

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Village Girls Academy	Jennifer Quinones, Director	j.quinones@newvillagegirlscademy.org (213) 385-4015

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

New Village Girls Academy has meaningfully consulted with its educational partners on an ongoing basis in the development of numerous plans mandated by the CDE since Spring 2020 and most recently the development of the school’s LCAP, AB86 Expanded Learning Opportunities Grant (ELO-GO, and the development of the ARP/ESSER III Expenditure Plan. As a result of the COVID-19 pandemic, and in adherence to California State and County Health Department Health & Safety Guidelines, consultation took place virtually via Zoom meetings, and through online surveys with numerous types of community members on a more frequent basis.

Meaningful consultation took place with the engagement of our educational partners through various venues and formats on the use of funds provided through the Budget Act of 2021 (Educator Effectiveness Block Grant Fund, Mega-COLA, &15% LCFF Concentration grant add-on funds) that were not included in the 2021-22 LCAP. Engagement with members of the public including parents/families has taken place through meetings in the following committees: English Learner Advisory Committee (ELAC) meetings (11/16/21, 1/18/22, 2/22/22), Parent Advisory Committee meetings (11/16/21, 1/18/22, 2/22/22), and surveys. Communication also takes place on a regular basis using OneCall, the school’s newsletter, and the school’s website. Engagement with students has taken place during Advisory, and surveys. Engagement with our classified and certificated staff has taken place during weekly staff meetings and staff surveys. The Leadership team was engaged during weekly leadership team meetings. The Executive Director engaged the NVGA Governing Board during board meeting presentations.

New Village Girls Academy included the Expanded Learning Opportunities Grant (ELO-G) funds in its 2021-22 LCAP.

New Village Girls Academy will engage its educational partners during the months of February – March 2022 on the use of the following funds that were not included in the 2021-22 LCAP as part of the ongoing engagement process – also with the development of the school’s 2022-23 LCAP:

- A-G Improvement Grant funds

New Village Girls Academy is not eligible to receive the following funds because it serves grades 7-12:

- Universal Prekindergarten Planning & Implementation Grant Program
- Expanded Learning Opportunities Plan (ELO-P) grant funds

The following plans were referenced in this prompt and provide further details on engagement of our educational partners and use of funds:

- ELO-G Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2022/01/NVGA-ELO-GRANT-PLAN.pdf> (page 1-4)
- Educator Effectiveness Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2022/01/NLAES-EEF.pdf> (pages 1-3)
- 2021-22 LCAP: <https://newvillagegirlsacademy.org/wp-content/uploads/2021/06/2019-22-NVGA-LCAP-REV-2.pdf> (pages 41-70)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

New Village Girls Academy is a direct-funded charter school serving grades 9-12. The additional 15% LCFF Concentration grant add-on funds were used to hire an Independent Study teacher to provide direct services for our Unduplicated Pupils that are participating in Independent Study.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, New Village Girls Academy solicited input from its educational partners on a variety of programs and services provided to its students on the use of one-time federal funds (GEER, LLMF, CRRSA, ARP, ELO-G) received intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. Due to limitations in LCFF funding, not all expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds New Village Girls Academy has received.

Meaningful consultation took place with the engagement of our educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students has taken place in the 2021-22 school year as follows: English Learner Advisory Committee (ELAC) meetings (11/16/21, 1/18/22, 2/22/22), Parent Advisory Committee meetings (11/16/21, 1/18/22, 2/22/22), and surveys. Communication also takes place on a regular basis using OneCall, the school's newsletter, and the school's website. Engagement with students has taken place during Advisory, and surveys. Engagement with our classified and certificated staff has taken place during weekly staff meetings and staff surveys. The Leadership team was engaged during weekly leadership team meetings. The Executive Director engaged the NVGA Governing Board during board meeting presentations.

New Village Girls Academy has engaged its educational partners during the 2021-22 school year in the development of the ESSER III Expenditure Plan as detailed in the plan.

The following plans were referenced in this prompt and provide a description on the meaningful consultation with its educational partners:

- ELO-G Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2022/01/NVGA-ELO-GRANT-PLAN.pdf> (page 1-4)
- Learning Continuity & Attendance Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2020/10/NVGA-LCP-FINAL.pdf> (pages 1-25)
- 2021-22 LCAP: <https://newvillagegirlsacademy.org/wp-content/uploads/2021/06/2019-22-NVGA-LCAP-REV-2.pdf> (pages 41-70)
- ESSER III Expenditure Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2021/07/NVGA-ESSER-III-EP-FINAL.pdf> (pages 1-9)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

New Village Girls Academy's priority is the Health & Safety of its students, educators, and staff and to maintain continuity of services as required by the American Rescue Plan (ARP) Act of 2021 and adheres to the Safe Return to In-person Instruction & Continuity of Services Plan, which is updated every six months. The school strictly adheres to the COVID-19 Health & Safety Policy.

However, New Village Girls Academy, will not be implementing the ESSER III Expenditure Plan nor utilize ESSER III/ARP funds in the 2021-22 school year. Therefore, we have not experienced, nor can we identify any challenges or successes.

The following is the link to the ESSER III Expenditure Plan that outlines the engagement of our educational partners and provides details on the actions/programs that will be funded with ESSER III Funds in the future and is referenced in this prompt:

- ESSER III Expenditure Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2021/07/NVGA-ESSER-III-EP-FINAL.pdf> (pages 1-9)

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

New Village Girls Academy considers its LCAP as the school’s overall comprehensive planning document that includes LCAP Goals, actions and measurable outcomes that align to the 8 State Priorities, schoolwide initiatives, MTSS, WASC Action Plan, and serves as the School Plan for Student Achievement (SPSA) focusing on the academic, social-emotional, behavioral, and mental health needs of our students.

As such, New Village Girls Academy used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity Plan. The implementation of these additional funds received in the 2021-22 school year are aligned to its LCAP 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.

The implementation of the additional funds received in the 2021-22 school year are aligned to the LCAP and the school’s MTSS approach to support its students. New Village Girls Academy’s ESSER III Expenditure Plan is a multi-year comprehensive plan. However, ESSER III funds will not be utilized and/or implemented in the 2021-22 school year.

Alignment of these funds can be found in the following plans:

2021-22 LCAP: <https://newvillagegirlsacademy.org/wp-content/uploads/2021/06/2019-22-NVGA-LCAP-REV-2.pdf> (pages 41-70)

ESSER III Expenditure Plan: <https://newvillagegirlsacademy.org/wp-content/uploads/2021/07/NVGA-ESSER-III-EP-FINAL.pdf> (pages 1-9)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Monitoring Resource for the Annual Update for the 2021-22 LCAP

Please note: This template is intended for internal monitoring purposes only. The 2021-22 Annual Update template and instructions should be consulted when completing required documents.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Village Girls Academy	Jennifer Quinones, Director	j.quinones@newvillagegirlscademy.org (213) 385-4015

Goals and Actions

Goal

Goal #	Description
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)

Measuring and Reporting Results

Metric	Baseline	Mid-year Update as of 12/31/21	End of Year Complete in the Spring	Desired Outcome for 2023-24
% of students with access to Standards-aligned materials	100%	100%		100%
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who	100%	100%		100%

have access to Broad Course of Study																																																				
Implementation of the Academic Content Standards: as measured by CDE's Priority 2 Local Indicator rubric.	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>3</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>3</td> </tr> <tr> <td>NGSS</td> <td>3</td> </tr> <tr> <td>HISTORY</td> <td>3</td> </tr> <tr> <td>CTE</td> <td>4</td> </tr> <tr> <td>HEALTH</td> <td>4</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>4</td> </tr> <tr> <td>VAPA</td> <td>3</td> </tr> <tr> <td>WORLD LANG.</td> <td>3</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2020-21	ELA	3	ELD	4	MATH	3	NGSS	3	HISTORY	3	CTE	4	HEALTH	4	PHYSICAL ED.	4	VAPA	3	WORLD LANG.	3	Outcome is Unknown		<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>4</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>4</td> </tr> <tr> <td>NGSS</td> <td>3</td> </tr> <tr> <td>HISTORY</td> <td>3</td> </tr> <tr> <td>CTE</td> <td>4</td> </tr> <tr> <td>HEALTH</td> <td>4</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>4</td> </tr> <tr> <td>VAPA</td> <td>3</td> </tr> <tr> <td>WORLD LANG.</td> <td>4</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2023-24	ELA	4	ELD	4	MATH	4	NGSS	3	HISTORY	3	CTE	4	HEALTH	4	PHYSICAL ED.	4	VAPA	3	WORLD LANG.	4
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% of Teachers appropriately credentialed & assigned	*67%	50%		100%																																																
Gr 9 PFT: % students meeting all 6 HFZ	**Not administered	Outcome is Unknown		30%																																																

Actions

Action #	Title	Description	Mid-year Update as of 12/31/21	Total Funds Budgeted	Mid-year Expenditures as of 12/31/21
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	New Village Girls Academy (NVGA) will employ an Executive Director and a total of 9 appropriately credentialed and assigned classroom teachers for students in grades 9-12, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. NVGA will provide its	New Village Girls Academy employs a Principal and 10 teachers, of which 5 are appropriately credentialed and assigned; 4 with Preliminary credentials; and 1 with intern credential. 15% LCFF Concentration grant add-on funds: Independent	\$854,543	On Track

		<p>students with 180 instructional days exceeding the CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 10 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 2 non-instructional days during the academic year to focus on data analysis, tiered supports, and instructional practice. Our teachers will also participate in weekly Professional Development and/or staff development.</p> <p>Therefore a portion of salaries will be funded with LCFF S&C.</p>	<p>Study teacher (a portion of salary)</p> <p>Teachers participated in 10 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 2 non-instructional days (9/16/21, 1/10/22) of professional development focusing on data analysis.</p> <p>Teachers participate in weekly professional development.</p> <p>NVGA is on track to provide 180 instructional days.</p>		
2	PROFESSIONAL DEVELOPMENT	<p>NVGA will provide all educators (General Education & Special Education educators) with a robust evidence-based professional development that includes: 10 days of intensive training in the Summer to prepare for the 2021-22 academic school year, and an additional 2 non-instructional days during the academic year of professional development to focus on data analysis, tiered supports, and instructional practice. Teachers will also participate in weekly Professional Development and/or staff development. The following are the areas of focus:</p> <ul style="list-style-type: none"> ● Big Picture (PBL) Learning Practices 	<p>Teachers participated in 10 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 2 non-instructional days (9/16/21, 1/10/22) of professional development focusing on data analysis.</p> <p>Teachers participate in weekly professional development.</p> <p>NVGA is on track to provide 180 instructional days.</p> <p>To date, professional development has focused on:</p> <ul style="list-style-type: none"> ● Big Picture (PBL) Learning Practices ● Health & Wellness 		On Track.

		<ul style="list-style-type: none"> • Health & Wellness Practices • Cultural Competency • Deepening our Practices • Modifications & Accommodations: Students with Disabilities • PBIS <p>The Administrative/Leadership Team will participate in additional professional learning through workshops, conferences, symposiums throughout the school year including but not limited to:</p> <ul style="list-style-type: none"> • Big Picture Leadership Conference • Big Picture Learning Big Bang • PBIS (LACOE) <p>To support teacher effectiveness and credential clearance, our school will reimburse teacher induction expenses (Title II Funded)</p>	<ul style="list-style-type: none"> • Cultural Competency • Deepening our Practices • Modifications & Accommodations: Students with Disabilities <p>The following are pending:</p> <ul style="list-style-type: none"> • Big Picture Leadership Conference • Big Picture Learning Big Bang <p>A total of 4 teachers are participating in an induction program (Title II). NVGA supports its teachers in participating in high quality educator induction programs/certification programs 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)) One administrator is currently participating in the Administrator induction program (Title II).</p>		
3	CORE CURRICULAR PROGRAM NEEDS	NVGA is currently researching standard-aligned curriculum adoption for ELA, History and	No curricular purchases have been made this year.	\$10,000	\$0

		Physical Education for purchase and implementation.		
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Goal #	Description
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)

Measuring and Reporting Results

Metric	Baseline	Mid-year Update as of 12/31/21	End of Year Complete in the Spring	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	-34.1 DFS (Spring 2019)	2020-21: 18.8%		+5 point Scale Score gain annually
Math CAASPP Scale Score - DFS	-143.3 DFS (Spring 2019)	2020-21: 9.1%		+5 point Scale Score gain annually
HS: CA Science Test (CAST) Scale Score - DFS	*** Not administered	Outcome is Unknown		+10 point Scale Score gain annually
% of students who complete UC A-G	86%	2020-21: 100%		90%
% of students “Prepared” for College as measured by ELA EAP	10.5% (Spring 2019)	2020-21: 6.3%		1% increase annually
% of students “Prepared” for College as measured by Math EAP	0% (Spring 2019)	2020-21: 0%		1% increase annually
Attendance Rate	70%	Aug-Dec 2021: 61.1%		72%
Chronic Absenteeism Rate	62.3%	2020-21: 70% Aug-Dec 2021:		50%

High School Dropout Rate	13.3%	2020-21: 17.2%		<10%
High School Graduation Rate	94%	2020-21: 51.7%		95%
Suspension Rate	0%	2020-21: 0% Aug-Dec 2021: 0%		<2%
Expulsion Rate	0%	2020-21: 0% Aug-Dec 2021: 0%		<1%
% EL who progress in English Proficiency (ELPI)	Fall 2019 CA Dashboard ELPI: 33% (Very low)	2020-21: 4.55%		45%
EL Reclassification Rate	8.3%	2020-21: 0% Aug-Dec 2021: 0%		20%
% EL with access to CCSS & ELD Standards	100%	100%		100%

Actions

Action #	Title	Description	Mid-year Update as of 12/31/21	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	NVGA will implement assessments including universal screeners (diagnostic), interim, benchmark, formative, summative, in addition to state-mandated assessments.	To date, NVGA has administered the following assessments: <ul style="list-style-type: none"> ● STAR Reading (9-12): Fall & Winter ● STAR Math (9-12): Fall & Winter 	\$2,700	On Track

		<p>Assessment data will be collected, disaggregated (student group, grade level, and content area), and analyzed to measure and monitor student progress and identify student academic needs through a Multi-tiered System of Supports (MTSS).</p> <ul style="list-style-type: none"> ● STAR Reading (9-12): 3 times/year ● STAR Math (9-12): 3 times/year ● State-mandated assessments 	<ul style="list-style-type: none"> ● Initial ELPAC - newly identified ELs 		
2	STRENGTHENING EL PROGRAM & SERVICES	<p>An area of concern is the achievement gap between English Learners (EL) and English Only (EO) students. Recently with the increase in newcomers, there is a level of complexity involved in providing services and resources, in addition to ensuring they develop linguistic skills, while adopting to a new culture, and for most they have limited or no formal education in their native country.</p> <p>NVGA has partnered with Wildwood HS (community outreach) who provide</p>	<p>New Village Girls Academy has partnered with Wildwood HS that provides “language partners” native English speakers that are paired with an English Learner to engage in conversational English and develop social norms.</p> <p>New Village Girls Academy has partnered with ADVOT, English through Art which provides internships for our ELs.</p> <p>A Paraprofessional was hired to provide evidence-based high</p>	\$25,000	\$20,000

		<p>“Language Partners.” Native English speakers from Wildwood are paired with a newcomer student to support English Language Development, conversational English, and developing social norms in English. We’ve received positive feedback from our students who have been highly engaged as a result of this partnership.</p> <p>All English learners participate in designated and integrated ELD.</p> <p>NVGA has partnered with ADVOT, English through Art, which provides internships for ELs. This program focuses on Theater Arts for ELs where students develop storyboards and activities to foster real communication in English through imaginative responses.</p>	dosage tutoring for ELs during the instructional day.		
3	<p>SERVICES TO SUPPORT STUDENTS WITH DISABILITIES (SWD)</p>	<p>NVGA’s SPED team will provide instructional and social-emotional support as outlined by the student’s IEP. LAUSD serves as the school’s SELPA provider (Option 2). The Assistant Director (SPED Administrator) will ensure IEP timelines, IEP Meetings, and related services will be addressed and communicated</p>	<p>NVGA SPED Team provides comprehensive services for its Students with Disabilities (SWD) as outlined in their IEPs. NVGA’s SELPA is LAUSD Option 2.</p> <p>The TOSA is the SPED Administrator.</p>	\$91,795	On Track

		<p>with parents. The SPED Team composed of the Assistant Director (SPED Director), RSPs, Education Professionals, and contracted services (provider) will provide required services to SWD to ensure the academic, social-emotional and behavioral needs are met, and services provided.</p> <p>Members of the SPED team will participate in professional learning provided by the SELPA, the school and other resources to improve student outcomes and accelerate student learning. The RSPs will collaborate with General Education teachers with planning, coaching, data analysis, and professional learning to ensure accommodations/modifications and services are provided as identified on the student's IEP.</p>	<p>All NVGA students with IEPs receive instruction in General Education classrooms with support and/or services.</p> <p>The RSP Teacher communicates weekly with all general education teachers to ensure alignment of grade-level standards, classwork, and special education support.</p> <p>The SPED team participates in professional learning provided by the SELPA; and also facilitates professional development for General Education teachers on modifications, accommodations, 504, IEP goals, etc.</p>		
4	<p>PROMOTING A “COLLEGE-GOING” CULTURE</p>	<p>New Village Girls Academy provides all students with a 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 interests through field trips, internships, and independent</p>	<p>NVGA employs a Counselor to ensure students are college/career ready, meet UC A-G eligibility requirements, on path to graduate, identify and address credit deficient students.</p> <p>Each student develops an individual learning plan designed to meet UC A-G</p>	\$182,038	<p>On Track. College trips may not happen.</p>

projects. These experiences allow students to discover career opportunities while connecting what they learn in the classroom to real-world experiences.

NVGA students will participate in college visits throughout the school year and develop relationships with mentors who share their own experiences 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 have the opportunity to participate in Learning Through Internships 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

college requirements, and they also explore career interests through field trips, internships, and independent projects.

Students are enrolled in the following courses to prepare them for college/career:

- Advisory
- Financial Literacy Course
- Learning through Internships (LTI)

NVGA employs an LTI Coordinator that assists students with internship placement.

Imblaze BPL Internship Management is a powerful platform that enables schools to curate a set of internships for students to request to pursue.

		<p>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 are able to search for internships that align with their interests.</p> <p>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.</p> <p>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.</p>			
5	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. Feedback from	NVGA provides evidence-based high dosage tutoring - after school.	\$25,630	On Track

		<p>stakeholders indicated there are concerns over learning loss and learning gaps, and the need to provide our students with additional academic supports and interventions built into the instructional day including after-school tutoring. Students will also utilize the following intervention programs to address learning gaps:</p> <ul style="list-style-type: none"> ● Lexia ● iXL Math ● NewsELA ● APEX Credit Recovery <p>Our teachers use Goalbook to scaffold instruction to ensure all students learn and are successful in their classroom. The toolkit provides guidance for working with specialized student populations (including Students with Disabilities) in order to provide varying levels of instructional support.</p>	<p>NVGA students have access to the following evidence-based intervention programs:</p> <ul style="list-style-type: none"> ● Lexia ● iXL Math ● NewsELA ● Goalbook ● APEX Credit Recovery online program 		
6	<p>ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS</p>	<p>NVGA is committed to providing social-emotional support to address the mental health needs of our students. The School Psychologist/Licensed Clinical Social Worker (Title I funded) will provide both crisis intervention and counseling for students for whom resources are unavailable.</p>	<p>NVGA employs a School Psychologist/Licensed Clinical Social Worker to provide crisis intervention and counseling services for students.</p> <p>NVGA continues to implement its Wellness Program for students and staff that provides numerous wellness opportunities.</p>	\$121,071	On Track

		<p>Our Comprehensive Wellness Program is designed to focus on student and staff social, emotional, physical, interpersonal wellness and social-emotional learning through Art, speakers, activities and schoolwide outings. Wellness includes monthly wellness days with targeted focus, push-in advisory time, and internship opportunities associated with wellness.</p>			
7	CLOSING THE DIGITAL DIVIDE	<p>NVGA's Tech Specialist will ensure the implementation of 1:1 student-to-device ratio, purchase devices, and supplies, as needed, and provide technical support.</p>	<p>NVGA has achieved its goal of student-to-device ratio. A limited number of devices were purchased, including subscriptions to Zoom, NearPod for Independent Study, and mobile hotspots.</p>	\$57,800	Funds Spent.

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Mid-year Update as of 12/31/21	End of Year Complete in the Spring	Desired Outcome for 2023–24
School Facility FIT Report Score of "Good"	Exemplary	Exemplary		Good
Parents will have input in decision-making (including Unduplicated Pupils (UP), and Students with Disabilities (SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met	Outcome is in progress		Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met	Outcome is in progress		Outcome Met
% parent satisfaction rate as measured in the annual survey.	97% felt school was a good fit	Outcome is Unknown		>90%

% of students who feel connected, safe, and engaged at school as measured in the annual survey.	94% Safe 97% Connected 96% Engaged	Outcome is Unknown		>90%
% of staff who feel supported and connected as measured in the annual staff survey.	100% connected 100% engaged	Outcome is Unknown		>90%

Actions

Action #	Title	Description	Mid-year Update as of 12/31/21	Total Funds Budgeted	Mid-year Expenditures as of 12/31/21
1	PARENT INPUT IN DECISION-MAKING	<p>At NVGA, parent input in decision-making will take place through the following which include parents of Unduplicated Pupils & Students with Disabilities (SWD):</p> <ul style="list-style-type: none"> English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	<p>The following committees provide parents with opportunities for input in decision-making:</p> <ul style="list-style-type: none"> ELAC meeting dates: 11/16/21, 1/18/22, 2/22/22 Parent Advisory Committee (PAC): 11/16/21, 1/18/22, 2/22/22 	\$0	\$0

2	<p>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION</p>	<p>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.</p> <p>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.</p> <p>OneCall is a service utilized to send schoolwide messages that keep students, parents, and guardians informed of school events.</p> <p>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</p>	<p>NVGA staff communicates with families/guardians on a regular basis using OneCall, the newsletter, and our school's website.</p> <p>The Parent Coordinator connects students and their families with community resources: mental health resources, economic assistance, supportive services, and legal assistance</p>	\$70,333	On Track
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		students/families and 12 th grade seniors/parents.			
3	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	NVGA strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and will address any issues/findings.	NVGA has implemented strict cleaning protocols with our janitorial staff that adheres to health department guidelines, to ensure the health & safety of school staff and students. NVGA continues to purchase PPE supplies as needed. The FIT Report was administered and results are reported annually on the SARC and LCAP.	\$174,332	On track

Impact of the 2021/22 Budget Act on the Budget Overview for Parents

Local Educational Agency (LEA) name:	NEW VILLAGE GIRLS ACADEMY
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Projected General Fund Revenue for the 2021 – 22 School Year	Original Budget used for BOP	Current Forecast	Difference	Comments
Total LCFF funds	\$ 1,293,288.00	\$ 853,146.41	\$ (440,141.59)	LCFF revenue is down because enrollment is lower than budget.
LCFF supplemental & concentration grants	\$ 327,816.00	\$ 237,356.30	\$ (90,459.70)	
All other state funds	\$ 222,566.00	\$ 212,521.08	\$ (10,044.92)	
All local funds	\$ 1,097,828.00	\$ 1,157,165.56	\$ 59,337.56	
All federal funds	\$ 463,926.00	\$ 258,330.28	\$ (205,595.72)	Reflects a reduction in planned use of ESSER II/III funds to defer them for future years.
Total Projected Revenue	\$ 3,077,608.00	\$ 2,481,163.33	\$ (596,444.67)	
Total Budgeted Expenditures for the 2021 – 22 School Year	Original	Current	Difference	Comments
Total Budgeted General Fund Expenditures	\$ 3,075,207.00	\$ 3,138,429.70	\$ 63,222.70	