

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.

New Village Girls Academy is a WASC accredited direct-funded charter school serving approximately 105 female students in grades 9-12 with the following demographics: 86% Hispanic, 11% African American, 1% Filipino, 21% Students with Disabilities (SWD), 25% English Learners (EL), 2% Foster Youth (FY), 10% Homeless Youth (HY), 92% qualify for free/reduced lunch (FRL), and 95% Socioeconomically Disadvantaged (SED).

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, which aligns to the school's WASC Action Plan:

- Goal #1: Continue to strengthen the implementation of mastery-based competency system through Project-based Learning; the quality of delivery of instruction through the use of various types of evidence-based pedagogical strategies (i.e. Differentiation, inquiry based), and Literacy skills development, to address the diverse learning needs of all learners; and ensure alignment of the content standards that support 21st Century Skills Frameworks: Critical thinking, (Oral & Written) Communication, Collaboration, and Agency. (Aligns WASC AP #1 & 2)

- Goal #2: Develop & 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 support the school's 3 Pillars: increase student academic outcomes, in preparation for college, career, and wellness. (Aligns WASC AP #3 & 4).

- 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.

NVGA has integrated the requirements of the School Plan for Student Achievement (SPSA) into the school's LCAP per CA EC 65001 (AB716), to ensure transparency, alignment of goals, actions/services, measurable outcomes in alignment with the 8 State Priorities, CA School Dashboard, CDE required metrics, school's mission, use of evidence-based strategies and interventions and in compliance with Every Student Succeeds Act (ESSA). In addition, the LCAP process, including stakeholder engagement, is the primary planning tool for New Village Girls Academy as it leverages resources, both state and federal, to meet their goals and improve student 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.

New Village Girls Academy (NVGA) will align federal funds with State and local funds through its annual comprehensive needs assessment, review, and analysis of its LCAP, which includes a review of the CA School dashboard, program evaluation for effectiveness, stakeholder feedback, and an analysis of student assessment data.

NVGA's LCAP includes and identifies multiple funding sources and as stated above an evaluation of the effectiveness of programs funded with federal funds. Annual review and revisions will be made based on the findings of the evaluation and federal funds will be allocated to newly identified needs. This process is developed and monitored by the school's leadership team, and presented to stakeholders (staff, teachers, parents, students, community) for their input, and feedback, and approved by the school's Governing Board annually.

New Village Girls Academy has developed its 2021-22 LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)

- English Learner PAC: CA EC 52062(a)(2) – if applicable for Elevate
- Providing written response to each of the committees regarding their comments

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 Administrator, 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. The policy is reviewed and evaluated annually by the Parent Advisory Committee (PAC) 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 made available upon request for schoolwide and parent meetings. All materials sent to families are written in language that is understandable and accessible to parents. Accommodations as appropriate are 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.

As a Charter School, which is 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 as outlined in our school's LCAP Goal #3.

NVGA will provide all parents including those of unduplicated pupils (UP), and Students with Disabilities with numerous opportunities to engage as partners in their child's education.

The Enrichment Programs Coordinator/Community Resource liaison designs and implements community building events that support the school's mission, our students and their families. The Community Resource Liaison connects students and their families with community resources: mental health resources, economic assistance, supportive services, and legal assistance; and provides students with after-school programming.

OneCall is a service utilized to send schoolwide messages that keep students, parents, and guardians informed of school events.

Our school offers parent workshops topics include financial aid, college readiness, and navigating the college application process. We offer workshops targeted for incoming 9th grade students/families and 12th grade seniors/parents.

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.

All correspondence sent to families/guardians will be provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria.

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 Comprehensive Needs Assessment was developed with the input and involvement of all stakeholders (Principal, SPED Administrator, EL Coordinator, Teachers, Paraprofessionals, and parents/guardians (including those representing unduplicated pupils and Students with Disabilities).

Our school's 2021-22 LCAP and 2021-22 LCAP Federal Addendum, also serve as the Schoolwide Plan (SWP) which is comprehensive and was 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 LCAP (SWP Plan) is monitored regularly by the Leadership Team in collaboration with school staff, Parent Advisory Committee (PAC), 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 detailed in our school's LCAP.

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 allocation is aligned and maximized to meet the needs of students. The LCAP stakeholder engagement process includes input from ELAC, 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.

To address the academic needs of students, New Village Girls Academy will use Title I funds for the following:

- School Psychologist/Social Worker

New Village Girls Academy does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

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 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:

No additional information.

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 make certain that staff is fully equipped to meet the needs of their students.

Professional Development for the 2021-2022 school year will focus on evidence-based best practices as outlined in the LCAP and PD calendar which include:

- Big Picture (PBL) Learning Practices
- Health & Wellness Practices
- Cultural Competency
- Deepening our Practices
- Modifications & Accommodations: Students with Disabilities (SWD)
- Positive Behavioral Interventions & Supports

NVGA provides and promotes the following professional growth for staff from the beginning of their careers, throughout their career and through advancement opportunities.

- New Principal/New School Leaders will participate in an orientation to the school and benefit from ongoing collaboration and leadership professional learning from organizations such as LACOE & Big Picture.
- New Teachers to the profession and/or newly hired teachers benefit from ongoing collaboration with experienced teachers, and coaching from the leadership team, in addition to participation in a teacher induction program (Title II funded) in combination with weekly professional development on evidence-based pedagogical strategies.
- Principal/School Leaders will have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

- All teachers will participate in 10-days of intensive Summer Professional Development, prior to the start of the school year, including 2 non-instructional days during the academic school year focused on analyzing student achievement data, and developing intervention plans, and weekly professional development during the academic year. In addition, teachers will also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

- Paraprofessionals also participate in professional development during the summer and academic school year, in addition to training led by the Leadership team. In addition, Paraprofessionals will also have opportunities to participate in conferences and/or workshops as part of their professional learning. Conferences attended must support the goals and program focus of the school.

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.

NVGA provides all teachers and paraprofessionals with evidence-based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Key areas for Professional Development at NVGA were established through the WASC ongoing schoolwide improvement process/cycle, supported by the leadership team and other stakeholders.

Through NVGA's annual ongoing schoolwide improvement cycle, it will evaluate its systems of professional growth and improvement and make all necessary adjustments to ensure continuous improvement within these systems. All adjustments will be documented annually in the school's LCAP, shared with stakeholders, and reported in the LCAP Federal Addendum annual updates.

Title II funds will be used to support new teachers with teacher induction program expenses to clear their credentials and build capacity among our staff to improve student outcomes.

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), CAASPP ELA/Math assessment, and stakeholder surveys.

The Principal 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 Leadership 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 Rates, College/Career Indicator and Academic Indicators. However, these indicators do not have performance levels on the dashboard because of the small student sample (student enrollment). NVGA serves a highly transient student population.

NVGA's Fall 2019 Dashboard reflects a blue performance level for the Suspension Rate Indicator. NVGA 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, NVGA serves an at-risk unique and often forgotten population of adolescent females throughout the County of Los Angeles that have faced significant life challenges, predicting negative

outcomes in school and in life, and predominately reside 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. Anecdotal data, such as feedback from classroom visits by school administrators is also included in determining the impact of Professional Learning.

For the 2021-22 school year, NVGA’s leadership team will collect, disaggregate, analyze and present student achievement data to Leadership team and teachers to inform instruction. Multiple forms of data will be reviewed and analyzed by the Leadership Team and presented to stakeholders (staff, teachers, paraprofessionals, parents, students, governing board) for input and feedback through surveys ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A, which is also reported annually in the school’s LCAP, and Local Indicators Report on the CA Schools Dashboard.

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 programing 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.

Title II funds will be used to support new teachers with high quality teacher induction program expenses to clear their credentials and build capacity among our staff to improve student outcomes. The certification program aligned with challenging state academic standards) 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:

(A) New Village Girls Academy has partnered with LACOE with implementation of Positive Behavioral and Interventions and Supports (PBIS) as an evidence-based three-tiered framework to improve and integrate all the data systems, and practices affecting student outcomes daily. NVGA has also partnered with St. John's Well Child & Family Clinic that provides annual physical examinations for our students and their children. Our school's partnership with St. Anne's provides our students with free mental health services. In partnership with the David Lynch Foundation, our students participate in Transcendental Meditation, a valuable tool to help students deal with challenging life circumstances and daily transition from home to school.

(B) New Village Girls Academy plans to transfer Title IV funds into Title I. In the case that Title IV funds are not transferred, NVGA will use funds in alignment with Title IV regulation and in conjunction with input from stakeholders as part of the school's LCAP ongoing schoolwide improvement cycle.

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

NVGA receives approximately \$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.

Per AB 716 (CA EC 65001), New Village Girls Academy is utilizing the LCAP to serve as the SPSA, and the LCAP planning process to meet both the state and federal 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.

(C) New Village Girls Academy is committed to providing its students with a **Well-Rounded Education** through its rigorous standards-aligned college preparatory curriculum through a project-based learning environment. Each student develops an individual learning plan designed to meet UC A-G college requirements, and they also explore career interest through field trips, internships, and independent projects. These experiences allow students to discover career opportunities while connecting what they learn in the classroom to real world experiences. NVGA students participate in college visits throughout the school year and develop relationships with mentors who share their own experience of the challenges and rewards of attending college.

All students are enrolled in Advisory which provides consistency, structure, and space for students to explore their passions through deep project learning and exhibitions. All students are also enrolled in a financial literacy course that teaches students how to manage personal finances. Students also can participate in Learning Through Internships that provides real-world learning opportunities in professional settings that provide both academic enrichment and professional experience. Imblaze BPL Internship Management is a powerful platform that enables schools to curate a set of internships for students to request to pursue. Schools can monitor the search process, track internship attendance, and ensure compliance, and ensure student success. Students can search for internships that align to their interest

The school counselor assists all students with college planning, academic advising, concurrent enrollment, grade tracking, and college tours. NVGA has partnered with LACC & LATC to provide our students with concurrent enrollment. We offer PSAT/SAT Test preparation to ensure our students meet college eligibility requirements.

NVGA offers Speed Networking and Career Day to accelerate students' internship learning opportunities which allow them to engage in real-world discussions with mentors, explore their interests, and secure internship opportunities through an interview process. 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, 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 Psychologist/Social Worker.

(D) New Village Girls Academy has implemented a 1:1 **student to device ratio** schoolwide. Chromebooks are utilized by students across all grade levels. However, federal funds are not used to fund technology devices, and hardware.

(E) At a minimum on an annual basis, New Village Girls Academy will evaluate the effectiveness of the activities carried out under this section based on the objectives and outcomes as required under Title IV, and the school's LCAP Goal, Annual Measurable Outcomes, including feedback and input from stakeholders (Staff/teachers, parents, students) including annual surveys administered (students, staff, and parents) which are reported on the school's LCAP, Local Indicators and the CA School Dashboard.