

## LCAP Federal Addendum System

### Submission Dashboard

New West Charter (19756636120158)

Status: **Approved**

All your sections have been approved by CDE reviewers! You are now finished with this submission system.

LEA Contact Name: **Sharon Weir**

LEA Contact Email: **sweir@newwestcharter.org**

LEA Contact Phone: **13108695054**

[Edit LEA Contact](#)

### Instructions, Strategy, and Alignment

Status: **Approved**

This section's responses have been approved by CDE. Select the "View Instructions, Strategy, and Alignment Section" button below to review (and print) your responses.

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### Title I, Part A

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## Title I, Part A, Educator Equity

Status: **Approved**

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## Title II, Part A

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## Title IV, Part A

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**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**

# LCAP Federal Addendum System

## Instructions, Strategy, and Alignment

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### 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 Every Student Succeeds Act (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.

**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 LEA must address the Strategy and Alignment prompts provided below.** Please 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.

## **Response from New West Charter:**

The New West Charter School ("NWCS") is a charter school located in West Los Angeles, CA and serving approximately 1,050 students in grades 6 through 12. The major goals at NWCS are: 1) closing achievement gap to serve all students; 2) to develop an identity build on academic rigor and individuality, effectively support the implementation of the Common Core State Standards in all core subjects; and 3) to effectively reduce the number of school-based expulsions, suspensions and discipline referrals; 4) maintain high levels of one-time attendance in both middle and high school programs; 5) to increase and strengthen parental support, stakeholder, and community engagement; and, 6) to maintain the strength of the faculty; and, 7) to maintain a safe, clean, healthy and educationally productive environment ensuring high standards of school cleanliness and facility maintenance. The student population includes students who are socioeconomically disadvantaged (29%), English Learners (3.5%), and 0% Foster Youth. NWCS makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged (SED) and/or English Learners (EL) and/or Foster Youth.

The increased or improved services for socioeconomically disadvantaged students, foster youth and English Learners are monitoring EL students using IC program, monitoring and supporting EL specifically, providing intensive academic counseling, small group language support, individual consultation opportunities, increase Spanish oral and written translations, ensure best EL instructional strategies, provide customized and individual tutoring via "Grade Slam," ensure EL Coordinator providing small group and individual instruction, monitoring and supporting SED students, provide after-school tutoring, individual consultation support, and supplemental online platforms.

The decisions made about the use of supplemental federal funds are discussed at the school level through the New West Charter (NWC) Governance Council which consists of parents, teachers, and community members. In addition, the parents meet in Parent Update Meetings four times per year to inform the process. The Parent Update discusses academic performance, supplemental services, and areas to make improvements with Title funds as part of the LCAP conversations at the meetings. The parents, students, teachers, and staff also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision making process throughout the year and during LCAP workshops. The teachers and staff discuss data as part of the school culture through planning lessons, re-teaching, and frequent targeted instruction. In addition, one third of the NWC Governance Council is made up of parents. The decisions consider the needs of NWCS based on student achievement data to include CAASPP, ELPAC, NWEA MAP, curriculum based assessments, discipline, attendance, and student demographic data to include the significant subgroups of Latinx, White, Two or More Races, Asian, African American or Black, Students with Disabilities (SWD), EL and SED students which is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

## **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.

### **Response from New West Charter:**

The mission of New West Charter School is to provide an academically rigorous, highly individualized education for 21st Century students in grades 6 – 12.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of the Charter School's mission and the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The parents will review and approve the LCAP in Parent Update meetings prior to submission to the NWC Governance Council. During quarterly meetings, the NWC Governance Council will receive quarterly benchmark data (NWEA MAP, curriculum based assessments, discipline, attendance, and student demographic data) for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers meet quarterly in grade level and departmental groups to review the progress of the students in their class. Students are provided with interventions, and the teachers will monitor and support the progress made by each individual student in the core curriculum as well as in intervention. If adequate progress is being made, the teachers will determine if the student should continue in the intervention program for the following semester. If accelerated progress is being made, the teachers may determine if the student should discontinue the intervention program for the next semester. If a student is not making adequate progress, the teachers may determine that the student needs a more intensive intervention, should be referred for a Student Success Team, or if there is another intervention which would improve the student's skills. Each parent will receive updated progress information about the academic growth of their child every quarter. The Executive Director will present the student achievement data quarterly for all students and significant subgroups to the NWC Governance Council. This process ensures that the state and federal funds are used in a coherent manner.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the stakeholders meet to determine the schoolwide goals, it is the review of student achievement data which determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, changed, or replaced. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has

evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The parents, teachers, and administrators provide input on the core program, then the NWC Governance Council makes decisions based on differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are not duplicative yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Family Handbook, reviewing and approving the LCAP at Parent Update Meetings, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, and reviewing the monthly financial reports at a regularly scheduled NWC Governance Council meeting.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the parents and the NWC Governance Council that receives annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

## **APPROVED BY CDE**

### **Instructions, Strategy, and Alignment Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

#### **Contact Name**

Sharon Weir

#### **Contact Phone and Optional Extension**

310-869-5054

Optional Extensio

**Contact Email**

sweir@newwestcharter.org

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**



# LCAP Federal Addendum System

## Title I, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **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).

#### **Response from New West Charter:**

Not Applicable

#### **APPROVED BY CDE**

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

#### **Response from New West Charter:**

New West Charter School (NWCS) develops and evaluates the Title I Parent Engagement Policy by engaging with the parents during Parent Update Meetings, Committee Meetings, and round table meetings. Developing the Parent Engagement Policy is aligned to the process with

the LCAP stakeholder involvement process as evidenced by frequent meetings with parents, sharing the development of the policy and the LCAP with parents. The Parent Engagement Policy is included in the Family Handbook which is provided to every family and posted on the Charter School's website in English and Spanish.

NWCS provides parent workshops on Understanding State Standards and assessments including CAASPP and ELPAC, Title I Parent Rights Meetings, How to Help your Child be Successful, How to Prepare for Parent Conferences, How to be an Educational Partner, Social Emotional Skills including bullying and suicide prevention, Using Educational Technology, and College Access Night. The Charter School also engages parents by honoring the academic success of each student's individual goals and celebrations of academic achievements, academic growth, and perfect attendance. NWCS provides meaningful professional development to administrators, teachers and staff on building parent relationships and valuing parents as partners. This has included working with parents on identifying support systems in areas students are struggling, developing meaningful opportunities at the school for parents to include volunteering for events, chaperoning field trips, volunteering for fundraisers, and serving as parent leaders. NWCS integrates parent involvement as leaders. The parents celebrate the presentations to witness their child sharing their academic hard work and achievement. Parents also serve on committees, lead community activities and initiatives throughout the year, and parents serve on the NWC Governance Council. All information about parent workshops, programs, meetings, and activities are posted on the Charter School's website, schoolwide emails and phone calls, newsletters, and reminders in English and Spanish.

NWCS focuses on student learning, individual goals for the students and investing in families to include translation services to parents who are English Learners. To parents and families with disabilities, NWCS provides reasonable accommodations such as sign-language interpreters, accessibility to online systems with audio or visual enhancements, and physical access to school events. NWCS will make special accommodations for communicating with parents or families with accessibility needs or other special needs like conducting home visits. For parents of migrant students, the Program Administrator will meet with the parents to develop an Individualized Learning Plan so students have the opportunity to continue their education. The Program Administrator will meet with the family when they return to incorporate any interventions needed. The process of addressing requests from parents of Title I students for additional supports includes a parent conference to review the supports currently being provided to the student, what additional supports are necessary to address the student's specific needs and developing an Individualized Learning Plan to support the student.

**APPROVED BY CDE**

**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.

### **Response from New West Charter:**

New West Charter School (NWCS) is currently a Targeted Assistance School (TAS) as it waits for verifiable state and local data to analyze as part of the comprehensive needs' assessment. NWCS only provides programs and services to the students who qualify for services from the eligible population. The eligible students who receive these services are the eligible students who are performing below the state standards and/or who are at risk of performing below the state standards. NWCS identifies the eligible students for services through a variety of assessments and teacher recommendations. NWCS uses a Universal Assessment for all students to determine which students are at risk of performing below the state standards or who are performing below the state standards. In addition, NWCS uses the results of the NWEA MAP assessments and teacher recommendations for intervention based on informal classroom assessments. The criteria to determine which eligible students qualify for services includes a score of Low or Low Average on the NWEA MAP, a score of under 60% on the Universal Assessment, or who are recommended by teacher for not making projected growth on interventions.

NWCS is committed to providing services to eligible students that include including personalization, data-driven instruction, Multi-Tiered System of Supports (MTSS), and intervention. NWCS provides virtual instruction and differentiated instruction for the eligible students at their instructional level with the use of small group interventions and supplemental online tutoring systems. Eligible students also receive daily intervention and are invited to attend after-school tutoring for English or Math or both. Differentiated instruction may include the eligible students working in small group instruction or one-on-one with a teacher, paraprofessional, or tutor. These targeted services support academically low-achieving students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, CAASPP ELA and Math scores to Meet or Exceeds, and grade level standard mastery to Average or above. The importance of increasing these scores ensures that eligible students are meeting or exceeding grade level mastery which helps close achievement gaps. Title I funds used for MTSS curriculum and tutors differentiates instruction for eligible students who are at risk of not meeting state standards. The Charter School provides professional development to teachers to ensure high-quality, data-driven instruction. The exit criteria for eligible students includes scoring Average or above on the NWEA MAP, scoring 80% or above on the Universal Assessment, and meeting growth targets during intervention.

The NWC Governance Council works diligently to review student achievement, provide for services like online digital platforms, ensuring the Program Administrator monitors the

implementation of English, English Language Development, and Math curriculum scope and sequence, and differentiated instructional groups to provide small group instruction or individual instruction during interventions and after-school tutoring. The parents support family literacy activities and the school community supports active parent involvement. The parents, teachers, staff, and students complete an annual needs assessment reviewing the family and student survey results in the development of the annual LCAP and reviews the effectiveness of the prior year plan in order to determine which targeted services should continue, change, or be replaced. The final LCAP is then submitted to the NWC Governance Council for approval.

## **APPROVED BY CDE**

### **Address the ESSA provision:**

SWP: Describe SWP here, if SWP does not exist type "N/A"

TAS: Describe TAS program here, if TAS program does not exist type "N/A"

Neglected or delinquent: Describe the educational services for neglected or delinquent children, if a Title I, Part A neglected or delinquent reservation does not exist type "N/A"

Save All and Continue

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.

### **Response from New West Charter:**

NWCS only provides programs and services to the students who qualify for services from the eligible population. The eligible students who receive these services are the eligible students who are performing below the state standards and/or who are at risk of performing below the state standards. NWCS identifies the eligible students for services through a variety of assessments and teacher recommendations. NWCS uses a Universal Assessment for all students to determine which students are at risk of performing below the state standards or who are performing below the state standards. In addition, NWCS uses the results of the NWEA MAP assessments and teacher recommendations for intervention based on informal classroom assessments. The criteria to determine which eligible students qualify for services includes a score of Low or Low Average on the NWEA MAP, a score of under 60% on the Universal Assessment, or who are recommended by teacher for not making projected growth on interventions.

NWCS is committed to providing services to eligible students that include including personalization, data-driven instruction, Multi-Tiered System of Supports (MTSS), and intervention. NWCS provides virtual instruction and differentiated instruction for the eligible students at their instructional level with the use of small group interventions and supplemental online tutoring systems. Eligible students also receive daily intervention and are invited to attend after-school tutoring for English or Math or both. Differentiated instruction may include the eligible students working in small group instruction or one-on-one with a teacher, paraprofessional, or tutor. These targeted services support academically low-achieving students by increasing literacy and numeracy skills by increasing ELPAC scores to 3 or 4 for English Learners, CAASPP ELA and Math scores to Meet or Exceeds, and grade level standard mastery to Average or above. The importance of increasing these scores ensures that eligible students are meeting or exceeding grade level mastery which helps close achievement gaps. Title I funds used for MTSS curriculum and tutors differentiates instruction for eligible students who are at risk of not meeting state standards. The Charter School provides professional development to teachers to ensure high-quality, data-driven instruction. The exit criteria for eligible students includes scoring Average or above on the NWEA MAP, scoring 80% or above on the Universal Assessment, and meeting growth targets during intervention.

The NWC Governance Council works diligently to review student achievement, provide for services like online digital platforms, ensuring the Program Administrator monitors the implementation of English, English Language Development, and Math curriculum scope and sequence, and differentiated instructional groups to provide small group instruction or individual instruction during interventions and after-school tutoring. The parents support family literacy activities and the school community supports active parent involvement. The parents, teachers, staff, and students complete an annual needs assessment reviewing the family and student survey results in the development of the annual LCAP and reviews the effectiveness of the prior year plan in order to determine which targeted services should continue, change, or be replaced. The final LCAP is then submitted to the NWC Governance Council for approval.

## **APPROVED BY CDE**

## **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.).

### **Response from New West Charter:**

NWCS follows the identification, enrollment, and continued support procedures as outlined by the McKinney-Vento Act and detailed in its Homeless and Foster Youth Policy. NWCS will review, and revise the Homeless and Foster Youth Policy to remove barriers to enrollment and outline strategies on retaining and serving students in homeless situations.

Each Program Administrator (Middle School, High School, and Hybrid) serves as the Homeless Liaison for the families in their program. The Homeless Liaison provides outreach to families and coordinates services between the family and other agencies. The Charter School is committed to provide a high-quality education with all supports necessary to ensure that homeless youth have the opportunity to succeed. In order to help homeless youth, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, counseling services, housing services, and any other appropriate services.

The Homeless Liaison assists the parents/guardians to immediately enroll the student even without required documents. The Homeless Liaison will work with previous schools to obtain school records, obtain necessary immunizations or immunization records, or other documents after enrollment. The Homeless Liaison encourages parents to be involved in their child's education and ensures that parents are informed of educational and related opportunities to assist their child to be academically successful.

With reservation funds for homeless education, NWCS provides an individual device, internet access, bus passes, clothing, shoes, food, laundry supplies, toiletries, and a school backpack with school supplies. Specially for high school activities, NWCS provides after school tutoring and a quiet space to work for homeless students. NWCS covers fees for AP classes, SAT exams, caps and gowns, and ensures fee waivers to apply for college or university. In order to ensure that the students have access to the entire high school experience, NWCS also covers the cost of admission to games, prom, and field trips.

## **APPROVED BY CDE**

## **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.

### **Response from New West Charter:**

Not Applicable. The LEA, Charter School, serves students in grades 6-12.

## **APPROVED BY CDE**

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.

**Response from New West Charter:**

NWCS supports transitions to include high school to college or career to include college planning, funding, and preparation. The students attend field trips, host college informational meetings, college visits and participate in an extended school day, Advisory courses, interventions and electives. The goal is to have a smooth transition by empowering and recognizing that the parents are the child’s first teacher. The Charter School recognizes parents as partners and encourages parents to be leaders. The Charter School recognizes that children learn attitudes about school from the parents; therefore, as parents are excited, positive, and supported by the Charter School, the child’s transition to school will be smooth. The Charter School hosts Orientation, Parent Conferences, Parent Workshops, Parent Update Meetings, and multiple cultural events that support families.

**APPROVED BY CDE**

**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.

**Response from New West Charter:**

Not Applicable

**APPROVED BY CDE**

**Title I, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and

approval of this section via email.

**Contact Name**

Sharon Weir

**Contact Phone  
and Optional Extension**

3108695054

Optional Extension

**Contact Email**

sweir@newwestcharter.org

**Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233**



# LCAP Federal Addendum System

## Title II, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **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.

#### **Response from New West Charter:**

New West Charter School (NWCS) provides a strategic system of professional growth and improvement systems to California's Quality Professional Learning Standards. Professional growth and improvement are based on data that aligned professional learning priorities, design and assessments to content and pedagogy for all students, especially significant subgroups of significant subgroups of Latinx, White, Two or More Races, Asian, African American or Black, Students with Disabilities (SWD), EL and SED students. The system uses an evidence-based approach which focuses on specific topics throughout the year for sustained learning that enables teachers, staff, and administrators to acquire the new content, practice the strategies, and assess whether the professional development improved practice and student outcomes.

NWCS teachers meet in grade level and departmental teams to ensure a collaborative learning process for teachers to positively impact student learning throughout the Charter School. At NWCS, special education teachers and general education teachers collaborate to focus on students with significant leaning and/or behavioral needs through manageable caseloads, differentiated curriculum, accommodations and modifications ensuring that they meet the goals of student learning. The NWC Governance Council, with input from all stakeholders, set the goals for the following year based on student achievement, behavior, and attendance data, then through a collaborative process, the teachers, parents, staff, administrators, and community then determine how to utilize Title II funds to dedicate resources for professional learning to accomplish the goals. This is evidenced by the LCAP. The Charter School utilizes the system of professional growth and learning in alignment with state and federal requirements and resources.

NWCS has a system of support for teachers, administrators, and school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities. Each staff member works with their supervisor at the beginning of each school year to establish SMART goals that include opportunities for professional growth and development. For clerical and classified staff, they learn to share responsibilities to support each other, attend County Office of Education job-specific trainings, visit colleagues at other Charter Schools, attend conferences or workshops related to their jobs like paraprofessional, human resources, and business management trainings. For new teachers, this may include completing a new teacher induction program, clearing their credential, taking additional classes, completing a Master's degree, working with a veteran teacher who will mentor them by lesson modeling, peer observation and co-planning lessons. Veteran teachers receive an opportunity to serve as a mentor teacher, lead professional development sessions in an areas of expertise, serve as a teacher leader as content specialist, team leader, serve on the program advisory or other committees, serve in an advisory capacity on school wide instructional decisions, attend conferences like California Charter School Association (CCSA) Conference, Next Generation Science Standards (NGSS) or other conferences of their choice decided by the SMART goals and approved by their supervisor, then returning to the school to present their professional learning to other teachers. Advancement opportunities for teachers include those opportunities previously mentioned. In addition, teachers can advance by taking the CSET to become an administrator, completing a Master's degree in Educational Administration or becoming a National Board Certified Teacher. New administrators are provided the opportunity to clear their Administrative Services Credential, attend Principal Institutes, and work with a seasoned administrator. Administrators can advance by attending trainings, workshops, and conferences, by serving on a WASC Visitation Committee for other schools, serve as readers for CDE grants and programs, and write and present conference proposals for conferences like CCSA and Charter School Development Center (CSDC). The Charter School determines how this system promotes professional growth and ensures improvement by evaluating the success of each staff member at the end of the school year to determine if they met or exceeded their established SMART goals, reviews multiple measures of student data, and analyzes the data over time. The administrators ensure participation by verifying sign-in sheets, observing strategies in the classroom, analyzing data, and determining that professional growth is occurring and improvements in teacher capacity and

student achievement is realized. Most importantly, the Charter School uses input provided by staff, teachers, and administrators immediately following a professional learning session and then again three months later to determine if professional learning is implemented and sustained.

#### **APPROVED BY CDE**

### **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).

#### **Response from New West Charter:**

Not Applicable for Charter Schools

#### **APPROVED BY CDE**

### **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.

#### **Response from New West Charter:**

The decisions made about the use of supplemental federal funds including updating and improving activities supported under Title II, Part A are discussed at the school level in grade level and departmental teams, with parents in Parent Update Meetings, and with parents, teachers and staff through surveys that advise the NWC Governance Council. The NWC Governance Council is made up of parents, teachers, and community members. Parents, teachers, and staff provide input on the school program, the activities supported by federal resources, and promotes school and community partnerships. The NWC Governance Council discuss academic performance, provide input on the school program and supplemental services to make improvements with Title funds as part of the LCAP conversations at the meeting in the fall (October) and at the meeting in the spring (April). The parents, teachers, staff and students complete an annual needs assessment discussed at Parent Update Meetings. The parents, staff, and teachers also participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision making process weekly throughout the year, formally quarterly and during LCAP workshops. In the Spring of each school year, the stakeholders develop the professional learning calendar for the following school year. As the teachers meet in grade level teams bi-weekly, departmental

teams bi-weekly, and in depth quarterly, teachers and staff discuss the effectiveness of professional learning as part of the school culture. The decisions consider the needs of NWCS based on student achievement data to include CAASPP, ELPAC, NWEA MAP assessments, curriculum based assessments, attendance data, discipline referrals and student demographic data to include the significant subgroups significant subgroups of Latinx, White, Two or More Races, Students with Disabilities (SWD), and SED students. Further, NWCS reviews the activities specifically supported by Title II by reviewing the professional learning provided, a summary of the initial evaluations, a summary of the three month sustained evaluations and the evidence of professional learning through summaries of sign-in sheets, observed strategies in the classroom, improvements of teacher capacity by meeting SMART goals and improved student learning. This student achievement data, student demographic data, and professional learning data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services. The Charter School evaluates professional learning based on the student achievement data, student demographic data, and professional learning data. The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support the Charter School's professional learning and meeting the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The parents, teachers and staff will review and approve the LCAP prior to submission to the NWC Governance Council. During quarterly meetings, the parents will receive quarterly benchmark data (NWEA MAP assessments, curriculum-based assessments, attendance data, and discipline referrals) for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The parents will also review the professional learning data during Parent Update Meetings. The Program Administrators will present student achievement data, student demographic data, and professional learning data quarterly for all students and significant subgroups to the NWC Governance Council. This process ensures that the state and federal funds are used in a coherent manner. The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The teachers, staff, and parents provide input on the core program, then make decisions based on needs of the school based on student achievement data, student demographic data and professional learning data. This ensures that the activities are not duplicative yet support the common outcomes. The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Family Handbook, reviewing and approving the LCAP goals, actions and services at Parent Update Meetings, discussing the LCAP goals no less than monthly with teachers and staff as they begin to review student achievement data, student demographic data and professional learning data, posting the annual LCAP with the Federal Addendum on the website, reviewing the monthly financial reports at NWC Governance Council meetings, and listing it in the State of the School Report.

**APPROVED BY CDE**

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## Title II, Part A Contact

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

### Contact Name

Sharon Weir

### Contact Phone and Optional Extension

13108695054

Optional Extension

### Contact Email

sweir@newwestcharter.org

Questions: Local Agency Systems Support Office | [LCAPAddendum@cde.ca.gov](mailto:LCAPAddendum@cde.ca.gov) | 916-323-5233

## LCAP Federal Addendum System

### Title I, Part A, Educator Equity

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#### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

#### **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.

##### **Response from New West Charter:**

Not Applicable. The LEA is a Charter School.

##### **APPROVED BY CDE**

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#### **Title I, Part A, Educator Equity Contact**

Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name**

Sharon Weir

**Contact Phone  
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**Contact Email**

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# LCAP Federal Addendum System

## Title IV, Part A

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### **Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP**

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. **Each provision identified on this page must be addressed**, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

### **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;

#### **Response from New West Charter:**

New West Charter School (NWCS) has several relationships that support the school in implementing activities under this subpart. NWCS uses their own staff for arts and music education and college counseling to ensure the well-rounded education and funds are used to perpetuate the program with lights, costumes, dance shoes, and dance barres. . To develop the Positive Behavioral Intervention and Support as part of promoting a positive school community, NWCS works Nami for student mental health support (namica.org), One Love which supports healthy relationships for teens



([www.joinonelove.org](http://www.joinonelove.org)), and Peace Learning Center for restorative justice practices ([peacelearningcenter.org](http://peacelearningcenter.org)). In order to support NWCS' work on diversity, equity, and inclusion, NWCS partners with Act with Foresight Strategy solutions ([actwithforesight.com](http://actwithforesight.com)). In order to support academically low achieving students through technology, NWCS works with Apex tutors, which is a small, independent, tutoring organization in West Los Angeles that provides in-person and online support to academically low achieving students. Additionally, NWCS works with Paper, which provides 24 hour online, technological tutoring for students who are academically low achieving. Teachers receive professional development with technology with a deeper understanding of these technological strategies are completed with their own staff and supported by strategies that Apex and Paper use to engage students.

#### **APPROVED BY CDE**

- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

#### **Response from New West Charter:**

NWCS will use Title IV funds to support access to arts and music education. NWCS supports competitive Middle School and High School Dance Teams, and an award-winning Music Department. As a comprehensive middle school and high school, NWCS offers broad access to courses to ensure that all students receive a well-rounded education. NWCS ensures all students receives college and career counseling each year, starting in grade 8, and encourages all students, especially significant subgroups of Latinx, White, Two or More Races, Asian, African American or Black, Students with Disabilities (SWD), EL and SED students, to take STEM and AP courses and provides these students with support to be successful in these classes through interventions.

#### **APPROVED BY CDE**

- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;

#### **Response from New West Charter:**

NWCS is committed to ensuring all students are safe and healthy. The Title IV funds will be used to promote a supportive school climate by providing School Counselors who provide School-based mental health services and counseling. NWCS is committed to reducing the use of exclusionary discipline and promote supportive school discipline through Positive Behavior Intervention and Supports (PBIS). The approach to PBIS has been found to decrease suspension rates, prevent violence, and increase self-esteem and self-regulation. The long-term benefits of this support includes drop-out prevention, bullying and harassment prevention, drug and violence prevention, suicide prevention, conflict resolution and fewer mental health issues caused by trauma.

## **APPROVED BY CDE**

- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and

### **Response from New West Charter:**

NWCS will use Title IV funds to support high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement. The professional development is focused on engaging students through the meaningful use of technology to improve achievement. Professional development will support teachers, school leaders and administrators to effectively use the core curriculum and to provide supplemental learning programs. The benefit of using technology like this supports each student at their own level. The professional development will focus on how to ensure the core curriculum is differentiated in a way that support the students' interests, allows them to interact with the platform individually at their own level and provides digital texts that can define words, allow students to take notes or refer to the text.

## **APPROVED BY CDE**

- 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.

### **Response from New West Charter:**

NWCS will periodically evaluate the effectiveness of the activities carried out under this section. New West Charter School (NWCS) developed this Federal Addendum in consultation with parent leaders during Parent Update meetings, Town Hall meetings with school leadership, teachers and staff during professional development sessions and at the administrative level reviewing the most common strategies or obstacles to success. The stakeholders including teachers, parents, staff, and administrators complete an annual needs assessment in the development of the annual LCAP and review the effectiveness of the prior year plan to meet the LCAP goals and objectives as measured by the measurable outcomes in order to determine which services should continue, change, or be replaced.

## **APPROVED BY CDE**

### **Title IV, Part A Contact**

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Identify the applicable program contact and their contact information in the fields below. The identified program contact will be notified of details related to submission, review, and approval of this section via email.

**Contact Name**

Sharon Weir

**Contact Phone  
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