

# 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](http://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.

New Village Girls Academy is a WASC accredited direct-funded charter school serving 105 young females in grades 9-12 with the following demographics: 10.5% African-American, 85.7% Hispanic, 2.8% White, 1% Filipino, 20.9% Students with Disabilities (SWD), 24.7% English Learners (EL), 9.5% Homeless, 2% Foster Youth, and 92.4% who qualify for free/reduced lunch.

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.

New Village Girls Academy uses multiple forms of data and assessments to monitor and measure student progress, course placement and to identify and provide targeted supports/intervention.

New Village Girls Academy will implement a Systematic Cycle of Assessments that includes:

- STAR Reading & Math Assessments: 2 times/year
- Read 180/Systems 44 ELD assessments: 2 times/year
- Formative assessments: exit slips will be provided daily by each course to check for student understanding.

New Village Girls Academy uses Title I funding to fund a School Psychologist; and Title II funds to support teacher induction costs.

The data on the Fall 2019 California School Dashboard revealed limited data as a result of the school’s enrollment size. NVGA received a blue performance level for suspension rate indicator. Math Academic Indicator.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Blue	None	None	None	None
English Learners	None	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Blue	None	None	None	None
Students with Disabilities	None	None	None	None	None	None
African American	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Blue	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school’s goals and improve student and schoolwide outcomes.

## 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.

The LCAP Goals define the priority areas for New Village Girls Academy. All actions and services implemented at the school are in support of at least one of the goals.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

The participating stakeholder groups (parents, staff, students, and board) are aware of how federal funds should be used to supplement and enhance programs and services funded with state funds.

The 2020-21 SPSA provides goals, actions/services, annual measurable outcomes, and federal funding (Title funding) amounts which has been shared with stakeholders for input. The SPSA will be approved by the governing board on December 11, 2020; along with the 2020-21 LCAP Federal Addendum (revision).

Both the 2020-21 SPSA and 2020-21 LCAP Federal Addendum will be uploaded to the school's website.

The alignment and coherence of the actions and services planned to address the SPSA is illustrated by this example in the area of professional development that is designed to identify and implement a sequence of interventions that address the needs of each student.

All teachers participated in 2 weeks of summer professional development; and will participate in monthly professional development and 3 non-instructional days allocated to analyze, and review student achievement data, in addition to weekly staff development.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. This process includes teachers, Educational Specialists, EL specialist, Paraprofessionals, 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. Resource allocation is aligned and maximized to meet the needs of students. The SPSA stakeholder engagement process is combined with input from ELAC, as well as survey results to ensure all voices are heard.

# 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 staff (Leadership Team, SPED Coordinator, EL Coordinator, Teachers, Paraprofessionals, and parents/guardians including those representing unduplicated pupils and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy.

Normally, this policy is 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. However, Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

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.

As a result of the COVID-19 pandemic, instruction has shifted to virtual (distance learning and hybrid instruction); and all meetings take place virtually via Zoom.

Our school communicates with families on a regular basis especially during distance learning to ensure their needs are being met and students are participating, engaged and learning.

Communicating effectively with families is critical to our school's success. Throughout the transition to distance learning, our staff and teachers have consistently communicated with families through various venues including: school's website, OneApp, surveys and phone calls.

California's compulsory education laws continue to apply for all persons between the ages of 6-18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply and can be found in the 2020-2021 Family Handbook. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Many of our staff are also bilingual. 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.

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 parents; which also informs our Title I Parent & Family Engagement Policy as well as our school's LCAP.

For the 2020-21 school year, New Village Girls Academy has developed a SPSA to meet 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:**

New Village Girls Academy operates a Title I Schoolwide Program, 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]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. The LCAP process includes stakeholders such as teachers (including Special Education and EL), paraprofessionals, 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. Resource (state and federal) allocation is aligned and maximized to meet the needs of students. The LCAP stakeholder engagement process includes input from stakeholders at meetings, as well as survey results, to ensure all voices are heard. The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions, and Services, is effective and transparent.

For the 2020-21 school year, New Village Girls Academy has implemented the Learning Continuity & Attendance Plan Stakeholder Engagement Process, for the development of the school's 2020-21 SPSA, as required per Section 70 of SB820.

The Comprehensive Needs Assessment was conducted to identify subject areas and skills that need to be improved and help identify the specific academic needs of 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) who were not demonstrating proficiency, but also the subject area (ELA & Math), and to develop an Action Plan to address the academic needs of these 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, staff, parents).

For the 2020-21 school year, as a charter school, our school's SPSA 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]). The SPSA (SWP Plan) is monitored regularly by the Director in collaboration with Leadership team, ELAC, and shared with parents and staff to seek input. Our school's SPSA 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 detailed in our school's LCAP.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

To address the academic needs the school will use ***Title I Funds to fund the following actions*** as outlined in the school's 2020-21 SPSA:

- ***School Psychologist*** provides group and individual social-emotional counseling for our students. NVGA serves a high proportion of adolescents with Adverse Childhood Experiences (ACE). As part of our Multi-tiered System of Supports (MTSS), addressing the social-emotional and behavioral issues are critical to ensure student needs are met, and that students are engaged and ready to learn.

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 Enrichment Programs Coordinator 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 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.

New Village Girls Academy has designed the following weekly professional development schedule for teachers and staff to ensure the delivery of high quality instruction via distance learning.

- 1st week of the month will be focused on academic competencies and lesson planning (target EL, SPED, Math) by departments and with support staff (intention: mitigating learning loss).

- 2nd week of the month will be focused on SPED and EL with the SPED team, data and lesson planning to meet the needs of our subgroups. (intention: mitigating learning additional loss)

- 3rd week of the month will be focused on wellness & cultural competencies with USC/UCLA/Chan-Zuckerberg Initiative

- 4th week of the month will be focused on cultural competencies and student interventions/mental health updates

Our school has provided staff-wide professional development on both Google Classroom and Zoom platforms.

**For New Teachers:** Title II funding is provided to teachers that are new to the profession of teaching to support with Teacher Induction Programs in order 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.

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.

## **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:**

New Village Girls Academy is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future, if New Village Girls Academy were to be identified for comprehensive support and improvement or targeted support and improvement we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students and families) would be involved in this improvement process through ELAC, staff meetings, and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including ELAC.

## **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, 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 evaluated 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.

Informal observations are conducted by the Principal on a bi-weekly basis or as deemed necessary and teachers are provided with feedback from those observations during monthly teacher/principal check-ins. The monthly check-in sessions consist of the following: evaluation of mastery-competency based lesson plans, confirming accessibility to video recordings of lesson plans and electronic instructional materials on online platforms, ensuring that accommodations have been documented and delivered for students receiving SPED services and EL targeted supports, tracking key NVGA programming features such as internship acquisition and Learning Through Internships (LTI) progress, monitoring frequency of communication between advisors and LTI mentors, and overall questions regarding teacher and student well-being and/or concerns.

Anecdotal data, such as feedback from classroom visits by school administrators is also included in determining the impact of Professional Learning. The SPSA stakeholder engagement process (per section 70 of SB820) is combined with input from ELAC as well as PD survey results to ensure all voices are heard.

To address the academic needs, the school will ***use Title II Funds to fund the following actions*** as outlined in the school's 2020-21 SPSA:

- teachers participating in ***high quality educator induction programs*** (BTSA Induction program), certification program aligned with challenging state academic standards that are evidence-based and are designed to

improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv))

## **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:

New Village Girls Academy plans to transfer Title IV funds to Title I.

NVGA receives \$10,000 in Title IV Allocations. Therefore per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving a Student Support and Academic Achievement (SSAE) program allocation of less than \$30,000 are exempt from this requirement.

For the 2020-21 school year, NVGA has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820. As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

NVGA is a charter school and is not subject to equitable services for private school requirements.

Our charter has consulted with parents, community members/partners, students, teachers, administrators, and other school personnel as part of our stakeholder engagement process. Special Education and English learner representatives were also included in the planning process.

The Comprehensive Needs Assessment involves a robust data set with formative, interim and summative assessments. Staff also does a more in-depth look at additional state testing data (dashboard indicators), surveys, and interim data to get a more complete picture of how students are progressing both academically and social-emotionally.

### **Well Rounded Education:**

Our school provides all students with a rigorous college preparatory educational program that includes UC A-G course, opportunities to participate in internships and concurrent enrollment. 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.

### **Safe and Healthy Students:**

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, and Children's Hospital among others to provide transcendental meditation, mental health counseling, wellness resources, gang/substance abuse reduction, among others services. 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 Psychologist.