

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

New Designs Charter School
– Watts

Paul Okaiteye, CEO

paul.okaiteye@newdesignscharter.net
(213) 765-0130

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

New Designs Charter School-Watts was the first charter school to open its doors in the Watts Community in 2009. Like its sister school, it was established with the goal of developing an exemplary school offering high-quality, college-preparatory education to prepare students to succeed in a global, diverse, and technology-rich society. The school prepares students for post-secondary academic and career opportunities through excellent professional development for teachers; by encouraging the use of evidence-based teaching strategies in the classrooms; and by providing a curriculum that has enrichment and intervention programs for all students. Both middle and high school students are exposed to a wide ranging curriculum. In high school students choose among 3 career pathways in the areas of law, technology and finance. The school is also cementing a data driven culture that seeks to respond and address felt needs in the school community.

Currently, New Design Charter School – Watts serves 490 students in grades 6-12 with student demographics that include: 44% African American, 39% Hispanic, of which 15% are Students with Disabilities, 16% English Language Learners, 1.9% Foster Youth and 87% qualify for free/reduced lunch.

New Designs Charter School-Watts serves a diverse community located in the Willowbrook area in South Los Angeles. This is a historically underserved area. Over the years the school's enrollment has consistently mimicked the demographic changes taking place in the community served. Currently the school has a large proportion of Latino / Hispanic students, a modest number of Black /African American students, and a small

proportion of all other races combined. About 92% of our students qualify for free or reduced lunch, 28% are classified as English Learners and 11.5% are classified as Students with Disabilities. The school serves 6th to 12th grade students drawn from surrounding elementary, middle and high schools. In the era of the API score the school consistently improved upon its score. This improvement trend has continued in the CAASPP era where the school has improved on its previous years' achievement performance. Most notable however, is that New Designs Charter-Watts has consistently had 100% of its graduating seniors meet or exceed the A-G requirements for admission to UC/CSU.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

New Designs Charter School – Watts is deeply committed to continue with the same goals, but hold everyone at the school accountable for analyzing student data and using the data to drive instruction.

Our newly revised LCAP goals are as follows:

GOAL #1: Develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop SST to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; that support the school's mission and goals.

GOAL #2: Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness.

GOAL #3: Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement and provide a safe and welcoming learning environment.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

New Designs Charter School – Watts is proud of its “Green” Performance Category for the Suspension Rate Indicator, as evidenced in the Fall 2018 CA Schools Dashboard chart below.

FALL 2018 CA DASHBOARD: NEW DESIGNS - WATTS						
	CHRONIC ABSENTEEISM	SUSPENSION RATE	GRADUATION RATE	CCI	ELA	MATH
ALL STUDENTS	YELLOW	GREEN	RED	RED	YELLOW	ORANGE
ENGLISH LEARNERS	YELLOW	BLUE	--	--	ORANGE	RED
SOC. ECON DISADV.	YELLOW	GREEN	YELLOW	RED	YELLOW	ORANGE
SWD	ORANGE	ORANGE	--	--	--	--
AFRICAN AMERICAN	GREEN	YELLOW	--	--	YELLOW	ORANGE
HISPANIC	YELLOW	GREEN	--	--	ORANGE	RED

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

New Designs Charter School received an “Orange” Performance Category for the Math Indicator; and a “Red” for the Graduation Rate and CCI Indicators. In addition, the Chronic Absenteeism and ELA Indicators earned a “Yellow” performance category. As a result, the following actions/services will be implemented:

- Implement iReady ELA & Math Assessments: grades 6-8; Interim Assessment Blocks (IAB) and Interim Comprehensive Assessments (ICA), PowerSchool Internal Assessments, PSAT and SAT/ACT (Goal 1, Action 3).
- Academic Intervention: 2 Intervention Teachers that will teach ELA and Math Intervention courses daily for 1.5 hour each for grades 6-8 (ACE Courses). Goal 1, Action 4)
- Student access to academic intervention programs: iReady, Achieve 3000, Study Island, APEX Online Credit Recovery Program. In addition, a Summer Program will be offered. After-school tutoring will be offered to

middle school students who are credit deficient. Through the Extended learning Academy – students will have access to before/after school tutoring; and Saturday Academy (Goal 1, Action 4).

- All incoming 6th and 9th grade students will participate in the Summer Bridge Program where students will be assessed in reading, writing, and mathematics, and receive 4 hours of daily instruction to prepare them for the academic program in the Fall semester. Summer Bridge will provide students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provide our instructional staff with rich data on the types of support the students will need at the start of the school year. (Goal 1, Action 4)

- The Assistant Principal of the Middle School will focus on: School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice. (Goal 1, Action 5)

- The High School Dean will focus on Tier 1, Year 2 PBIS, School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice.

The Counselor will provide academic, and social/emotional counseling; and implement/deliver the SEL Curricular focus for Advisory. The PBIS Team includes: HS Dean, AP Middle School, College Counselor, Curriculum Specialist, Parent and student).

(Goal 1, Action 5)

- College/Career Readiness: In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include: AP Examinations (fee waiver); CTE Pathway course: Law & Diplomacy, Information Technology: Finance Academy; Medical Science & Engineering; Partnership with LA Trade Tech to provide Medical Technology course; SAT/ACT Workshops; Naviance Career Planning; and CAASPP Test Prep Academy. (Goal 1, Action 6)

- Professional Development – SEL Curriculum adoption; Math Coach from LACOE; SPED training; and Principal Coaching from LACOE. (Goal 2, Action 1)

- As a result of our school's identification for CSI, all teachers will receive Instructional Coaching that is content and/or strategy based (Funded with CSI Grant Funds):

- Instructional Coach: Math Department

- Instructional Coach: ELA

- Instructional on strategies to engage students including differentiation.

- Behavioral Analyst Coach on strategies dealing with disruptive behavior and de-escalation.

- SPED Coaching/training for all staff on accommodations and modifications and differentiation strategies for SWD.

- EL Consultant: Coaching to improve ELD Instruction, coaching teacher on integrated ELD.

- Restorative Justice/Practices: Training and ongoing coaching for entire staff for schoolwide implementation.

- PBIS Training (Funded with CSI Funds)

- The Assistant Principal will administer the ELPAC, and review results to identify EL for reclassification. Designated ELD course will be taught by ELA teachers. For High School Designated ELD course, Edge curriculum will be used. (Goal 2, Action 2)

- Technology – implementation of 1:1 Student to device ratio. (Goal 2, Action 4)

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

While no student group was 2+ performance level below the “all student,” all performance groups earned Red, Orange and/or Yellow performance category.

Therefore the following actions/services will be implemented:

- Implement iReady ELA & Math Assessments: grades 6-8; Interim Assessment Blocks (IAB) and Interim Comprehensive Assessments (ICA), PowerSchool Internal Assessments, PSAT and SAT/ACT (Goal 1, Action 3).
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(Goal 1, Action 5)

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Technology course; SAT/ACT Workshops; Naviance Career Planning; and CAASPP Test Prep Academy. (Goal 1, Action 6)

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- SPED Coaching/training for all staff on accommodations and modifications and differentiation strategies for SWD.

- EL Consultant: Coaching to improve ELD Instruction, coaching teacher on integrated ELD.

- Restorative Justice/Practices: Training and ongoing coaching for entire staff for schoolwide implementation.

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- Technology – implementation of 1:1 Student to device ratio. (Goal 2, Action 4)

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

New Designs Charter School - Watts

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

New Designs Charter School - Watts is a direct-funded public charter school, and as its own LEA, the entire CSI funds will be allocated directly to the school.

New Designs was identified for CSI based on the school's High School Graduation Rate less than 67% averaged over 2 years. (Actual HS Graduation 2-year average: 66.7%. The following is the Fall 2018 CA Schools Dashboard for New Designs Charter School – Watts.

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ENGLISH LEARNERS	YELLOW	BLUE	--	--	ORANGE	RED
SOC. ECON DISADV.	YELLOW	GREEN	YELLOW	RED	YELLOW	ORANGE
SWD	ORANGE	ORANGE	--	--	--	--
AFRICAN AMERICAN	GREEN	YELLOW	--	--	YELLOW	ORANGE
HISPANIC	YELLOW	GREEN	--	--	ORANGE	RED

New Designs Charter School – Watts staff has been engaged in the self-reflection process as a result of:

- The ongoing schoolwide improvement cycle as a WASC accredited school;
- As part of the school's successful charter petition renewal process through Los Angeles Unified School District (LAUSD), its' authorizer
- Its identification for Comprehensive Support & Improvement (CSI).

COMPREHENSIVE NEEDS ASSESSMENT

New Designs Charter School – Watts CSI Leadership Team is comprised of the Principal, Assistant Principal of Middle School; Dean of Students of the High School, Academic Counselor, College Counselor, EL Coordinator, SPED Project Manager, and Department Teacher Leaders. Our Leadership team developed a **Comprehensive Needs Assessment**, which included the collection, disaggregation and analysis of multiple types of data (including student demographics and student achievement data) Dashboard data, LCAP CDE metrics, and internal assessment data.

Data reviewed included: Student demographic data (including EL, SWD, Homeless, Migrant, Foster Youth), enrollment, transiency rate, middle school & high school dropout rates, HS dropout rates, attendance rates, EL Reclassification Rates, LtEL, ELPAC, parent education levels, iReady ELA/Math results, teacher attrition and retention rates, Illuminate Data, including Suspension Rates & Chronic Absenteeism rates by student group for the 2016-17 and 2017-18 school year (including count, cumulative enrolled, unduplicated counts). ELA & Math CAASPP Data was disaggregated by student group and grade level, using Mean Scale Score for the past 3 years.

The following chart provides the **chronic absenteeism rates** for the past 2 years both school level data and by student group.

2016-17 CHRONIC ABSENTEEISM RATE				2017-18 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE		CUM ENROL	COUNT	RATE
SCHOOLWIDE	502	5	1.0%	SCHOOLWIDE	478	18	3.8%
AFRICAN-AMERICAN	250	1	0.4%	AFRICAN-AMERICAN	250	8	3.2%
HISPANIC	244	3	1.2%	HISPANIC	225	10	4.4%
EL	111	1	0.9%	EL	64	1	1.6%
FOSTER YOUTH	14	0	0.0%	FOSTER YOUTH	11	0	0.0%
SOC. ECON DISADV.	488	4	0.8%	SOC. ECON DISADV.	428	13	3.0%
SWD	55	1	1.8%	SWD	58	3	5.2%

The following chart provides the Mean Scale Score for the ELA and Math CAASPP results comparison from Spring 2017 to Spring 2018, using “Distance from Standard” (DFS) criteria.

ELA CAASPP SCALE SCORE			MATH CAASPP SCALE SCORE		
	2017 DFS	2018 DFS		2017 DFS	2018 DFS
ALL STUDENTS	-62.8	-57.7	ALL STUDENTS	-127.1	-123.5
ENGLISH LEARNERS	-60.9	-70	ENGLISH LEARNERS	-125.3	-132.8
SOC. ECON DISADV.	-62.6	-58.9	SOC. ECON DISADV.	-127.1	-122.8
SWD	-129.9	-130.8	SWD	-203.4	-200.2
AFRICAN AMERICAN	-86.9	-66.6	AFRICAN AMERICAN	-144.9	-130.9
HISPANIC	-41.5	-49.5	HISPANIC	-111.1	-116.6

The **Graduation Rate Taskforce** was developed to review and analyze school data.

This data was used to present to various stakeholders at different venues this year. Input and feedback was collected from formal and informal stakeholder meetings, which included: School Site Council, ELAC, Coffee with the Principal, Schoolwide events, and parent/teacher/student and staff surveys.

We met with stakeholders, which included: school staff (includes teachers, EL, SPED, Paraprofessionals, and counselor), parents/guardians and students to ensure a high level transparency but also ensure fidelity of our CSI plan. This data was used to present to various stakeholders at different venues this year. Input and feedback was collected from formal and informal stakeholder meetings, which included: School Site Council, ELAC, Coffee with the Principal, Schoolwide events, and parent/teacher/student and staff surveys.

The purpose of each of our meetings/discussion was to present our Needs assessment data, inform stakeholders of schoolwide needs, the CA Dashboard results, identification for CSI, and discuss methods to improve overall schoolwide and student outcomes, and its impact on the CA Schools Dashboard.

This process allowed us to identify areas of strength, and areas for growth; and develop a list of top needs that were ranked based on priority.

ROOT CAUSE ANALYSIS:

Although our school was identified for CSI because graduation rates <67% (2-year weighted average, we conducted a root cause analysis of our school's low graduation rate. Interviews with stakeholders, and analysis of schoolwide data revealed our students were not engaged, were significantly credit deficient upon enrolling at our school; lacked foundational literacy skills, had experienced severe trauma in their lives; and were performing academically significant below grade level; and for many pursuing post-secondary education was not priority. Our students lacked academic and life skills.

A list was compiled of interventions, supports, actions/services to address the root causes which resulted in the low-graduation rates; Chronic Absenteeism Rates, College/Career Indicator, ELA and Math.

A list of areas for growth was developed based on input/feedback from stakeholders. Our findings include: the majority of our teaching staff are relatively new to the teaching profession and struggle with at-risk, trauma impacted, vulnerable adolescent behavior, and lack the skills on how to de-escalate disruptive behavior. Teachers also struggle with how to differentiate instruction, which our students need because of their learning gaps across most content areas and lack the foundational skills in reading, writing and mathematics. Misbehavior in the classroom and on school ground are exacerbated when staff are not trained on positive behavior and intervention supports. Students feel disengaged in the classroom, which is exacerbated in the classroom when they continue to struggle academically.

EVIDENCE-BASED INTERVENTIONS (EBI)

Within that list that was ranked in order of preference; and most impact; we searched various resources to ensure that our plan included evidence-based interventions. To verify that interventions met the threshold, we used the following Websites/resources:

- CDE "Evidence-based Interventions (EBI)" Under [ESSA Video](#), which identified EBI under ESSA have 4 Tiers/levels of evidence

- What works Clearinghouse
- Evidence for ESSA (John Hopkins University)
- WestEd – evidence based Improvement Resources
- Attended LACOE Workshop on LCAP/CSI
- Participated in [CDE's Tuesday @2 webinars](#). Addressing the CSI Prompts in the LCAP”

RESOURCE INEQUITIES REVIEW

Our school’s Unduplicated Pupil Percentage (UPP) is 90.23%

During the review process to identify resource inequities we focused on 3 areas:

- Access to student interventions and supports
- Personnel: quality and delivery of instruction by teachers
- Chronic absenteeism Rate: compared our rates across student groups most of the students who are chronically absent fall into multiple student groups (ex. Hispanic, EL, SWD, Homeless, and Socio-economically Disadvantaged).

Upon an extensive review of our school’s entire budget, resource allocation, and Comprehensive Needs assessment, we did not identify any resource inequities. Rather, our school offers a Comprehensive educational program, with a focus on social-emotional and behavioral supports and intervention.

ACTION ITEMS

- Train all teachers and staff on Restorative Justice/Practices to improve schoolwide climate, student behavior, self-regulation, and accountability.
- Contract services for ***Instructional Coaching*** on evidence-based pedagogical strategies including differentiation to address the diverse learning needs and styles of our student, and engage them in the learning process.
- Contract services for ***Behavior Specialist Coaching*** for teachers on evidence-based strategies for addressing with challenging disruptive behavioral issues in the classroom.
- Contract services for ***Math Coaching*** for all Elementary teachers and Math Middle School teachers with LACOE focusing developing engaging, and rigorous lessons and strategies for effective teaching of Common Core Math and higher level math courses. Also the purchase of ***math manipulatives***.
- Contract services for ***ELD Coaching*** with LACOE - for all teachers on designated and integrated ELD standards; and strategies to support EL, newcomer EL and long-term EL.
- Contract services for ***Instructional Coaching*** on evidence based pedagogical strategies to deliver academically rigorous lessons that are engaging and student-centered.

- Contract Coaching **Restorative Justice & Practices** to train entire school staff; and then select student ambassadors who will lead this initiative among their peers.
- Train Leadership Team on PBIS to be implemented schoolwide.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

New Designs Charter School – Watts CSI Leadership Team is comprised of the Principal, Assistant Principal of Middle School; Dean of Students of the High School, Academic Counselor, College Counselor, EL Coordinator, SPED Project Manager, and Department Teacher Leaders. The Leadership Team will monitor and evaluate the implementation and effectiveness of the school's CSI plan to support student and school improvement through the following methods that include their roles/responsibilities:

1. The **Principal** will monitor and ensure all teachers participate in professional development and receive ongoing coaching from the Instructional Coach; and ELD Coach. During weekly classroom observations the Principal will observe the frequency and impact of these strategies.
2. The **Assistant Principal** of the Middle School & High School Dean will spearhead Tier 1, PBIS schoolwide initiative; along with training and implementation of Restorative Justice/Practices.
3. The **Academic Counselor** will lead the training and implementation of Restorative Justice/Practice among students, through Grade level student leaders.
4. The **College Counselor** will identify students who are credit deficient starting in the 9th grade; and ensure their schedule include enrollment in intervention courses; and will conduct credit and grade checks. In addition, College Counselor will promote and support CTE Course Pathways and enrollment in College Credit courses through our partnership with Los Angeles Southwest College where our students can earn up to 30 college credits while in high school. This will impact our graduation rates, CCI indicator and high school drop out rates.
5. The **EL Coordinator** will collaborate with the EL Instructional Coach to ensure all teachers are supported in improving the quality and delivery of lessons. EL Coordinator will monitor the academic progress of newcomers, EL, and Long-term EL (LtEL).
6. The **SPED Project Manager** will collaborate with the SPED Department RSP Teachers and Paraprofessionals to monitor and ensure all IEP Goals are met, and SWD are provided with appropriate academic support and intervention.

7. **Grade level chairs** will develop data reports using PowerSchool Benchmark Assessment, and iReady internal assessments; that will be disseminated and analyzed during grade level and department level team meetings. They will be the driving force to help identify if an action/service/program is ineffective or requires modification.

The Leadership Team will monitor and evaluate the effectiveness of the CSI Plan on a quarterly basis by analyzing comprehensive data at Leadership Team Meetings:

- Attendance rate
 - Participation Rate: College Credit Courses
 - Participation & Completion Rate: CTE Pathways
 - College Course enrollment & completion rate
 - Percentage of students meeting UC A-G eligibility requirements
 - Percentage of 12th grade students on track to graduate
 - Coaching hours
 - Participation Rate: College Field Trips; College Planning; Career Planning
 - PSAT, SAT & ACT Participation Rate
 - PSAT, SAT & ACT Results
 - Suspension Rate, and reasons for suspension - impact of PBIS
 - Chronic Absenteeism Rates
 - iReady ELA & math results
 - Achieve 3000 Results
 - Enrollment in ACE; and Intervention Block (ELA & Math)
 - Enrollment and completion of APEX online credit recovery
 - Student, staff and parent survey on school connectedness, safety and engagement.
- All assessments results will be further disaggregated by grade level and student group.

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

Develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop SST to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; that support the school's mission and goals.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7

Local Priorities: 7

Annual Measurable Outcomes

Expected

Annual Growth on ELA CAASPP Distance from Level 3 (DFL3) using Scale Scores: Grades 6-8: 57.8 points below DFL3

Actual

SPRING 2018 ELA CAASPP MEAN SS	
	DFS
ALL STUDENTS	-57.7
ENGLISH LEARNERS	-70
SOC. ECON DISADV.	-58.9
SWD	-130.8
AFRICAN AMERICAN	-66.6
HISPANIC	-49.5

Expected

Actual

Annual Growth on Math CAASPP Distance from Level 3 (DFL3) using Scale Scores: Grades 6-8: -107 points below DFL3

SPRING 2018 MATH CAASPP MEAN SS	
	DFS
ALL STUDENTS	-123.5
ENGLISH LEARNERS	-132.8
SOC. ECON DISADV.	-122.8
SWD	-200.2
AFRICAN-AMERICAN	-130.9
HISPANIC	-116.6

% of students who meet UC A-G: 100%

2017-18: 100%

% of students who complete CTE Pathway: 100%

2017-18: 7.7%

% of EL who progress in English proficiency as measured by ELPAC

2017-18: 29.4%

EL Reclassification Rate as measured by ELPAC

2017-18: 2.7% CELDT
2018-19: 40.9% ELPAC

% of students that pass AP exams with a score of 3+: 10%

2017-18: 16%

% of Grade 11 students who are “Prepared” as measured by ELA EAP: 6%

2017-18: 5%

% of Grade 11 students who are “Prepared” as measured by Math EAP: 4%

2017-18: 3%

Increase attendance rate to 94%

2017-18: 94.4%

Expected

Actual

Maintain Chronic Absenteeism rates <4%:

2017-18 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE
SCHOOLWIDE	478	18	3.8%
AFRICAN-AMERICAN	250	8	3.2%
HISPANIC	225	10	4.4%
EL	64	1	1.6%
FOSTER YOUTH	11	0	0.0%
SOC. ECON DISADV.	428	13	3.0%
SWD	58	3	5.2%

Decrease Middle School dropout rates to <3%

2017-18: 0.8%

Decrease High School dropout rates to <3%

2017-18: 31.5%

Maintain High School graduation rates: >98%

2017-18: 66.7%

% Students including Unduplicated Pupils and Students with Disabilities with access to and enrolled in a broad course of study: 100%

2018-19: 100% - verified by Principal & counselor with the master schedule and student schedules.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																				
<p><u>STAFF TO SUPPORT SCHOOL'S BASE PROGRAM</u></p> <p>New Design Charter School – Watts will employ 16 appropriately credentialed teachers and a School Director/Principal as part of the school's base program.</p>	<p><u>STAFF TO SUPPORT SCHOOL'S PROGRAM</u></p> <p>New Designs Charter School – Watts employed a total of 11 teachers, of which 9 were appropriately credentialed and assigned and Principal.</p> <p>New Designs Charter School – Watts provides a longer school year, and instructional minutes that exceed CA State Requirements as outlined in the following chart.</p> <table border="1"> <thead> <tr> <th colspan="4">INSTRUCTIONAL MINUTES/DAYS</th></tr> <tr> <th></th><th>DAYS</th><th>6-8</th><th>9-12</th></tr> </thead> <tbody> <tr> <td>CA REQUIREMENT</td><td>175</td><td>54,000</td><td>64,800</td></tr> <tr> <td>ND: WATTS</td><td>180</td><td>67,200</td><td>67,200</td></tr> <tr> <td>DIFFERENCE</td><td>+5</td><td>+13,200</td><td>+2,400</td></tr> </tbody> </table> <p>New Designs Charter School – Watts provides all students with 180 days of instruction that includes: 13,200 additional instructional minutes for grades 6-8; and 2,400 for grades 9-12m that exceed the CA state requirement.</p>	INSTRUCTIONAL MINUTES/DAYS					DAYS	6-8	9-12	CA REQUIREMENT	175	54,000	64,800	ND: WATTS	180	67,200	67,200	DIFFERENCE	+5	+13,200	+2,400	<p>\$1,244,105</p> <p>LCFF Base</p> <p>1100</p>	<p>\$858.847.09</p> <p>LCFF Base</p> <p>1100</p>
INSTRUCTIONAL MINUTES/DAYS																							
	DAYS	6-8	9-12																				
CA REQUIREMENT	175	54,000	64,800																				
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	In addition, our teachers participated in 6 days of intensive Summer Professional Development; 4 non-instructional during the academic year; and bi-weekly professional development.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:</u></p> <p>LAUSD: Option 2</p> <p>New Design's – Watts SPED Team: will provide instructional and social emotional supports as outlined in the student's IEP. Our staffing will include but is not limited to:</p> <ul style="list-style-type: none"> • 2 RSP Teachers • 2 Instructional Assistants • Contracted services: Psychologist, Social-emotional counselor, etc. 	<p><u>STAFFING, SERVICES & PROGRAM TO SERVICE STUDENTS W/DISABILITIES (SWD):</u></p> <p>New Designs Charter School – Watts is part of the Option 2 as LAUSD SELPA provider. Our SPED Director trains our SPED Team; identifies our program's strengths, areas of need, and analyze multiple forms of student data to ensure appropriate services are provided including counseling services that emphasizes the students' strengths, social-emotional and/or behavioral needs. Our SPED Team (SPED Director, RSP Teachers, Psychologist, Paraprofessionals, Contracted Services, etc.) includes staff that supports our student's needs and those services outlined in their IEP. Our SWD also have access to all intervention programs as outlined in Goal 1, Action 3.</p> <p>The role our SPED Director includes developing, implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines.</p>	<p>\$189,600</p> <p>SPED</p> <p>5800</p>	<p>\$800,875.91</p> <p>SPED \$310,125.00</p> <p>BASE \$490,750.91</p> <p>5800</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ASSESSMENTS</u></p> <p>New Designs Charter School – Watts staff will implement multiple types of assessments, in order to monitor each student’s: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • Interim Comprehensive Assessments (ICA) • Interim Assessment Blocks (IAB) • iReady ELA & Math: Grades 6-8 • PSAT: Grade 10 • SAT/ACT: Grade 11 • Illuminate Benchmark Assessments <p>In addition, New Designs Charter School - Watts will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math – Grades 6-8, 11 (EAP) • CA Science Test: Grades 8 & HS • Physical Fitness Test (PFT): Gr. 7 & 9 	<p><u>ASSESSMENTS:</u></p> <p>New Designs Charter School – Watts implemented multiple forms of assessment to monitor and track student progress, used to identify students for academic intervention, and inform instruction. They include:</p> <ul style="list-style-type: none"> • Interim Comprehensive Assessments (ICA) • Interim Assessment Blocks (IAB) • iReady ELA & Math: Grades 6-8 • PSAT: Grade 10 • SAT/ACT: Grade 11 • State-mandated assessments: <ul style="list-style-type: none"> ✓ CAASPP ELA & Math: Gr 6-8, & 11 ✓ ELPAC: Summative & Initial for ELL ✓ CA Science Test (CAST): Gr, 5, 8, HS ✓ Fitnessgram: 5, 7, 9 	<p>\$9,950</p> <p>LCFF-BASE</p> <p>4000</p>	<p>\$10,062.98</p> <p>LCFF-S & C</p> <p>4000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></p> <p>New Designs Charter School – Watts academic interventions are aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and based on our data analysis, are predominately unduplicated students. The Instructional Coach's, primary role is to provide all teachers with instructional coaching on the use of various pedagogical strategies including differentiation and using data to inform instruction. All teachers are observed and provided feedback on a weekly basis to ensure strategies taught during professional development are implemented in the classroom.</p> <p>During the instructional day, our middle school students will be enrolled in ACE, a 1-hour ELA and 1-hour Math intervention course, taught by a credentialed teacher, and (2) Intervention Assistants. Students</p>	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></p> <p>New Designs Charter School – Watts academic interventions were aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and based on our data analysis, are predominately unduplicated students. The Instructional Coach collaborated with teachers in designing instruction that meets the needs of all students. Multiple evidence-based instructional strategies/processes were shared with teachers. This process included classroom observations, feedback as part of the cycle of improvement.</p> <p>Academic interventions this year included:</p> <ul style="list-style-type: none"> • <u>ACE Program</u>: a 1-hour course taught by an Intervention (credentialed) teacher in ELA and Mathematics. The Math Intervention course included a Teaching Assistant. 	<p>\$110,000 LCFF S&C 2000, 4000</p>	<p>\$310,596.61 LCFF S&C \$76,034.11 TITLE I \$234,562.50 2000, 4000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>will have access to the following intervention programs:</p> <ul style="list-style-type: none"> • iReady (subscription): Grades 6-8 • Achieve 3000 (subscription) • Study Island (subscription): Grades 6-12 • Edge curriculum: HS • APEX Online Credit Recovery Program (licenses) for credit deficient students. • Intersession: (winter) for middle school students who are credit deficient <p>New Designs Charter School – Watts will provide an Extended Learning Academy that provides struggling students with tutoring before and after school. Saturday Academy provides targeted academic support for 4 hours in ELA and Math.</p> <p>All students will be enrolled in an Advisory Course:</p> <ul style="list-style-type: none"> • For MS: provides students with study and test taking skills, Habits of Mind, 	<ul style="list-style-type: none"> • IReady: Gr. 6-8 • Achieve 3000 • Study Island • APEX Online Credit Recovery for credit recovery for HS Students • After-school tutoring specifically for middle school students who are credit deficient • Summer School for Core Classes (Math, ELA, Science and Social Studies) • Early College Courses through Los Angeles Southwest College: students can earn up to 30 college credits by the time they graduate from HS (Political Science, Music, Art) <p>Modifications to the master schedule were made this academic school year as a result of our students' CAASPP results and internal assessment which include:</p> <ul style="list-style-type: none"> • For MS/HS: Double-block of ELA & Mathematics • For MS: ACE - the intervention component of the double-block 		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Individualized Learning Plan, IAB/ICA, and develop learning goals</p> <ul style="list-style-type: none"> For HS: College/career readiness lessons, financial aid planning, writing resumes, use of Naviance/family connections, etc. <p>All incoming 6th and 9th grade students will participate in Summer Bridge Program where students will be assessed in reading, writing, and mathematics, and receive 4 hours of daily instruction to prepare them for the academic program in the Fall semester. Summer Bridge will provide students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provide our instructional staff with rich data on the types of support the students will need at the start of the school year.</p>	<p>All students were enrolled in an Advisory Course that meets daily for 30 minutes:</p> <ul style="list-style-type: none"> For MS: provided students with study and test taking skills, Habits of Mind, Individualized Learning Plan, IAB/ICA, and developed learning goals For HS: College/career readiness lessons, financial aid planning, writing resumes, use of Naviance/family connections, etc. 		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></p> <p>Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students including implementation of Positive Behavior Intervention Support (PBIS), an alternatives to suspension to improve school climate, behavior, and reduce suspension rates. We are currently researching various types of social-emotional universal screeners for adoption.</p> <p>The Assistant Principal of the Middle School is in charge of School Safety, truancy, chronic absenteeism, PBIS, Alternatives to Suspension, and Restorative Justice.</p> <p>The (2) Deans (MS/HS) are in charge of School Safety, truancy, chronic absenteeism, Alternatives to Suspension.</p>	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</u></p> <p>Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students including implementation of Positive Behavior Intervention Support (PBIS), an alternatives to suspension to improve school climate, behavior, and reduce suspension rates.</p> <p>New Designs Charter School's Dean of the Middle School; and Dean of the High School; led the PBIS Initiative schoolwide, including Alternative to Suspension, Restorative Justice, truancy, behavioral issues and chronic absenteeism.</p> <p>The (1) Counselor (MS/HS) also provided academic, and social/emotional counseling.</p>	<p>\$175,000 LCFF S&C 1000, 2000</p>	<p>\$275,000 LCFF S&C 1000, 2000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>The (1) Counselor (MS/HS) will provide academic, and social/emotional counseling.</p> <p>New Designs Charter School – Watts has adopted LAUSD’s PBIS Program and the school’s PBIS team receives ongoing training.</p> <p>The school’s character education program is embedded in the Advisory course. A thousand joys will provide trauma informed practices training for students and staff.</p>	<p>A thousand Joys was implemented during Advisory, which focuses on trauma informed practices.</p>		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>COURSE ACCESS & COLLEGE/CAREER READINESS:</u></p> <p>In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include:</p> <ul style="list-style-type: none"> Physical Education with a nutrition component to improve student performance on PFT and support healthy eating habits. MS Electives: Technology, ACE UC A-G Approved Courses AP Courses (AP Fee waivers) CTE Pathway Courses: Law & Diplomacy; Information Technology; Finance Academy; Medical Science & Engineering <p>In addition, our school will provide students with field trips to colleges/universities, college fairs, SAT/ACT prep workshops and tutoring for</p>	<p><u>COURSE ACCESS & COLLEGE/CAREER READINESS:</u></p> <p>In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include:</p> <ul style="list-style-type: none"> Physical Education with a nutrition component to improve student performance on PFT and support healthy eating habits. MS Electives: Technology, ACE UC A-G Approved Courses AP Courses (AP Fee waivers) PSAT, SAT/ACT Costs CTE Pathway Courses: <ul style="list-style-type: none"> ✓ Law & Diplomacy ✓ Information Technology ✓ Finance Academy ✓ Medical Sciences SAT/ACT Prep Workshops were provided for all students 	<p>\$185,650</p> <p>LCFF S&C \$135,000</p> <p>LCFF Base \$50,000</p> <p>2000</p>	<p>\$307,414.41</p> <p>LCFF S&C</p> <p>2000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>high school students and purchase subscription/license for Naviance.</p> <p>New Designs Charter School – Watts will offer CAASPP Academy at Radisson Hotel, which provides 2-day test reviews for MS and grade 11 students.</p>	<ul style="list-style-type: none"> • Naviance, career planning was utilized by all HS students. <p>CAASPP Academy was provided for all students to reduce student stress; and prepare them for testing.</p>		

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>FACILITIES</u></p> <p>The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:</p> <ul style="list-style-type: none"> • Facility Site (leasing costs) • Provide maintenance and repairs to ensure a clean and safe facility. • Annually complete a Facility Inspection Tool (FIT) Report • Installation of security cameras, metal detectors, fencing to increase security schoolwide since it detrimentally impacted student attendance in the 2017-18 school year. 	<p><u>FACILITIES</u></p> <p>New Designs Charter School - Watts strives to provide all students and staff with a safe, clean and well-maintained school site. As a result, the following initiatives took place this year:</p> <ul style="list-style-type: none"> • Facility Inspection Tool (FIT) Report • Maintenance & repairs (ex. HVAC, Plumbing, etc.) including janitorial services • Facility leasing costs 	<p>\$602,357</p> <p>SB740, LCFF Base</p> <p>4000, 5000</p>	<p>\$672,543.39</p> <p>SB740, \$428,915</p> <p>LCFF Base \$244,348.39</p> <p>4000, 5000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Most actions/services were implemented with fidelity to support Goal #1, with the exception of Saturday School and Summer Bridge. Because of the community we serve and our location, families did not feel it was safe for their child to walk to school on Saturday to attend Saturday School. There was also a decline in student enrollment, which required staffing changes.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The following chart provides a comparison of the overall Spring 2017 versus Spring 2018 CAASPP Scale Score performance Distance from Standard (DFS) for English Language Arts and Math. For ELA: the Socio-economically Disadvantaged and African American student group demonstrated gains, while all other student groups declined in performance. For Math: the Socio-economically Disadvantaged and African American student group demonstrated gains, while all other student groups declined in performance. As noted, for both ELA and Math, all student groups (and schoolwide) performed below standards met. Interventions were significantly improved and targeted this year in order to improve student academic outcomes.

ELA CAASPP SCALE SCORE			MATH CAASPP SCALE SCORE		
	2017 DFS	2018 DFS		2017 DFS	2018 DFS
ALL STUDENTS	-62.8	-57.7	ALL STUDENTS	-127.1	-123.5
ENGLISH LEARNERS	-60.9	-70	ENGLISH LEARNERS	-125.3	-132.8
SOC. ECON DISADV.	-62.6	-58.9	SOC. ECON DISADV.	-127.1	-122.8
SWD	-129.9	-130.8	SWD	-203.4	-200.2
AFRICAN AMERICAN	-86.9	-66.6	AFRICAN AMERICAN	-144.9	-130.9
HISPANIC	-41.5	-49.5	HISPANIC	-111.1	-116.6

The following charts are the Fall to Winter Middle School performance as measured by iReady Reading and Math assessment, for students in Tiers 1, 2, and 3.

Key	
Tier 1	On or Above grade level
Tier 2	One Grade Level Below
Tier 3	Two or More Grade Level below

2018-2019 I-READY RESULTS: READING												
	FALL 2018						WINTER 2019					
	TIER 1		TIER 2		TIER 3		TIER 1		TIER 2		TIER 3	
GRADE LEVEL	n =	%	n =	%	n =	%	n =	%	n =	%	n =	%
OVERALL	5	13%	5	13%	30	75%	15	14%	15	14%	73	71%
GRADE 6	0	0%	0	0%	6	100%	3	20%	4	27%	8	53%
GRADE 7	1	11%	0	0%	8	89%	6	18%	4	12%	24	71%
GRADE 8	4	16%	5	20%	16	64%	6	11%	7	13%	42	76%
2018-2019 I-READY RESULTS: MATH												
	FALL 2018						WINTER 2019					
	TIER 1		TIER 2		TIER 3		TIER 1		TIER 2		TIER 3	
GRADE LEVEL	n =	%	n =	%	n =	%	n =	%	n =	%	n =	%
OVERALL	5	8%	10	15%	52	77%	20	14%	29	20%	96	66%
GRADE 6	1	6%	3	19%	12	75%	4	13%	8	27%	18	60%
GRADE 7	1	5%	2	10%	17	85%	7	15%	10	22%	29	63%
GRADE 8	3	10%	5	16%	23	74%	9	13%	11	16%	49	71%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures include:

- Action 1: 11 teachers rather than 16, because the additional 2 teachers were identified in Action 6; and there was a significant decline in student enrollment by 90 students.
- Action 3: Illuminate was not used this year
- Action 4: Saturday Academy and Summer Bridge did not take place
- Action 5: No AP for the Middle School was hired

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.

Goal 2

Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 8

Local Priorities: 1,2

Annual Measurable Outcomes

Expected	Actual
% of teachers who are appropriately credentialed and assigned: 100%	2018-19: 92%
% of students with access to standards-aligned instructional materials: 100%	2018-19: 100% - verified by Principal via curriculum inventory, classroom sets, and during classroom observations.
Facility Inspection Tool (FIT) Score: Good	2018-19: Good

Expected

Actual

Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.

**OPTION 2: CDE REFLECTION
TOOL: ACAD. STANDARDS**

	2018-19
ELA	4
ELD	3
MATH	4
NGSS	2
HISTORY	2
CTE	4
HEALTH	4
PHYSICAL ED.	4
VAPA	2
WORLD LANG.	2

Increase % of Grade 7 students who meet all 6 areas in the HFZ on the PFT to 13%

2017-18: Results not reported to CDE

Increase % of Grade 9 students who meet all 6 areas in the HFZ on the PFT o 28%

2017-18: 28%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>New Designs Charter School – Watts will provide all teachers 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. Topics of focus will include:</p> <ul style="list-style-type: none"> • Marzano observation DQ2, DQ9 • Use of Academic Language • Classroom Management • Interim Assessment (IAB’s) • Use of technology in the classroom • Diversity and Inclusion • Using and applying the Renaissance and Data Directives • Data Driven Instruction: Analyzing Student’s Data for instruction • Modeling Instruction: Teacher collaboration in Lesson Designs and Instruction 	<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>New Designs Charter School – Watts provided all teachers 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. Areas of focus included:</p> <ul style="list-style-type: none"> • Marzano observation DQ2, DQ9 • Use of Academic Language • Classroom Management • Interim Assessment (IAB’s) • Use of technology in the classroom • Diversity and Inclusion • Using and applying Data Analysis • Data Driven Instruction: Analyzing Student’s Data for instruction • Modeling Instruction: Teacher collaboration in Lesson Designs and Instruction • Universal Design for Learning: Differentiated Instruction • Use of Differentiated Instruction, Activities and the use of Centers • Teacher Collaboration: Examining Student work to inform instruction. 	<p>\$65,500</p> <p>LCFF Base</p> <p>5000</p>	<p>\$85,200.29</p> <p>Title II \$21,284</p> <p>LCFF S & C \$63,916.29</p> <p>5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Universal Design for Learning: Differentiated Instruction • Use of Differentiated Instruction, Activities and the use of Centers • Teacher Collaboration: Examining Student work to inform instruction. <p>In addition, our teachers will receive 6 days of summer professional development; 4 non-instructional days during the academic year; and biweekly during the academic year.</p> <p>Our teachers and administrative team will also attend workshops and/or conferences that include but are not limited to the following:</p> <ul style="list-style-type: none"> • New Teacher Academy • CAASPP Institute • CAST Academy • AP Summer Institute • PLTW trainings • Springboard • ERWC 	<ul style="list-style-type: none"> • PBIS: LACOE • Consultant: Focus on increasing student engagement; classroom walkthroughs (with Administration) • Induction expenses <p>In addition, our teachers participated in 6 days of summer professional development; 4 non-instructional days during the academic year; and biweekly during the academic year.</p> <p>Our teachers and administrative team will also attend workshops and/or conferences that include but are not limited to the following:</p> <ul style="list-style-type: none"> • New Designs Onboarding • CAASPP Institute • CAST Academy • AP Summer Institute • Springboard workshops • ERWC • Stipends were provided for Department Heads to assist in leading schoolwide initiatives and participate in Leadership Team meetings. 		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>ELD PROGRAM</u></p> <p>New Designs Charter School – Watts will adhere to its EL Master Plan. Our teachers will utilize Achieve 3000 during designated ELD, and intervention. The EL Coordinator and EL Coordinator Assistant will administer the ELPAC assessment, and provide targeted instruction for EL. Teachers will use Springboard ELD Component curriculum.</p>	<p><u>ELD PROGRAM</u></p> <p>New Designs Charter School – Watts adhered to its EL Master Plan. Our teachers utilized Achieve 3000 during designated ELD, and intervention. The Instructional Coach administered the ELPAC assessments and assisted with identifying EL for reclassification. EDGE Curriculum was adopted for designated ELD courses.</p>	<p>\$88,992</p> <p>LCFF S&C</p> <p>1000, 2000</p>	<p>\$48,555.17</p> <p>LCFF BASE</p> <p>1000, 2000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>CORE CURRICULUM TO BE PURCHASED</u></p> <p>Every student has access to standards-aligned curriculum. New Designs Charter School – Watts will purchase the following core curriculum and/or instructional materials:</p> <ul style="list-style-type: none"> Springboard Integrated Math for High School students 	<p><u>CORE CURRICULUM TO BE PURCHASED</u></p> <p>At New Designs Charter School – Watts, every student has access to standards-aligned curriculum as verified by our curricular inventory and classroom sets disseminated to student by the teacher. This year, purchases included Springboard Integrated Math for MS & HS.</p>	<p>\$18,775</p> <p>LCFF Base</p> <p>4000</p>	<p>\$29,192.25</p> <p>LCFF Base</p> <p>4000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>TECHNOLOGY</u></p> <p>New Designs Charter School - Watts has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the Informational Technology Coordinator and IT Assistant will conduct a needs assessment based on staff and student needs, and provide all tech support and maintenance. Annual, purchases for technology include but are not limited to:</p> <ul style="list-style-type: none"> • Chromebooks (replacement) & Mobile cart • Projectors • Desktop computers • Headsets/head phones • Tablets for grade 11 • IT equipment 	<p><u>TECHNOLOGY</u></p> <p>New Designs Charter School - Watts has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the Informational Technology Coordinator and IT Assistant conducted a needs assessment based on staff and student needs, and provided all tech support and maintenance. Purchases this year included:</p> <ul style="list-style-type: none"> • Chromebooks (replacement) & Mobile cart • Projectors • Desktop computers • Headsets/head phones • Tablets for grade 11 • IT equipment 	<p>\$110,275</p> <p>LCFF Base</p> <p>4000</p>	<p>\$130,494.72</p> <p>LCFF S & C</p> <p>4000</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:</u></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ul style="list-style-type: none"> ✓ Field trips aligned to the content ✓ Student Council for MS/HS ✓ CIF Sports Program: Led by the Athletics Director - Basketball, Track, Football, Soccer, & Softball. ✓ Clubs/Organizations: Debate, Music, Global Impact, and cheer, and fundraise to pay for trip to Ghana. ✓ Learning Celebrations which include- Student of the Week; Student of the Month; Honors Induction Ceremony and End of the Year Celebration ✓ Competitions: Debate, Science Olympiad, Sports 	<p><u>STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:</u></p> <p>In order to provide students with relevant learning experiences outside of the classroom, our school will implemented the following:</p> <ul style="list-style-type: none"> • Field trips aligned to the content • Student Council for MS/HS • CIF Sports Program: Led by the Athletics Director - Basketball, Track, Football, Soccer, & Softball. In order to participate students are required to maintain a 2.5 GPA and not be chronically absent. • Clubs/Organizations: Debate, Music, Global Impact, and cheer, and fundraise to pay for trip to Ghana. • Learning Celebrations which include- Student of the Week; Student of the Month; Honors Induction Ceremony and End of the Year Celebration • Competitions: Debate, Science Olympiad 	<p>\$24,646</p> <p>LCFF Base</p> <p>5000</p>	<p>\$129,726.48</p> <p>LCFF Base \$15,708.91</p> <p>LCFF S&C \$114,017.57</p> <p>5000</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented with fidelity to support Goal #2.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our school has implemented PBIS – Alternatives to Suspension to reduced suspension rates but also develop and implement positive discipline practices to improve schoolwide culture. Our teachers participated in a robust professional Development Program, which also included an instructional coach to collaborate with teachers to develop more engaging lessons across all disciplines.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures include:

- Action 1: Additional Professional Development and trainings: PBIS (LACOE); Instructional Consultant (contracted); and Induction expenses.
- Action 2: Purchase of Edge ELD Curriculum added

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action 5 will be eliminated and combined with Goal 3, Action 1 for the 2019-20 LCAP because they are both inter-related.

Goal 3

Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement and provide a safe and welcoming learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Annual Measurable Outcomes

Expected

Actual

Parent involvement through input in decision-making will include parents of unduplicated students and students with disabilities: Met

2018-19: Met (See Action 2 for details)

Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities: Met

2018-19: Met (See Action 3 for details)

Maintain suspension rates: <2%

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	515	5	5	1.0%	100.0%	0.0%
AFRICAN-AMERICAN	268	4	4	1.5%	100.0%	0.0%
HISPANIC	243	1	1	0.4%	100.0%	0.0%
ELL	68	0	0	0.0%	0.0%	0.0%
FOSTER YOUTH	11	1	1	9.1%	100.0%	0.0%
SOC. ECON DISADV	451	4	4	0.9%	100.0%	0.0%
SWD	58	3	3	5.2%	100.0%	0.0%

Maintain expulsion rates: <1%

2017-18: 0%

Expected

Actual

Increase participation rate on parent survey to 73%

2018-19: Participation Rate: 25%

The LCAP input survey for parents sought parental opinion or preferences on funding in a number of areas important for the school. Parents were asked whether the school should increase its funding, decrease its funding or let the funding remain at current levels for the following areas:

1. Hiring or retaining staff to provide small group instruction for students:
2. Hiring or retaining Counseling staff:
3. The purchase of more technology for use in classrooms:
4. NDC School increasing sports activities for students:

For all the areas examined, less than 5 responses were recorded where parents suggested a decrease in funding from current levels.

On the question of hiring more staff to provide small group instruction for students,

- 60% of parents suggested increase in funding.
- 39% were content to have funding levels remain the same.

On the question of hiring or retaining counseling staff,

- 59%of parents wanted to see increased funding.
- 40% were satisfied to let funding remain at current levels.
- 80% supported increased funding to purchase more technology for use in classrooms.
- 8% wanted that funding decreased
- 12% were content to let it remain at current levels.
- 68% want to see the school increase sports activities for their children.

Expected

Actual

	<p>Parents were also asked to make a priority ordered selection from a list of actions or options the school should prioritize. They chose from the list given below.</p> <ul style="list-style-type: none"> • School should buy more recent books for students. • School should provide more support for Mathematics learning. • School should provide more support for English Language Arts. • School should provide more technology in the classrooms. • School should hire more qualified teachers and reduce number of students per teacher. • 80% placed their highest priority on the school hiring more qualified teachers to reduce the number of students per teacher.
<p>Increase participation rate on student survey to >90%</p>	<p><u>2018-19: Participation Rate 89%</u></p> <p>Students were asked to share their perceptions across a range of issues.</p> <ul style="list-style-type: none"> • 42% felt the school was welcoming and supportive of them at both the academic and the social emotional level. • 75% felt the school environment was safe. • 47% agreed that their teachers had confidence in them and challenged them appropriately. • 67% felt the school provided them the technology and supplies they needed to succeed. • 67% felt the school was clean and in good repair.
<p>Increase participation rate on staff survey:</p>	<p><u>2018-19: Participation Rate: 92%</u></p> <p>Teachers and administrative staff discussed and responded to topics and issues germane to the school environment and LCAP priorities in</p>

Expected

Actual

professional development, staff meetings and in a survey administered in March.

In the survey, teachers showed they had a great sense of duty to help their students:

- 94% said they were available to help students during and after class time.
- 69% felt they had adequate common core aligned instructional materials to help their students succeed.

On LCAP priorities, the most favored goal was to support the basics with:

- 27% of teachers making it their highest priority.
- 21% of teachers agreed efforts to increase student performance on state tests and college and career readiness should be prioritized.

Administrators on the other hand split their highest priority goals between increasing student achievement on state tests and maintaining positive school climate. Each had 30% of administrators claiming it as their highest goal. On areas to increase attention and focus, administrators felt there was a need to improve attendance and encourage school spirit and pride.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:</u></p> <p>New Designs Charter School – Watts will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.</p> <ul style="list-style-type: none"> • The Leadership Team will annually review and revise the Comprehensive School Safety Plan. • The school’s entire staff will be trained on the School Safety Plan, and monthly drills will take place. • Continue to implement character education program in Advisory course. • Implement Spirit Days to improve school climate and culture building: Host Pep Rallies for sports/athletics; etc. • Administer annual staff and student survey. 	<p><u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:</u></p> <p>New Designs Charter School – Watts implemented the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.</p> <ul style="list-style-type: none"> • The Leadership Team reviewed and revised the Comprehensive School Safety Plan. This included CPR Training, Health screenings for students, purchase of emergency and first aid supplies. • Schoolwide training of the School Safety Plan, and monthly drills took place. • Implemented Spirit Days to improve school climate and culture building: Host Pep Rallies for sports/athletics; etc. • Staff, student and parent surveys were administered. 	<p>\$145,585</p> <p>LCFF Base</p> <p>2000, 5000</p>	<p>\$149,292</p> <p>LCFF S & C</p> <p>2000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Transform Program: Breathing exercises, Yoga, Meditation, & Drumming <p>In order to improve school safety, surveillance cameras were installed and are monitored by the Safety & Culture Coordinator who is in charge of school's supervision, student behavior issues, fire drills, and first aid. Our school also employs a Campus Aide.</p>	<p>In order to improve school safety, surveillance cameras were installed and are monitored by the Safety & Culture Coordinator who is in charge of school's supervision, student behavior issues, fire drills, and first aid, including a Campus Aide.</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>PARENT INPUT IN DECISION-MAKING</u></p> <p>At New Designs Charter School - Watts, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> School Site Council (SSC) English Language Advisory Committee (ELAC) 	<p><u>METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:</u></p> <p>In order to promote and elicit parent input in decision-making, New Designs Charter School – Watts, hosted at least (4) SSC and ELAC Committee meetings. This year, New Designs Charter School - Watts adhered to AB716, therefore the school’s LCAP served as its SPSA. The SSC and ELAC reviewed, discussed and approved LCAP actions/services, including the CSI Plan. This served as an opportunity for parents, community members, staff, and students to provide input on schoolwide student programs and the allocation of Title I funds.</p>	<p>\$250</p> <p>LCFF Base</p> <p>4000</p>	<p>\$375</p> <p>LCFF Base</p> <p>4000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u></p> <p>New Designs Charter School will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child’s education.</p> <p>The Community Outreach/Recruitment Coordinator will facilitate the following:</p> <ul style="list-style-type: none"> • Coffee with the Principal • Parent workshops: <ul style="list-style-type: none"> ○ Focus Student Information System (SIS) ○ What is CAASPP? ○ Data-driven decision-making ○ WASC Recommendations ○ CA School Dashboard ○ LCAP Development • Parent/teacher Conferences • Host Parent Orientation at the beginning of the academic year 	<p><u>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</u></p> <p>New Designs Charter School – Watts provided all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child’s education.</p> <p>The Community Outreach/Recruitment Coordinator facilitated the following:</p> <ul style="list-style-type: none"> • Coffee with the Principal • Parent workshops: <ul style="list-style-type: none"> ○ CAASPP ○ Discipline: PBIS ○ Academic Grades ○ Saturday School & Interventions • Parent/teacher Conferences • Host Parent Orientation at the beginning of the academic year • Learning Celebrations: Friday assemblies, monthly assemblies, Honors Induction Ceremony and 	<p>\$450.00</p> <p>LCFF Base</p> <p>2000, 5000</p>	<p>\$825</p> <p>LCFF Base</p> <p>2000, 5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Learning Celebrations: Friday assemblies, monthly assemblies, Honors Induction Ceremony and End of Year Celebration, 8th grade Project Presentation Night • Promote volunteer program • Host parent/student orientation • Provide translation services • Issue invitations to families for schoolwide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability. • Translation services will be provided • Administer parent surveys. 	<p>End of Year Celebration, 8th grade Project Presentation Night</p> <ul style="list-style-type: none"> • Hosted parent/student orientation • Provided translation services • Issue invitations to families for schoolwide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability. • Spanish interpreter services were provided for all schoolwide and parent events, and upon request. • Parent surveys were also administered. 		

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions/services were implemented with fidelity to accomplish Goal #1.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Actions were effective in creating a safer school environment as evidenced by responses in the student survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

New Designs Charter School - Watts has engaged and involved stakeholders in the 2018-19 LCAP Annual Update, CSI Planning (Comprehensive Needs Assessment, Root Cause Analysis) and development of the 2019-20 LCAP Goals, Actions & Services. The school's Administrative Team met with school staff (including teachers, SPED Teachers, EL Specialist, Paraprofessionals, classified), parents (including ELAC & SSC), students and school committees to discuss and plan the needs of our students. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of Areas of strength, Areas for growth, as well as maximizing resource allocation.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
September 9, 2018	Staff/Students	Suicide Awareness, bullying and safe school climate	Assembly
October 10, 2018	Staff	LCAP Priorities and Goals	Staff Meeting
November 14, 2018	Parents/Staff	LCAP Priorities and Goals	School Site Council (SSC)
January 17, 2019	Staff	Student Achievement: CAASPP Preps & Internal Benchmarks	Staff Meeting
February 21, 2019	Parents/Staff	Single Plan for Student Achievement	ELAC
March 6, 2019	Staff	Student achievement: Focus on English Learners and Students with Disabilities	Staff Meeting
March 21, 2019	Parents/Staff	English Learners progress	School Site Council (SSC)
April 12, 2019	Admin Staff	LCAP plan updates	Staff Meeting
April 21, 2019	Teachers, Students and Parents	School Climate/LCAP Priorities Surveys	Surveys
May 8, 2019	Staff/Parents	LCAP plan Approval; CSI Plan Approval	School Site Council (SSC)

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

New Designs utilized a variety of ways to inform, educate, involve, and engage its stakeholders. Stakeholders included parents, teachers, other school personnel, community members and students. The main vehicles for parental awareness (education) and involvement were the English Learners Advisory Committee (ELAC), School Site Council (SSC), Coffee with the Principal, information relayed through school Newsletter, flyers and a survey administered in March and April. Teachers and staff also had opportunities for involvement and engagement through inclusion of topics specific to the LCAP in their regular staff meetings as well as an occasional LCAP related topic during staff development. An LCAP survey was administered for teachers and administrators in early March. The survey focused on school environment, curriculum, professional development, technology acquisition and use, and the priorities New Designs should focus on. A connectedness survey was administered to students in early March to gauge their perceptions on curriculum, college preparedness, campus safety and cleanliness and support for academic and social wellbeing.

Goals, Actions, & Services

Strategic Planning Details and Accountability

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

Develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop SST to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; that support the school's mission and goals.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7

Local Priorities: 7

Identified Need:

There is a need to analyze, and disaggregate student achievement data to inform instruction and academic interventions; improve high school graduation rates, reduce high school dropout rates; and improve the percentage of students prepared for college as measured by EAP results (ELA & Math).

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on ELA CAASPP Distance from Level 3 (DFL3) using Scale Scores: Grades 6-8	-62.8 points below DFS	- 57.7 points below DFS	-52.7 points below DFS	-42.7 points below DFS
Annual Growth on Math CAASPP Distance from Level 3 (DFL3) using Scale Scores: Grades 6-8	-127.1 points below DFS	-123.5 points below DFS	-115.5 points below DFS	-100.5 points below DFS
% of students who meet UC A-G	100%	100%	100%	100%
Increase % of students who complete CTE Pathway by 2% annually.	100%	7.7%	9.7%	11.7%
% of EL who progress in English proficiency as measured by CELDT/ELPAC.	Baseline	29.4% ELPAC	30.4% ELPAC	31.4% ELPAC
EL Reclassification Rate	36%	2.7% CELDT	40.9% ELPAC	42% ELPAC
Increase % of students that pass AP exams with a score of 3+ by 1% annually:	8%	16%	17%	18%
% of Grade 11 students who are “Prepared” as measured by ELA EAP.	4%	5%	6%	7%
% of Grade 11 students who are “Prepared” as measured by Math EAP.	2%	3%	4%	5%
Increase attendance rate by 0.5%	92.2%	94.4%	94.9%	95.4%
Maintain Chronic Absenteeism rates <4%:	1.0%	3.8%	<4%	<4%
Decrease Middle School dropout rates:<1%	5.2%	0.8%	<1%	<1%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Decrease High School dropout rates by 1% annually.	2.4%	31.5%	30.5%	29.5%
Increase High School graduation rates by 2% annually:	100%	66.7%	68.7%	70.7%
% Students including Unduplicated Pupils and Students with Disabilities with access to and enrolled in a broad course of study:	100%	100%	100%	100%
CA Science Test (CAST): Grade 7	N/A	N/A	Results pending: Baseline	Will establish annual growth target once baseline results are reported.
CA Science Test (CAST): Grade 9	N/A	N/A	Results pending: Baseline	Will establish annual growth target once baseline results are reported.

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFF TO SUPPORT SCHOOL'S BASE PROGRAM

STAFF TO SUPPORT SCHOOL'S PROGRAM

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

New Design Charter School – Watts will employ **16 appropriately credentialed teachers** and a **School Director/Principal** as part of the school's base program

New Designs Charter School – Watts employed a total of **13 teachers**, o appropriately credentialed and assigned and **Principal**.

New Designs Charter School – Watts provides all students with a longer school day, longer school year that exceed CA State requirements as outlined in the following chart:

INSTRUCTIONAL MINUTES/DAYS			
	DAYS	6-8	9-12
CA REQUIREMENT	175	54,000	64,800
ND: WATTS	180	67,200	67,200
DIFFERENCE	+5	+13,200	+2,400

New Designs Charter School – Watts provides all students with 180 days of instruction that includes: 13,200 additional instructional minutes for grades 6-8; and 2,400 for grades 9-12 that exceed the CA state requirement.

In addition, our teachers participated in 6 days of intensive Summer Professional Development; 4 non-instructional during the academic year; and bi-weekly professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$1,244,105	\$988,649
Source		LCFF Base	LCFF Base
Budget Reference		1100	1100

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:

LAUSD: Option 2

STAFFING, SERVICES & PROGRAM TO SERVICE SWD:

LAUSD is New Design Charter School - Watts SELPA Provider (Option 2). The School Site

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

New Design's – Watts SPED Team: will provide instructional and social emotional supports as outlined in the student's IEP. Our staffing will include but is not limited to:

- **2 RSP Teachers**
- **2 Instructional Assistants**
- **Contracted services: Psychologist, Social-emotional counselor, etc.**

Leadership Team will collaborate with the resource team in developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, **staffing and contracted services**. New Design Charter School' Watts program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.

New Design Charter School – Watts Site Leadership Team and RSP Teachers will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$189,600	\$840,920
Source		SPED	SPED
Budget Reference		5800	5800

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ASSESSMENTS

New Designs Charter School – Watts staff will implement multiple types of assessments, in order to monitor each student's: academic

ASSESSMENTS

New Design Charter School –Watts staff will implement multiple types of assessments in order to monitor each student's academic progress; identify their strengths and needs

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • Interim Comprehensive Assessments (ICA) • Interim Assessment Blocks (IAB) • iReady ELA & Math: Grades 6-8 • PSAT: Grade 10 • SAT/ACT: Grade 11 • Illuminate Benchmark Assessments <p>In addition, New Designs Charter School - Watts will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> ✓ ELPAC: Initial & Summative for ELL ✓ CAASPP: ELA & Math – Grades 6-8, 11 (EAP) ✓ CA Science Test: Grades 8 & HS ✓ Physical Fitness Test (PFT): Gr. 7 & 9 	<p>in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • Interim Comprehensive Assessments (ICA) • Interim Assessment Blocks (IAB) • iReady ELA & Math: Grades 6-8 • PSAT: Grade 10 • SAT/ACT: Grade 11 • PowerSchool Assessments and SIS <p>In addition, New Designs Charter School will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math – Gr. 6-8, 11 • CA Science Test: Grades 8 & HS • Physical Fitness Test (PFT): Gr. 7 & 9
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$9,950	\$4,176.90
Source		LCFF-BASE	LCFF-Base

Year	2017-18	2018-19	2019-20
Budget Reference		4000	4000

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

New Designs Charter School – Watts academic interventions are aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and based on our data analysis, are predominately unduplicated students. The **Instructional Coach's**, primary role is to provide all teachers with instructional coaching on the use of various pedagogical strategies including differentiation and using data to inform instruction. All teachers are observed and provided feedback on a weekly basis to ensure strategies taught during professional development are implemented in the classroom.

During the instructional day, our middle school students will be enrolled in **ACE**, a 1-hour ELA and 1-hour Math intervention course, taught by a credentialed teacher, and **(2) Intervention Assistants**. Students will have access to the following intervention programs:

- **iReady (subscription):** Grades 6-8
- **Achieve 3000 (subscription)**
- **Study Island (subscription):** Grades 6-12
- **Edge curriculum: HS**

New Designs Charter School –Watts academic interventions are aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and based on our data analysis, are predominately unduplicated students.

The **Instructional Coach's**, primary role is to provide all teachers with instructional coaching on the use of various pedagogical strategies including differentiation and using data to inform instruction. All teachers are observed and provided feedback on a weekly basis to ensure strategies taught during professional development are implemented in the classroom.

The ACE Program for Middle School students will provide:

- 1.5 hours ELA Intervention daily
- 1.5 hours Math Intervention daily
- **(2) Intervention Teachers**

Students will have access to the following intervention programs:

- **iReady Reading/Math:** Gr. 6-8
- **Achieve 3000**
- **Study Island:** Gr. 6-12

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- **APEX Online Credit Recovery Program (licenses)** for credit deficient students.
- **Intersession:** (winter) for middle school students who are credit deficient

New Designs Charter School – Watts will provide an **Extended Learning Academy** that provides struggling students with tutoring before and after school. **Saturday Academy** provides targeted academic support for 4 hours in ELA and Math.

All students will be enrolled in an **Advisory Course**:

- For MS: provides students with study and test taking skills, Habits of Mind, Individualized Learning Plan, IAB/ICA, and develop learning goals
- For HS: College/career readiness lessons, financial aid planning, writing resumes, use of Naviance/family connections, etc.

All incoming **6th and 9th grade students** will participate in **Summer Bridge Program** where students will be assessed in reading, writing, and mathematics, and receive 4 hours of daily instruction to prepare them for the academic

- **APEX Online Credit Recovery Program (licenses)** for credit deficient students.
- **After-school tutoring program** for middle school students who are credit deficient and HS APEX Online
- **Summer program:** MS/HS – Math, ELA Science and History & APEX for Credit Recovery

The **Advisory curriculum** will be revised and all students will be enrolled in an Advisory course.

- For MS: provides students with study and test taking skills, Habits of Mind, Individualized Learning Plan, IAB/ICA, and develop learning goals & SEL Curriculum
- For HS: College/career readiness lessons, financial aid planning, writing resumes, use of Naviance and family connections, with a focus on SEL Curriculum.

All incoming students will participate in the **Summer Bridge Program** where students will be assessed in reading, writing, and mathematics, and receive 4 hours of daily instruction to prepare them for the academic program in the Fall semester. Summer

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	program in the Fall semester. Summer Bridge will provide students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provide our instructional staff with rich data on the types of support the students will need at the start of the school year.	Bridge will provide students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provide our instructional staff with rich data on the types of support the students will need at the start of the school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$110,000	\$326,126.44
Source		LCFF S&C	LCFF S&C \$79,835.08 Title I \$246,291.36
Budget Reference		2000, 4000	2000, 4000

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students including implementation of Positive Behavior Intervention Support (PBIS), an alternatives to suspension to improve school climate, behavior, and reduce suspension rates. We are currently researching various types of **social-emotional universal screeners** for adoption.

The **Assistant Principal of the Middle School** is in charge of School Safety, truancy, chronic absenteeism, PBIS, Alternatives to Suspension, and Restorative Justice.

The **(2) Deans (MS/HS)** are in charge of School Safety, truancy, chronic absenteeism, Alternatives to Suspension. The **(1) Counselor (MS/HS)** will provide academic, and social/emotional counseling.

New Designs Charter School – Watts has adopted LAUSD's PBIS Program and the school's PBIS team receives ongoing training.

EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

Upon a review and analysis of multiple types of data including student profile data, discussions with teachers, students and parents, New Designs Charter School –Watts has implemented a comprehensive suite of services principally directed towards our unduplicated students.

The **Assistant Principal of the Middle School** will focus on: School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice.

The **High School Dean** will focus on Tier 1, Year 2 PBIS, School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice.

The **Counselor** will provide academic, and social/emotional counseling; and implement/deliver the SEL Curricular focus for Advisory.

2017-18 Actions/Services

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2018-19 Actions/Services

The school's character education program is embedded in the Advisory course. A thousand joys will provide trauma informed practices training for students and staff.

2019-20 Actions/Services

The PBIS Team includes: HS Dean, AP Middle School, College Counselor, Curriculum Specialist, Parent and student).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$175,000	\$288,0750
Source		LCFF S&C	LCFF S&C
Budget Reference		1000, 2000	100,2000

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

**COURSE ACCESS & COLLEGE/CAREER
READINESS:**

**COURSE ACCESS & COLLEGE/CAREER
READINESS:**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include:

- ✓ Physical Education with a nutrition component to improve student performance on PFT and support healthy eating habits.
- ✓ MS Electives: Technology, ACE
- ✓ UC A-G Approved Courses
- ✓ AP Courses (AP Fee waivers)
- ✓ CTE Pathway Courses: **Law & Diplomacy; Information Technology; Finance Academy; Medical Science & Engineering**

In addition, our school will provide students with field trips to colleges/universities, college fairs, SAT/ACT prep workshops and tutoring for high school students and purchase subscription/license for Naviance.

New Designs Charter School – Watts will offer CAASPP Academy at Radisson Hotel, which provides 2-day test reviews for MS and grade 11 students.

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include:

- Physical Education with a nutrition component to improve student performance on PFT and support healthy eating habits.
- UC A-G Approved Courses
- MS Electives: Technology, ACE Math, ACE English
- AP Courses (AP Fee waivers)
- CTE Pathway Courses: **Law & Diplomacy; Information Technology; Finance Academy; Medical Science & Engineering**
- IGETC Courses offered by LA Southwest College (Gen Ed course): Students can earn 30 college credits by their senior year. (Political Science, Music, Art)
- **SAT/ACT Workshops**
- **Naviance Career Planning**
- **CAASPP Test Prep Academy:** for students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$185,650	\$322,784.82
Source		LCFF S&C \$135,000 LCFF Base \$50,000	LCFF S&C \$222,784 LCFF Base \$100,000
Budget Reference		2000	2000, 4000

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

FACILITIES

FACILITIES

The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:</p> <ul style="list-style-type: none"> • Facility Site (leasing costs) • Provide maintenance and repairs to ensure a clean and safe facility. • Annually complete a Facility Inspection Tool (FIT) Report • Installation of security cameras, metal detectors, fencing to increase security schoolwide since it detrimentally impacted student attendance in the 2017-18 school year. 	<ul style="list-style-type: none"> • Facility Site (leasing costs) • Provide maintenance and repairs to ensure a clean and safe facility including janitorial services. • Administer annual FIT report
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$602,357	\$706,170.56
Source		SB740, LCFF Base	SB740, LCFF Base
Budget Reference		4000, 5000	4000, 5000

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-changing Global world and ensure their college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 8

Local Priorities: 1, 2

Identified Need:

There is a need to improve the quality and delivery of instruction to include differentiation in order to engage students, improve student academic outcomes. There is a need to ensure all teachers are appropriately credentialed and assigned. There is a need for the Physical Education department to improve student performance on the Physical Fitness Test (Fitnessgram) annually.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers who are appropriately credentialed and assigned: 100%	100%	82%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20																																																																								
% of students with access to standards-aligned instructional materials	100%	100%	100%	100%																																																																								
Facility Inspection Tool (FIT) Score:	Good	Good	Good	Good																																																																								
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	Baseline	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2017-18</th></tr><tr><td>ELA</td><td>4</td></tr><tr><td>ELD</td><td>3</td></tr><tr><td>MATH</td><td>3</td></tr><tr><td>NGSS</td><td>4</td></tr><tr><td>HISTORY</td><td>4</td></tr><tr><td>CTE</td><td>4</td></tr><tr><td>HEALTH</td><td>4</td></tr><tr><td>PHYSICAL ED.</td><td>4</td></tr><tr><td>VAPA</td><td>3</td></tr><tr><td>WORLD LANG.</td><td>4</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2017-18	ELA	4	ELD	3	MATH	3	NGSS	4	HISTORY	4	CTE	4	HEALTH	4	PHYSICAL ED.	4	VAPA	3	WORLD LANG.	4	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2018-19</th></tr><tr><td>ELA</td><td>4</td></tr><tr><td>ELD</td><td>3</td></tr><tr><td>MATH</td><td>4</td></tr><tr><td>NGSS</td><td>2</td></tr><tr><td>HISTORY</td><td>2</td></tr><tr><td>CTE</td><td>4</td></tr><tr><td>HEALTH</td><td>4</td></tr><tr><td>PHYSICAL ED.</td><td>4</td></tr><tr><td>VAPA</td><td>2</td></tr><tr><td>WORLD LANG.</td><td>2</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2018-19	ELA	4	ELD	3	MATH	4	NGSS	2	HISTORY	2	CTE	4	HEALTH	4	PHYSICAL ED.	4	VAPA	2	WORLD LANG.	2	<table><tr><th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th></tr><tr><th></th><th>2019-20</th></tr><tr><td>ELA</td><td>5</td></tr><tr><td>ELD</td><td>5</td></tr><tr><td>MATH</td><td>5</td></tr><tr><td>NGSS</td><td>4</td></tr><tr><td>HISTORY</td><td>4</td></tr><tr><td>CTE</td><td>5</td></tr><tr><td>HEALTH</td><td>5</td></tr><tr><td>PHYSICAL ED.</td><td>5</td></tr><tr><td>VAPA</td><td>3</td></tr><tr><td>WORLD LANG.</td><td>3</td></tr></table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2019-20	ELA	5	ELD	5	MATH	5	NGSS	4	HISTORY	4	CTE	5	HEALTH	5	PHYSICAL ED.	5	VAPA	3	WORLD LANG.	3
OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS																																																																												
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VAPA	3																																																																											
WORLD LANG.	3																																																																											
Increase % of Grade 7 students who meet all 6 areas in the HFZ on the PFT.	8.8%	3.9%	12%	20%																																																																								
Increase % of Grade 9 students who meet all 6 areas in the HFZ on the PFT.	23.8%	10%	30%	38%																																																																								

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

New Designs Charter School – Watts will provide all teachers 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. Topics of focus will include:

- Marzano observation DQ2, DQ9
- Use of Academic Language
- Classroom Management
- Interim Assessment (IAB’s)
- Use of technology in the classroom
- Diversity and Inclusion
- Using and applying the Renaissance and Data Directives
- Data Driven Instruction: Analyzing Student’s Data for instruction
- Modeling Instruction: Teacher collaboration in Lesson Designs and Instruction
- Universal Design for Learning: Differentiated Instruction
- Use of Differentiated Instruction, Activities and the use of Centers

New Designs Charter School – Watts will provide all teachers 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. Topics of focus will include:

- Marzano observation DQ2, DQ9
- Use of Academic Language
- Classroom Management
- Interim Assessment (IAB’s)
- Use of technology in the classroom
- Diversity and Inclusion
- Using and applying the Renaissance and Data Directives
- Data Driven Instruction: Analyzing Student’s Data for instruction
- Modeling Instruction: Teacher collaboration in Lesson Designs and Instruction
- Universal Design for Learning: Differentiated Instruction
- Use of Differentiated Instruction, Activities and the use of Centers
- Teacher Collaboration: Examining Student work to inform instruction.
- **Social Emotional Learning Curriculum**
- **SPED Training:** Modifications & accommodations
- **Principal coaching: LACOE (Title II)**

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- **Teacher Collaboration:** Examining Student work to inform instruction.

In addition, our teachers will receive 6 days of summer professional development; 4 non-instructional days during the academic year; and biweekly during the academic year.

Our teachers and administrative team will also attend workshops and/or conferences that include but are not limited to the following:

- New Teacher Academy
- CAASPP Institute
- CAST Academy
- AP Summer Institute
- PLTW trainings
- Springboard
- ERWC

As a result of our school's identification for CSI, all teachers will receive Instructional Coaching that is content and/or strategy based (**Funded with CSI Grant Funds**):

- **Instructional Coach: Math Department**
- **Instructional Coach: ELA**
- **Instructional** on strategies to engage students including differentiation.
- **Behavioral Analyst Coach** on strategies dealing with disruptive behavior and de-escalation.
- **SPED Coaching/training** for all staff on accommodations and modifications and differentiation strategies for SWD.
- **EL Consultant:** Coaching to improve ELD Instruction, coaching teacher on integrated ELD
- **Restorative Justice/Practices:** Training and ongoing coaching for entire staff for schoolwide implementation.

New Designs Charter School - Watts also provides its staff with additional professional learning through off-site workshops, conferences which include:

- **PowerSchool**
- **PBIS Training (Funded with CSI Grant)**
- **i-Ready**

2017-18 Actions/Services

--

2018-19 Actions/Services

--

2019-20 Actions/Services

<ul style="list-style-type: none"> • New Teacher Academy • CAASPP Institute • CAST Academy • AP Summer Institute • PLTW trainings • Springboard • ERWC
--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$65,500	\$234,112.80
Source		LCFF Base	LCFF Base \$62,076.68 Title II \$5,036.12 CSI \$167,000
Budget Reference		5000	5000

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ELD PROGRAM

New Designs Charter School – Watts will adhere to its EL Master Plan. Our teachers will utilize Achieve 3000 during designated ELD,

STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:

New Design Charter School –Watts will adhere to the school's EL Master Plan. The

2017-18 Actions/Services

--

2018-19 Actions/Services

and intervention. The EL Coordinator and EL Coordinator Assistant will administer the ELPAC assessment, and provide targeted instruction for EL. Teachers will use Springboard ELD Component curriculum.
--

2019-20 Actions/Services

Assistant Principal will administer the ELPAC, and review results to identify EL for reclassification. Designated ELD course will be taught by ELA teachers. For High School Designated ELD course, Edge curriculum will be used.
--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$88,992	\$50,982.93
Source		LCFF S&C	LCFF S&C
Budget Reference		1000, 2000	1000, 2000

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

CORE CURRICULUM TO BE PURCHASED

Every student has access to standards-aligned curriculum. New Designs Charter School –

CORE CURRICULUM TO BE PURCHASED

Every student has access to standards-aligned curriculum. New Designs Charter School –

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>Watts will purchase the following core curriculum and/or instructional materials:</p> <ul style="list-style-type: none"> • Springboard Integrated Math for High School students 	<p>Watts will purchase the following core curriculum and/or instructional materials:</p> <ul style="list-style-type: none"> • Springboard consumables for MS in ELA and Math • Science curriculum • History Curriculum • Math Manipulatives (Funded with CSI Grant)
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$18,775	\$34,450
Source		LCFF Base	LCFF Base \$29,450 CSI \$5,000
Budget Reference		4000	4000

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

TECHNOLOGY

New Designs Charter School - Watts has successfully implemented a 1:1 student to

TECHNOLOGY

New Designs Charter School – Watts has successfully implemented a 1:1 student to

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the Informational Technology Coordinator and IT Assistant will conduct a needs assessment based on staff and student needs, and provide all tech support and maintenance. Annual, purchases for technology include but are not limited to:

- Chromebooks (replacement) & Mobile cart
- Projectors
- Desktop computers
- Headsets/head phones
- Tablets for grade 11
- IT equipment

device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the **Informational Technology Coordinator** and **IT Assistant** will conduct needs assessment based on staff and student needs, and provide all tech support and maintenance. Annual, purchases for technology include but are not limited to:

- Chromebooks (replacement) & Mobile carts (6)
- Promethean Boards (5)
- Projectors
- Desktop computers
- Headsets/head phones
- Tablets for grade 11
- IT equipment
- IT Coordinator
- IT Assistant

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$110,275	\$137,019.46
Source		LCFF Base	LCFF S & C

Year	2017-18	2018-19	2019-20
Budget Reference		4000	40000

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:

This action has been eliminated and combined with Goal 3, Action 1.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:</p> <ul style="list-style-type: none"> ✓ Field trips aligned to the content ✓ Student Council for MS/HS ✓ CIF Sports Program: Led by the Athletics Director - Basketball, Track, Football, Soccer, & Softball. ● Clubs/Organizations: Debate, Music, Global Impact, and cheer, and fundraise to pay for trip to Ghana. ✓ Learning Celebrations which include- Student of the Week; Student of the Month; Honors Induction Ceremony and End of the Year Celebration ✓ Competitions: Debate, Science Olympiad, Sports 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$24,646	N/A
Source		LCFF Base	

Year	2017-18	2018-19	2019-20
Budget Reference		5000	

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement and provide a safe and welcoming learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Identified Need:

There is a need to engage parents through communication and education to improve student academic outcomes, and improve schoolwide culture and safety.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making will include parents of unduplicated students and students with disabilities.	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities:	Met	Met	Met	Met
Maintain suspension rates: <2%	0%	1%	<2%	<2%
Maintain expulsion rates: <1%	0%	0%	<1%	<1%
Increase participation rate on parent survey:	Baseline	57% 178 parents	25%	35%
Increase participation rate on student survey:	Baseline	78% Grades 6-12	89%	>90%
Increase participation rate on student survey:	Baseline	NR	92%	>90%

Planned Actions / Services

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:

New Designs Charter School – Watts will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- The Leadership Team will annually review and revise the Comprehensive School Safety Plan.
- The school's entire staff will be trained on the School Safety Plan, and monthly drills will take place.
- Continue to implement character education program in Advisory course.
- Implement Spirit Days to improve school climate and culture building: Host Pep Rallies for sports/athletics; etc.
- Administer annual **staff and student survey**.
- **Transform Program:** Breathing exercises, Yoga, Meditation, & Drumming

In order to improve school safety, surveillance cameras were installed and are monitored by the **Safety & Culture**

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:

New Designs Charter School – Watts will implement the following actions and services to ensure all students are provided with a safe, welcoming, engaging, and positive learning community.

- The Leadership Team will annually review and revise the Comprehensive School Safety Plan, train staff, administer monthly drills.
- Campus Aide will provide supervision on school premises throughout the instructional day.
- **Host Field Trips** that provide experiential learning opportunities
- **Host Clubs & Organizations:** Debate, Music, Global Impact, & Cheer
- **Learning Celebrations:** recognizing Student of the week, Student of the Month, Honors Induction Ceremony & EOY Celebration.
- **Competitions:** Debate, Science & Olympiad, Math Quiz Bowl, Spelling Bee Engineering, Investigatory Projects
- **Student Council for MS/HS**
- **CIF Sports Program: Led by the Athletics Director** - Basketball, Track, Volleyball,

2017-18 Actions/Services

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2018-19 Actions/Services

Coordinator who is in charge of school's supervision, student behavior issues, fire drills, and first aide. Our school also employs a Campus Aide .

2019-20 Actions/Services

<p>Football, Soccer, & Softball. (GPA Requirement 2.5, chronically absent)</p> <ul style="list-style-type: none"> • Launching PBIS Kick-off - Year 1 Implementation bring parents, community, teachers, students and staff - learn about PBIS, expectations for students and parents • Administer Panorama Parent, student and staff surveys.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$145,585	\$292,970
Source		LCFF Base	LCFF S & C
Budget Reference		2000, 5000	2000, 5000

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PARENT INPUT IN DECISION-MAKING

METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:

In order to promote and elicit parent input in decision-making, New Designs Charter School

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>At New Designs Charter School - Watts, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) 	<p>–Watts will host and facilitate SSC Meetings during the school year with annual elections to include parents, staff, students, and teachers.</p> <p>New Designs Charter School – Watts will continue to adhere to the requirements of AB716, and the school’s LCAP will serve as its School Plan for Student Achievement (SPSA).</p> <p>During the school year SSC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title I Funds.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$250	\$395
Source		LCFF Base	LCFF S & C
Budget Reference		4000	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

New Designs Charter School will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.

The **Community Outreach/Recruitment Coordinator** will facilitate the following:

- **Coffee with the Principal**
- **Parent workshops:**
 - Focus Student Information System (SIS)
 - What is CAASPP?
 - Data-driven decision-making
 - WASC Recommendations
 - CA School Dashboard
 - LCAP Development
- Parent/teacher Conferences
- Host Parent Orientation at the beginning of the academic year
- Learning Celebrations: Friday assemblies, monthly assemblies, Honors Induction Ceremony and End of Year Celebration, 8th grade Project Presentation Night

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

The **Community Outreach/Recruitment Coordinator** will facilitate the following:

- **Coffee with the Principal**
- **Parent workshops:**
 - PowerSchool
 - What is CAASPP?
 - Data-driven decision-making
 - CA School Dashboard
 - LCAP Development
- Host school Functions which include but not limited to: Hispanic Heritage Month; Black History Month; Cinco de Mayo
- Parent/teacher Conferences: Gr 6-12
- Host Parent Orientation at the beginning of the academic year
- Communicate with families on upcoming events, committee meetings, etc.
- Promote volunteer program
- Host parent/student orientation
- Provide translation services
- Issue invitations to families for school-wide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.
- Parent Cohort Meetings

2017-18 Actions/Services

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2018-19 Actions/Services

<ul style="list-style-type: none"> Promote volunteer program Host parent/student orientation Provide translation services Issue invitations to families for schoolwide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability. Translation services will be provided Administer parent surveys.
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2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$15,500	\$925
Source		LCFF Base	LCFF S & C
Budget Reference		2000, 5000	2000, 5000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 1,355,725

20%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2019-20

The following improved actions and services are principally directed towards unduplicated pupils and funding using Supplemental & Concentration Funds:

- **Goal 1, Action 4**: Academic Interventions program: Achieve 3000, Study Island, and iReady
- **Goal 1, Action 5**: The **Assistant Principal of the Middle School** will focus on: School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice. The **High School Dean** will focus on Tier 1, Year 2 PBIS, School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice. The **Counselor** will provide academic, and social/emotional counseling; and implement/deliver the SEL Curricular focus for Advisory. The PBIS Team includes: HS Dean, AP Middle School, College Counselor, Curriculum Specialist, Parent and student).

- **Goal 1, Action 6:** College/Career Readiness: In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include: AP Examinations (fee waiver); CTE Pathway course: Law & Diplomacy, Information Technology: Finance Academy; Medical Science & Engineering; Partnership with LA Trade Tech to provide Medical Technology course; SAT/ACT Workshops; Naviance Career Planning; and CAASPP Test Prep Academy.

- **Goal 2, Action 1:** Professional Development: Workshops on Springboard ELA & Math; AP Summer Institute; iReady ELA/Math, CAASPP Institute, ELPAC Institute; and PowerSchool.

- **Goal 2, Action 2:** New Design Charter School will adhere to the school's EL Master Plan. The **ELD Coordinator** will coach teachers on ELD standards, teach Designated ELD, and provide small group instruction for EL (push-in, pull out). The **EL Coordinator Assistant** will administer the ELPAC assessment and provide targeted support and intervention. Teachers will use Springboard ELD Curriculum.

- **Goal 2, Action 4:** Technology purchases to ensure 1:1 student to device ratio; and equip classrooms with Promethean Boards.

- **Goal 3, Action 1:** Safety & Culture Coordinator in charge of ensuring a safe school environment for all students and staff; Security and campus aides; security cameras and surveillance, CIF Sports Program that has a GPA requirement; and students cannot be chronically absent – in order to meet the school's mission and vision, and CA Dashboard.

2018-19:

New Designs Charter School – Watts serves a high percentage of unduplicated pupils and a significant at-risk student population and community. Throughout this LCAP, our actions and services were developed based on findings from our student achievement data, CA Dashboard findings, Annual Measurable Outcomes, feedback from stakeholders and the needs of the students we serve.

New Designs Charter School - Watts will principally direct Supplemental & Concentration funds towards Unduplicated Pupils/Students as identified in the following actions:

- Goal 1, Action 4: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

New Designs Charter School – Watts academic interventions are aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and based on our data analysis, are predominately-unduplicated students. The Instructional Coach's, primary role is to provide all teachers with instructional coaching on the use of various pedagogical strategies including differentiation and using data to inform instruction. All teachers are observed and provided feedback on a weekly basis to ensure strategies taught during professional development are implemented in the classroom.

During the instructional day, our middle school students will be enrolled in ACE, a 1-hour ELA and 1-hour Math intervention course, taught by a credentialed teacher, and (2) Intervention Assistants. Students will have access to the following intervention programs: iReady (subscription): Grades 6-8; Achieve 3000 (subscription); Study Island (subscription): Grades 6-12; Edge curriculum: HS; APEX Online Credit Recovery Program (licenses) for credit deficient student; and Intersession: (winter) for middle school students who are credit deficient.

New Designs Charter School – Watts will provide an Extended Learning Academy that provides struggling students with tutoring before and after school. Saturday Academy provides targeted academic support for 4 hours in ELA and Math.

All students will be enrolled in an Advisory Course:

- For MS: provides students with study and test taking skills, Habits of Mind, Individualized Learning Plan, IAB/ICA, and develop learning goals
- For HS: College/career readiness lessons, financial aid planning, writing resumes, use of Naviance/family connections, etc.

All incoming 6th and 9th grade students will participate in Summer Bridge Program where students will be assessed in reading, writing, and mathematics, and receive 4 hours of daily instruction to prepare them for the academic program in the Fall semester. Summer Bridge will provide students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provide our instructional staff with rich data on the types of support the students will need at the start of the school year.

- Goal 1, Action 5: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students including implementation of Positive Behavior Intervention Support (PBIS), an alternatives to suspension to improve school climate, behavior, and reduce suspension rates. We are currently researching various types of social-emotional universal screeners for adoption.

The Assistant Principal of the Middle School is in charge of School Safety, truancy, chronic absenteeism, PBIS, Alternatives to Suspension, and Restorative Justice.

The (2) Deans (MS/HS) are in charge of School Safety, truancy, chronic absenteeism, Alternatives to Suspension. The (1) Counselor (MS/HS) will provide academic, and social/emotional counseling.

New Designs Charter School – Watts has adopted LAUSD’s PBIS Program and the school’s PBIS team receives ongoing training.

The school’s character education program is embedded in the Advisory course. A thousand joys will provide trauma informed practices training for students and staff.

- Goal 1, Action 6: COURSE ACCESS & COLLEGE/CAREER READINESS:

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include:

- Physical Education with a nutrition component to improve student performance on PFT and support healthy eating habits.
- MS Electives: Technology, ACE
- UC A-G Approved Courses
- AP Courses (AP Fee waivers)
- CTE Pathway Courses: Law & Diplomacy; Information Technology; Finance Academy; Medical Science & Engineering

In addition, our school will provide students with field trips to colleges/universities, college fairs, SAT/ACT prep workshops and tutoring for high school students and purchase subscription/license for Naviance.

New Designs Charter School – Watts will offer CAASPP Academy at Radisson Hotel, which provides 2-day test reviews for MS and grade 11 students.

- Goal 2, Action 2: ELD PROGRAM

New Designs Charter School – Watts will adhere to its EL Master Plan. Our teachers will utilize Achieve 3000 during designated ELD, and intervention. The EL Coordinator and EL Coordinator Assistant will administer the ELPAC assessment, and provide targeted instruction for EL. Teachers will use Springboard ELD Component curriculum.

2017-18

New Designs has an abiding commitment to provide its students with an effective high quality core instructional program. The LCFF and the California Education Code dictates that schools provide unduplicated students with increased or improved services that are above and beyond services provided to all students within a specific school year. These services are in proportion to increased supplemental funding. Our school has identified some areas of need within our unduplicated student population (English Learners, low income, small number of Foster Youth and students with disabilities). This plan will provide an estimated supplemental and concentration grant funding amounting to \$1,233,606 for services for these unduplicated students. The Minimum Proportionality Percentage (MPP) is 16.73%.

Funds and programs are principally targeted at unduplicated students in the specific ways and programs listed below:

- a) Professional development for teachers focused on collaboration, achievement data analysis (assessments), and instructional planning for targeted students.
- b) Push-in and pull-out models for service delivery for primary language support and specialized instruction for students with disabilities.
- c) Instructional strategies designed to meet the needs of targeted student populations.
- d) Access to computers during and after school hours.
- e) Before and After School programs for help with homework and other school related aspects.
- f) Online learning and content knowledge review accessibility (Study Island).
- g) At-Risk Counselling and programs (Thousand Joys).
- h) Effective use of technology in the classroom for teaching and learning.
- i) Tutors and coaches.
- j) Increased parental engagement efforts.

New Designs will continue to increase and improve services to its unduplicated student population. Improvements will focus more on ensuring that the targeted student population is reached and that effects of services provided are appropriately assessed.

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2018

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	New Designs Charter School - Watts
CDS code:	19-64733-0120071
LEA contact information:	Samuel Kyerematen, Director of Business Services 213-.926.0358. samuel.kyerematen@newdesignscharter.net
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2019-20 LCAP Year		Amount
Total LCFF funds	\$	5,415,998
LCFF supplemental & concentration grants	\$	1,355,725
All other state funds	\$	870,225
All local funds	\$	13,722
All federal funds	\$	968,778
Total Projected Revenue	\$	7,268,723

Total Budgeted Expenditures for the 2019-20 LCAP Year		Amount
Total Budgeted General Fund Expenditures	\$	6,944,549
Total Budgeted Expenditures in LCAP	\$	4,229,431
Total Budgeted Expenditures for High Needs Students in LCAP	\$	1,355,725
Expenditures not in the LCAP	\$	2,715,118

Expenditures for High Needs Students in the 2018-19 LCAP Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,121,222
Estimated Actual Expenditures for High Needs Students in LCAP	\$	1,121,223

Required Prompt(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.</p> <p>.....</p> <p>A prompt may display based on information provided in the Data Input tab.</p> <p>.....</p> <p>A prompt may display based on information provided in the Data Input tab.</p>

Response(s)

Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included are also capitalized assets and will not be recognized until later years.

[Respond to the prompt here; if there is no prompt a response is not required.]

[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Designs Charter School - Watts

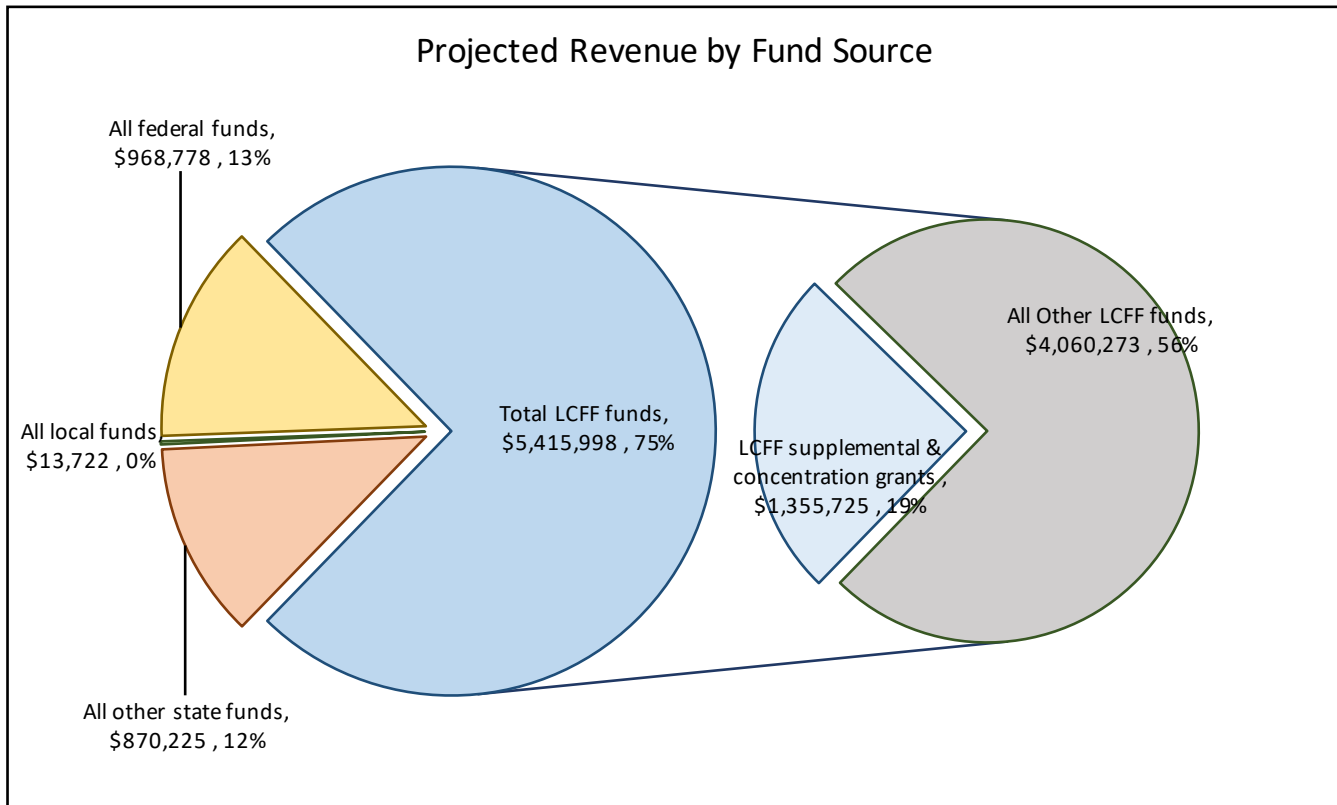
CDS Code: 19-64733-0120071

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Samuel Kyerematen, Director of Business Services 213-.926.0358. samuel.kyerematen@nwcsd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

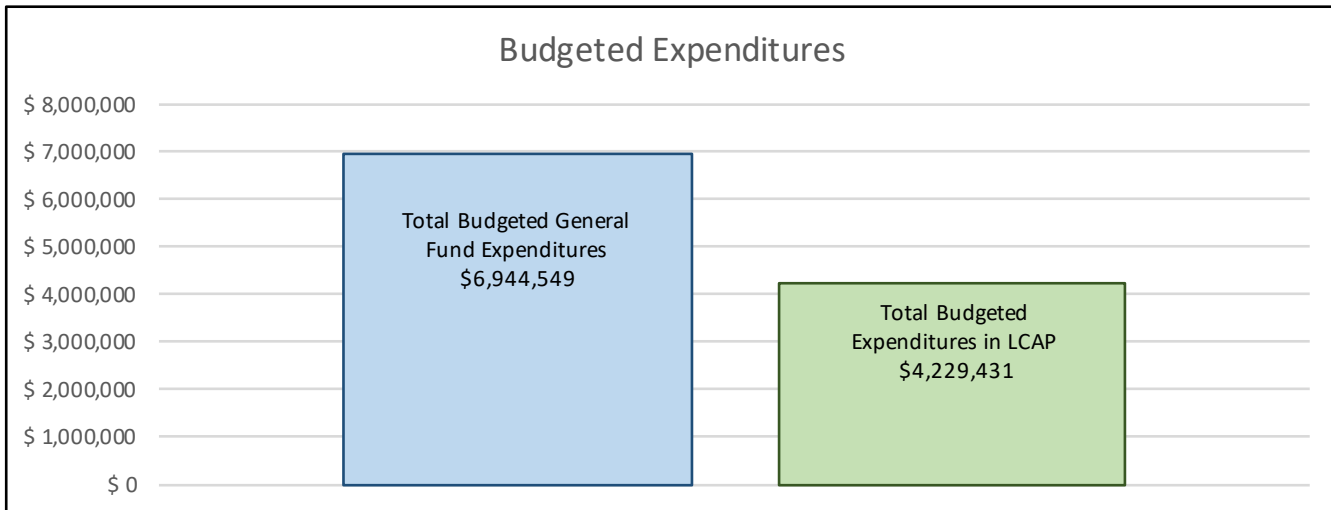


This chart shows the total general purpose revenue New Designs Charter School - Watts expects to receive the coming year from all sources.

The total revenue projected for New Designs Charter School - Watts is \$7,268,723.00, of which \$5,415,998.00 is Local Control Funding Formula (LCFF), \$870,225.00 is other state funds, \$13,722.00 is local funds, and \$968,778.00 is federal funds. Of the \$5,415,998.00 in LCFF Funds, \$1,355,725.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much New Designs Charter School - Watts plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

New Designs Charter School - Watts plans to spend \$6,944,549.00 for the 2019-20 school year. Of that amount, \$4,229,431.40 is tied to actions/services in the LCAP and \$2,715,117.60 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

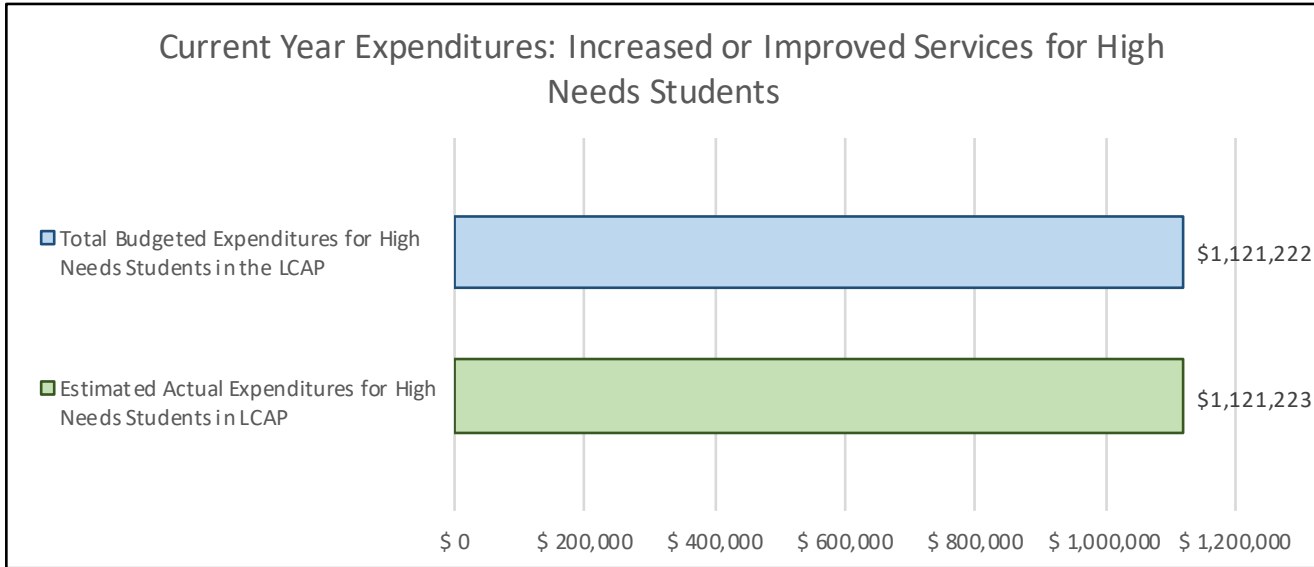
Expenses that may not be captured within the LCAP are mainly attributable to auxiliary services and costs that are not associated with the educational program. Larger expenses not mentioned include benefits, district oversight fee, general insurance, other fees and services, depreciation and auxiliary salaries. In addition, some expenses included are also capitalized assets and will not be recognized until later years.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, New Designs Charter School - Watts is projecting it will receive \$1,355,725.00 based on the enrollment of foster youth, English learner, and low-income students. New Designs Charter School - Watts must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, New Designs Charter School - Watts plans to spend \$1,355,725.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what New Designs Charter School - Watts budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what New Designs Charter School - Watts estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, New Designs Charter School - Watts's LCAP budgeted \$1,121,222.00 for planned actions to increase or improve services for high needs students. New Designs Charter School - Watts estimates that it will actually spend \$1,121,223.00 for actions to increase or improve services for high needs students in 2018-19.

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents. The local educational agency (LEA) will enter its data in the 'Data Input' tab in the Excel workbook and respond to the available prompts in the 'Narrative Response' tab. This information will automatically populate the 'Template' pages of the Budget Overview for Parents with the information. To start, ensure that you are on 'Data Input' worksheet by clicking on the 'Data Input' in the lower left hand side.

***NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.**

Data Input Tab

LEA Information (rows 1-3)

The LEA must enter the LEA name, county district school (CDS) code, and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Identify the Applicable LCAP Year

- **Coming LCAP Year (row 4):** Enter the upcoming fiscal year for which the Local Control and Accountability Plan (LCAP) is adopted or updated on or before July 1. Enter in this format 20XX-XX.
- **Current LCAP Year (row 5):** Enter the current fiscal year for which the previous LCAP was adopted or updated on July 1. Enter in this format 20XX-XX.

Projected General Fund Revenue for the Coming LCAP Year

All amounts should be entered in the gray boxes adjacent to the corresponding amount title. The coming LCAP year (as indicated in row 4) means the fiscal year for which an LCAP is adopted or updated by July 1.

- **Total LCFF funds (row 8):** This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California *Education Code (EC)* sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming LCAP year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- **LCFF supplemental & concentration grants (row 9):** This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations Title 5 (5 CCR)* Section 15496(a)(5), pursuant to *EC* sections 2574 and 42238.02, as applicable for the coming LCAP year.
- **All other state funds (row 11):** This amount is the total amount of other state funds (not including LCFF funds) the LEA estimates it will receive.
- **All local funds (row 12):** This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- **All federal funds (row 13):** This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01 Column F, row A.5 (Total Revenues).

LCFF Budget Overview for Parents Data Entry Instructions

Total Budgeted Expenditures for the Coming LCAP Year

- **Total Budgeted General Fund Expenditures (row 17):** This amount is the LEA's total budgeted General Fund expenditures for the coming LCAP year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Budgeted Expenditures in the LCAP (row 18):** This is the total amount of budgeted expenditures on planned actions and services to meet the goals included in the LCAP for the coming LCAP year.
- **Total Budgeted Expenditures for High Needs Students in LCAP (row 19):** This is the total amount of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07.

Expenditures for High Needs Students in the Current LCAP Year

- **Total Budgeted Expenditures for High Needs Students in the LCAP (row 23):** This amount is the total of the budgeted expenditures, from all fund sources, in the planned actions and services included in the LCAP that identified as contributing to the increased or improved services for high needs students pursuant to *EC* Section 42238.07 for the current LCAP year.
- **Estimated Actual Expenditures for High Needs Students in LCAP (row 24):** This is the total of the estimated actual expenditures, from all fund sources, on the actions and services included in the LCAP that are identified as contribute to the increased or improved services for high needs students pursuant to *EC* Section 42238.07, as reflected in the Annual Update for the current LCAP year.

Narrative Responses Tab

The LEA's response for each prompt is limited to 75 words. Double click on the applicable cell to respond to the required prompt(s).

- **Brief description for General Fund Expenditures (row 2):** Briefly describe any of the General Fund Budgeted Expenditures for the LCAP year that are not included in the LCAP.
- **Brief description for High Needs Students (row 3):** If the amount on line 19 ('Data Input' tab) is less than the amount on line 9 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the planned actions and services in the LCAP will meet the requirement to improve services for high needs students. If no prompt appears, the LEA is not required to supply a description.
- **Brief description for actual expenditures for high needs students (row 4):** If the amount in line 23 ('Data Input' tab) is greater than the amount in line 24 ('Data Input' tab), a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to *EC* Section 42238.07. If no prompt appears, the LEA is not required to supply a description.