

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

New Village Girls Academy

CDS code:

19-64733-0111484

Link to the LCAP:

(optional)

www.newvillagegirlsacademy.org

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

New Village Girls Academy will participate in:

- Title I, Part A
- Title II, Part A
- Title IV, Part A.

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into

their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The mission of New Village Girls Academy is to provide a high quality, engaging educational opportunity and integrated support services for young women, especially those experiencing challenging life circumstances. Our students include young women in the foster care and probation systems, pregnant and/or parenting teens and girls who have previously dropped out of school, or who are on their way to doing so. To achieve this mission, the New Village Girls Academy LCAP is arranged by three strategic goals established by the school leadership: Goal #1: Continue to strengthen the implementation of our mastery-based competency system through Project-based Learning; the quality of delivery of instruction through the use of various evidence-based pedagogical strategies, Literacy skills development, to address the diverse learning needs of all learners; and ensure alignment of content standards that support 21st Century Skills Frameworks. Goal #2: Develop and implement a comprehensive assessment management system that includes the collection, disaggregation, analysis, application and reporting of multiple forms of data including student achievement and wellness data, in order to identify learning gaps in 'real-time.' Utilize data to implement a Multi-Tiered System of Supports (MTSS) to identify and provide all students with access to academic, social-emotional, and/or behavioral supports that increase student academic outcomes, in preparation for college, career, and wellness. Goal #3: Engage parents, families, and members of the community as partners through education and communication to support student academic achievement, social-emotional needs of students, the school's mission/vision, and to provide a safe, supportive, inclusive, and positive learning environment for all. Federal title dollars work in conjunction with state supplemental dollars to enhance the supplemental actions which are organized as a Multi-tiered system of support to provide strategic and intensive interventions in support of the needs of underperforming student groups (such as Low Socioeconomic Status, English Learner, Migrant, and Foster/Homeless.) The LCAP identifies the various actions and how Federal dollars and state funds are allocated to enhance supplemental programs. For

Goal #1, expenditures are referenced on page 14 and 15. For Goal #2, expenditures are referenced on page 20. For Goal #3, expenditures are referenced on page 28 and page 30.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

LCAP actions are determined by needs assessments and data analysis aimed at improving academic achievement for girls that have faced significant life challenges. Stakeholders review data and develop action plans to address the needs of the student population. Stakeholder groups include parents, students, community members, staff members, and the Governing Board. Formal stakeholder input is ensured through our School Site Council and Governing Board meetings. Our LCAP is designed to use all funds available to our school including LCFF, state grants, federal Title I, Title II and Title IV. Monitoring metrics are found throughout the LCAP attached to each of the three major goals. Where needs are identified, federal and/or state funding is allocated to carry out the action.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Village Girls Academy, a direct-funded DASS Charter School, was identified for CSI based on the school's graduation rate <62%.

This year in preparation for the WASC Mid-Cycle Visit by the accreditation team, our school developed a Comprehensive Needs Assessment that included the collection, disaggregation, and analysis of multiple forms of data, including student demographics and student achievement data, input gathered through parent/teacher/student and staff surveys. Throughout this process, we engaged stakeholders (staff, teachers, ELL, SPED, Paraprofessionals (counselor/social worker), parents/guardians and students to provide and input and feedback on our school's program and assessed what worked; and areas for growth. Upon our school's identification for CSI, this collaborative process continued seamlessly among our stakeholders and included an analysis of the schools' budget to assess and identify any resource inequities and address them.

The CSI Leadership Team comprised of the Principal, Assistant Principal (representing SPED), Data & Compliance Manager, Counselor/Social Worker, and EL Specialist reviewed and analyzed dashboard data, performance levels for each of the State Indicators. The data collected and feedback provided was useful and informative, especially since our school underwent new leadership this year.

- Data reviewed included: Student demographic data (including EL, SWD, Homeless, Foster Youth), enrollment, transiency rate, intake interview data, high school dropout rates, attendance rates, high school graduation rates, College/career indicator, college course credit (formerly concurrent enrollment), parent education levels, teacher attrition and retention rates, including Suspension Rates & Chronic Absenteeism rates by student group for the 2016-17 and 2017-18 school year (including count, cumulative enrolled, unduplicated counts). ELA & Math CAASPP Data were disaggregated by student group and grade level, using Mean Scale Score for the past 3 years.

This data presented to our stakeholders which included: our school's Governing Board, staff (Teachers, EL Coordinator, SPED Staff, Paraprofessionals, counselor/social worker), parents/guardians (including Parents of Unduplicated Students & Parents of Students with Disabilities); and our students (forums, and surveys) during various venues this past year. Both input and feedback were collected from formal and informal stakeholder meetings, including School Site Council, ELAC, Coffee with the Principal, Schoolwide events, and parent/teacher/student and staff surveys.

We met and consulted with stakeholders (as described above) in the development of our school's CSI Plan (and use of CSI Funds) & the development of the 2019-20 LCAP to ensure a high-level transparency, input, and fidelity to our CSI plan; which was included in our LCAP and submitted to the Los Angeles County Office of Education as required by the CDE for review and approval.

The purpose of each of our meetings/discussions was to present our Comprehensive Needs Assessment and data, Root Cause Analysis, identify whether there were any inequities (programs and our budget) and inform stakeholders at each step; as well as obtain input/feedback of these findings. This included the CA Schools Dashboard, LCAP Annual Measurable Outcomes (AMOs); School/student data, survey findings, to name a few.

This process allowed us to identify areas of strength, areas for growth, and develop a list of top needs that were ranked based on priority.

Our CSI Leadership Team will continue to meet with stakeholders (as described above) throughout the upcoming academic year to continue to present data (as mentioned above) including Fall 2019 CA Dashboard Data, LCAP Annual Measurable Outcomes, state-mandated assessment results in addition to internal/local/benchmark data (reading & math) which we will continue to monitor and report on a regular basis.

New Village Girls Academy engaged its stakeholders (Leadership Team, SPED Coordinator, EL Coordinator, Teachers, Paraprofessionals, parents, including those representing unduplicated pupils and Students with Disabilities), in the development of the school's Title I Parent and Family Engagement Policy. This policy will be reviewed and evaluated annually by the School Site Council (SSC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families along with the Parent/Student Handbook led by the Principal. Interpreter services are provided and also made available upon request.

The school's calendar of events for families, which includes parent education workshops, School Site Council (SSC), ELAC Meetings, Coffee with the Principal, and schoolwide events, are uploaded to the school's website on a regular basis and notifications are also sent home. The Principal, who is also bilingual, communicates with families in-person, via meetings, and phone calls; and facilitates parent workshops. New Village Girls Academy's Principal also facilitates and leads parent workshops that focus on understanding the State academic standards, state-mandated assessments, local assessments (NWEA MAP Reading, & Math Fountas & Pinnell BAS, Readers/Writers Workshop), how to monitor their child's academic progress (i.e. reading and math strategies); strategies and resources available to support their child to improve academically (including Students with Disabilities), including social-emotional supports & interventions, social media, technology use (integrity/plagiarism); all of which are methods to improve the achievement of their child, and foster parental involvement as part of our school's MTSS Process.

New Village Girls Academy staff (Leadership Team, SPED Coordinator, EL Coordinator, Teachers, Paraprofessionals, parents, and community) participate in staff development that focuses on methods to engage, elicit, communicate and involve parents/families to our school; and collaborate as equal partners in their child's education; as outlined in our school's LCAP Goal #3.

Our school administers a Parent survey at least annually to gather input/feedback on our school's program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicate and engage parents in their child's education. The Parent surveys are reviewed and analyzed by the school's Leadership Team; then presented to the entire staff, governing board; and to parents; which also informs our Title I Parent & Family Engagement Policy as well as our school's LCAP.

As a school of choice, our staff knows and understands the critical role parents/families play in the success of their child(ren) which also impacts the success of our school. Our Principal hosts parent meetings which serve to inform parents/families of our school's resources that are available. Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Many of our staff are also bilingual. All Materials sent home are translated to Spanish (the language identified by parents in the Home Language Survey; and in the parent survey), which serve to inform family members who have limited English Proficiency; and family of migratory children. Accommodations as appropriate will also be made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Per AB716, New Village Girls Academy is utilizing its school's LCAP as the SPSA; and the LCAP Planning process to meet both state and federal requirements.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

During the 2018-19 school year, New Village Girls Academy (NVGA) staff chose to take the necessary steps to operate as a Title I Schoolwide Program, in order to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, can demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). NVGA is a DASS Charter High School and serves an at-risk student population. In order to improve academic achievement, we knew our focus was to improve our entire educational program. As a WASC Accredited Charter School and identified for Comprehensive Support & Improvement (CSI) a Comprehensive Needs Assessment was already taking place, which resulted in our staff moving forward to operate as a Title I SWP. Our school engaged with stakeholders (Leadership Team, SPED Coordinator, EL Coordinator, Teachers, Paraprofessionals, parents, and community) during this process; and our school's Comprehensive Needs Assessment included the review and analysis of multiple forms of data, including CAASPP (ELA/Math), ELPAC results, Reclassification Rates, demographics, Dashboard Indicators, LCAP Annual Measurable Outcomes, Internal/benchmark Assessments (STAR Reading & STAR Math) and all data were further disaggregated by student group.

The Comprehensive Needs Assessment was conducted to identify subject areas and skills that needed to be improved, Academic Indicators that resulted in CSI Designation, and also to identify the specific academic needs of all students and student groups which are not yet achieving the CA State Academic standards (34CFR 200.26(a)(1)(i)(B)). The Comprehensive Needs Assessment was based on academic achievement data for all students and further disaggregated by student groups, including migratory children, particularly the needs of those students who are failing or are at risk of failing, to meet the challenging State academic standards. Our school identified factors and developed support systems to address the needs of our lowest-performing students, that were not demonstrating proficiency on the State's academic standards. The Comprehensive Needs Assessment served to identify the students (and student groups) that were not demonstrating proficiency, and the subject area (ELA & Math), for which we developed an Action Plan to address the academic needs of struggling students and provide evidence-based targeted academic intervention to close the achievement gap.

The Comprehensive Needs Assessment was developed with the input and involvement of all stakeholders (Leadership Team, SPED teachers, EL Specialist, Teachers, Paraprofessionals, and parents/guardians (including those representing unduplicated pupils and Students with Disabilities)).

In addition, as a charter school, our school's LCAP served as the Schoolwide Plan (SWP) Development, a comprehensive plan that: Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]) over the 2018-19 school year. The LCAP (SWP Plan) is monitored regularly by the Administrative Leadership Team, School Site Council (SSC), ELAC, and shared with parents and staff to seek input. Our school's LCAP provides descriptions of strategies our school will implement to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including support courses and activities necessary to provide a well-rounded education; and address the needs of all students at our school but especially those at risk of not meeting the challenging State Academic Standards which is now integrated into our Multi-tiered System of Supports (MTSS) – as outlined in detail in our LCAP.

New Village Girls Academy staff followed all required steps to operate as a Title I SWP, as outlined on the CDE website: <https://www2.cde.ca.gov/lcapfas/program/view/7309>

- Our student demographics reflect that 98% of students are low-income (qualify for Free/Reduced Lunch).

Our school's SWP Plan (integrated into our school's LCAP) was presented to the New Village Girls Academy Governing Board, which they voted and approved it for our school to operate as a Title I SWP effective immediately.

TAS: Not applicable.

Neglected or Delinquent: Not applicable.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Village Girls Academy ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. Our school's Counselor/Social Worker serves as the Homeless Liaison and ensures that students experiencing homelessness are appropriately identified and served. The Homeless Liaison will also assist the students through the enrollment process, placement in appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available to the families of the students experiencing homelessness.

Services for students who are experiencing homelessness include helping the students with transportation, housing (if pregnant), and mental health/counseling services. In addition, the school will assist in providing referrals to resources within the community. Title I funds may support these services, or be used for identified needs of the students and their families that will support keeping the students in school.

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and interventions, counseling, 1:1 student to laptop ratio, academic intervention/support, and support for behavior or social/emotional issues.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and

- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To promote effective transitions from high school to postsecondary education, New Village Girls Academy provides a number of field trips to Northern and Southern California colleges and universities throughout the school year. College representatives are also encouraged to provide school presentations. The Learning Through Internships Coordinator regularly seeks out employers to host student interns, provide interest visits, mentorships, and/or visit New Village to provide career presentations. The College Counselor works with students who are interested in accessing college early by encouraging them to enroll at Los Angeles Community College in the classes of their interest.

The Work Certification Program, the Learning Through Internships class, and Advisory, all work in conjunction to advise students on post-secondary plans, develop individual student goals, expose students to the careers of their interest, and expand career-readiness skills. A College Readiness course is offered in the Fall for students that are college-bound and provides students with additional support in writing personal statements, learning about college life, exploring different majors, understanding financial aid, among other essential skills necessary to transition successfully into the college/university of their choice.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Village Girls Academy (NVGA) shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment.

Professional development will be provided for all staff to ensure that staff is fully equipped to meet the needs of our students through a California State Standards-aligned curriculum.

As part of the school's Comprehensive Needs Assessment and preparation for the WASC Accreditation Continuous Improvement Cycle, our LCAP Goals were changed to align with these plans, in addition to our educational program, CA Schools Dashboard, and findings from multiple forms of data including classroom observations, student achievement data and input/feedback from our staff and teachers.

NVGA provides robust research and evidence-based professional development program for its staff that is ongoing throughout the year as outlined in our school's LCAP Goal #1; and our school's CSI Plan.

For New Teachers: new to the profession of teaching support its teachers with Teacher Induction Program, funded with Title II Funds, to build capacity and develop meaningful teacher leadership and support. In addition, these teachers are fully supported through ongoing coaching by a member of the Leadership Team.

For Teachers: All teachers (new) and continuing receive at least 5 days of summer professional development (prior to the start of the school year) including 2 non-instructional days during the academic school year, and monthly PD during the academic year. The focus of professional development is on the CA State Content Standards, Big Picture Project Based Learning; Blended Learning, SDAIE & SIOP Strategies, Implementing Restorative Circles, Pedagogical strategies for SWD (Accommodations/Modifications), and Analyzing student achievement data (CAASPP, Read 180, and STAR Reading/Math). Topics for professional development are selected based on stakeholder feedback (leadership team, teachers, paraprofessionals, and feedback from student/parent surveys), finding from an analysis of student and schoolwide data, CA Schools Dashboard, LCAP Goals, WASC Action Plan, and our Comprehensive Needs Assessment. Our Leadership team in collaboration with our teachers

annually evaluates the effectiveness of our professional development and changes/modifications are made to ensure ongoing continuous improvement schoolwide.

Teachers are coached and evaluated by the Principal based on the teacher evaluation process, and individual goals each teacher sets. The Principal conducts classroom walkthroughs/observations on a biweekly basis and provides immediate feedback and coaching.

The Principal and members of the Administrative Leadership Team are provided with professional development to grow and enhance their practice through learning in-depth about instructional practices that support the focus of the school such as Coaching, walkthrough cycles, data analysis and will participate in the Big Picture Leadership Conference.

In addition, our staff has access to offsite professional development such as workshops, symposiums, and conferences including those offered through the LA County Office of Education, that support their professional growth and ensure improvement including our school's (LEA) measures growth improvement. Our professional development plan is developed annually as a system of supports for the Principal, teachers and members of the Leadership team from the beginning of their careers, throughout their careers and through advancement opportunities to build the capacity of our staff. Professional development is focused on the key areas of need as established by the Annual Update continuous improvement process, ensuring that there are a common focus and language and on-going reflection and evaluation driving student success.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable.

New Village Girls Academy is a Charter School/LEA.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The data from the California School Dashboard & LCAP Annual Measurable Outcomes provides the starting point for the New Village Girls Academy to determine their needs and priorities. Data analysis and needs assessment is augmented by input from stakeholders and local interim/benchmark assessments (STAR Reading/Math) and surveys. Some of the interim assessments used are Writing Performance Tasks: English, STAR Reading, STAR Math, Formative & Summative Assessments, school climate data, and survey data. The leadership presents data reports regularly to the Board of Directors at public meetings that include an assessment of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

New Village Girls Academy believes in a shared decision-making approach when it comes to important, school-wide decisions. At a high level, the Governing Board, and Administrative Team are tasked with ensuring resources are aligned with the school's mission, vision, schoolwide learner outcomes, WASC Critical Learner Needs, Comprehensive Needs Assessment, our LCAP, College & Career Preparation, and our school's graduation requirements.

The analysis of the current Dashboard and other data showed the greatest area of academic need is to improve the success of all students with graduation rate (Red); College/Career Indicator (Red) and Suspension Rate (Orange). To address the needs our school has invested in significant professional development on PBIS, and Restorative Justice/Circles for the entire staff and Project-based learning to increase student engagement in the learning process. As a DASS School, we serve an at-risk unique and often forgotten population of adolescent girls throughout the County of Los Angeles that have faced significant life challenges, predicting negative outcomes in school and in life, and predominately live in communities plagued by violence and poverty. For these girls, New Village provides a "last chance" to earn a high school diploma and gain job skills at the same time.

The success of Professional Learning is ultimately judged by the success of the students, as reflected on the CA Schools Dashboard and our school's LCAP Annual Measurable Outcomes (AMO) so improvement in student outcomes will be one of the measures of the effectiveness of the Professional Learning activities. However, other qualitative measures, such as teacher feedback on both the PD sessions and the ability to implement the strategies taught in the classroom will also be considered. The qualitative measures will also include observations of the Professional Development itself, and of the implementation in the classroom, by the school Principal.

The engagement of stakeholders is critical to the school's decisions regarding expenditures of LCFF and federal funds, including funding for professional development. This process includes teachers (including special education and EL), classified staff, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Anecdotal data, such as feedback from classroom visits by the Principal or coaches are also

included in determining the impact of Professional Learning. The LCAP stakeholder engagement process is combined with input from ELAC and SSC, as well as survey results to ensure all voices are heard.

Title II funds provide job-embedded professional development, that will provide strategies and opportunities for reflection about improving instruction for all students and especially for at-risk students. The improved knowledge and skills learned through this process, along with collaboration and discussions at site professional development opportunities will benefit all teachers and students.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Village Girls Academy does not receive Title III Funds.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Village Girls Academy does not receive Title III Funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Village Girls Academy does not receive Title III Funds.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

New Village Girls Academy does not receive Title III Funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The core of our academic program is a partnership with Big Picture Learning an international community of schools designed to transform the educational experience. New Village's educational program is built around the recognition that each student has unique interests, needs, and abilities that the educational program must take into account. A key component of every student's education is the LTI (Learning Through Internship). Internships require the student, the mentor, and the student's advisor (a certified teacher) to collaborate to develop a project that is mutually beneficial to the host agency and to the student's academic program. Our LTI mentors are drawn from the rich fabric of Los Angeles professional life. Mentors are identified through personal connections of staff and friends of New Village as well as through outreach to local organizations and professional individuals. Mentors are carefully vetted in a manner consistent with the LAUSD Partnership Agreements Required for Internship and Employment Experiences (REF-5034.0). Our partnership with Big Picture Learning helps us implement a successful instructional experience for our students that is rigorous, relevant, and grounded by powerful and sustained relationships. The focus on authentic learning develops students' ability to apply knowledge and skills to real life experience and challenges, preparing students for success once they graduate from New Village. Student success is measured by both the school's academic standards and the professional standards of the workplace. The metrics used to evaluate the project-based learning and Learning Through Internships program include class passage rates, assessments, exhibition feedback forms, work certification passage rates, internship placement rates, dual enrollment rates, internship mentor feedback, and student internship reflection forms.

New Village provides a holistic approach that focuses on student wellness and addresses issues of trauma and stress to ensure a culture of matriculation and graduation. To achieve this, the school relies

on community partners, e.g. the David Lynch Foundation, St. Anne's, Youth Policy Institute, and St. John's Well Child and Family Center among others to provide transcendental meditation, mental health counseling, wellness resources, gang/substance abuse reduction, among others. Community partners are involved in safety and health measures at school in various ways offering 1:1 counseling, meditation training, wellness workshops offered during wellness days, safe passage for gang-affiliated students, dropout prevention interventions, and staff trainings. The metrics used to evaluate the effectiveness of these partnerships are student focus groups, school climate surveys, wellness surveys, wellness day exit tickets, and wellness intakes with the school Social Worker.

Given the fact that project-based learning is at the core of our academic program, and the promotion of wellness and safety is part of the trauma-informed interventions that are practiced at school, the Governing Board has directed Title IV funds to Title I.