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

LEA name:

New Los Angeles Charter School

CDS code:

19-64733-0117614

Link to the LCAP:

(optional)

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 Los Angeles Charter School will participate in:
- Title I, Part A
- Title II, Part A
- Title IV, Part A.

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

The aim of New Los Angeles Charter School (New LA) is to cultivate future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. We nurture and teach students to understand how to collaborate to solve problems and changing their own lives as they change the community around them. New LA has a rigorous curriculum, fosters respect for human life, and provides relevant life experiences. The culture of the school creates a shared sense of mission, one that reinforces in our students a love of learning, a commitment to social action, and a deep respect for others.

New Los Angeles Charter School serves approximately 321 students in grades 6-8 with the following demographics: 91% Hispanic, 5% African American, 1% 2+ Races, 15% Students with Disabilities (SWD), 23% English Learners (EL), 0.3% Foster Youth (FY), 0.3% Homeless Youth (HY), and 92% Socioeconomically Disadvantaged (SED)

Mission: New Los Angeles Charter School develops a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others.

Vision: New LA Charter School cultivates future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. The school nurtures and trains students who understand how to work together to solve problems, changing their own lives as they change the community around them.

LCAP Goals were revised to reflect an equity lens and key areas of focus for New Los Angeles Charter School:

- Goal #1: Continue to implement a Multi-tiered System of Supports (MTSS) using multiple types of student/schoolwide data to identify and tailor appropriate evidence-based academic, social, emotional, and/or behavioral interventions; to make informed decisions on instruction, ensure academic rigor, provide relevant learning experiences that will result in positive student academic outcomes.

- Goal #2: Provide all students with a rigorous standards-aligned curriculum that integrates components of social justice through Project-based Learning, providing relevant life experiences that will prepare all students for success in College and Career.

-Goal # 3: Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming, inclusive, and positive learning environment to ensure students are in class ready to learn.

New Los Angeles Charter School continues to implement and expand its Multi-tiered System of Supports (MTSS). MTSS Mis an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

MTSS is a framework that brings together both RtI² and PBIS and aligns their supports to serve the whole child, it also relies on data gathering through universal screening, data-driven decision making, and problem-solving teams, and focuses on content standards. MTSS aligns the entire system of initiatives, supports, and resources, and implements continuous improvement processes throughout the system.

RtI is an approach that focuses on individual students who are struggling academically and pulls together resources from the LEA, school, and community to promote students' success before they fall behind. It is systematic and data-driven with tiered levels of intervention to benefit every student.

PBIS is an approach that focuses on the emotional and behavioral learning of students, which leads to an increase in engagement and a decrease in problematic behavior over time. It assists the LEA in adopting and organizing evidence-based behavioral interventions that improve social and emotional behavior outcomes for all students.

New Los Angeles Charter School will use federal funds to supplement and enhance local priorities and/or initiatives funded with LCFF (State) funds as reflected in the school's LCAP.

- Title I: Reading Interventionist (credentialed teacher); Panorama SEL Surveys, i-Ready

- Title II: Teacher Induction, Professional development & coaching: UCLA Writing Project; and Project-based Learning (PBL)

- Title IV funds will be transferred to Title II

Alignment

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

The LCAP Goals define the priority areas for the New Los Angeles Charter School. Each action and service implemented at the school, support of at least one of the LCAP goals.

New Los Angeles Charter School 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.

New Los Angeles Charter School'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 Los Angeles Charter School has developed an LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 5206(a)(5)

- Parent Advisory Committee (PAC): CA EC 52062(a)(1)

- English Learner PAC: CA EC 52062(a)(2)

- 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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 Los Angeles Charter School (NLACS) is a direct-funded charter school serving grades 6-8 and engaged its educational partners (Head of Schools, Principal, Assistant Principal, Leadership Team, SPED Director, EL Specialist, Teachers, Paraprofessionals, Governing Board, 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. 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.

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.

New Los Angeles Charter School will provide parents all parents including those of unduplicated pupils (UP), and Students with Disabilities (SWD) with numerous opportunities to promote parent engagement and participation the following will be implemented: Coffee with the Principal; Parent workshops to support the academic and social-emotional needs of their child; host community events (Book Fair, Open House, High School Night/Fair.) and Factor.

New LA Charter School will provide translation services and will also utilize PowerSchool Parent Portal, One Call, Remind, and the school's website to communicate with families and keep them updated on events. We will continue to utilize Zoom for parent meetings and for parent workshops.

New LA Charter 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.

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 Los Angeles Charter School operates a Title I Schoolwide Program and uses Title I funds for supplemental services to close the achievement gap between children meeting the challenging state academic standards and those who are not meeting those standards. The nature of the supports they provide includes both academic and social/emotional strategies that bridge the opportunity gap students may be experiencing.

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

New LA Charter 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 educational partners is critical to New Los Angeles Charter School's decisions regarding expenditures of LCFF and federal funds. The LCAP engagement process includes input and feedback from our educational partners in addition to an analysis of schoolwide/student data, the development of annual growth targets, and assessing future needs. The allocation of resources is aligned and maximized to meet the needs of our students. Educational Partners also include ELAC/DELAC, EL-PAC, and PAC, as well as (parents, students, staff) survey results, to ensure meaningful consultation takes place. The process of evaluating the impact of current programs takes place through the LCAP Annual Update, which informs revisions to the Goals, Actions and Services, as an effective and transparent process.

To address the academic needs of our students, New Los Angeles Charter School will use Title I funds for:

- ***Reading Intervention Teacher*** will provide academic support/intervention through small group instruction during a designated time during the instructional day. Teachers will refer students for additional support if they are not performing at grade level or who need support in other areas, including English Learners, Students with Disabilities, students in foster care, or experiencing homelessness, and students requiring mental health support.

- i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. i-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.

- Panorama surveys - bring together social-emotional learning, multi-tiered system of supports, response to intervention, school climate and student voice, all in one platform. It provides school leaders with a visual dashboard reporting to interpret data and taking immediate action to improve student outcomes. Panorama provides a valid and reliable way to measure and improve social-emotional learning schoolwide. The research-based surveys also identified as evidence-based by Every Student Succeeds Act (ESSA) compiles data for educators to implement best practices for intervention management. Panorama surveys will also be used to address and support educator and staff well-being and social-emotional capacity.

New Los Angeles Charter School 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 Los Angeles Charter School 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. The Assistant Principal serves as the Homeless Liaison and is tasked with ensuring that students experiencing homelessness are appropriately identified and served. The 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 assistance with food, clothing, bus passes, and school supplies. In addition, the school will assist with public transportation funds for going to and from school and provide referrals to resources in the community including to the Homeless Education Program at Los Angeles Unified School District. 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, 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:

Not applicable.

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 Los Angeles Charter School School provides all educators (General Education & Special Education) with a comprehensive evidence-based professional development for 2-weeks during the summer, weekly during the academic school year, and 3 non-instructional days during the academic year. To address learning loss and areas for growth based on findings from student assessment data, professional development areas of focus include but not limited to CGI Math, UCLA Writing Project, Project-based Learning and Diversity, Equity, and Inclusion (DEI).

New Los Angeles Charter School 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 be coached and mentored by the Head of Schools.

- New teachers to the profession and/or newly hired teachers benefit from ongoing collaboration with experienced teachers, and coaching from the administrative 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 2 weeks of intensive Summer Professional Development, prior to the start of the school year, including 3 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. Instructional Coach will support teachers with classroom observations, feedback, coaching and lead professional development sessions on evidence-based pedagogical strategies. 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.

- Teacher Assistants/paraprofessionals (including Intervention teachers) also participate in professional development during the summer and academic school year, in addition to training led by the Leadership team. In addition, teacher assistants/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.

New Los Angeles Charter School provides all teachers and paraprofessionals (including Teacher Assistants) 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 New Los Angeles Charter School were established through the ongoing improvement process/cycle, supported by the leadership team and other stakeholders.

Through New Los Angeles Charter School'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 educational partners, and reported in the annual update of the school's LCAP Federal Addendum.

Title II funds will be used to support teachers participating in high quality educator induction programs, 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 II funds will also be used to provide our teachers with professional development and coaching: UCLA Writing Project; and Project-based Learning through PBL Works to build teacher & leadership capacity in designing and facilitating rigorous quality PBL. Quality PBL allows students to deepen their learning and achieve success in college, career and life. Project base Learning (PBL) is a teaching method which students learn by actively engaging in real-world and personally meaningful projects.

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 Los Angeles Charter School is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future, if New LA Charter School 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 educational partners (teachers, administrators, classified staff, students and families would be involved in this improvement process through Parent Advisory Committee (PAC) and 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 PAC and/or 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:

New Los Angeles Charter School uses data from the California School Dashboard, including the following to evaluate Title II, Part A activities, which are reviewed and analyzed by school leadership and distributed and discussed with stakeholders on a quarterly basis at a minimum: i-Ready assessments, formative/summative assessments, state mandated assessments (CAASPP ELA & Math, ELPAC, and CA Science Test), and school climate survey results 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 which is reported on the CA Schools Dashboard. Professional Development is assessed/evaluated by all participants, and its effectiveness is also measured by the impact on student academic outcomes. The Leadership Team regularly conducts classroom observations to ensure strategies taught in professional development are implemented with fidelity and address our students' academic, social/emotional, and behavioral needs.

Based on the California School Dashboard and local assessments the school is focusing on increasing the ELA and Math performance on the CAASPP (Orange on the Dashboard), with a focus on determining successful strategies for English Learners and Students with Disabilities (both Red in ELA and MATH) and improving attendance rates and decreasing suspension rates (orange on the dashboard). Therefore Professional Learning will focus on targeted interventions for specific student groups in the content areas of ELA and Math. As a result, the focus areas for professional learning this school year include: CGI Math (UCLA Math Project); UCLA Writing Project; Project-based Learning; Olweus Bullying Prevention; and Diversity, Equity & Inclusion (DEI) training.

Based on the California School Dashboard the school is focusing on improving student attendance (as a result of chronic absenteeism rates) and will host parent workshops to inform families of the impact of excessive absences on student academic outcomes.

The Head of Schools presents data reports at Governing Board public meetings, and data is used in the evaluation of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

The success of Professional Learning is reflected in the academic success of our students and serves as a measure of the effectiveness of our school's Professional Learning plan. New Los Angeles Charter School also uses other qualitative measures, including teacher feedback from professional development sessions, and feedback from administrators from classroom observations.

The engagement of our educational partners is an essential component of the school's expenditures of LCFF and federal funds, including funding for professional development. This process includes the administrative leadership team, teachers (including special education and EL), paraprofessionals students, parents, and the governing board, with the analysis of data, in developing growth targets, and in reflecting on schoolwide strengths and areas for growth. The LCAP engagement process with educational partners ensures transparency, input and feedback.

Title II funds will be used to support teachers participating in high quality educator induction programs, 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 II funds will also be used to provide our teachers with professional development and coaching: UCLA Writing Project; and Project-based Learning through ***PBL Works*** to build teacher & leadership capacity in designing and facilitating rigorous quality PBL. Quality PBL allows students to deepen their learning and achieve success in college, career and life. Project base Learning (PBL) is a teaching method which students learn by actively engaging in real-world and personally meaningful projects.

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 Los Angeles Charter School 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 Los Angeles Charter School 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 Los Angeles Charter School 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 Los Angeles Charter School 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 Los Angeles Charter School has partnered with Cedars Sinai Share and Care; and Open Paths Counseling Center that provides counseling and mental health services for our students; which provides our students with a safe and healthy learning environment for all students.

(B) New Los Angeles Charter School plans to transfer Title IV funds into Title II. In the case that Title IV funds are not transferred New Los Angeles Charter School will use funds aligned with Title IV regulation and in conjunction with input from stakeholders as part of the school's LCAP ongoing schoolwide improvement cycle.

New Los Angeles Charter School is a charter school and not subject to equitable services requirements for private schools.

New Los Angeles Charter School 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 in the development of the LCAP.

Well Rounded Education: NLACS offers the following electives courses that include Art, Advisory, Health/Sex Education, and Physical Education.

According to a longitudinal study of the impact of the Arts and Achievement in At-risk youth, conducted by National Endowment of the Arts, found that students in high arts involvement helped narrow the gap in achievement levels among youth of high Socio-economic Status (SES) versus low SES. Learning

experiences in the arts contribute to the development of academic skills, including the areas of reading and language development, and mathematics.

(C)Safe and Healthy Students: New LA Charter School supports student social emotional learning through the Second Step curriculum used at all levels. Additionally, teachers have regular morning meetings to support building community and relationships. The New LA mindfulness program also supports students with their social emotional health. New LA Charter School will also implement Panorama SEL surveys as a universal screener and to monitor and track student SEL needs.

New LA Charter School will continue to implement and strengthen its PBIS in combination with MTSS. The Assistant Principal leads the school's PBIS Team and schoolwide initiative, ensuring SEL and mental health needs are met. The Counselor will provide SEL and mental health services and small group counseling services. New LA Charter School staff and educators will participate in robust training on restorative practices, Responsive Classroom, Olweus Bullying Prevention Program, and Freedom from Chemical Dependency.

(D) New Los Angeles Charter School has implemented a 1:1 **student to device ratio**; and students who lack connectivity have been provided with a Wi-Fi hotspot and/or resources to address connectivity issues However, federal funds are not used to fund technology devices, and hardware.

(E) At a minimum on an annual basis, New Los Angeles Charter School 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.