



**California  
Distinguished  
School**

New West Charter School  
Governance Council Meeting Agenda  
 Wednesday, June 15, 2022, at 4:30 PM

Join Zoom Meeting  
<https://newwestcharter-org.zoom.us/j/84460100789>

Meeting ID: 844 6010 0789

One tap mobile  
 +16699006833,,84460100789# US (San Jose)  
 +13462487799,,84460100789# US (Houston)

**I. PRELIMINARY**

**A. CALL TO ORDER**

**B. ROLL CALL**

Representatives	Present		Absent
<b>Teacher Voting Representatives :</b>			
Mr. Stephen Jones			
Ms. Sarah Thompson			
Ms. Brittney McBride			
<b>Parent Voting Representatives:</b>			
Mr. Jess Segovia			
Mr. John Lee			
Mrs. Lori Quon			
<b>Community Voting Representatives:</b>			
Mr. Marshall Mayotte			
Mr. Michael Schlesinger			
<b>Non-Voting Administration Reports:</b>			
Dr. Sharon Weir			
Dr. Tanisha Barnett			
Mr. Mark Herrera			
Mr. Brian Straka			
Mrs. Larika Clark			



California  
Distinguished  
School

<b>Classified Voting Representatives:</b>			
Ms. Kizmet White			

**II. BOARD FINDINGS PURSUANT TO GOVERNMENT CODE SECTION 54953 (e)**

*The Charter School Governance Council determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Governance Council has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the members to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.*

**III. COMMUNICATIONS:**

**A. ORAL COMMUNICATIONS – PUBLIC COMMENT:**

*Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.*

**B. FOR INFORMATION: THE PRINCIPAL/DIRECTOR’S REPORT**

[A. NWC 2021-2022 Annual Review](#)

**C. FOR INFORMATION BOARD/STAFF DISCUSSIONS**

[A. Dr. Aisha Lowe: DEI Survey Results](#)

**IV. CONSENT AGENDA**

*All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The principal/director recommends approval of all consent agenda items.*

[A. Board Minutes for Meeting on May 10, 2022](#)



**V. ITEMS SCHEDULED FOR ACTION:**

**A. BUSINESS**

1. [New West Charter Financials](#)  
[EdTec April 2022 Financials](#)  
[April 2022 CC & Check Register](#)

It is recommended that the Board approve Agenda Item 1.					
Action:					
Motion:		Second:		Vote:	

2. [Approve 2022-2023 Local Control Accountability Plan \(LCAP\)](#)

It is recommended that the Board approve Agenda Item 2.					
Action:					
Motion:		Second:		Vote:	

3. [Approve 2022-2023 Budget Overview for Parents](#)

It is recommended that the Board approve Agenda Item 3.					
Action:					
Motion:		Second:		Vote:	

4. [Approve 2022-2023 Budget](#)

It is recommended that the Board approve Agenda Item 4.					
Action:					
Motion:		Second:		Vote:	

5. [Approve 2022-2023 Board Meeting Calendar](#)

It is recommended that the Board approve Agenda Item 5.					
Action:					
Motion:		Second:		Vote:	



6. Approve 2022-2023 EPA Spending Plan

It is recommended that the Board approve Agenda Item 6.					
Action:					
Motion:		Second:		Vote:	

7. Approve A-G Completion Improvement Grant Plan

It is recommended that the Board approve Agenda Item 7.					
Action:					
Motion:		Second:		Vote:	

8. Approve Local Performance Indicators

It is recommended that the Board approve Agenda Item 8.					
Action:					
Motion:		Second:		Vote:	

9. Approve New West Charter Handbook

It is recommended that the Board approve Agenda Item 9.					
Action:					
Motion:		Second:		Vote:	

10. Approve New West Local Assignment Policy

It is recommended that the Board approve Agenda Item 10.					
Action:					
Motion:		Second:		Vote:	

11. Approve CharterSafe Insurance Renewal

It is recommended that the Board approve Agenda Item 11.					
Action:					
Motion:		Second:		Vote:	



**California  
Distinguished  
School**

**VI. CLOSED SESSION:**  
**A. Student Discipline Issue**

**VII. REPORT OUT OF CLOSED SESSION ON ANY ACTION TAKEN:**

**VIII. ADJOURNMENT:**

**This legislative body conducts business under the meeting requirements of the Ralph M. Brown Act.**

**MEETING AGENDA & RELATED MATERIALS**

Agendas for regular board meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website 72 hours prior to the start of the meeting. Agendas for special meetings as defined by the Brown Act will be posted at the meeting site and the legislative body's website 24 hours prior to the start of the meeting. Materials relating to an agenda topic that is a matter of public record in open session, will be made available for public inspection 72 hours prior to the start of the meeting, or, alternatively, when the materials are distributed to at least a majority of board members.

**THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

**REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY**

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

**REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting New West Charter 1905 South Armacost Avenue | Los Angeles, CA 90025 | 310.943.5444 | [www.newwestcharter.org](http://www.newwestcharter.org)

**FOR MORE INFORMATION**

For more information concerning this agenda or for materials relating to this meeting, please contact New West Charter 1905 South Armacost Avenue | Los Angeles, CA 90025. In addition, if you would like a copy of any record related to an item on the Agenda, please contact Sharon Weir or Kizmet White at 310.943.5444.



**California  
Distinguished  
School**

New West Charter School  
Governance Council Meeting Agenda  
 Tuesday, May 10, 2022, at 4:30 PM

Join Zoom Meeting  
<https://newwestcharter-org.zoom.us/j/82828209238>

Meeting ID: 828 2820 9238

One tap mobile  
 +16699006833,,82828209238# US (San Jose)  
 +12532158782,,82828209238# US (Tacoma)

**I. PRELIMINARY**

**A. CALL TO ORDER** – *The meeting was called to order at 4:31pm*

**B. ROLL CALL – Attendance was taken, and a quorum was established.**  
*(9 members present – 0 members absent)*

Representatives	Present	Absent
<b>Teacher Voting Representatives :</b>		
Mr. Stephen Jones	X	
Ms. Sarah Thompson	X	
Ms. Brittney McBride	X	
<b>Parent Voting Representatives:</b>		
Mr. Jess Segovia	X	
Mr. John Lee	X	
Mrs. Lori Quon	X	
<b>Community Voting Representatives:</b>		
Mr. Marshall Mayotte	X	
Mr. Michael Schlesinger	X	
<b>Non-Voting Administration Reports:</b>		
Dr. Sharon Weir	X	
Dr. Tanisha Barnett	X	
Mr. Mark Herrera	X	
Mr. Brian Straka	X	
Mrs. Larika Clark	X	
<b>Classified Voting Representatives:</b>		
Ms. Kizmet White	X	



**II. BOARD FINDINGS PURSUANT TO GOVERNMENT CODE SECTION 54953 (e)**

*The Charter School Governance Council determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Governance Council has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the members to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.*

**III. COMMUNICATIONS:**

**A. ORAL COMMUNICATIONS - PUBLIC COMMENT: NONE**

*Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.*

**B. FOR INFORMATION: THE PRINCIPAL/DIRECTOR'S REPORT**

[May 2022, Director's Report](#)

**C. FOR INFORMATION BOARD/STAFF DISCUSSIONS**

[No Items Listed](#)

**IV. CONSENT AGENDA**

*All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The principal/director recommends approval of all consent agenda items.*

**A. [Board Minutes for Meeting on February 22, 2022](#)**

It is recommended that the Governance Council approve the February 22, 2022 meeting minutes.				
<b>Action:</b>	<b>APPROVED</b>			
<b>Motion:</b>	John Lee	<b>Second:</b>	Lori Quon	<b>Vote:</b> 9-0-0
<b>In Favor:</b> Steven Jones, Sarah Thompson, Brittney McBride, John Lee, Jess Segovia, Lori Quon, Michael Schlesinger, Marshall Mayotte, Kizmet White				
<b>Absent:</b> None				
<b>Abstain:</b> None				



**V. PUPIL EXPENDITURES:**

**A. Purchase of chrome books in the amount of \$70, 842 from the Trafera Company**

It is recommended that the Governance Council approve the purchase of 155 chromebooks from the Trafera Company in the amount of \$70,842.					
<b>Action:</b>	<b>APPROVED</b>				
<b>Motion:</b>	John Lee	<b>Second:</b>	Lori Quon	<b>Vote:</b>	<u>9-0-0</u>
<b>In Favor:</b> Steven Jones, Sarah Thompson, Brittney McBride, John Lee, Jess Segovia, Lori Quon, Michael Schlesinger, Marshall Mayotte, Kizmet White					
<b>Absent:</b> None					
<b>Abstain:</b> None					

**VI. PUBLIC HEARING for 2022-2023 LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)**

**VII. ITEMS SCHEDULED FOR ACTION:**

**A. BUSINESS**

1. New West Charter Financials  
March 2022 Financials  
February & March 2022 CC & Check Register

It is recommended that the Governance Council approve the March 2022 Financials, February & March 2022 Credit Card and Check Registers as presented by Edtec Charter Management Company.					
<b>Action:</b>	<b>APPROVED</b>				
<b>Motion:</b>	Lori Quon	<b>Second:</b>	John Lee	<b>Vote:</b>	<u>9-0-0</u>
<b>In Favor:</b> Steven Jones, Sarah Thompson, Brittney McBride, John Lee, Lori Quon, Michael Schlesinger, Kizmet White, Jess Segovia, Marshall Mayotte					
<b>Absent:</b> None					
<b>Abstain:</b> None					

**2. Approve 2022-2023 Teacher Pay Scale**

It is recommended that the Governance Council approve the 2022 - 2023 Teacher Pay Scale.					
<b>Action:</b>	<b>APPROVED - Version 3 (4% Increase and 6 PTO Days)</b>				
<b>Motion:</b>	John Lee	<b>Second:</b>	Michael Schlesinger	<b>Vote:</b>	<u>9-0-4</u>
<b>In Favor:</b> John Lee, Lori Quon, Marshall Mayotte, Michael Schlesinger, Kizmet White					
<b>Absent:</b> None					
<b>Abstain:</b> Sarah Thompson, Steven Jones, Brittney McBride, Jess Segovia					





**California  
Distinguished  
School**

**3. Approve Form 990 (Tax Returns)**

It is recommended that the Governance Council approve the filing of the federal (990) and state (199) tax returns for the year ended June 30, 2021.				
<b>Action:</b>	<b>APPROVED</b>			
<b>Motion:</b>	Lori Quon	<b>Second:</b>	Michael Schlesinger	<b>Vote:</b> <u>9-0-0</u>
<b>In Favor:</b> Steven Jones, Sarah Thompson, Brittney McBride, John Lee, Lori Quon, Michael Schlesinger, Kizmet White, Jess Segovia, Marshall Mayotte				
<b>Absent:</b> None				
<b>Abstain:</b> None				

**4. Approve 2022-2023 New West School Calendar**

It is recommended that the Governance Council approve the 2022 - 2023 School Calendar.				
<b>Action:</b>	<b>APPROVED</b>			
<b>Motion:</b>	Jess Segovia	<b>Second:</b>	Marshall Mayotte	<b>Vote:</b> <u>9-0-0</u>
<b>In Favor:</b> Steven Jones, Sarah Thompson, Brittney McBride, John Lee, Lori Quon, Michael Schlesinger, Kizmet White, Jess Segovia, Marshall Mayotte				
<b>Absent:</b> None				
<b>Abstain:</b> None				

VIII. **CLOSED SESSION:** *Closed Session Meeting was called to order at 6:35pm*

A. **SECTION 54956.9: CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION**  
*Name of case: Let Them Breathe v. New West Charter, Case No. 22SMCP00029*

**IX. REPORT OUT OF CLOSED SESSION ON ANY ACTION TAKEN:**

Report out of Closed Meeting Session: 6:53pm				
<b>Action:</b>	<b>NO ACTION TAKEN</b>			
<b>Motion:</b>	None	<b>Second:</b>	None	<b>Vote:</b> <u>None</u>

X. **ADJOURNMENT:** *The meeting was adjourned at 6:55pm*

*May 10, 2022 New West Governance Council Meeting Minutes prepared by:*

*Kizmet White  
 NWC Governance Council Secretary*

## **Performance Standards**

The performance standards for the local performance indicators are:

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

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

### ***Implementation of State Academic Standards (LCFF Priority 2)***

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

### ***Parent and Family Engagement (LCFF Priority 3)***

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### ***School Climate (LCFF Priority 6)***

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

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

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

***Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)***

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

***Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)***

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

## Self-Reflection Tools

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:

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

**0/0%**

- 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)***

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

### **OPTION 1: Narrative Summary (Limited to 3,000 characters)**

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

**OPTION 2: Reflection Tool**

**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*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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**

NEW WEST CHARTER

**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*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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*

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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).**

NEW WEST CHARTER

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

<b>Activities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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	

**Optional Narrative (Limited to 1,500 characters)**

- 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**



## ***Parental Involvement and Family Engagement (LCFF Priority 3)***

### **Introduction**

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:<sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### **Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to

## NEW WEST CHARTER

family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. 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 of the 12 practices 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
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

### **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):

NEW WEST CHARTER

- 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 (Limited to 3,000 characters)**

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 in 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 (Limited to 3,000 characters)**

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 with 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.

Last year we 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 when we are able to return to in-person family events. The virtual format was adequate for our communication needs, but disruptive to building high quality relationships made possible when we bring families, students, and staff together face to face.

### 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

<p>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.</p>	<p>3</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

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. We have administered three large family surveys this year to ensure families have input into decision-making around the reintroduction of students back on campus, and the support the range of support needed for all students.

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). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

Our New West student survey results indicate that 95% of students feel safe at school and 95% of students feel included. Students' main concerns remain related to their full time return to campus and ensuring we provide a positive and safe environment for them. They also continue to want to ensure adequate support to recover from any learning loss or credits lost during the pandemic. Some students still feel that the lack of social interaction they had during the pandemic has continued to negatively impact their social skills and connection with peers.

2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

New West has continued to invest in personal protective equipment, cleaning and sanitizing materials, and the creation of strong health and safety protocols to ensure our students are safe during in-person instruction. To address our students' social emotional learning needs, we further developed 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 welcome back 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.

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in



## NEW WEST CHARTER

response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

We have added three new counselors to provide mental health support for students with a mental health referral form system to coordinate referrals. We also have a new 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 have been 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:

1. 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. (response limited to 1,500 characters)

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.

2. 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. (response limited to 1,500 characters)

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 is 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 assure they can participate in a broad course of study.

3. 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. (response limited to 1,500 characters)

No barriers to a broad course of study exist.

4. In response to the results of the tool or locally selected measures, what

## NEW WEST CHARTER

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?  
(response limited to 1,500 characters)

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