Local Indicator Self-Reflection Tools 2023

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below from the most recent SARC report:

Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions

6.5/21%

0 vacant positions

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

0/0%

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education		2			
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts					5
World Language				4	

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Parental Involvement and Family Engagement (LCFF Priority 3)

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families
Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):
  1 – Exploration and Research
  2 – Beginning Development
  3 – Initial Implementation
  4 – Full Implementation
  5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	3

Building Relationships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

New West has developed practices that foster partnerships between families and staff in support of student growth. The schools host parent conferences each semester with all families to not only inform families of student progress, but to also have them be partners in the work. All families have 24/7 access to Infinite Campus to monitor student progress in all classes. Families also receive a regular progress report informing them about their child's academic progress and reports showing student progress and areas of improvement indicated by the NWEA MAP assessments. At the end of the year families have an additional opportunity to meet with teachers and review their child's work for the year. We provide families information about their legal rights and how to advocate for their students in our student family handbook and throughout the special education process. We also host workshops to provide all parents with information about how to best support their child at home.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The school plans to strengthen the additional resources provided to families to support summer learning, such as curating more individual opportunities for students, based on their interests and needs. We also plan to host additional family workshops to provide resources for families to support their child's education at home.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The School, along with the DEI Office, provides additional outreach to families from underrepresented groups to ensure they have the information and resources needed to support and advocate for their child.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

        1 – Exploration and Research
        2 – Beginning Development
        3 – Initial Implementation
        4 – Full Implementation
        5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

> Relationships between teachers and parents are critical to our work. The school actively builds meaningful, authentic relationships and proactively communicates with parents, which develops a strong, positive school environment and helps to prevent challenges. Our parent survey data indicates our parent experience has been positive and we have been successful at creating a welcoming environment where families feel included. 90% of families feel included in school activities. We have a robust system of family communication that includes an extensive range of interactive webinars

where parents can receive answers to their questions, regular newsletters for middle school, high school, and NWC+.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We have conducted focus groups and held meetings with individual families to ensure concerns are addressed. Based on this feedback, we develop plans for improvement in the areas identified in the focus groups.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We have established a Diversity Equity and Inclusion Office to support underrepresented families and ensure they receive comprehensive communication about what is going on at school and what resources are available to them. We look forward to strengthening relationships with our students' families further next year. The school has worked to ensure that it prioritizes the types of communication and events that parents prefer. There is a shift to provide more events that are designed for a targeted audience, such as parents of students belonging to certain subgroups, as opposed to the larger more general Coffee with the Principal type of events. Next year these types of offerings for parents will be increased to better meet family needs.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

     1 – Exploration and Research
     2 – Beginning Development
     3 – Initial Implementation
     4 – Full Implementation
     5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	3
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	3
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	3

Seeking Input for Decision-Making Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

> The school's Governance Council has three elected parents of enrolled students of the middle and high schools, three appointed community members, three teachers, one non-instructional staff member, and one representative of the chartering authority. Also, we have seen a high level of engagement with decision-making with over 80% of families participating in family surveys this year. Also, parents participated in our

authorizer oversight visit in January, as well as WASC interviews in February. They are also very involved in the charter renewal process this year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

We have conducted focus groups and held meetings with individual families to ensure concerns are addressed. Based on this feedback, we develop plans for improvement in the areas identified in the focus groups. For example, based on family input gathered during these focus groups, we modified our school calendar and bell schedule to meet the needs of our families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Our DEI office has worked with families to come together to plan events and celebrations to celebrate specific cultures in ways that feel important to our families.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters).

DATA: Reflect on the key learnings from the survey results and share what the LEA learned. **USE**: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Our New West student survey results indicate that 77% of students feel safe at school and 86% of students feel included.

To address our students' social emotional learning needs, we continue to refine our Social Emotional Learning curriculum this year—One Love. This has been implemented through middle and high school Advisory classes. Advisory class also features relational activities for students to connect with their peers, as well as team building activities and mental health check-ins. We have held school events and activities such as themed days, new student events, senior events, games, and spirit days/weeks. NWC+'s Culture Club hosts events on Fridays where a small group of students meet to discuss ways to bring the NWC+ community together through fun activities. The Culture Club regularly hosts "Fun Fridays" at lunch on Fridays. Students can expect a new game each week to play and win prizes. Sometimes led by teachers or students, Fun Fridays are a way for us to have fun with one another and build better connections with one another. The Culture Club has also started its own student-produced Instagram accounts that features daily polls, Senior Spotlights, school, local, and national news, and other engaging content meant to increase student connectedness.

We have added new counselors to provide mental health support for students with a mental health referral form system to coordinate referrals. We also have a lunch time program, The Nest, where counselors host groups three times each week. These group sessions have been extremely popular. We are also utilizing resources from the National Alliance on Mental Illness (NAMI), which provides educational and support resources. The NAMI presentations for families and students were very well-received.

Diversity Equity and Inclusion:
- Students now have a permanent safe place to bring any occurrences of or concerns about any forms of racism or biases;
- Surveys will be conducted to gain a further qualitative and quantitative understanding of how race is experienced on our campus and how experiences have shaped the school's current social climate and impacted student experiences;
- hosts "Tap In" so that students have an opportunity to express their thoughts and ideas on race in other controversial topics in a safe environment.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

New West Charter School uses teacher credentials, classroom schedules, and master schedules in Infinite Campus to ensure all students have access to and are enrolled in a broad course of study. All high school students receive access to A-G courses and middle school students receive access to the core subjects (Math, ELA, Science, and Social Studies), as well as Visual and Performing Arts, Foreign Language, Health, and Physical Education. This coursework is provided to all students including students in unduplicated groups and individuals with exceptional needs. Supports are put in place if necessary for students with exceptional needs to participate.

Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

All high school students receive access to A-G courses and middle school students receive access to the core subjects (Math, ELA, Science, and Social Studies), as well as Visual and Performing Arts, Foreign Language (Latin or Spanish), Health, and Physical Education. Access and enrollment are equitable across all grade levels and includes students of unduplicated groups and students with exceptional needs. As a fully inclusive school, if barriers to participation exist for students with exceptional needs, this is addressed within the IEP, 504, or SST process. Depending on the nature of the student's exceptional needs, students are provided with the necessary supports or resources to ensure they can participate in a broad course of study.

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

No barriers to a broad course of study exist.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

We have added an additional science class at the high school level and Visual and Digital Arts classes at the middle school level to ensure all students have access to a broad course of study.