

# New LA 2022-2025 Equity Plan

"I want to grow.  
I want to be better.  
You grow.  
We all grow.  
We're made to grow."  
- Tupac Shakur

# Table of Contents

## Our Journey

---

- 3 [Our Timeline](#)
- 4 [Our Roles](#)
- 5 [The Just New LA Brain Trust](#)
- 6 [Our Sessions](#)

## Listening to Our Community

---

- 8 [What We Learned from Our Students](#)
- 9 [What We Learned from Our Staff](#)
- 10 [What We Learned from Our Caregivers](#)
- 12 [What are SMARTIE Goals?](#)
- 13 [What are MOCHAs?](#)

## Supporting Our Students

---

- 16 [Creating a Common Language for Racism & Justice](#)
- 19 [Addressing Racism & Bullying](#)
- 22 [Representation and Celebrating All Identities](#)
- 25 [Our Student Goals MOCHA](#)

## Supporting Our Staff

---

- 27 [Expanding BIPOC Leadership & Staff](#)
- 30 [Disrupting & Interrupting Racism and Bias](#)
- 33 [Hiring a Diversity, Equity, Inclusion, & Justice Coordinator](#)
- 36 [Our Staff Goals MOCHA](#)

## Supporting Our Caregivers

---

- 38 [Strengthening Communication & Connections with Caregivers](#)
- 42 [Using Restorative Justice to Address Behavior Incidents](#)
- 45 [Adapting the Bullying Prevention Program](#)
- 48 [Ensuring Safe Spaces for All](#)
- 51 [Our Caregiver Goals MOCHA](#)

## Our Path and Hope for the Future

---

- 52 [Five Tips for Implementation](#)
- 53 [Our Hopes for Our Stakeholders](#)
- 54 [Our Collected Resources](#)
- 55 [Acknowledgements](#)

# Ama Nyamekye

*Educator, Founder, and Lead Consultant  
at Good Influence Consulting*



Dear New LA Community,

I met your staff, caregivers, and students amid a pandemic and in the wake of California's largest racial justice uprising. This was the backdrop for a journey you all embarked on to identify your role in creating a more just and inclusive Los Angeles. I had the honor of walking alongside you during this journey. I watched you listen to the full hopes, hard truths, and bold recommendations of your students, caregivers, staff, and board. I saw you wrestle with difficult choices, develop thoughtful and actionable goals, and decide how you will measure the change you seek in your community. ***I'm in awe of the honesty and bravery you all brought to this process.***

This equity plan, developed by New LA staff and board members in the spring of 2022, reflects your commitment to "walk the talk" of social justice. Specifically, this plan houses your goals, commitments, and promises to the students, staff, and caregivers you proudly serve.

Dr. King reminds us that the arc of the moral universe is long, but bends toward justice. It is not bent toward justice because of fate or coincidence--it is bent toward justice because of people working to build more just schools and communities.

Thank you for doing your critical part to bend the arc toward justice.

Your partner and friend,

Ama Nyamekye

A handwritten signature in black ink, appearing to read 'Ama Nyamekye'.

**Educator, Founder, and Lead Consultant of Good Influence Consulting**

# Our Journey



## Where We Began

We embarked on a journey to center racial equity and justice in our leadership and work. We knew this journey would be critical to our ability to fully live New LA's mission of supporting a diverse student community committed to social action, as well as respect for self and others. Through this work, we aimed to examine, refine, and revise systems and programming to create an equitable and inclusive environment that supports students' feelings of safety and inclusion.



# Our Timeline



## Aug. - Oct.

We unearthed perspectives on the current and ideal state of racial equity and justice at New LA Charter through surveys and focus groups with staff, students, and caregivers.



## Nov. - Dec.

13 diverse staff and board members embarked on a journey to listen deeply to the perspectives of over 43 staff members, over 333 students, and over 8 family members and caregivers. We called ourselves The Just New LA Braintrust.



## Jan. - Feb.

The Just New LA Braintrust identified focus areas based on input shared by our staff, students, families, and caregivers. These focus areas became the basis of the strategic goals outlined in this document.



## March

The Just New LA Braintrust heard reactions, feedback, and advice on the focus areas from a broader set of staff and board members. The Braintrust spent weeks incorporating that great feedback and advice into refined goals that were specific, measurable, achievable, realistic, time-bound, inclusive, and equitable (SMARTIE).



## April

We developed this strategic plan which documents our process, SMARTIE goals, and implementation recommendations. In addition, we built a dashboard and calendar to support the implementation of our SMARTIE goals.

# Our Roles

## 13 BRAINTRUST MEMBERS

The Braintrust included three support staff, two teaching staff, seven leadership staff, and one board member who participated in eight sessions to develop, refine, and finalize strategic planning goals and implementation.



## OVER 333 STUDENTS

3rd-8th graders participated in a 30+ question survey and K-4th graders participated in focus groups about experiences with racism, racial justice, and equity.

## OVER 43 STAFF

Staff participated in a 30+ question survey about experiences with racism, racial justice, and equity and a staff-wide session providing feedback on the SMARTIE goals.



## OVER 8 CAREGIVERS

English- and Spanish-speaking caregivers participated in focus groups about their current experiences with and hopes for the future of New LA. They also provided feedback to strengthen our SMARTIE goals.

## 7 BOARD MEMBERS

The New LA Board reflected on their role centering racial justice and equity within the New LA community, brainstormed ways to support this work moving forward, and provided feedback on the SMARTIE goals.



## FACILITATOR & RESEARCHERS

Good Influence supported New LA's journey by providing the research instruments, listening protocols, session agendas, facilitation, and strategic thought partnership and planning tools.

# The Just New LA Braintrust

These are the staff and board members who listened deeply to New LA stakeholders, created the focus areas for New LA's equity work, and developed and vetted this equity plan.



**Sylvia Barragan**  
Assistant Director of Operations



**Gabrielle Brayton**  
Middle School Principal



**Jose Campos**  
Teacher's Assistant



**Jessica Fox**  
Interim Elementary School Principal



**Alan-Michael Graves**  
Board of Directors Member



**Alana Hassanein**  
Kindergarten Teacher



**Terri Kessler**  
Director of Special Education & Student Services



**Xochitl Lira**  
Director of Operations



**Emma Naranjo**  
Special Education Clerk



**Kate O'Brien**  
Head of Schools



**Brooke Rios**  
Executive Director



**Jennifer Skibba**  
7th Grade Math Teacher



**Terrence Wright**  
Middle School Assistant Principal

# Our Sessions

## Our Learning and Decision-Making Sessions

The Just New LA Braintrust, a body of 13 New LA staff and board members, engaged in a five-month process to help determine our equity plan. We attended eight working sessions to listen to our stakeholders through survey and focus group data, discuss and unpack their feedback, and determine our goals and a clear roadmap for taking action.

### Phases I-II: Listening and Learning from Our Community

#### Phase I

Through dialogue with a racial justice expert, we focused on understanding how structural racism, privilege, and power manifest in public education and specifically at New LA.

#### Phase II

We used research instruments such as surveys, interviews, and focus groups to listen deeply to the stories, perspectives, and experiences of our students, staff, families, and caregivers. We spent weeks reflecting on what we heard and learned from our community.

### Phases III-V: Making Responsible and Responsive Decisions

#### Phase III

We developed strategic focus areas based on what we heard and learned from our community. Then, we turned the strategic focus areas into SMARTIE (specific, measurable, achievable, realistic, time-bound, inclusive, and equitable) goals and recommendations. We refined the goals based on input from our entire community.

#### Phase IV

The New LA Board reflected on their role centering racial justice and equity within the New LA community and brainstormed ways they can support this work moving forward.

#### Phase V

We shared the SMARTIE goals and recommendations with caregivers, staff, and board members for further feedback and vetting. This feedback helped refine and strengthen these SMARTIE goals.

# Listening to Our Community

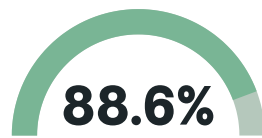


## Our Research

We centered the voices of all of our teachers, students, caregivers, and staff by learning about their experiences with equity and racial justice at New LA through surveys and focus groups. We identified the biggest glows (most favorable responses), grows (most unfavorable responses), and gaps (widest differences among demographic groups) in the perceptions and experiences of our community members. Ultimately, we used all of this data, with a focus on our areas of growth, to inform how we took responsible and responsive action to make change at New LA.

# What We Learned from Our Students

We surveyed 333 students and conducted focus groups with 18 students. We learned that our students largely feel safe at New LA, but don't always feel comfortable being themselves or feel that their unique identity is celebrated.



of New LA student survey participants always or very often feel safe and comfortable in the classroom.

"I would say that the three things I like most about New LA are that they have a set goal for everyone, New LA is very patient with everyone, and New LA is supportive and uplifting." - **New LA Student**



of New LA student survey participants wish they talked MORE about their culture and community at New LA.



of New LA student survey participants do not feel they can be themselves when they are at New LA.



of New LA student survey participants do not feel other students at New LA are respectful and treat each other with kindness.



of New LA student survey participants do not feel they behave the same way as when they are at home or in their neighborhood.

"I don't like the bullying, teasing, and discrimination between classmates just because they belong to a certain community or culture." - **New LA Student**

# What We Learned from Our Staff

Over 40 staff members shared candid perspectives through our survey. We learned that our staff feel they are welcomed and included, but haven't been given the space, time, and tools to build relationships with caregivers, disrupt racism and bias, lead racial justice, and grow in their own leadership at New LA.



of New LA staff participants feel like there is always or very often a leader or peer with whom they feel comfortable.

"I think New LA is doing a very good job at promoting a welcoming environment to both staff and students. New LA is very inclusive in their traditions and in choosing staff who will help carry this even further! I love working here!" - **New LA Staff**



of New LA staff participants feel like they do not have the time and place to understand and connect with students' parents and guardians.



of New LA staff participants feel we do not take adequate steps to bridge any cultural or linguistic divides among staff and families.



of New LA staff participants feel they do not have the tools to respond to and support students experiencing racism and harm in the classroom.



of New LA staff participants feel like they do not see people who look like them rising in leadership at New LA.

"I truly believe in the mission and vision of this school. However, there is a pervasive culture of white guilt, white savior complexes, and middle-class expectations across New LA that goes unscrutinized. This inability to be self-reflective and have difficult conversations has caused many POC to leave." - **New LA Staff**



# What We Learned from Our Caregivers

We conducted focus groups with eight caregivers and learned that they often feel comfortable, seen, and heard, but are concerned about how we handle student discipline and prioritize all our students' culture in our racial and social justice work.



of New LA caregiver focus group participants always or very often feel comfortable reaching out to teachers or staff at New LA if they have a problem, question, or suggestion.

"I know my daughter is always safe and the staff put our kids before anything. I feel equally comfortable with everyone." - **New LA Caregiver**



of New LA caregiver focus group participants feel that New LA should prioritize racial and social justice issues MORE with students and families.



of New LA caregiver focus group participants always feel seen, heard, and respected at New LA.



of New LA caregiver focus group participants are unsure or rarely see their culture and a commitment to social and racial justice reflected in their child's learning and school.



of New LA caregiver focus group participants are unsure or only sometimes feel New LA handles student discipline in an effective, fair, and caring way.

"Being comfortable in conversations about racial and social justice is not the point, what matters to me is listening to each other. " - **New LA Caregiver**



# Taking Action to Meet Our Community's Needs



## Goal Setting

Our process centered three key stakeholders--our students, our staff, and our caregivers. Our goal was to address the needs of **all** of our community members, regardless of their role or position at New LA. The Braintrust led the development of the goals, but we gathered feedback from across our community throughout the process. We drafted our goals in response to the data from students, staff, and caregivers, then we shared our preliminary drafts of the goals with staff, board members, and caregivers for feedback. Finally, we iterated, adjusted, and finalized the goals, while continuing to check-in with community members through surveys, newsletters, and candid conversations to strategically incorporate their advice.

# What Are SMARTIE Goals?

## Our Goal Setting Process

We borrowed [strategic goal-setting tools](#) from the Center for Nonprofit Management, which includes an intentional focus on inclusion and equity. These goals were structured around the following SMARTIE criteria:



### SPECIFIC

Reflects an important dimension of what our organization seeks to accomplish.

.....



### MEASURABLE

Includes standards by which reasonable people can agree on whether the goal has been met.

.....



### ACHIEVABLE

Challenging enough that achievement would mean significant progress—a “stretch” for the organization.

.....



### REALISTIC

Not so challenging as to indicate lack of thought about resources, capacity, or execution.

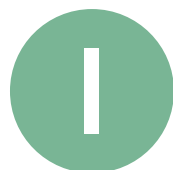
.....



### TIME-BOUND

Includes a clear deadline.

.....



### INCLUSIVE

Brings those most impacted into the processes, activities, decisions, and policy-making to share power across the community.

.....



### EQUITABLE

Seeks to address systemic injustice, inequity, or oppression.

# What Are MOCHAs?

## Our Role Assignment Process

We borrowed [strategic project management](#) tools from the Center for Nonprofit Management, which enables us to consider how we embody equity and inclusion through clearly distributed and supported leadership roles.



### MANAGER

Assigns responsibility and holds owner accountable. Makes suggestions, asks hard questions, reviews progress, serves as a resource, and intervenes if the work is off-track.

.....



### OWNER

Has overall responsibility for the success or failure of the project. Ensures that all the work gets done (directly or with helpers) and that others are involved appropriately. There should only be one owner.

.....



### CONSULTANT

Should be asked for input or needs to be bought in to the project. Consultants should reflect your commitment to inclusion and empowerment.

.....



### HELPER

Assists with or does some of the work. Helpers should reflect your commitment to inclusion and empowerment.

.....



### APPROVER

Signs off on decisions before they're final. May be the manager, though might also be the executive director, external partner, or board chair.

# Our SMARTIE Goals



## *Supporting Our Students*

- 16 CREATING A COMMON LANGUAGE FOR RACISM & JUSTICE
- 19 ADDRESSING RACISM & BULLYING
- 22 REPRESENTING AND CELEBRATING ALL IDENTITIES
- 25 OUR STUDENT GOALS MOCHA



## *Supporting Our Staff*

- 27 EXPANDING BIPOC LEADERSHIP & STAFF
- 30 DISRUPTING & INTERRUPTING RACISM AND BIAS
- 33 HIRING A DIVERSITY, EQUITY, INCLUSION, & JUSTICE COORDINATOR
- 36 OUR STAFF GOALS MOCHA



## *Supporting Our Caregivers*

- 38 STRENGTHENING COMMUNICATION & CONNECTIONS WITH CAREGIVERS
- 42 USING RESTORATIVE JUSTICE TO ADDRESS BEHAVIORAL INCIDENTS
- 45 ADAPTING THE BULLYING PREVENTION PROGRAM
- 48 ENSURING SAFE SPACES FOR ALL
- 51 OUR CAREGIVER GOALS MOCHA

# Our Student SMARTIE Goals



1

## **CREATING A COMMON LANGUAGE FOR RACISM & JUSTICE**

We will have a common language for understanding and communicating about racism.

---

2

## **ADDRESSING RACISM & BULLYING**

When members of our community experience racism and/or bullying, we will ensure they feel nurtured, supported, and acknowledged.

---

3

## **REPRESENTING AND CELEBRATING ALL IDENTITIES**

We will develop yearly rituals and resources for our teachers to support their students as they learn about and celebrate their unique identities through curricular activities at New LA.

# 1

# CREATING A COMMON LANGUAGE FOR RACISM & JUSTICE

THE GOAL WILL BEGIN IN JULY, 2022 AND END IN AUG, 2025

## SPECIFIC

**We will have a common language for understanding and communicating about racism.** Our students will be able to access resources to navigate racism, engage in anti-racism, and call out racism at New LA and in their communities. They will incorporate history, diverse perspectives, and empathy-building as they venture forward in their education.

## MEASURABLE

**We will measure success by:**

- Using the Panorama survey data year-over-year to compare how students react to and recognize racism and justice and how comfortable they feel expressing their culture, identity, and voice.
  - Sample survey prompts might include:
    - Define racism and social justice
    - Describe a social justice movement that made our state or country more just
    - Identify a social justice movement you want to learn more about
    - Share some examples of you or your peers disrupting racism or other forms of oppression
- Collecting student reflections on racism, injustice, and social justice in essays, speeches, poems, and art. These will be housed in a digital portfolio (e.g., a JAM Board) that teachers and students review at the start of each year to track student relationships to race, racism, anti-racism, and social justice over time. This might be embedded in the Culminating Exhibition, which is an end-of-year presentation by 8th graders to reflect on their middle school journey (or in the mini-exhibitions for anyone below 8th grade).
- Using staff PD sessions to focus on curriculum development and unit planning that centers student culture, identity, and voice.

## ACHIEVABLE

**We will know we have achieved this goal when:**

- 75% of students can define racism and justice, report on a social justice topic they learned in school, and report engagement in anti-racism work (measured using the Panorama survey).
- We have developed a Google Classroom (or archive) with resources including our definitions of racism, articles, and videos about race and social justice, our strategic plan, and related data and resources.
- All students maintain a digital portfolio that includes reflections on racism, injustice, anti-racism, and social justice.

**Second Semester of SY 2021-22**

**Tactic 1:** We will consolidate student definitions of racism from the GIC survey and share them with our student body for feedback. We will ask students to define racism and social justice, to suggest topics they want to learn more about, and to reflect on a past lesson about social justice.

**First Semester of SY 2022-23**

**Tactic 2:** Grade level teams will analyze the initial qualitative data and suggest grade-appropriate lesson plans based on student suggestions. Every teacher will be provided with a lesson plan focused on defining racism at New LA.

**Second Semester of SY 2022-23**

**Tactic 3:** We will conduct a second survey to measure whether more students can define racism and injustice, and how comfortable they feel discussing it.

**Tactic 4:** Based on the lessons developed in the first semester, we will develop an archive of strategies, activities, and tools to discuss racism, anti-racism, and social justice. The tools will help students communicate and ask for assistance when they see injustice. The archive of resources will be available to the entire community (staff, students, caregivers, board, etc.).

**Tactic 5:** Staff will reach out to three to four local organizations to host conversations and activities on racism and social justice. We will invite all community members to engage.

**SY 2023-24**

**Tactic 6:** We will establish the protocol for a vertical ES-MS student mentorship/leadership cohort group. The goal of the program will be:

- Students generate activities for their peers to learn about and discuss racism and social justice. Specifically, the Middle School (MS) students will engage with Elementary School (ES) teachers about subjects that they wished they had learned in ES.
- MS students will receive coaching on social justice and anti-racism problem-solving and leadership, so that they become a resource for their ES mentees to discuss racism and social justice.
- With the cohort, teachers will develop and pilot strategies/lessons for students to navigate racism, engage in anti-racism, and recognize and interrupt the school-to-prison pipeline.

The program will be piloted in SY 2024-25 and its success will be measured by sustainability and interest in the program year-over-year.

**To foster greater inclusion,** students that identify as LGBTQ+, differently abled, etc. should be empowered to connect experiences with racial injustice and social justice movements to other elements of their own lives and share what this process has meant for them. **To support our commitment to equity,** teachers should have one-on-one conversations with their students to deepen understanding and empathy.



## 1

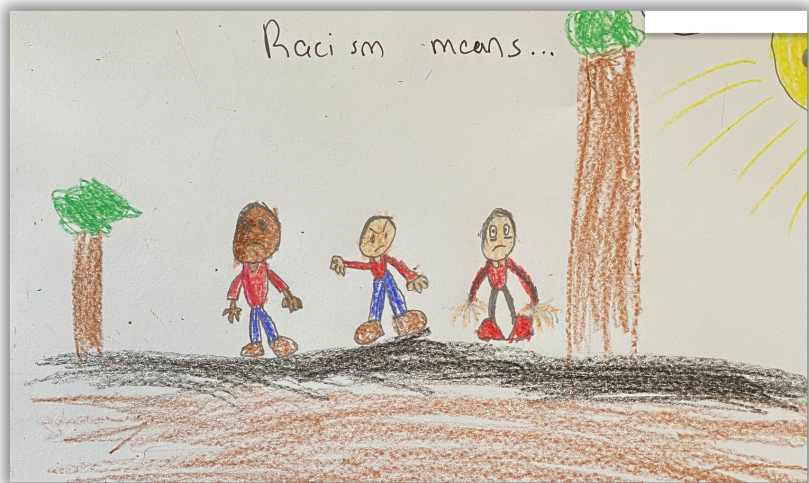
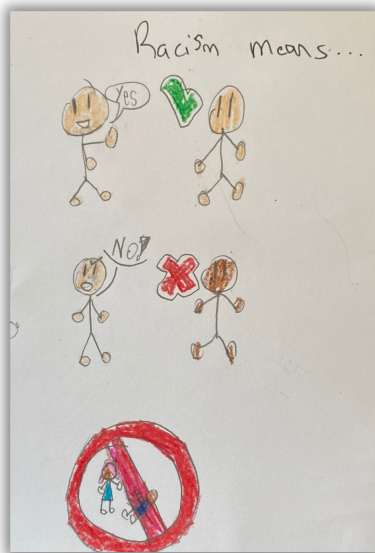
# CREATING A COMMON LANGUAGE FOR RACISM & JUSTICE

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

## INSIGHTS & RESEARCH

We held a focus group with 3rd and 4th grade students to learn about their perspectives on, knowledge of, and experiences with racism at New LA. During the conversation, students were asked to draw what the word racism means to them ([click the link here to explore more student artwork](#)). Through their drawings, we learned that our students:

- Think of racism in pretty Black and white terms
- Often cite examples of historical acts of racism rather than current ones, except when it comes to our Black students, who recall modern-day and personal examples of racism



## INSIGHTS & RESEARCH

We learned about and discussed Good Influence's "Collected Definitions of Racism," which details the varying levels of oppression we all individually and collectively face. [Click the link here](#) to read the definitions we explored.



# 2

# ADDRESSING RACISM & BULLYING

THE GOAL WILL BEGIN IN MAY, 2022 AND END IN MAY, 2024

## SPECIFIC

**When members of our community experience racism and/or bullying, we will ensure they feel nurtured, supported, and acknowledged.** We would like students to understand how they may have experienced or perpetuated racism and/or bullying at New LA, and how they can effectively and thoughtfully respond. Ultimately, we want our students to have the tools to directly seek out emotional support so our campuses are safer and more welcoming for all community members.

## MEASURABLE

**We will measure success by:**

- Monitoring our data on discipline (e.g. discipline referral rates, reports of bullying, suspension rates, etc.). We anticipate seeing a spike in incidents as students are encouraged to speak up, but we aim to see a long-term decrease as students engage more deeply with our programming.
- Analyzing student perceptions shared on the OBQ and Panorama surveys year-over-year for a consistent increase in positive response rates about having the tools to address and seek out support when experiencing racism and/or bullying.

## ACHIEVABLE

**We will know we have achieved this goal when:**

- We see a consistent decrease in discipline referral rates, specifically in the category of bullying and harassment.
- We compare rates of bullying reported on the OBQ survey to instances of bullying and racism reported at the school to see how often students are openly reporting experiences with bullying at New LA. If there is a gap, we will look to consistently close the gap year-over-year.

● **Second Semester of SY 2021-22**

**Tactic 1:** We will implement a school-wide effort to clearly name and define racism and bullying throughout our community. The goal will be to ensure our entire community is comfortable discussing and calling out racism and bullying among staff, students, and caregivers.

● **Summer 2022**

**Tactic 2:** We will develop appropriately designed presentations (adapted for caregivers, ES, and MS students) highlighting our definitions of and protocols for racism, bullying, social justice, restorative justice, and safe spaces.

● **First Semester of SY 2022-23**

**Tactic 3:** We will host informational meetings with caregivers and students to share the presentations, collect feedback on our definitions, and respond to any questions about our protocols.

**Tactic 4:** We will host staff working sessions to adapt our materials, language, and actions to be more inclusive of our students of color, LGBTQ+ students, disabled students, students in foster care, etc. During the second semester of SY 2022-23, we will share a list of protocols and ideas with all staff to update worksheets, caregiver outreach, class assignments, etc.

● **SY 2022-24**

**Tactic 5:** We will audit our social emotional services for students and brainstorm three to five methods for improving mental health services, normalizing counseling, and making social emotional support more easily accessible within our school. By SY 2023-24, we will have implemented at least two of those methods.

- This will include brainstorming how we will specifically provide extra support to students we know are embracing elements of their identity at school but not yet at home.
- This will also include making an effort to provide counseling resources in a language in which students feel most comfortable, and ensuring that we have POC mental health providers who represent our community.

**To foster greater inclusion,** we will highlight the importance of teachers modeling and facilitating conversations about racism and bullying as well as sharing personal experiences with students. It is imperative that teachers discuss, promote, and utilize these tools just as much as students and caregivers do in order to empower our community to address racism and bullying. **To support our commitment to equity,** when we solicit feedback on our definitions and protocols, we will hear from a diverse body of students, staff, and caregivers (by race, gender identity, special needs, etc.) so that we address the widest range of racism and/or bullying that is happening within our schools.

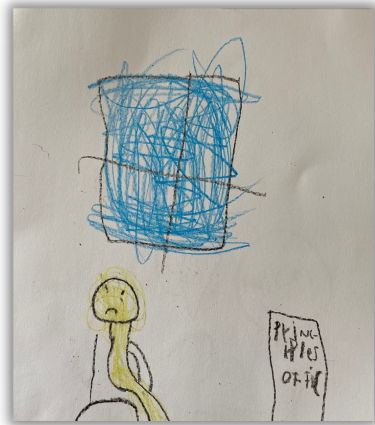
# 2

# ADDRESSING RACISM & BULLYING

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

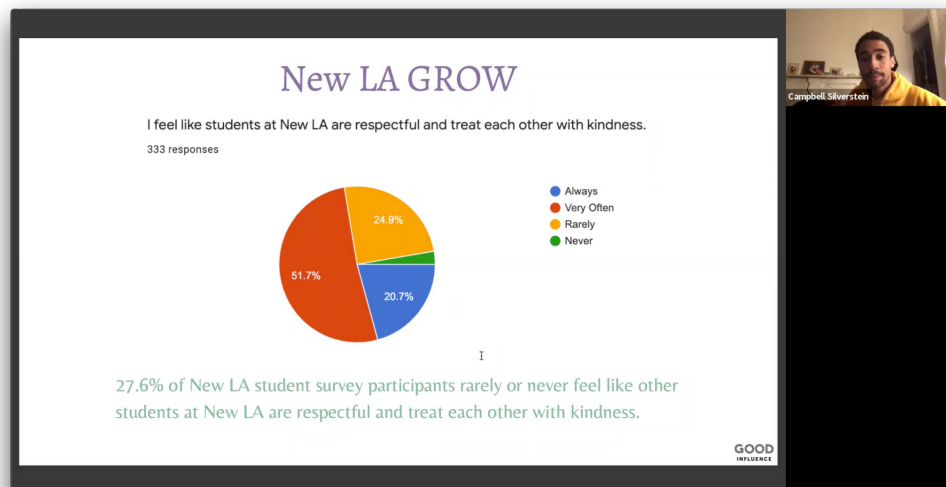
## INSIGHTS & RESEARCH

We asked our kindergarteners and second graders to draw a picture of a student who is in trouble at New LA. We learned that when our students discussed misbehavior, there was a trend of using female pronouns around verbal misbehavior and male pronouns around physical misbehavior. [Click the link here to explore more student artwork.](#)



## INSIGHTS & RESEARCH

On the Student Voices Survey, which was created by the Braintrust and shared with all 3rd - 8th grades, we asked students about respect and kindness. We learned that 27.6% of New LA student survey participants do not feel other students at New LA are respectful and treat each other with kindness.



# 3

# REPRESENTING AND CELEBRATING ALL IDENTITIES

THE GOAL WILL BEGIN IN SEPT, 2022 AND END IN JULY, 2023

## SPECIFIC

**We will develop yearly rituals and resources for our teachers to support their students as they learn about and celebrate their unique identities through curricular activities at New LA.** Our goal is to ensure that all of our students can see themselves represented in our curriculum and our school.

## MEASURABLE

**We will measure success by:**

- At the beginning of the school year, sending home a “Who Am I” prompt with each student to collect information about their backgrounds and identities. The prompt will include questions about ethnicity, family history, community, culture, personal identity traits, etc.
- Teachers uploading this information to our database. All staff will be expected to review student responses over the summer to ensure their lesson planning is informed by the unique identities and backgrounds of their students.

## ACHIEVABLE

**We will know we have achieved this goal when:**

- 100% of students had an opportunity to research their own identity (ethnicity, language, historical figures, etc.) through a curricular activity and present to their class on what makes them unique (this will be tracked by teachers).
- 100% of teachers develop their curriculum based on the “Who Am I” prompt and include at least one element of each students’ identity in their curriculum (measured through classroom lesson planning and observations).

**REALISTIC &  
TIME BOUND**

● **First Semester of SY 2022-23**

**Tactic 1:** A small group of staff will develop a prompt entitled “Who Am I” that will include questions about identity, culture, background, and community and will be sent home to all students and caregivers at the beginning of the year.

**Tactic 2:** The survey prompt will be returned by the winter holidays and the responses will be uploaded into a shared drive.

● **Summer 2023**

**Tactic 3:** Each grade level team will create an 'identity project', a project about researching students' identities and histories that will be completed the following year.

**Tactic 4:** Teachers and advisors will read through their students' prompt responses to determine focus areas for the year and ensure all students' identities are included in the curriculum. This will happen on a yearly basis moving forward.

● **SY 2023-24**

**Tactic 5:** All students in every grade level will have completed an 'identity project' in their advisory. Some examples include:

- 2nd grade: Creating a community and culture tree
- 4th grade: Researching and uplifting important figures who share your background
- 6th grade: Researching your language and presenting on its history
- 8th grade: Completing a "Who Am I" project that culminates the past, present, and future projects about your identity

● **On A Yearly Basis**

**Tactic 6:** The identity projects will continue AND there will be an annual 8th grade “Who Am I” presentation incorporated into the Culminating Exhibitions.

**INCLUSIVE &  
EQUITABLE**

**To foster greater inclusion,** teachers will highlight students in the LGBTQ+ community, students with disabilities, students in foster care or who have been adopted, Black students, Asian students, white students, and Latinx students (not only of Mexican heritage) in the curriculum. The identity projects will be an opportunity to remind students that identity is important and it is our responsibility as staff members to ensure that EVERY student is seen and heard. Additionally, each school year, the “Who Am I” prompt will include a suggestion box for students and caregivers to share ideas for how we can improve the identity projects and curriculum. **To support our commitment to equity,** when designing the “Who Am I” prompt, identity projects, and our curricula, we will empower a diverse body of staff to give feedback on the prompts and projects to ensure lessons are culturally relevant and thoughtful. Additionally, through one-on-one conversations with students who are more reserved when talking about their identity, we will explore the question: How do we become more inclusive for students who can't or don't feel comfortable sharing their identities with their families, peers, or staff?

# 3

# REPRESENTING AND CELEBRATING ALL IDENTITIES

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

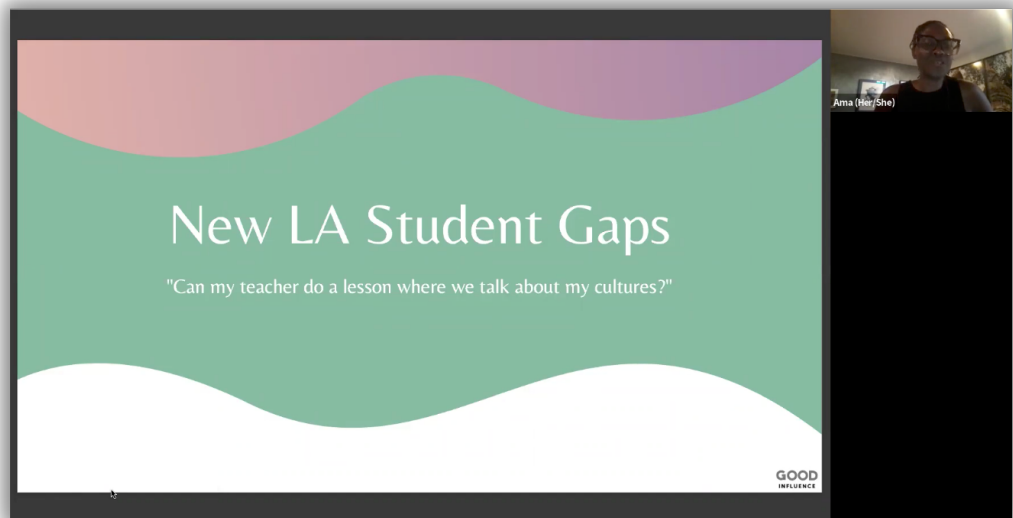
## PERSPECTIVES

In preparation for our conversation about students' experiences with race and equity at New LA, the Braintrust watched this video in which the Get Lit Players perform a spoken word poem about their daily struggles, opportunities, and drive as students. Click the link to watch [Raise Up - Student Slam Poets from LA](#).



## INSIGHTS & RESEARCH

Good Influence presented out the largest gaps in favorable responses across racial lines from the Student Voices Survey. [In this video](#), we learned that the students who belong to demographic groups that are in the minority at New LA are less likely to feel seen and represented.





# Our Student Goals MOCHA

## MANAGER

Head of Schools

## OWNER

**Assistant Principals** (one owner on each campus): Ensuring implementation with a focus on student services, life, wellbeing, culture, and community.

## CONSULTANT

**Black Student Union, Queer Club, & Upstanders:** Planning inclusive celebrations, providing feedback on lesson planning, advisory work, and school wide initiatives, presenting on this work in the classroom / during advisory. Supporting the evolution of our language to be more inclusive, focusing on student empowerment, and helping staff consider all the ways we can be engaging students throughout this work. Understanding what roles students want to take and developing methods for students to move this work forward. Using these clubs to work with students who are not part of the dominant racial groups.

**3-4 Local Organizations:** Hosting conversations and activities on racism and social justice for all community members.

**Vertical ES/MS Students Mentorship & Leadership Cohort:** Generating activities for their peers to learn about and discuss racism and social justice, receiving coaching on social justice and anti-racism problem-solving and leadership, teachers developing and piloting strategies/lessons for students to navigate racism, engage in anti-racism, and recognize and interrupt the school to prison pipeline.

## HELPER

**Assistant Principals:** Holding the thinking around Restorative Justice, responses to racism and bullying, building a culture of acceptance, welcoming, and inclusion, and hosting community discussions, town meetings, and celebrations and rituals for culture building.

**Principals:** Supporting curriculum development and design.

**Staff Committee:** Working with principals to implement and uphold the Racial Healing Handbook.

**Teachers:** Creating spaces to teach anti-racism such as advisory in MS, morning meeting in ES, circles, connections, etc.

**Support Staff:** Identifying and responding to student needs most quickly as they are most nearby & on the front lines. Support staff are more representative of our student body demographically, tend to be younger, and students gravitate to them--they should be empowered to intervene immediately and without support from admin.

## APPROVER

Head of Schools & Principals

# Our Staff SMARTIE Goals



1

## **EXPANDING BIPOC LEADERSHIP & STAFF**

We will attract, recruit, and hire more BIPOC, particularly in leadership positions.

---

2

## **DISRUPTING & INTERRUPTING RACISM AND BIAS**

Staff will identify and be aware of racism and racist systems in education and have the tools to feel confident disrupting and interrupting racism when they see it in their classrooms.

---

3

## **HIRING A DIVERSITY, EQUITY, INCLUSION & JUSTICE COORDINATOR**

We will invest in our human resources by hiring a new team member whose purpose is to ensure New LA consistently expands our anti-racist culture.



# 1

# EXPANDING BIPOC LEADERSHIP & STAFF

THE GOAL WILL BEGIN IN MAY, 2022 AND END IN AUGUST, 2024

## SPECIFIC

**We will attract, recruit, and hire more BIPOC, particularly in leadership positions.** Staff of color will have clear opportunities for advancement, and our coaching and professional development model will encourage growth. We will ensure staff of color feel safe and comfortable, and have safe spaces to discuss any concerns.

## MEASURABLE

**We will measure success by:**

- Gathering feedback from staff about coaching, PD, opportunities for upward mobility, etc. through our annual Panorama survey and our bi-annual leadership feedback cycles.
- Reviewing year-over-year data on retention and upward movement of staff of color, increased staff of color in leadership positions, as well as increased rates of TAs and paras moving into teacher roles and teachers into admin roles.

## ACHIEVABLE

**We will know we have achieved this goal when:**

- 85% of staff feel they are encouraged to grow professionally through coaching and PD and report seeing people like them in leadership positions on the Panorama Survey.
- We have an 85% staff retention rate, and our BIPOC retention rate is equal to or exceeds the overall rate.
- Teachers and administrators are 50% BIPOC (an increase from 33% currently).
- All internal hires participate in the regular hiring process.

## REALISTIC & TIME BOUND

### • Second Semester of SY 2021-22

**Tactic 1:** We will develop our hiring committee to prepare for SY 2022-23. We will ensure that the hiring committee is representative of all sectors (teacher, SPED, TA/para, Ops). This committee will:

- Review and audit our current job postings and hiring process (including interview questions) and ask "How is this process welcoming (and not) to BIPOC candidates?"
- Audit the platforms we use to post open positions and identify ways to reach a wider audience, specifically candidates who mirror our student population
- Serve on the interview panel when a candidate is in the final phase of selection

**Tactic 2:** We will gather feedback from staff about coaching and evaluation practices through the Panorama Survey. We will identify how the process encouraged growth, leadership, and was supportive as well as how the process can be improved for the following school year.

● **Summer 2022**

**Tactic 3:** We will identify professional development programs for admin that offer trainings on coaching with an anti-racist lens. We will implement this program before the beginning of SY 2022-23.

**Tactic 4:** The hiring committee will audit and improve our website to welcome more BIPOC applicants. We will ask the question “How is this content welcoming (and not) to BIPOC candidates?” During that process, we will add this equity plan to the website.

**Tactic 5:** We will identify and vet an organization to complete a compensation study at New LA. During SY 2022-23, we will work with the organization to conduct a complete compensation study of our organization’s pay scales/pay rates.

● **SY 2022-23**

**Tactic 6:** We will evaluate three teacher residency programs with the intention of implementing a program by the following school year.

**Tactic 7:** We will revise the process for identifying teacher leadership roles, audit the application to ensure it is equitable and inclusive, reevaluate terms for the positions, and determine a strategic and consistent process for awarding teacher leadership positions.

● **First Semester of SY 2023-24**

**Tactic 8:** We will create a program that outlines an internal pipeline for support staff to become teachers. This plan will be implemented and marketed during recruitment in Spring 2023.

**Tactic 9:** We will research universities from which we would like to hire, particularly those that cater to BIPOC students. By the end of SY 2023-24, we will connect with their teacher ed programs either through student teachers, interns, or job postings. By the summer of 2024, we will be advancing candidates for hire from their programs.

**To foster greater inclusion,** we will obtain feedback from BIPOC staff members regarding website content, recruitment, and staff support systems. For the compensation study, we will contract an organization with a strong DEIJ mission to ensure that our compensation study is aligned with our strategic plan. **To support our commitment to equity,** when we are hiring, we will ensure that current BIPOC staff who have been through the existing hiring process are part of the hiring team from the development of interview questions to the interviews themselves and the final decision-making process. When we are developing the coaching and evaluation process, we will ensure that current BIPOC staff who have been through the existing process participate in protocol development.

# 1

# EXPANDING BIPOC LEADERSHIP & STAFF

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

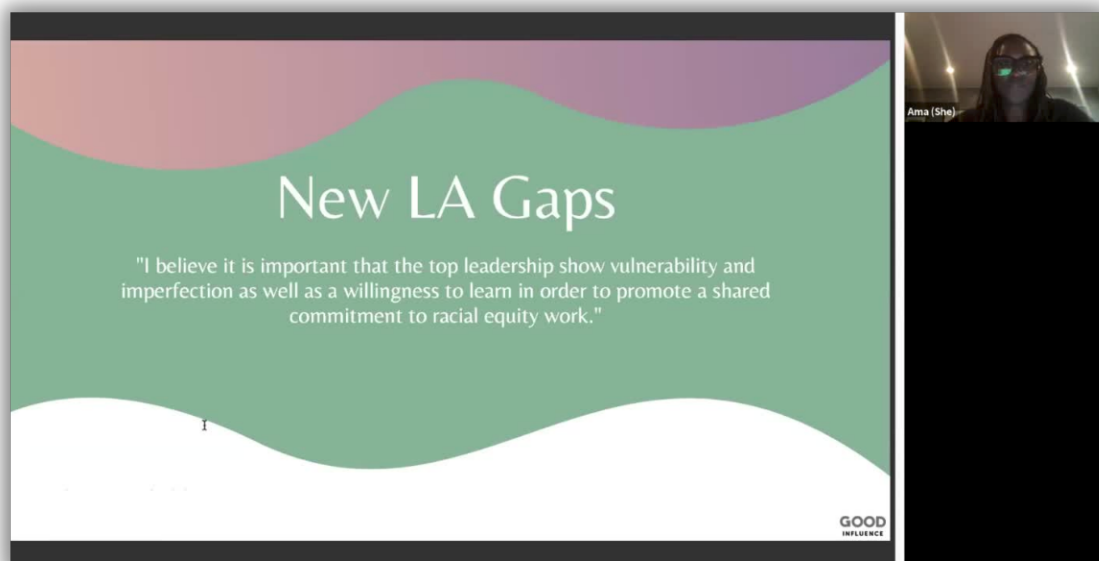
## PERSPECTIVES

In this video, Britney Cooper discusses the history of oppressive power structures and the intersection of race and feminism. The Braintrust watched this video to reflect on what kind of rage might Black and Brown students be experiencing right now. Click the link to watch [Brief But Spectacular: Brittney Cooper](#).



## INSIGHTS & RESEARCH

Good Influence presented on the largest gaps in favorable responses across racial lines from the Staff Voices Survey, which was developed by the Braintrust and shared with all staff to learn about their experiences with racism and equity at New LA. [In this video](#), we learned that there is a clear gap between white staff and BIPOC staff at New LA when it comes to comfortability speaking up and sharing opinions.



# 2

# DISRUPTING & INTERRUPTING RACISM AND BIAS

THE GOAL WILL BEGIN IN MAY, 2022 AND END IN MAY, 2023

## SPECIFIC

Staff will identify and be aware of racism and racist systems in education and have the tools to feel confident disrupting and interrupting racism when they see it in their classrooms. To sustain our commitment to consistently becoming more equitable at New LA, all staff will use their coaching sessions and the Racial Healing Handbook as mechanisms for continued growth.

## MEASURABLE

### We will measure success by:

- Staff attendance at the Racial Healing Handbook working groups, which includes reflective journaling to exhibit progress learning about racism, participating in self-reflection, and examining moments of internalized racism and/or unconscious bias.
- Individual staff monthly self-assessments to measure confidence and frequency addressing areas of inequity and racism in the classroom. The self-assessment will be administered with password protected Google Forms and will be discussed during coaching sessions.
- Asking all teachers to develop an anti-racist learning goal with their coach at the beginning of the year. During each coaching session, the coach and staff will discuss progress and roadblocks encountered in pursuit of the self-directed and assessed goal. Given the individual and personal nature of this work, these assessments will require individual goal setting, monitoring, and reflection.

## ACHIEVABLE

### We will know we have achieved this goal when:

- All coaches report evidence of staff having clearly articulated a meaningful anti-racist learning goal.
- 90% of staff are participating in the Racial Healing Handbook working group, reporting an understanding of their own racial identity and how racism and white supremacy oppress students of color in education.
- Using the monthly self-assessment, staff see an increase in their own confidence and frequency addressing areas of inequity and racism in the classroom.

**REALISTIC &  
TIME BOUND**

● **Summer 2022**

**Tactic 1:** We will begin providing coaching and professional development for admin on the best methods for advising, mentoring, and coaching staff members at New LA, with a specific focus on racism and equity (see Staff Goal 2, Tactic 3).

**Tactic 2:** New LA administrators will develop a protocol for coaching staff members, the protocol will be used to develop and track the progress of an anti-racist goal. Throughout the 2022-23 academic year, coaches will review and reflect on staff progress in partnership with staff members throughout the year.

- Coaching sessions and professional goals will also focus on ensuring the student responses to the “Who Am I” prompt are used in every classroom (See Student Goal 3, Tactic 2).

**Tactic 3:** New LA principals will form an ad hoc committee of three to four staff members who will work with the Principals and APs to establish a PD plan for implementing the Racial Healing Handbook in SY 2022-23. The committee will develop self-assessment tools for staff based on guidance from the Racial Healing Handbook.

● **First Semester of SY 2022-23**

**Tactic 4:** We will launch quarterly Racial Healing Handbook PD sessions on anti-racist education using the PD plan developed by our committee.

● **Second Semester of SY 2022-23**

**Tactic 5:** We will hire a DEIJ coordinator who will work with the ad hoc committee to adapt, improve, expand, and support this work.

**INCLUSIVE &  
EQUITABLE**

**To foster greater inclusion,** we will ensure that classified, operations, and support staff are given time to attend anti-racist book groups and staff PDs and committee meetings. We will also invest in classified staff having similar coaching structures to certificated staff, including setting anti-racist goals and receiving feedback from the DEIJ coordinator or their supervisor. **To support our commitment to equity,** a diverse group of faculty and staff will work with site leaders to develop the PD plan, facilitate the Racial Healing Handbook, tune the self-assessment Google Form.

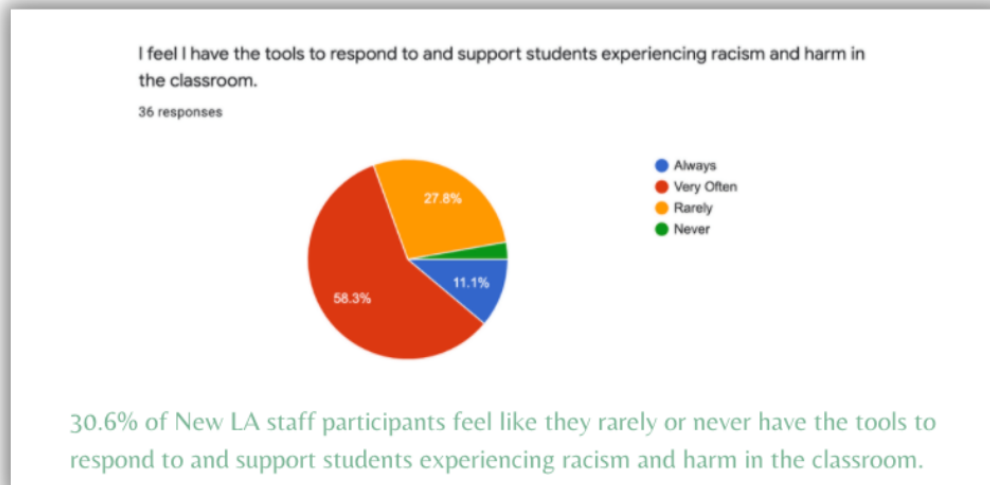
# 2

# DISRUPTING & INTERRUPTING RACISM AND BIAS

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

## INSIGHTS & RESEARCH

On the Staff Voices Survey, we asked staff if they feel like they have the tools to respond to and support students experiencing racism and harm in the classroom. We learned that 30.6% of New LA Staff survey participants feel like they rarely or never have the tools.



## INSIGHTS & RESEARCH

On the Staff Voices Survey, we also heard staff opinions on traditions at New LA that may transmit inequity, racism, or bias. Here is what one of our staff members had to say:

*"I believe that there are confusing student policies that do not respect teachers or a majority of students in the name of social or restorative justice. Often, racist policies and attitudes are cloaked under "cultural sensitivity" without understanding or getting feedback from the different cultures represented at New LA."*

- NEW LA STAFF MEMBER

3

# HIRING A DIVERSITY, EQUITY, INCLUSION, & JUSTICE COORDINATOR

THIS GOAL WILL BEGIN IN SEPT, 2022 AND END IN DEC, 2023

## SPECIFIC

We will invest in our human resources by hiring a new team member whose purpose is to ensure New LA consistently expands our anti-racist culture. Our new team member, the DEIJ coordinator, will focus on fostering continued growth of our staff and ensuring all stakeholders are supported in their continued anti-racist and racial identity development.

## MEASURABLE

We will measure success by:

- Hiring a DEIJ coordinator to monitor progress as part of their core role
- Hiring the DEIJ Coordinator using protocols developed by the hiring committee (See Staff Goal 2)

## ACHIEVABLE

We will know we have achieved this goal when:

- We have a clear professional development program for staff that is ongoing and facilitated by our DEIJ coordinator
- We have a clear scope and sequence for our parent education program that is updated on a yearly basis.
- We have consistent curriculum design and community events that highlight our diverse community.



**REALISTIC &  
TIME BOUND**

● **First Semester of SY 2022-23**

**Tactic 1:** We will:

- Review and adapt the budget for 2023-24 and beyond to include a DEIJ coordinator.
- Audit similar positions and job postings at other charter schools and develop a job description for the DEIJ coordinator.
- Share the job description with the hiring committee (See Staff Goal 2) for vetting based on our new DEI hiring protocols.
- Define the role in our organizational structure, decide who the DEIJ coordination will report to, who their support person will be, etc.

● **Second Semester of SY 2022-23**

**Tactic 2:** We will hire a DEIJ coordinator using the methods laid out in Staff Goal 2.

● **First Semester of SY 2023-24**

**Tactic 3:** We will work with the DEIJ coordinator to lay out a multi-year plan for the position's success. We will:

- Compose ongoing professional development trainings for staff on anti-racism and identity development.
- Develop a protocol and plan to facilitate monthly affinity groups for all staff, students, and caregivers.
- Support the development of two caregiver events focused on diversity and equity (See Staff Goal 1).
- Develop a protocol to coach teachers on culturally responsive/relevant curriculum development.
- Provide teacher support for social justice oriented projects and advisory (See Student Goal 3).
- Develop a quarterly counsel of students who will consider solutions for specific DEIJ issues at New LA (e.g., racial conflicts, gender identity, etc.).
- Oversee the implementation of this equity plan.
- Oversee family and community relations on diversity, equity, and inclusion at New LA.

**INCLUSIVE &  
EQUITABLE**

**To foster greater inclusion,** we will engage the hiring committee laid out in Staff Goal 1 to ensure that there are diverse staff members providing feedback on the job description, the expectations for the role, the hiring process, and sitting on the hiring committee itself. We will also include at least one parent and student in the hiring process. **To support our commitment to equity,** we will ensure there is a committee of staff members who will provide resources and thoughtfully support the DEIJ coordinator to ensure distributed leadership on all DEI work. We will also invest in a thoughtful and effective onboarding experience for this new role that enables our DEIJ Coordinator to learn about the people, context, traditions, and best practices at New LA before diving into the work.



# 3

# HIRING A DIVERSITY, EQUITY, INCLUSION & JUSTICE COORDINATOR

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

## PERSPECTIVES

We invited Jeffrey Garrett to speak with the Braintrust about dismantling racism. Garrett is the Senior Director of Leadership Development at the Partnership for Los Angeles Schools. He oversees professional learning for principals, assistant principals and instructional leadership teams in 18 schools, as well as the aspiring leader programs.

Garrett also hosts the podcast [All of the Above: An Unstandardized Take on Education](#), where they tackle issues facing American schools today. Politicians and pundits have a lot to say about what today's schools should look like, but All of the Above is a unique place for real educators in the field to have their say.

[In the video below](#), listen to Jeff's advice for educators at New LA when thinking about practices and systems they should be examining, dismantling, or creating.


### Real Talk with Jeff

4M: Tell us about what you have seen, heard and experienced as a Black man who has been a leader in classrooms, schools, and systems?

4M: How, as a school leader, have you seen racism show up for our students, families, and staff? And how have you engaged students, families, and staff in candid conversations about race, diversity, equity, and justice?

4M: What have been your greatest lessons and successes as an educator working in different regions and roles to build a more just system? What have been your greatest struggles? And what sustains you in this work?

4M: What advice do you have for these educators at New LA? What types of thinking, practices and systems should they be examining, creating, or dismantling?



Jeffrey Garrett (he/...

# Our Staff Goals MOCHA

## MANAGER

Executive Director

## OWNER

**Head of Schools:** Ensuring implementation with a focus on student services, life, wellbeing, culture, and community.

## CONSULTANT

**Hiring Committee (BIPOC teaching staff but ops, para professionals, and TAs):** Tuning our hiring practices.

**PD or Coaching for Our Leaders:** Setting goals around retention, ensuring our evaluation process is welcoming, supportive, and builds on professional growth.

**Similar-Sized Schools:** Reviewing JDs, org structure, DEIJ coordinator role, etc. (Green Dot, KIPP, Equitas, Ednovate). Considering support from a search firm such as Offor.

**Panorama Survey:** Method for collecting feedback.

**Universities:** Method for hiring new and diverse teachers, particularly BIPOC students.

## HELPER

**HR:** Providing perspective for hiring and staff retention.

**Operations:** Responsible for review and posting JDs.

**PLTs and HR:** Responsible for facilitating PDs, coaching and evaluation, leading the hiring process and hiring committee, and assisting Kate in making final determinations in hiring. Culture keepers on their campus, setting the tone, responsible for all communications to full staff and caregivers. Models of anti-racist leadership behavior.

**Executive Director:** Managing finance, budget, board liaising, and advocacy to the board on the topic of expenses.

**Head of Schools:** Overseeing all hiring, supporting the principals, and adapting the Panorama Survey.

**In the absence of a DEIJ coordinator, Principals and APs will have an ad hoc committee of teachers and staff:** Planning PDs and Racial Healing Handbook learning sessions. Once we hire the DEIJ coordinator, the coordinator will lead that committee.

**Organization Completing Compensation Study:** Conducting a complete compensation study of our organization's pay scales/pay rates.

## APPROVER

Head of Schools & Principals

# Our Caregiver SMARTIE Goals



1

## **STRENGTHENING COMMUNICATION & CONNECTIONS WITH CAREGIVERS**

We will improve communication and connection between caregivers and staff by ensuring caregivers understand our schools' vision, mission, and policies.

---

2

## **USING RESTORATIVE JUSTICE TO ADDRESS BEHAVIORAL INCIDENTS**

We will clearly define and implement PBIS (Positive Behavior Interventions and Supports) with a specific focus on restorative practices to address behavioral incidents and interrupt the school to prison pipeline.

---

3

## **ADAPTING THE BULLYING PREVENTION PROGRAM**

We will adapt our recently established bullying prevention pilot program at New LA to reflect strong input from caregivers and students.

---

4

## **ENSURING SAFE SPACES FOR ALL**

We will create a campus that feels safe for all New LA students regardless of their gender, race, or sexual orientation.

# 1

# STRENGTHENING COMMUNICATION & CONNECTIONS WITH CAREGIVERS

THE GOAL WILL BEGIN IN MAY, 2022 AND END IN AUG, 2024

## SPECIFIC

**We will improve communication and connection between caregivers and staff by ensuring caregivers understand our schools' vision, mission, and policies and staff reflect our community, are culturally competent, and provide valuable translation services to community members.** Caregivers should have the tools to reach out to teachers, administrators, and office personnel for any reason and feel safe and comfortable doing so.

## MEASURABLE

**We will measure success by:**

- Tracking parent participation in school events. We will use the data to conduct outreach and collect feedback from caregivers who do not attend school events so we can adapt to their needs.
- Tracking caregivers, specifically non-English speaking caregivers, participation in school events and surveys.
- Using the Panorama caregiver survey to further explore if caregivers feel engaged with, connected to, and welcomed at New LA. We will look specifically at survey questions that address communication with the school, and consider the cultural competency and accessibility of our current school communications and events.
- Using the Panorama staff survey to collect data on how connected teachers feel to caregivers and what tools they need to improve connection and communication.

## ACHIEVABLE

**We will know we have achieved this goal for caregivers when:**

- On the Panorama survey, 95% of caregivers report that New LA 'meets expectations' for clear and effective communication and 80% agree or strongly agree that our current communications and events are accessible and meet their linguistic and cultural needs.
- 90% of caregivers participate in at least one event over the course of an academic year.
- More than 50% of caregivers respond to the Panorama survey, and our response rate from non-English speaking caregivers meets or exceeds this overall rate.

**We will know we have achieved this goal for staff when:**

- All staff report connecting with caregivers through outreach such as a monthly emails or weekly texts.
- On the Panorama Survey, 80+% of staff report having the tools to communicate or can seek support to improve communication with caregivers.

### **Second Semester of SY 2021-22**

**Tactic 1:** Using a short survey, we will gather feedback from teachers and caregivers about their experiences with past events and their desires for upcoming events in the 2022-23 school year.

### **Summer 2022**

**Tactic 2:** We will plan an event list for the upcoming school year, which will include coffee with the principal, volunteer opportunities on campus, family engagement nights such as books and pajamas, PFL nights, coding night, the FACTOR program (a parent education program for supporting parents with home school connection and navigating the school system), and Community nights.

### **First Semester of SY 2022-23**

**Tactic 3:** In the ‘beginning of school paperwork’, we will survey parents about their preferred methods for communication and translation, as well as their availability and interest in upcoming events.

**Tactic 4:** We will develop a committee of multilingual parents to:

- Act as class representatives (New LA will delineate responsibilities and provide technical training so representatives can lead caregiver to caregiver communication via phone tree, text tree, Remind, etc.).
- Assign representatives the responsibility of connecting with caregivers who share their language.

We will also leverage class representatives, Parent Advisory Council (PAC), English Learner Advisory Committee (ELAC), and the Parent Engagement Group to gather feedback about school/caregiver communication and address any barriers. We will ensure that this is embedded in all committee and council agendas.

### **SY 2022-23**

**Tactic 5:** By the end of SY 2022-23, we will complete a number of housekeeping tasks to prepare for SY 2023-24.

- Audit translation equipment before in-person meetings and during large group sessions to ensure equipment and services are accessible and effective. We will make adequate time for caregiver questions during presentations by providing time to speak as well as ask questions anonymously by turning them in written format into the speaker during the Q&A.
- Audit and reimplement the Family Contract addressing cultural responsiveness and appropriate language.
- Ensure that open house materials clearly explain New LA’s mission pillars, especially as they relate to conversations about race, diversity, and equity in the school and in the world. Globally, we will audit and ensure that all of our communications are connected to our mission pillars.
- Explore options for providing translation (written and oral) for ALL parents, including those who speak languages other than English and Spanish (e.g., Farsi, Amharic, etc.).

## ● SY 2023-24

- **Tactic 6:** We will identify and implement two parent engagement opportunities focused on social justice, anti-racist education, and the connection to our mission pillars. One of the two programs will be for parents and students to participate in together.

### INCLUSIVE & EQUITABLE

**To foster greater inclusion,** we will ensure that clear opportunities for communication and participation are provided to caregivers who are typically less vocal in surveys or meetings by providing services in various languages and having one-on-one conversations to learn more about their needs. **To support our commitment to equity,** we will translate materials and provide translational tools for our non-English and non-Spanish speaking caregivers, specifically those who speak Farsi, Amharic, Japanese etc. We will use parent survey results to audit and ensure we are using a variety of tools for reaching parents who may not read and/or use technology often, those tools will include consistent use of One Call (robocall), physical flyers through the Home Connection & Friday Folder, Zoom and in-house meetings, and working translation equipment. We will also ensure that all students feel comfortable providing feedback about communication and events by normalizing the request for confidential feedback and transparently sharing what the feedback will be used to accomplish.

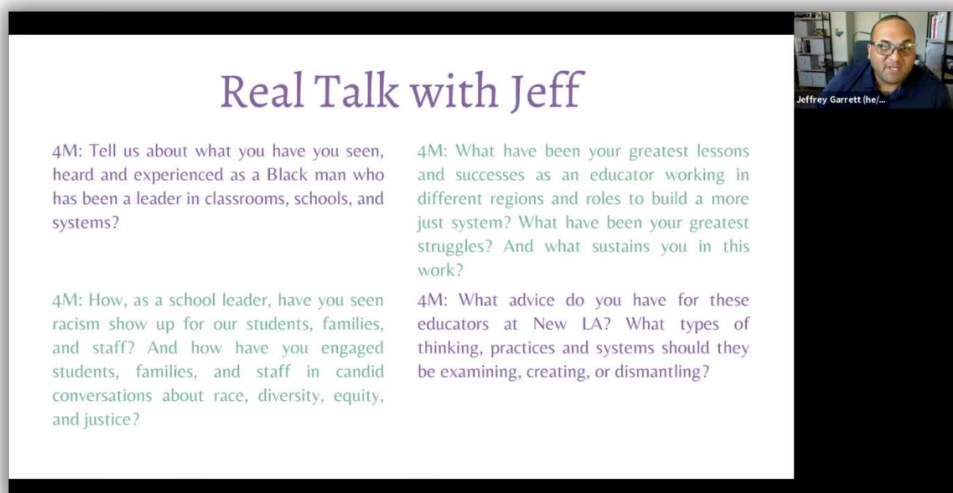
# 1

# STRENGTHENING COMMUNICATION & CONNECTIONS WITH CAREGIVERS

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

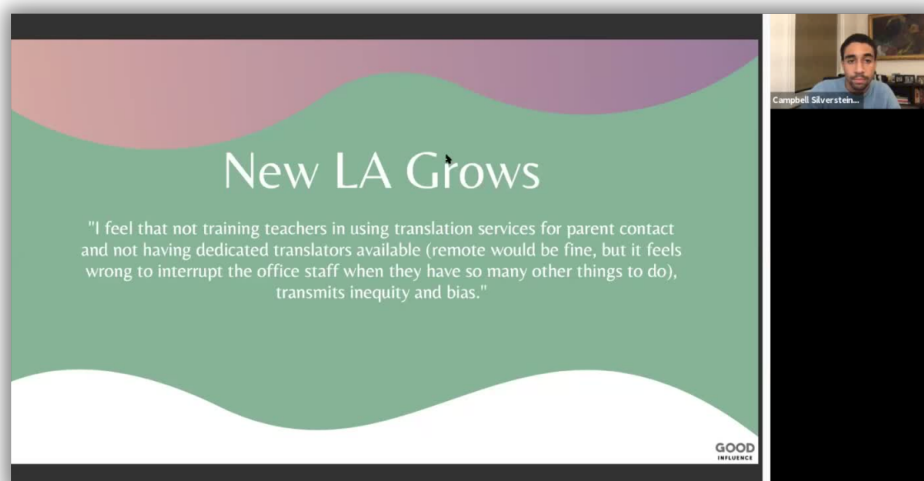
## PERSPECTIVES

We invited Jeffrey Garrett to speak with the Braintrust about dismantling racism in our schools. [In this video](#), listen to Garrett speak about the lessons he's learned from families' and caregivers' experiences create schools that are not institutions of oppression



## INSIGHTS & RESEARCH

Good Influence presented out the largest grows shared by staff at New LA, as a reminder, the grows are the least favorable results from the Staff Voices Survey. [In this video](#), One big takeaway was that 52.8% of New LA Staff survey participants feel like they rarely or never have the time and place to understand and connect with students' caregivers.





# 2

# USING RESTORATIVE JUSTICE TO ADDRESS BEHAVIORAL INCIDENTS

THIS GOAL WILL BEGIN IN APRIL, 2022 AND END IN JUNE, 2023

## SPECIFIC

We will clearly define and implement PBIS (Positive Behavior Interventions and Supports) with a specific focus on restorative practices to address behavioral incidents and interrupt the school to prison pipeline. We will continue to partner with programs such as Los Angeles County of Education PBIS (LACOE) and the LA Institute for Restorative Practices (LAIRP) to help shape best practices for staff, students, and caregivers. We will invest in improving our caregivers' understanding and buy-in of restorative justice (RJ) as a means to imbed justice, equity, and inclusion in our behavioral management system. Ultimately, our goal is to allow our community to feel heard and supported when situations arise.

## MEASURABLE

### We will measure success by:

- Tracking discipline incidents using our SIS system to identify how behavior incidents are addressed (circle, call home, reflection, suspension) and ensure they are addressed using RJ practices
- Auditing and refining our SIS system to ensure our team is accurately and consistently reporting how incidents are addressed
- Ensuring the majority of stakeholders report (on the Panorama Survey) positive feelings about school climate, an understanding of our restorative justice practices and how we address behavior incidents
- Increasing positive response rates on Staff Google Surveys that are shared after all restorative justice professional development trainings

## ACHIEVABLE

### We will know we have achieved this goal when:

- 70% of caregivers, students, and staff demonstrate a clear understanding of what restorative justice means at New LA through post-presentation survey data (See Student Goal 2, Tactic 3).
- On the Panorama Survey, caregivers and students report that restorative practices are implemented with consistency and fairness. Sample questions might include:
  - Scale: If you were involved in a discipline related incident this year, restorative practices were implemented.
  - If you were involved in a discipline related incident this year, did you feel the school handled the incident with consistency and fairness?
- All caregivers of students involved in an incident are contacted and included in follow up conversations to ensure their voices are heard.
- Suspension rates at each school remain less than the district average.
- Admin regularly reviews discipline referrals, the category of offense, who is submitting the discipline referrals, and who is being referred to ensure we are responding appropriately to all disciplinary measures.

**REALISTIC &  
TIME BOUND**

● **Summer 2022**

**Tactic 1:** ES and MS leaders will meet to share current practices around PBIS and Restorative Justice on their respective campuses.

● **First Semester of SY 2022-23**

**Tactic 2:** ES and MS leadership will engage in PD around restorative practices from both internal and external sources. Leadership will develop and meet to review and discuss individual definitions and protocols for responding to discipline incidents and set up quarterly check-ins to align on, discuss, and share resources and recommendations for restorative justice and PBIS implementation.

**Tactic 3:** We will share our definitions and protocols for restorative justice with staff and caregivers for feedback by using surveys and in-person sharing protocols. The protocol and definitions will include, for example, Restorative Justice Circle s and the purpose and protocol for 1:1 conferences between those involved in the incident.

**Tactic 4:** We will also solicit feedback from our family engagement committee through a dialogue about our restorative practices to tune them for equity, fairness, and mission alignment.

● **Second Semester of SY 2022-23**

**Tactic 5:** We will share our definitions with the entire New LA community. Every year, we will share these definitions across the community at the start of the school year.

● **Annually in the Spring**

**Tactic 6:** New LA caregivers will take the Panorama Education Survey to provide data around school climate and school safety and we will adapt our definitions of and protocol for restorative justice according to their feedback.

**INCLUSIVE &  
EQUITABLE**

**To foster greater inclusion,** we will specifically solicit feedback through one-on-one conversations about our restorative justice protocols and definitions from marginalized groups like Black students and caregivers, students with disabilities, and caregivers who speak languages other than English. **To support our commitment to equity,** we will ensure that there is regular cross-campus conversation and learning about the implementation of RJ practices. We will also ensure this goal is clear and achievable for both schools as the MS is further along in RJ implementation than the ES.

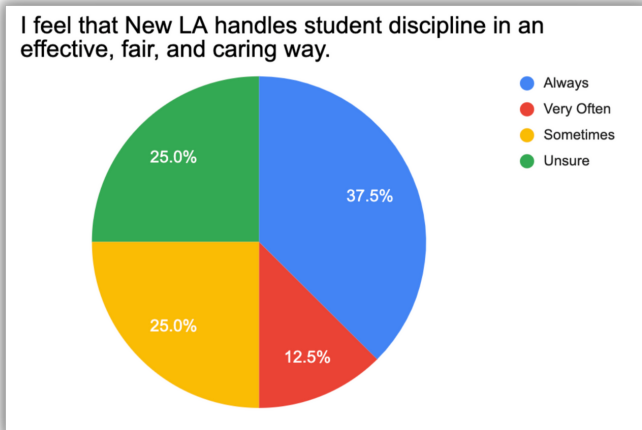
# 2

# USING RESTORATIVE JUSTICE TO ADDRESS BEHAVIORAL INCIDENTS

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

## INSIGHTS & RESEARCH

In a focus groups with caregivers about safety, inclusion, and equity, we learned that 50% of focus group participants are unsure or only sometimes feel that New LA handles student discipline in an effective, fair, and caring way. Here is what one of our caregivers had to say:

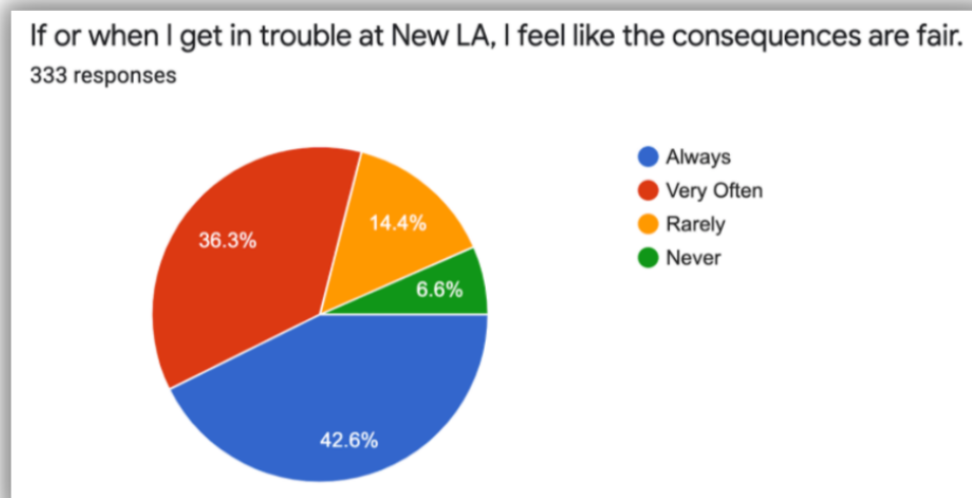


*"New LA staff claims to preach restorative practice, and their heart is in the right place, but they don't know how to go about having these conversations. You have to be careful when dealing with these things. For example, during a repair, staff should first meet with parents individually and come to an understanding, and then somewhere down the line, the two families and staff can meet together."*

- NEW LA CAREGIVER

## INSIGHTS & RESEARCH

In our Student Voices Survey, we learned that 21% of New LA student survey participants rarely or never feel like the consequences are fair if or when they get in trouble at school.



# 3

# ADAPTING THE BULLYING PREVENTION PROGRAM

THIS GOAL WILL BEGIN IN SEPT, 2022 AND END IN DEC, 2023

## SPECIFIC

**We will adapt our recently established bullying prevention pilot program at New LA to reflect strong input from caregivers and students.** Our goal is to strengthen the existing program by adding a group of students and caregivers to our Bully Prevention Committee and implementing shifts and pivots based on their input.

## MEASURABLE

**We will measure success by:**

- Consistently seeing improved annual student data on the OBQ (Olweus Bullying Questionnaire) in areas such as the number of students who bully, students who were bullied, and students who are feeling afraid about being bullied
- Our data reports showing a clear decline in bullying-related incidents, which are happening no more than 2-3 times per month based on survey records
- Students self-reporting (via interviews) that their concerns about bullying are being addressed adequately and they feel safer at New LA

## ACHIEVABLE

**While we expect to see an increase in the reporting of bullying due to more bullying prevention education, in the next three years, we will know we have achieved our goals when:**

- We reduce the number of bullying incident reports by 20% across both New LA schools.
- We recruit caregivers and students to participate in and be part of our bullying prevention council—we commit to 5% of the committee being made up of students and/or caregivers.
- We see positive student comments on our OBQ survey that show increased awareness of bullying prevention mindsets and behaviors.

● **First Semester of SY 2022-23**

**Tactic 1:** Administrators will conduct follow up interviews with students and caregivers who report experiencing bullying most often to collect data about their concerns.

**Tactic 2:** We will develop effective materials to recruit a group of students and caregivers, especially those who have reported and experienced bullying to be on the BPCC (Bullying Prevention Coordinating Committee), ultimately 5% of the committee will be made up of students and/or caregivers. The new committee will be tasked with:

- Analyzing the anonymous data from the OBQ survey and sharing the results with the New LA community
- Designing lessons, team and cultures building activities, and methods for addressing incidents of bullying to be shared with teachers
- Promoting the program among staff and caregivers to ensure bullying prevention is being addressed across the community
- Recommending programming for staff PDs and trainings

**Tactic 3:** The BPCC will develop a system for students to suggest topics of discussion pertaining to bullying prevention, school culture and climate for monthly grade-level town meetings or in their class circles (i.e. suggestion box or Google Form in Google Classroom).

● **First Semester of SY 2023-24**

**Tactic 4:** We will have follow-up conversations with the students and their caregivers who report and engage in bullying to see if they feel heard and like safety and care are being prioritized after the implementation of our tactics in SY 2022-23. This will help us assess progress.

● **Annually in the Spring**

**Tactic 5:** All New LA students, staff, and caregivers will also take the Panorama Education Survey to provide data around school safety. We will review the data at summer professional development, share an overview with the committee, and together, on a yearly basis, the committee will adapt the bullying prevention program accordingly.

**To foster greater inclusion,** we will conduct targeted outreach to members of our community who have not historically participated in surveys to increase Panorama survey participation. **To support our commitment to equity,** we will focus on recruiting families, mothers, fathers, grandparents, and students who are not part of the dominant/majority groups, with a focus on our Black, Asian, and LGBTQ+ students and caregivers.

# 3

# ADAPTING THE BULLYING PREVENTION PROGRAM

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

## PERSPECTIVES

As the Braintrust prepared to hear feedback from the community, to remind ourselves of the importance of giving and hearing brutally honest feedback, we turned to Luvvie Ajayi Jones for some "real talk" about keeping it real. In this bright, uplifting talk, Ajayi Jones shares three questions to ask yourself if you're teetering on the edge of speaking up or quieting down--and encourages all of us to get a little more comfortable with being uncomfortable. Click here to watch [Get Comfortable With Being Uncomfortable](#).



## INSIGHTS & RESEARCH

In a caregiver focus group, we asked caregivers to tell us about their opinions on how New LA addresses and communicates about bullying on campus. Here is what one of our caregivers had to say:

*"If my son misbehaves, even if another kid does something, it seems to always be his fault. I feel he's now labeled. Similarly, when something happens with my daughter, she tells me that they don't look into what happened. Pre-pandemic, I could go and see for myself, but now, all I know is what my daughter tells me and sometimes I learn more when the school gets in touch with me. Mostly, I feel blind because I don't know what's going on."*

- NEW LA CAREGIVER



## 4

# ENSURING SAFE SPACES FOR ALL

THIS GOAL WILL BEGIN IN JULY, 2022 AND END IN MAY, 2024

## SPECIFIC

**We will create a campus that feels safe for all New LA students regardless of their gender, race, or sexual orientation.** We want to ensure that both students who identify as LGBTQ+, and those who do not, feel safe at New LA. We will begin this process by implementing programming and elements from a program such as the Safe Space Program to focus on inclusion for LGBTQ+ youth. We want caregivers to feel that their children are safe and accepted for who they are at New LA.

## MEASURABLE

**We will measure success by:**

- Using survey data from the Panorama Caregiver Survey to measure feelings of safety on campus for all students, especially those who identify as LGBTQ+
- Increasing family participation on the survey to ensure we are getting a wider and more diverse sample of responses

## ACHIEVABLE

**We will know we have achieved this goal when:**

- 50% of parents are sharing their voice on our annual Panorama Survey.
- 90% (currently at 88%) or more of the caregivers respond favorably about school safety on the annual Panorama Survey.
- We have a partnership with a key organization that can work with students, caregivers, and staff around issues of LGBTQ+ inclusion.
- We maintain strong relationships with parents whose students are part of the LGBTQ+ community and might be a good resource for parents whose children newly and openly identify as LGBTQ+.



**REALISTIC &  
TIME BOUND**

● **Summer 2022**

**Tactic 1:** We will audit and identify communications “Dos” and “Don’ts” to ensure we are using inclusive language in our family communications.

● **SY 2022-23**

**Tactic 2:** We will increase caregiver participation to 50% or above in our annual Panorama Survey by creating student incentives for getting their parents to complete the survey.

**Tactic 3:** We will add a question to the school safety section of the Panorama Survey to gauge feelings of safety for students and families identifying as LGBTQ+.

- Sample: If you or your child identifies as LGBTQ+, do you feel the school is welcoming and safe for your family?

● **Summer 2023**

**Tactic 4:** We will have established a partnership with an organization that supports schools' work on LGBTQ+ inclusion for students, caregivers, and staff. We will look for an organization with ties to the community and that can connect in particular with BIPOC students and families.

● **SY 2023-24**

**Tactic 5:** We will increase attendance of weekly Queer Club meetings and participation in events by those who identify as LGBTQ+ and allies.

- We will share this goal with Queer Club and BSU to gain insight into what students need to feel safe and included at New LA (i.e., at the start of SY 2022-23 we will set intentions for what their role will be in making the campus feel inclusive).

**INCLUSIVE &  
EQUITABLE**

**To foster greater inclusion,** we will learn from and co-create best practices with students who identify as LGBTQ+. For example, we will ask Queer Club members what more we could do to make our school more inclusive and safe for them based on their individual experiences. **To support our commitment to equity,** we will ensure that elements of our LGBTQ+ programs are shared across our school community (i.e. posters, curriculum in advisory, events, etc.). Our communications will be audited and adjusted to remove heteronormative and exclusionary language.

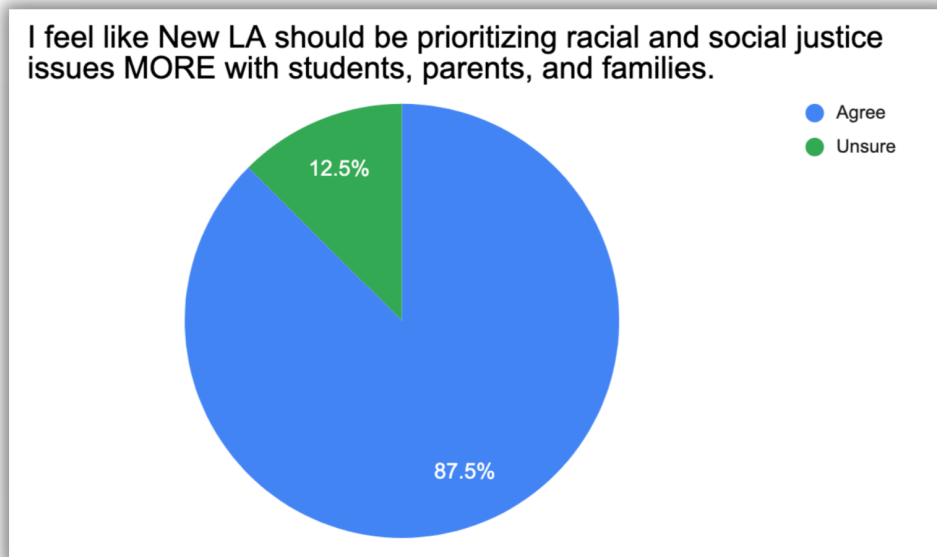
# 4

# ENSURING SAFE SPACES FOR ALL

THE INSIGHTS, RESEARCH, AND PERSPECTIVES THAT INSPIRED THIS PARTICULAR GOAL...

## INSIGHTS & RESEARCH

In a focus group, we spoke with caregivers about racial and social justice at New LA, and we learned that 87.5% of New LA family focus group participants feel that New LA should be prioritizing racial and social justice issues **MORE** with students, parents, and caregivers.



## INSIGHTS & RESEARCH

In one focus groups, we asked caregivers to share more about their opinions on social justice and activism. Here is what one of our caregivers had to say:

*"I definitely want more open conversations regarding social justice. We're living during times where you can't hide certain information from children. New LA is doing a great job. For example, my son stood up to a kid who was bullying someone else and he let me know. He's being given the voice to act."*

-NEW LA CAREGIVER

# Our Caregiver Goals MOCHA

## MANAGER

### Head of Schools

## OWNER

**Principals:** Responsible for communicating with families in an equitable fashion that promotes engagement and a trust between New LA and the families we serve. Leading the family engagement and ELAC committees.

## CONSULTANT

**Assistant Principals:** Leading and supporting the bully prevention committee and promote parent participation in this committee and other inclusion initiatives in order to create a safe campus for all students. Support the planning/implementation of school safety and positive culture initiatives.

**Parents of Historically Marginalized Students:** Engaging in clubs and activities, especially those who are not part of the dominant racial groups.

**School Administrators:** Supporting coordination of initiatives and programs.

**Board Members:** Supporting initiatives either through providing ideas and/or funding to ensure their success.

**Students:** Providing input on feelings of safety and acceptance at school and feedback on the effectiveness of safety and positive culture initiatives.

**Partner Organization (with ties to the community):** Supporting schools' work on LGBTQ+ inclusion for students, caregivers, and staff.

## HELPER

**Staff Club Leaders:** Supporting student groups (i.e. Queer Club, Upstanders, and Black Student Union) with coordinating activities and actions aimed to improve campus safety and acceptance.

**Principals:** Supporting development and implementation of new methods for improving parent communication.

**Assistant Principals:** Leading restorative justice, responding to racism and bullying, building a culture of acceptance and inclusion, and hosting community discussions, town meetings, and celebrations and rituals for culture building. Supporting curriculum development.

**Staff:** Routinely implementing restorative practices in the classrooms and lessons from our programs like Olweus Bully Prevention, LAIRP, etc.

**Support Staff:** Identifying and responding to student needs immediately as they are on the frontline. Principals and APs should be empowering support staff who are representative of our student body demographically, tend to be younger, and students gravitate to them to be most available to intervene immediately.

**Committee of Multilingual Parents:** Acting as class representatives and supporting communication with non-English & non-Spanish speaking caregivers.

## APPROVER

### Head of Schools & Principals

# Five Tips for Implementation

1

**FOCUS ON THE OUTCOMES & BE FLEXIBLE IN YOUR TACTICS AND EXECUTION**

Your tactics and timelines may evolve as new challenges, information, and perspectives emerge. Be implementors and adaptive learners by focusing on your destination and being flexible about the path to get there.

2

**IMBED THIS PLAN IN YOUR PEOPLE, SYSTEMS, & OPERATIONS**

This plan should live in your individual performance goals, professional development plans, school calendars, advisory clubs, etc. Identify all the places, based on your tactics, where elements of this plan need to be operationalized. Remember, these goals should live in people and places, not on pages.

3

**PROMOTE THIS PLAN BROADLY & HAVE ONBOARDING EXPERIENCES FOR YOUR STAKEHOLDERS**

Identify all the ways to share the plan (and the process that defined this plan) with your current and future community, staff, students, families, caregivers, and your most critical partners! Find all the school systems and rituals that can be leveraged to promote this plan.

4

**IDENTIFY POINTS OF CONVERGENCE & COLLABORATION**

This plan leans on surveys, conversation protocols, professional development, and committees that will drive and steer your tactics. Think intentionally about roles, decision-making, and how people and systems work efficiently and effectively.

5

**STEP BACK, REFLECT, AND COURSE CORRECT**

This plan is a living roadmap that will evolve over time. You will need to first implement, then assess, and then continue to course correct. For this reason, carving out time to step back, reflect on what you're learning, and course correct at least twice per school year is perhaps one of the most important ways to make this plan responsive and relevant.

# Our Hopes for Our Stakeholders

After four months working together, we shared our hopes for how this work will support and empower all of our New LA community members. Click the thumbnail below to watch our Braintrust members share their hopes.



*"I hope this work supports and empowers you to become future leaders and fosters your ability to take charge in changing systemic racial injustice."*

- Jose Campos, Teacher's Assistant

.....

*"I hope this work supports and empowers you to be vulnerable as we continue on this collective journey and accept that this work will take time, but we will never stop working towards a community of racial justice and support for all members."*

- Kate O'Brien, Head of Schools

.....

*"I hope this work supports and empowers you to connect with our staff and connect with our schools in a way that feels authentic and safe for you. We hope our efforts will lead to a trust relationship between your family and the New LA community."*

- Terrence Wright, Assistant Principal

# Our Collected Resources

## OUR REPORTS & CHEATSHEETS

[Student Survey & Focus Group Report](#)  
[Student Survey & Focus Group Cheatsheet](#)  
[K-4th Grade Focus Group Drawings](#)  
  
[Staff Survey Report](#)  
[Staff Survey Cheatsheet](#)  
  
[Caregiver Focus Group Report](#)  
[Caregiver Focus Group Cheatsheet](#)



## OUR SESSION RECORDINGS & DECKS

[Braintrust Session Decks Folder](#)  
[Braintrust Session Recordings Folder](#)



## OUR PRE-WORK DOCUMENTS

[All of the Above: An Unstandardized Take on Education](#)  
[Raise Up - Student Slam Poets from LA](#)  
[Luvvie Ajayi Jones: Get Comfortable With Being Uncomfortable](#)  
[Brief But Spectacular: Brittney Cooper](#)  
[GLC Collected Definitions of Racism](#)  
[SMARTIE Goal Worksheet 1](#)  
[SMARTIE Goal Worksheet 2](#)  
[MOCHA Worksheet](#)

# Acknowledgements

**A special thank you to each of the following individuals whom we collaborated with as part of the Just New LA Braintrust experience:**

Matt Albert, Board of Directors Treasurer  
Elizabeth Alcala, Caregiver  
Allison Arkin, Board of Directors Member  
Sylvia Barragan, Assistant Director of Operations  
Steve Barrett, Board of Directors Secretary  
Amy Barrientos, Caregiver  
Gabrielle Brayton, Middle School Principal  
Jose Campos, Teacher's Assistant  
Anadeisy Cifuentes, Caregiver  
Bari Cooper-Sherman, Board of Directors Member  
Ellie Firouzabadi, Caregiver  
Jessica Fox, Interim Elementary School Principal  
Alan-Michael Graves, Board of Directors Member  
Valeria Guerrero, Caregiver  
Alana Hassanein, Kindergarten Teacher  
Terri Kessler, Director of Special Education & Student Services  
Xochitl Lira, Director of Operations  
Bibiana Lopez, Caregiver  
Jonathan Lopez, Board of Directors Chair  
Isobel McPhee, GIC Research & Project Manager  
Emma Naranjo, Special Education Clerk  
Susan Nickerson, Board of Directors  
Ama Nyamekye, GIC Lead Consultant  
Kate O'Brien, Head of School  
Brooke Rios, Executive Director  
Campbell Silverstein, GIC Creative & Operations  
Jennifer Skibba, 7th Grade Math Teacher  
Rosetta Thomas, Caregiver  
Terrence Wright, Middle School Assistant Principal