NEW LOS ANGELES
MIDDLE SCHOOL

FALL 2021 CA DASHBOARD
LOCAL INDICATORS REPORT FOR THE
NEW LA BOARD OF DIRECTORS
June 14, 2021

All LEAs are required to complete, submit and present as an information item in a publicly scheduled governing board meeting the following 5 Local Indicators (Priority 1, 2, 3, 6, & 7) for the LEA's CA Dashboard.

This document includes **New Los Angeles Charter School's** Local Indicators Self-Reflection Report for the Fall 2021 CA Dashboard Local Indicators submission.

PRIORITY 1: Basics – Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, & Safe, Clean and Functional School Facilities

Standard: Local educational agency 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; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the Dashboard for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

Findings reported:

1. Number/percentage of misassignments of teachers of English Learners, total teacher misassignments and vacant teacher positions: **5.6%**

2. Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

3. Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): **0**

NARRATIVE:
N/A

PRIORITY 2: Reflection Tool for Recently Adopted Academic State Standards and/or Curriculum Frameworks

LEAs are required to rate each of the following using the following Rating Scale (lowest to highest):

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

New Los Angeles Charter School selected Option 2 Reflection Tool:

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

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

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

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

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

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

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

	1	2	3	4	5
Career Technical Education *not applicable*					
Health Education Content Standards			X		
Physical Education Model Content Standards			X		
Visual and Performing Arts			X		
World Language *not applicable*					

Support for Teachers and Administrators

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

	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers				X	

Providing support for teachers on the standards they have not yet mastered				X	

Optional Narrative

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. N/A**

PRIORITY 3: Parent & Family Engagement Self Reflection Tool

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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 the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders 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 stakeholders 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 data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
    1 – Exploration and Research Phase
    2 – Beginning Development
    3 – Initial Implementation
    4 – Full Implementation
    5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

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

Building Relationships	1	2	3	4	5
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.				X	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			X		
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				X	
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.			X		

Dashboard Narrative Box (Limited to 3,000 characters): Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

One of New LA's strengths is our ability to build strong relationships with students and families. The foundation of our work and professional development is building community, begging the question in all that we do, how does this make students feel? This is due, in part to the types of teachers and staff we have hired, but also the commitment from the administrators to put student social emotional well-being first. Our Advisory program creates a welcoming space for all students and asks them to reflect on themes of identity, diversity and belonging. Students bring their full selves to community circles, portfolio work and student led conferences. Based on student surveys, students feel safe on campus (virtually and in person) and the majority can identify a trusted adult at New LA. Teachers work hard to get to know students in a variety of ways in order to best serve their unique needs. We start the year with a family survey for all parents to learn more about each unique family dynamic and how they might contribute to the New LA community.

Based on parent feedback and reflecting on the challenges and successes of this school year, we can determine that we are in the initial stages of implementing a well-rounded plan to engage more families in an equitable way. Staff was provided key feedback from family surveys throughout the year that showed strong parent appreciation for our communication and availability for student and family support throughout the school year. Through professional development, administrators modeled what developing trusting and respectful relationships with families can look like, through outreach, use of technology for communication and providing opportunities for families and staff to get to know each other. A greater effort will be made to

engage our African American and Asian American families by providing more opportunities for parents to engage in trust building work with other families, whether that's workshops, parent coffees or through a parent training program like FACTOR.

We will continue to use the Remind app to communicate in a variety of languages with parents and families. We hope to get 100% of parents signed up for our full school Remind in order to reach more families with important communication. We are looking into other options for our weekly newsletter as many families still find email and access to technology to be a barrier in accessing important organization info.

Building Partnerships for Student Outcomes

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

Building Partnerships	1	2	3	4	5
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.				**X**	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				**X**	
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.				**X**	
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.				**X**	

Dashboard Narrative Box (Limited to 3,000 characters): Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In addition to building relationships, New LA teachers and staff go above and beyond to support student achievement and success in middle school and long after. We are constantly communicating with parents and students via phone, email, text message, Remind and social media. We have provided parents with a community space for parents to gather and learn in the form of our monthly Coffee with the Principals. This has been a chance for parents to find community, share ideas and take a mindful moment during a year that really pushed parents to capacity. Parents were also provided frequent workshops held by our school counselors, Share and Care partners and our director of special education. The topics ranged from setting healthy boundaries, meditation, supporting students with technology, grief support groups, art nights and more.

Additionally Advisors, students and parents meet each trimester for a Student Led Conference in which the student presents the past trimester's work and addresses areas of strengths and areas of growth, setting goals for the next trimester ahead. This gives Advisors an opportunity to share academic or behavior concerns as well as hear from the parent about concerns seen at home. Our Resource department is well versed in supporting families with legal rights and advocates for parents to be an engaged player in their student's IEP team. An area of improvement We'd like to focus on is supporting the administrative team in building staff capacity for parent partnerships and discussing student outcomes. With the implementation of i-Ready, our new assessment platform, parents and students will have more direct engagement with their academic progress. Another goal is to create frequent checks for students and parents on PowerSchool by providing parent access at the start of the school year.

Seeking Input for Decision Making

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

Seeking Input	1	2	3	4	5
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.			**X**		
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			**X**		
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			**X**		
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			**X**		

Dashboard Narrative Box (Limited to 3,000 characters): Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

New LA has a strong commitment to hearing from all stakeholders and engaging all voices when making decisions. This has been a difficult year to engage with people for a variety of reasons. However, we have persevered by sending clear, consistent communication to parents and staff with weekly emails, memos and updates throughout distance learning and during our transition to reopening schools. A specific focus for next year will be to engage parents and families in more meaningful ways, whether in person or virtually. A particular barrier has been providing access to speakers of other languages. As our school grows and becomes more diverse, we need to ensure we are providing translation support for languages beyond Spanish and the support training for staff to be inclusive of home languages in their communications as well. By validating home languages as norm, we will create a more inclusive and welcoming school culture. We will focus on getting to know individual families and what barriers have previously stopped them from engaging with schools, our or others, and how we can ensure we are creating invitations to partner that parents can actually accept.

PRIORITY 6: School Climate

Standard: Local educational agency 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 local educational agency 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 stakeholders and the public through the evaluation rubrics.

INSTRUCTIONS:
Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.
Local educational agencies (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. 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. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
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?
3. **USE**: What revisions, decisions, or actions have, 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?

Findings reported:
PARTICIPATION RATE: results pending

SURVEY FINDINGS: results/analysis pending

PRIORITY 7: Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their 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 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, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

INSTRUCTIONS: 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.**

The aim of New Los Angeles Charter School (New LA) is to cultivate future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. The school nurtures and trains students who understand how to work together to solve problems, changing their own lives as they change the community around them.

Located in Mid-City Los Angeles, the heart of a diverse city, New LA serves 321 students in grades 6-8. 91% Hispanic, 5% African American, 1% 2+ Races, 15% Students with Disabilities (SWD), 23% English Learners (EL), 0.3% Foster Youth (FY), 0.3% Homeless Youth (HY), and 92% Socioeconomically Disadvantaged (SED). With small classes, a diverse student body, and attentive teachers, New LA is a nurturing standards-based school. New LA has a rigorous standards-based curriculum, fosters respect for human life, and provides relevant life experiences. The culture of the school creates a shared sense of mission, one that reinforces in our students a love of learning, a commitment to social action, and deep respect for others.

New Los Angeles Charter School provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of New Los Angeles Charter School's educational program.

New Los Angeles Charter School uses the following locally selected tools 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 which include: master schedule, student course schedule (semester), report cards, student schedules, transcript analysis, and parent/conference reports. In addition, this will

be verified by the principal during classroom observations and ensure classroom schedules are being followed.

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. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

An analysis of the measures listed above demonstrates that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At New Los Angeles Charter School, all students have access to and are enrolled in ELA, mathematics, science, social studies, and physical education. In addition, 100% of students have access to and are enrolled in Art, Advisory, and Health. There are no differences in accessibility to courses, across all student groups, including unduplicated students and Students with Disabilities at New Los Angeles Charter School.

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.**

Currently, 100% of the students have access to a broad course of study and New Los Angeles Charter School will continue to monitor this to ensure no barriers arise to change access.

4. **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.**

Due to the current success of New Los Angeles Charter School in providing all students with access to a broad course of study, no changes are currently planned, however, this data will continue to be monitored and revisions made, with implementation as needed.