedule:
- 2017-18: Administrators and department chairs attended conferences on the topic
  - 2018-19: Get the infrastructure needed (laptops, charging stations, fast and reliable internet)
  - 2019-20: Teachers receive training on how to use interim assessments to improve student learning
  - 2020-21: Students begin taking interim assessments on a regular basis

Department chairs regularly give their teammates advice on assessment design. The most common method is asking is asking teammates to bring in copies of their most recent tests and quizzes to a department meeting to be peer reviewed for rigor, clarity, and the overall ability to accurately measure whether students have gained the knowledge, skills, and values.



Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>New West is not yet tracking the success of its graduates and is missing opportunities for improvement as a result.</p>	<p><i>Make measuring college and career readiness of via a NWC alumni database, sustaining high graduation rates, and maintain relationships with college and career providers key parts of New West’s school culture (LCAP Goal 2, Action 3)</i></p>	<p><b>NWC Goal 2. Developing an Identity Built on Academic Rigor and Individuality:</b> Effectively support the implementation of the Common Core State Standards (CCSS) in all core subjects (aligned with state priorities 2, 4, and 7)</p> <p><b>NWC Goal 5. Increase and strengthen parental support, stakeholder, and community engagement</b> (aligned with state priorities 2 and 8)</p>	<p>Establishment and use of a New West Alumni Association to assist current and former students.</p>	<p>Register graduates in the Alumni Association.</p> <p>Use the Alumni Association to improve college and career outcomes for former New West students.</p> <p>Use the Alumni Associate to improve learning outcomes for current New West students.</p>	<p>Administrators will ensure that members of the first graduating class and all successive classes register for the Alumni Association. Registration will include detailed contact information, college choices, and career goals.</p> <p>Administrators and counselors will contact graduates, publish and distribute a newsletter to keep them in touch, and facilitate networking for everything from tutoring to job opportunities in the future.</p> <p>Administrators and counselors will 1) measure their college and career readiness through their successes and shortcomings through periodic surveys, 2) motivate students to follow their lead by inviting them to come back to campus as guest speakers, and 3) maintain connections for everything from internships and jobs to fundraising opportunities.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Quality Producers:</b> Participate in self-evaluation and reflection; Set ambitious and realistic goals  <b>Community Contributors:</b> Apply the skills and concepts learned in the classroom to the real world; Participate in student organizations and school sponsored community service projects; Demonstrate civic participation and responsibility</p>					
 <p>Graduates from 2016 and 17 speak with the Class of 2018 during an alumni panel assembly.</p>	<p>Since the last WASC visit, each graduating class has registered for the New West Alumni Association as described above. Students register through a digital survey that gathers a database of future contact information, colleges and majors, and career goals as of May of their senior year. The survey also asks students to vote for the teacher they’d like to deliver the keynote address at graduation (aka their “last lesson” of high school). This tradition started with the Class of 2017.</p> <p>Each fall, New West’s administrators contacts graduates from years past and invite them to come back to campus and speak with current students about their experiences in college and careers. The guests of honor tell stories about everything from favorite professors and new friends to life in the dorms and coping with homesickness – giving juniors and seniors a glimpse of what’s to come. These “alumni panel” events compliment the visits from over 20 college recruiters who come to campus each fall to speak with students about their schools. Representatives from the military also regularly visit New West, including a graduate from the Class of 2017, who is now in the United States Marine Corps.</p> <p>Publishing a newsletter for alumni has not occurred, but now that New West’s first graduating class from 2016 is due to finish college in June 2020, efforts to reconnect, measure their achievements, and assist with jobs and internships are goals for the near future.</p>				

## CHAPTER FIVE: SCHOOLWIDE ACTION PLAN REFINEMENTS

When the Leadership Team compiled and analyzed the qualitative and quantitative data in chapters 1-4 of this report, they concluded that New West has made dramatic progress towards achieving the goals it set for itself in the spring of 2017. That being said, they noted that there's still plenty of room for growth – especially with the first of the three goals – to stay the course as planned:

1. **Closing achievement gaps to serve all students**
2. **Maintaining the strength of the faculty**
3. **Developing a school identity built on academic rigor and individuality**

As a result, the Leadership Team decided to leave chapter five of the report in the same format as before. It shows the alignment between the school's three critical academic needs, the LCAP goals, and New West's Schoolwide Learner Outcomes (SLOs), and illustrates how New West distributes leadership, sets specific, measurable, attainable, realistic, and time-bound goals for improvement.

The following pages present New West's singular action plan for improvement over the last three years of its six-year accreditation term. The action plan shows:

- the **data** that got attention
- the **overall goals** that emerged from the WASC self-study process in reaction to the data
- the alignment with the **Local Control Accountability Plan (LCAP)** goals
- the plan for **measurement** of the achievement of those goals
- the general **strategies** and specific **tactics** that the Governance Council, administrators, counselors and teachers believe will produce the intended results
- the **Schoolwide Learner Outcomes (SLOs)** that they will most support

***Closing Achievement Gaps to Serve All Students – LCAP Goal 1***

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>New West’s African and Latino American students generally earn lower grades and lower test scores than their classmates on the SBAC, CST, PSAT, SAT, and ACT.</p>	<p><i>Improve learning outcomes for African and Latino American students</i></p> <p><b><i>(LCAP Goal 1, Action 1)</i></b></p>	<p><b>NWC Goal 1. Closing Achievement Gaps to Serve all Students: Effectively strive to achieve high levels of academic excellence by ensuring all NWC students are on track to graduate and be college and career ready.</b> All NWC students will demonstrate increased achievement in English language arts and mathematics <i>(aligned with state priorities 3,4, and 7)</i></p>	<p>Increase in student learning demonstrated by the number and percentage of African American students who earn above average GPAs and scores on standardized tests by 3% in each of the next three years.</p>	<p>Switch from “color-blind” to “color conscious” curriculum.</p>	<p>Teachers will continue to increase the diversity of people and ideas presented in course materials (ex: authors, artists, activists, etc.) to celebrate the contributions of all.</p>
				<p>Switch from “color-blind” to “color conscious” instruction.</p>	<p>Teachers will continue to ensure that students of all backgrounds feel comfortable participating in class by holding authentic conversations about race and identity to honor the perspectives of all.</p>
				<p>Switch from “color-blind” to “color conscious” tracking sheets.</p>	<p>Teachers will continue to add African and Latino American students to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Community Contributors:</b> Are open-minded and seek to understand other perspectives and cultures  <b>Quality Producers:</b> Gather and analyze information to make effective arguments supported by evidence; Demonstrate critical thinking and complex problem solving skills</p>					

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>New West's English Learner students generally earn lower grades and lower test scores that their classmates on the SBAC, CST, PSAT, SAT and ACT.</p> <p>The vast majority of New West's ELs speak Spanish.</p> <p>The number and percentage of Spanish speaking ELs is increasing each year.</p>	<p><i>Improve learning outcomes for English Learner students</i></p> <p><b>(LCAP Goal 1, Action 2)</b></p>	<p><b>NWC Goal 1. Closing Achievement Gaps to Serve all Students: Effectively strive to achieve high levels of academic excellence by ensuring all NWC students are on track to graduate and be college and career ready.</b> All NWC students will demonstrate increased achievement in English language arts and mathematics (<i>aligned with state priorities 3,4, and 7</i>)</p>	<p>Increase in student learning demonstrated by the number and percentage of English Learner students who earn above average GPAs and scores on standardized tests by 3% in each of the next three years.</p>	<p>Improve access for Spanish speaking families to information about the school, student grades, and academic expectations.</p> <p>Integrate research proven strategies for supporting English Learners into the curriculum and instructional practices at all levels.</p> <p>Increase awareness of which students have EL or RFEP designations and require teachers to monitor their performance and support success.</p>	<p>Administrators will continue to schedule events for Spanish speaking families (ex: Spanish Back to School Night, EL parent group meetings), send out Spanish versions of important schoolwide messages, and provide translators at meetings when appropriate.</p> <p>Administrators and English Learner Coordinator will continue to provide training on research proven strategies for supporting ELs and hold teachers accountable for using them when conducting observations and evaluations.</p> <p>Teachers will continue to add English Learner and Reclassified Fluent English Proficient students to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Quality Producers:</b> Express their creativity in written, verbal and artistic formats  <b>Effective Collaborators and Communicators:</b> Read, comprehend, evaluate and discuss complex literary and informational texts</p>					

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>New West's Socioeconomically Disadvantaged students generally earn lower grades and lower test scores that their classmates on the SBAC, CST, PSAT, SAT and ACT.</p> <p>The number and percentage of Socioeconomically Disadvantaged students is increasing each year.</p>	<p><i>Improve learning outcomes for Socioeconomically Disadvantaged students</i></p> <p><b>(LCAP Goal 1, Action 3)</b></p>	<p><b>NWC Goal 1. Closing Achievement Gaps to Serve all Students: Effectively strive to achieve high levels of academic excellence by ensuring all NWC students are on track to graduate and be college and career ready.</b> All NWC students will demonstrate increased achievement in English language arts and mathematics (<i>aligned with state priorities 3,4, and 7</i>)</p>	<p>Increase in student learning demonstrated by the number and percentage of Socioeconomically Disadvantaged students who earn above average GPAs and scores on standardized tests by 3% in each of the next three years.</p>	<p>Provide more access to tutoring and technology at school so that these learning supports are available to all.</p> <p>Provide scholarships for low-income students to attend adventure trips and extracurricular activities so that learning opportunities are available to all.</p> <p>Increase awareness of which students are Socioeconomically Disadvantaged (via qualification for Free or Reduced Lunch) and require teachers to monitor their performance and support success.</p>	<p>Administrators will continue to direct resources to compensate teachers for providing after school tutoring and increase the amount of technology to make it more accessible.</p> <p>Administrators will continue to direct resources to pay full or partial scholarships for students that teachers have identified as in need and deserving.</p> <p>Teachers will continue to add Socioeconomically Disadvantaged students to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Technologically Literate Students:</b> Successfully complete NWC technology benchmarks  <b>Community Contributors:</b> Demonstrate civic participation and responsibility</p>					

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>New West's male students generally earn lower grades and lower test scores in English than their classmates on the SBAC, CST, PSAT, SAT, and ACT.</p> <p>New West's female students generally earn lower grades and lower test scores in math than their classmates on the SBAC, CST, PSAT, SAT, and ACT.</p>	<p><i>Improve learning outcomes for male students in English and female students in math</i> <b>(LCAP Goal 1, Action 4)</b></p>	<p><b>NWC Goal 1. Closing Achievement Gaps to Serve all Students: Effectively strive to achieve high levels of academic excellence by ensuring all NWC students are on track to graduate and be college and career ready.</b> All NWC students will demonstrate increased achievement in English language arts and mathematics (<i>aligned with state priorities 3,4, and 7</i>)</p>	<p>Increase in student learning demonstrated by the number and percentage of male students who earn above average GPAs and scores on standardized English tests by 3% in each of the next three years.</p> <p>Increase in student learning demonstrated by the number and percentage of female students who earn above average GPAs and scores on standardized math tests by 3% in each of the next three years.</p>	<p>Intentionally break student stereotypes about sex/gender roles in society, especially related to college majors and career fields.</p> <p>English and math teachers will ensure equitable attention and support for students.</p> <p>Increase awareness of which students have a history of struggling in English or math by sex and require teachers to monitor their performance and support success.</p>	<p>Administrators and teachers will continue to 1) support the creation of more student groups like "Girls Who Code", 2) recruit Career Day guests, and 3) teach lessons in advisory to show that traditional sex/gender roles are illusory at best and discriminatory at worst. Humanities teachers in particular will include more material celebrating achievements of important female figures.</p> <p>English teachers will continue to pay special attention to boys and math teachers will continue to pay special attention to girls with call-on strategies, checks for understanding, and encouragement to take high level courses to ensure that all students are engaged in the lessons.</p> <p>Teachers will continue to add male students who struggle in English and female students who struggle in math to their internal tracking sheets to monitor and support the academic performance of these specific subgroups throughout the school year.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Community Contributors:</b> Are open-minded and seek to understand other perspectives and cultures  <b>Quality Producers:</b> Gather and analyze information to make effective arguments supported by evidence; Demonstrate critical thinking and complex problem solving skills</p>					

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>New West's students with IEPs and 504s generally earn lower grades and lower test scores in English than their classmates on the SBAC, CST, PSAT, SAT, and ACT.</p>	<p><i>Improve learning outcomes for students with IEPs and 504s</i> <b>(LCAP Goal 1, Action 5)</b></p>	<p><b>NWC Goal 1. Closing Achievement Gaps to Serve all Students: Effectively strive to achieve high levels of academic excellence by ensuring all NWC students are on track to graduate and be college and career ready.</b> All NWC students will demonstrate increased achievement in English language arts and mathematics (<i>aligned with state priorities 3, 4, and 7</i>)</p>	<p>Increase in student learning demonstrated by the number and percentage of students with IEPs and 504s who earn above average GPAs and scores on standardized tests by 3% in each of the next three years.</p>	<p>Ensure that high quality Special Education teachers are on staff.</p>	<p>The Governance Council will continue to allocate funding for increased training and pay for Special Education teachers.</p>
				<p>Ensure that all 504s are being implemented in every class and updated as necessary.</p>	<p>Grade Level Advisors and Department Chairs will continue to monitor in-progress grades and check with teachers, students, and parents for signs that more support is needed.</p>
				<p>Ensure that all IEPs are being implemented in every class and updated as necessary.</p>	<p>Administrators and Special Education teachers will continue to monitor in-progress grades and check with teachers, students, and parents for signs that more support is needed. When possible, teachers will spend extra individual time with students who have IEPs to ensure full access to curriculum.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Quality Producers:</b> Set ambitious and realistic goals; Participate in self-evaluation and reflection; organize materials and manage time effectively to produce excellent work  <b>Effective Collaborators and Communicators:</b> Work as a team to solve problems and accomplish mutual goals</p>					

***Maintaining the Strength of the Faculty: LCAP Goal 6***

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>New West has hired increasingly talented teachers the past few years, however finding top applicants for some of its hard to staff positions remains a high priority.</p>	<p><i>Recruit the best teachers possible</i></p> <p><b>(LCAP Goal 6, Action 1)</b></p>	<p><b>NWC Goal 6. Maintaining the Strength of the Faculty</b> <i>(aligned with state priorities 2, 7 and 8)</i></p>	<p>Increase in the number of qualified applicants for teaching positions, especially for hard to staff positions, and fill them with high quality instructors.</p>	<p>Increase outreach to high quality teachers to connect with New West.</p>	<p>Administrators will build relationships with teacher credential programs at local universities to get more student teachers placed at New West and first access to their top candidates for interviews.</p>
				<p>Attract more high quality teachers to apply to New West.</p>	<p>The Governance Council will continue to provide funding for increased pay and benefits packages. The school will add the ability to apply for jobs at New West through the school's own website.</p>
				<p>Hire more high quality teachers to work at New West.</p>	<p>Administrators and teachers will continue to interview potential faculty earlier, require demonstration lessons when possible.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Community Contributors:</b> Apply the skills and concepts learned in the classroom to the real world  <b>Effective Collaborators and Communicators:</b> Read, comprehend, evaluate and discuss complex literary and informational texts; Write clear and coherent arguments, narratives and explanatory texts using the writing process  <b>Quality Producers:</b> Set ambitious and realistic goals.</p>					



Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>New West’s teacher turnover rate has decreased dramatically, but keeping good teachers on campus remains a high priority.</p>	<p><i>Retain the best teachers possible</i></p> <p><b>(LCAP Goal 6, Action 1)</b></p>	<p><b>NWC Goal 6. Maintaining the Strength of the Faculty</b> (aligned with state priorities 2, 7 and 8)</p>	<p>Increase in the number of qualified applicants for teaching positions, especially for hard to staff positions, and fill them with high quality instructors.</p>	<p>Increase the quantity of leadership opportunities for teachers and the quality of compensation for them.</p>	<p>The Governance Council will continue to find new sources of revenue and allocate it for stipends for teachers who assume leadership roles as determined by administration.</p>
				<p>Increase compensation for veteran teachers with longevity pay.</p>	<p>The Governance Council will continue to find new sources of revenue and allocate it for increased salary and benefits packages targeted at experienced teachers who have been with New West for multiple years.</p>
				<p>Increase the frequency of faculty and staff events that foster a greater sense of community.</p>	<p>Administrators will continue to schedule and lead multiple community building events to promote a sense of belonging and togetherness amongst the staff and faculty members.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Effective Collaborators and Communicators:</b> Demonstrate strong, positive leadership; Work as a team to solve problems and accomplish mutual goals  <b>Community Contributors:</b> Participate in student organizations and school sponsored community service projects</p>					

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>Teachers are utilizing the increased opportunities to gather best practices and enjoy sharing them with each other in professional development sessions on campus.</p>	<p><i>Retrain the best teachers possible</i></p> <p><b>(LCAP Goal 6, Action 2)</b></p>	<p><b>NWC Goal 6. Maintaining the Strength of the Faculty</b> (aligned with state priorities 2, 7 and 8)</p>	<p>Increase in teacher gathering, sharing and using “best practices” across different subjects and grade-levels.</p>	<p>Gather “best practices” externally from conferences and trainings for teachers.</p>	<p>The Governance Council and administrators will continue to increase the amount of funding for teachers to attend conferences and learn from trainings outside of New West, especially in the summer months.</p>
				<p>Spread “best practices” internally from teacher to teacher on campus.</p>	<p>Administrators will continue to encourage and schedule teachers to lead professional development sessions on a regular basis to ensure that “best practices” are shared, implemented, and reflected upon.</p>
				<p>Foster innovative thinking about curriculum, instruction, and assessments through peer observations.</p>	<p>Teachers will select, regularly observe, and provide feedback to “partner teachers” (in addition to the mentorship already provided by grade-level advisors and department chairs) to gain new ideas and feedback to improve their practice.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Quality Producers:</b> Set ambitious and realistic goals; Participate in self-evaluation and reflection; organize materials and manage time effectively to produce excellent work  <b>Effective Collaborators and Communicators:</b> Work as a team to solve problems and accomplish mutual goals</p>					

***Developing an Identity Built on Academic Rigor and Individuality: LCAP Goal 2***

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>Over 90% of New West middle school students now stay for high school, signaling the desire for an academically rigorous education.</p>	<p><i>Make the curriculum more challenging and personalized</i> <b>(LCAP Goal 2, Action 1; LCAP Goal 4)</b></p>	<p><b>NWC Goal 2 and 3. Developing an Identity Built on Academic Rigor and Individuality:</b> Effectively support the implementation of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) in all core subjects <i>(aligned with state priorities 2, 4, and 7)</i></p> <p><b>NWC Goal 5. Increase and strengthen parental support, stakeholder, and community engagement</b> <i>(aligned with state priorities 2 and 8)</i></p>	<p>Student achievement of “Scholar Awards” through vertically articulated classes in programs that best match their individual needs.</p>	<p>Encourage students to pursue departmental awards for academic achievement and experiential learning on and off campus.</p> <p>Maintain rigorous standards for each department to ensure vertical articulation.</p> <p>Evaluate the success of NWC+’s efforts to assist students with different needs.</p>	<p>Teachers will use promote “Scholar Awards” for performance in classes taken on-campus, classes taken off-campus at Santa Monica College or online, and internships &amp; jobs. Administrators and counselors will track students’ accomplishment of those requirements for recognition upon graduation.</p> <p>Department chairs will maintain a consensus on what quality work looks like at each grade-level through peer review of curriculum (syllabi), instruction (best practices), and assessments (reading, writing, speaking, performance tasks).</p> <p>The Governance Council and administrators will continue to closely monitor the performance of students in NWC+ and support its efforts to meet the learning needs of all.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Community Contributors:</b> Apply the skills and concepts learned in the classroom to the real world; Successfully complete NWC community service requirements; Are open minded and seek to understand other perspectives and cultures.  <b>Quality Producers:</b> Demonstrate critical thinking and complex problem solving skills</p>					

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>Student performance on the SBAC, PSAT, SAT and ACT is becoming more closely aligned with grades.</p>	<p><i>Make grades a more accurate assessment of student learning</i></p> <p><b>(LCAP Goal 2, Action 3)</b></p>	<p><b>NWC Goal 2. Developing an Identity Built on Academic Rigor and Individuality:</b> Effectively support the implementation of the Common Core State Standards (CCSS) in all core subjects <i>(aligned with state priorities 2, 4, and 7)</i></p>	<p>Increase in alignment between student grades and student scores on standardized tests.</p>	<p>Reduce grade-inflation through targeted changes in teaching practice.</p>	<p>Teachers will continue to 1) make in-class work and assessments the vast majority of overall semester grades, 2) standardize grade-book category weights per department, 3) make students individually accountable for group projects, 4) create at least one “benchmark” activity for each course and grade-level, and 5) place limits on students’ ability to retake/redo heavily weighted assessments.</p>
				<p>Implement the use of SBAC interim assessments to measure learning mid-course.</p>	<p>Teachers will administer SBAC interim assessments and use the results to adjust plans accordingly before the cumulative test near the end of the year.</p>
				<p>Improve assessment design and evaluation.</p>	<p>Administrators will provide training on assessment design to improve accuracy and authenticity.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Quality Producers:</b> Demonstrate critical thinking and complex problem solving skills; Participate in self-evaluation and reflection; organize materials and manage time effectively to produce excellent work  <b>Effective Collaborators and Communicators:</b> Read, comprehend, evaluate and discuss complex literary and informational texts; Write clear and coherent arguments, narratives and explanatory texts using the writing process</p>					

Data Findings	Overall Goal	LCAP Goal Alignment	Measurement	Strategy	Tactics
<p>New West's first graduating classes are about to finish college, and thanks to keeping in touch with them, the Alumni Association is poised to develop into something that benefits both past and present students.</p>	<p><i>Make measuring college and career readiness of via a NWC alumni database, sustaining high graduation rates, and maintain relationships with college and career providers key parts of New West's school culture (LCAP Goal 2, Action 3)</i></p>	<p><b>NWC Goal 2. Developing an Identity Built on Academic Rigor and Individuality:</b> Effectively support the implementation of the Common Core State Standards (CCSS) in all core subjects <i>(aligned with state priorities 2, 4, and 7)</i></p> <p><b>NWC Goal 5. Increase and strengthen parental support, stakeholder, and community engagement</b> <i>(aligned with state priorities 2 and 8)</i></p>	<p>Utilization of the New West Alumni Association to assist current and former students.</p>	<p>Register graduates in the Alumni Association.</p>	<p>Administrators will continue to ensure that members of each graduating class continue to register for the Alumni Association. Registration will include detailed contact information, college choices, and career goals.</p>
				<p>Use the Alumni Association to improve college and career outcomes for former New West students.</p>	<p>Administrators and counselors will continue to contact graduates and start facilitating networking for everything from tutoring to job opportunities in the future.</p>
				<p>Use the Alumni Association to improve learning outcomes for current New West students.</p>	<p>Administrators and counselors will 1) measure graduates' college and career readiness through their successes and shortcomings after high school with periodic surveys, 2) motivate students to follow their lead by inviting them to come back to campus as guest speakers, and 3) maintain connections for everything from internships and jobs to fundraising opportunities.</p>
<p><b>SLO(s) This Action Will Most Support:</b>  <b>Quality Producers:</b> Participate in self-evaluation and reflection; Set ambitious and realistic goals  <b>Community Contributors:</b> Apply the skills and concepts learned in the classroom to the real world; Participate in student organizations and school sponsored community service projects; Demonstrate civic participation and responsibility</p>					