

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.



WATTS SCHOOL

NEW DESIGNS CHARTER SCHOOL

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2021-22

General Information

A description of the LEA, its schools, and its students.

New Designs Charter School-Watts was one of the first charter schools to open its doors in the Watts Corridor in 2009. NDW is a WASC accredited 6th-12th Grade school. 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: 53.8% African American, 44.2% Hispanic, of which 16.8% are Students with Disabilities, 46% English Language Learners, 0% Foster Youth and 71.4% 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.

NDW is also a recipient of the Strong Workforce Program grant which allowed the school to implement Career Exploration Program among students in Grades 6-8. In the same manner, the grant facilitated partnership between New Designs-Watts and Los Angeles and Southwest College. The ongoing partnership benefited HS scholars by taking early college courses through the IGETC program while fulfilling the rigorous graduation requirements of ND-Watts. Furthermore, LASC's welcoming spirit presented an opportunity to align the LASC courses with the NDW Career Pathway class offerings in the areas of *Law and Diplomacy*, *Information Technology and Finance Academy* through the Strong Workforce Program – these advocacy efforts distinguish the NDW scholars from their peers in the Watts Corridor as well as in the other neighboring schools. The Class 2022 should be meeting and exceeding the UC and CSU entrance requirements, completing the IGETC program and most of all receiving an AA degree by the end of Senior year-all attributed to the indelible collaboration NDW has with its community partners.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Data from the [2019 CA Dashboard for New Designs Charter School Watts](#):

Chronic Absenteeism Indicator “Blue” with 0.5% chronically absent/declined 2.6%, African American 1% chronically absent/declined 1.1%, Hispanic 0% chronically absent/declined 4.5%, Socioeconomically Disadvantaged 0.6%/declined 2.4%, Students with Disabilities 0% chronically absent/declined 6.5%, English Learners 0% chronically absent/declined 2.6%

Suspension Rate Indicator “Green”

Graduation Rate Indicator - Socioeconomically Disadvantaged “Green” (80% graduated/Increased 8.3%), African American 79.2% graduated, Hispanic 78.6% graduated, Students with Disabilities 85.7% graduated

All Local Indicators “Met”

College/Career Indicator for Class of 2019: Decreased the percentage of “Not Prepared” by 12%

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Data from the [2019 CA Dashboard for New Designs Charter School Watts](#):

Graduation Rate Indicator “Yellow” All Students (78.6% graduated/Increased 10.7%), English Learners 71.4% graduated

New Designs-Watts employed new practices/insights to improve Four-Year Cohort Graduation Rate Initiated Registration Process with CALPass Plus Partnership with Los Angeles Southwest College Cohort Graduation Task Force established beginning 2018-2019 School Year. **a) Naviance to Strengthen College-Career-Going Culture** Naviance is an online platform designed to connect academic learning to the practicality of life through college and career readiness. Naviance is described as a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life (www.naviance.com, 2018). Naviance specifically focuses on the following areas: College and Career Preparation; Career Exploration; Academic Planning; Self-Discovery.

Naviance was implemented within the student body of New Designs-Watts. As each high school grade level is facing different challenges and stages of life, Naviance provides a differentiated curriculum that is grade-level specific. Freshman year focuses on acclimating to high school life. Sophomore year focuses on continuing positive habits created during freshman year and begins focusing more on college. Junior year focuses on test prep and specific college planning; and senior year focuses on college applications, funding and all other college-related readiness. In addition, Naviance provides SAT and ACT diagnostic and practice tests which help our students prepare adequately for the actual tests. The implementation and use of Naviance within New Designs Charter is an incredibly important piece of our college going school culture. Through Naviance, with the integration of self-awareness, high school success, and college/career planning, we are investing in and equipping our students to set goals and reach them for their present and future. Additionally, Naviance enables our Career Pathway Academics to organize and facilitate an even more in depth look into each student’s current and future career aspirations and experiences. Naviance is proving to be an invaluable resource to both our students and our faculty/staff as we are better equipped to efficiently and effectively streamline our students’ path towards successfully applying to and attending college and pursuing a career. **b) Southwest College Partnership** New Designs-Watts partnership with Southwest College through our Career Academies is ongoing. Los Angeles Southwest College continues to offer classes virtually within the week. The goal of this partnership is to enable our students to earn 30 college credits as well as industry certifications in Technology, Finance, Criminal Justice, etc. In the long run, the plan is to provide the opportunity for our students to obtain Associate Degrees together with their high school diploma. For the current academic year, High School students from 9th grade begin a path that lead to obtaining 30 college credits and an industry certification upon graduation.

College/Career Indicator “Orange” All Students 25.5% “Prepared”; Socioeconomically Disadvantaged “Orange” (25.9% prepared), African American “No Color” (33.3% prepared), English Learners “No Color” (21.4% prepared), Hispanic “No Color” (14.8% prepared), Students with Disabilities “No Color” (38.5% prepared)

For the past three years we have made an effort to introduce a college/career curriculum to our students in the form of the Naviance program and our partnership with *Los Angeles South West College*. With the Naviance program, all high school students get to explore and build their own path to college and a career using assessment tools and specialized lessons. The counselor has been able to better assist students in their college and career exploration by using the data collected on Naviance. By the time students reach 12th grade, they will have a list of

colleges they can apply to based on the work they did with Naviance. Los Angeles South West has been a great partner in offering our students' college-level classes and increasing their interest in going to college. We started with one class every Saturday to now having multiple classes during the school day and after school. We also have two college cohorts who are working towards receiving their IGETC certificate which will allow them to apply to college with two years of college credit. Our students' GPAs and academic achievement have boosted as a result of this partnership and we only hope to increase and strengthen the program moving forward.

English/Language Arts Indicator “Yellow” -45.1 DF3 (Increased 6.6 points): “Orange” Student Groups: African American (-57.2 DF3), English Learners (-69 DF3) ; “Yellow” Student Groups: Hispanic (-32.8 DF3/was an increase of 13.3 points), Socioeconomically Disadvantaged (-43 DF3/ was an increase of 9.7 points); “No Color” Students with Disabilities (-21.7 DF3/was an increase of 45.7 points)

To improve each numerically significant subgroup’s academic performance in ELA (Black or African American, English Learner, Latino, and SED) as measured by the California School Dashboard, ND-Watts is taking into consideration several metrics and other forms of assessment in analyzing data. The school increased efforts geared towards the usage of Springboard and I-ready. Also, the school has extended the services of Achieve3000 for all grade levels to support English learners. Another strategy that the school is considering is the implementation of double block ELA for 6-8 grade students as well as the following:

- Springboard for grades 6-12
- i-Ready for grades 6-8
- Achieve 3000 for grades 6-12 to support English Language Learners
- Naviance to provide SAT practice in English
- Defined STEM (all grades) to practice PBL and performance task completion
- The school revisits the strategy to double-blocked our ELA courses with an academic support course (AcE) for Middle School and 9th grade.
- One on One coaching with the Curriculum Specialist, lesson study, observations, and debriefing.
- Implemented ELA Bootcamps
- Extended Learning Academy afterschool and plan to resume Saturday Academy
- Focused training in Springboard ELA and i-Ready Reading

Plan to improve the ELA CAASPP results:

Springboard Curriculum for English

New Designs Charter School Watts has made a concerted effort to align its curriculum to Common Core State Standards (CCSS) to ensure that all students have access to highly effective instruction. English Language Arts Springboard offers a blend of directed, guided, and investigative instruction which aligns with our schools Essential Elements of Effective Instruction (EEEI) Lesson Plan Template. Additionally, Springboard includes real-world connections that get students engaged and focuses more deeply on fewer concepts, while emphasizing on procedural fluency. These concepts seem to help our students perform much better on the California Assessment of Student Performance and Progress (CAASPP).

In order to deliver the Springboard curriculum effectively, New Designs Watts will provide more training for all Middle and High School teachers throughout the year. The school schedules combined professional development with the other New Designs Charter campuses to facilitate collaboration between Math and ELA departments that will allow the transfer of best practices. Department meetings are implemented to allow teachers in the ELA departments to plan and analyze data together.

i-Ready diagnostic and curriculum for English Language Arts Academic Enrichment Class.

New Designs-Watts recognizes that the middle grades mark a critical transition for students. In light of this, NDCS offers an Academic Enrichment class, a unique opportunity for intervention, support and enrichment. During the Academic Enrichment (AcE) block, students are provided personalized, robust and standards-aligned instruction in Reading and Math as they alternate between the two classes. It is a class intended to meet the varied learning needs of students through focused and personalized academic assistance in English Language Arts. AcE adds 0.5 credit unit to ELA core classes making each class 1.5 credit units instead of 1. In order to improve the performance in ELA the school will increase the number of diagnostic assessments to better determine whether the students are on track.

ELD Curriculum

In compliance with the LAUSD-adopted EL Master Plan, NDCS-Watts has integrated and designated English Language Development (ELD) classes for our EL students. Our ELD curriculum consists of our integrated program Springboard ELD and our designated program Achieve 3000 for middle school and high school. EL and at-risk Long-Term English Language (LTEL) students are concurrently enrolled in Springboard integrated ELA classes. Our Edge curriculum is used for our LTELs who are concurrently enrolled in Springboard integrated classes. Teachers are provided with professional development in Specially Designed Academic Instruction in English (SDAIE) strategies to scaffold access to the content (SDAIE is an approach in scaffolding for skills). The success of LTELs in these classes is carefully monitored, with extra academic support triggered as needed (e.g., Saturday School, tutors, online support from Achieve 3000). In addition, we have a new ELD coordinator, who meets regularly with are ELD Coordinator at our other schools to ensure alignment and support. Also, we have contracted 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 students.

Defined STEM

This current school year the school has purchased the defined stem online curriculum to be used in all classes. Defined stem is a project-based learning curriculum that implements Project Based Learning (PBL) into all subjects. It has given teachers a chance to create cross-curricular projects with other teachers.

Technology Integration

To further enhance rigor and improve student engagement in the classroom, technology is integrated in the classroom through the use of Promethean boards and Chromebooks. In addition, teachers were provided with desktop computers and other instructional resources that allow them to access the interim assessments available on the CAASPP portal.

Benchmark Administration

English Language Arts/Literacy Focused Interim Assessment Blocks

The Smarter Balanced Interim Assessment Blocks (IABs) are one of two distinct types of interim assessments being made available by the Consortium; the other type is the Interim Comprehensive Assessment (ICAs). IABs are short, focused sets or blocks of items that measure one or more assessment targets. Results from these assessments provide information about a student's strengths or needs in relation to the

Common Core State Standards (CCSS) and, therefore, generate more detailed information for instructional purposes than the summative or ICAs alone.

ELA Blueprints - The blueprint can be used by educators to plan how to integrate the IABs effectively within classroom instruction or to better understand results that are reported. Users of the blueprint can become familiar with the number of IABs for each grade level, the general focus of each IAB, (i.e. which assessment targets are addressed in a specific IAB and the emphasis of each target relative to the other targets in the block). Given the differences in class time required and the amount of time needed to score blocks, the teacher would decide which blocks best meet the instructional needs of the class. Finally, educators can use this blueprint in conjunction with the summative and ICA blueprints to support more comprehensive classroom level instructional and assessment plans.

To support teaching and learning, New Designs Charter School - Watts administers 3 benchmarks per year. The first benchmark establishes our baseline data for the beginning of the year. The other benchmarks are used to measure progress towards mastery of grade-level standards and goals.

Benchmark data is communicated to students, parents and teachers, and analyzed during professional development. Teachers use the data to inform their instruction and provide intervention and support where needed, more specifically to students identified as “Not Met” or “Nearly Met” Standard. Students are currently scoring on the benchmarks what they scored at the end of last year.

Classroom Observation Tool

The school is transitioning to utilizing the Pivot Danielson Teacher Evaluation Framework the Marzano Focused Teacher Evaluation Model, which is an observer and teacher-friendly evaluation tool. It utilizes a systematic, step-by-step approach for observation to improve inter-rater reliability. The model is comprised of four domains, or areas of expertise, designed to progressively guide a teacher from planning, to implementation of instructional strategies, to awareness of conditions for learning in the classroom, and to professional responsibilities. Critical to the model is not only teacher use of instructional strategies, but also monitoring of learning through student evidence. These evidences become the measure for determining the effect of teachers’ use of instructional strategies. The goal this academic year is to transition from using Marzano Teacher Evaluation tool to Pivot/Danielson Teacher Evaluation Tool which aligns with the 5E (Engage, Explore, Explain, Elaborate and Evaluate) lesson planning.

Department Heads and Instructional Leadership Team

During the 2017-18 year, we established the Instructional Leadership Team, which is made up of the principal, department heads, as well as the Curriculum and Instructional Specialist. The team meets monthly to update curriculum pacing guide, review and analyze formative and summative assessment data, plan professional development and share best practices.

Positive Behavioral Interventions and Supports (PBIS)

For the past three years, NDCS-Watts has implemented the PBIS framework; it is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. This is run by the middle and high school deans as well as a middle school teacher and high school teacher. Our school has partnered with the Los Angeles County Office of Education (LACOE) to provide continuous training, guidance and advise as we move forward to ensure full implementation of the PBIS framework.

Extended Learning Academy

In addition to the 21st Century /ASES Program for our middle school, we now have a partnership with Think Together formerly known as Youth Policy Institute (YPI) to provide after school for our high school students beginning with the 2018-2019 school year. Engaging classes are currently offered after school including Music and Debate.

Additional initiatives were implemented this current school year which include but not limited to:

- A. Technology Trainings to update stakeholders of new tools that can enhance the Distance Learning and the delivery of instruction
 - Teaching /Learning with Springboard Digital
 - Engaging Students in Higher Order Thinking
 - Effective Mathematics Practices for your Classroom
 - Utilization of English Learners Passports in designing weekly learning plan
- B. ELA CAASPP Boot Camp
- C. ELA CAASPP Practice Items aligned with the CAASPP Interim assessments and Math Blueprints.

Maximizes LACOE-facilitated EL-related Instructional Strategies

Mathematics Indicator “Orange” -109.4 DF3 (increased 4.3 points); “Red” Student Groups - African American (-124.1 DF3), English Learners (-131.4 DF3); “Orange” Student Group - Socioeconomically Disadvantaged (-106.9 DF3/increased 6.3 points); “Yellow” Student Group - Hispanic (-92.6 DF3/increased 18.7 points); “No Color” Students with Disabilities (-49.1 DF3/increased 57.6 points)

In the area of improving Math achievement levels among the numerically significant subgroups in Math (Black or African American, English Learner, Latino, and SED) as measured by the California School Dashboard three significant subgroups, the teachers with the support from the Curriculum Specialist worked collaboratively to ensure students developed the fundamental skills in Math that would significantly impact the learning of all students. The primary goal has been to align internal assessments, researched-based instruction and Common core-aligned curriculum to the Smarter Balanced Assessment Consortium (SBAC). In addition, the curriculum specialist provided professional development to teachers and staff on the essential elements of effective reading and writing across the curriculum, CCSS and literacy and vocabulary strategies as well as culturally relevant pedagogies. To further improve our Math achievement, NDCS-Watts adopted and implemented the following curriculum:

- Springboard for grades 6-12
- iReady for grades 6-8
- Achieve 3000 for grades 6-12 to support English Language Learners
- Naviance to provide SAT practice in Math
- Defined STEM (all grades) to practice PBL and performance task completion
- We have double blocked our Math courses with an academic support course (AcE) for Middle School and 9th grade.
- One on One coaching with the Curriculum Specialist, lesson study, observations and debriefing.
- Implemented Math Bootcamps
- Extended Learning Academy afterschool and on Saturday
- Focused training in Springboard Math and i-Ready Math implementation
- 2 Key factors contributing to the increase of the Math CAASPP student achievement.

Springboard Curriculum for Math New Designs Charter School Watts has made a concerted effort to align its curriculum to Common Core State Standards (CCSS) to ensure that all students have access to highly effective instruction. NDCS-Watts selected Springboard

Mathematics for its middle school and high school. Math offers a blend of directed, guided, and investigative instruction that aligns with our school's Essential Elements of Effective Instruction (EEEI) Lesson Plan Template. Additionally, Springboard includes real-world connections that get students engaged and focuses more deeply on fewer concepts, while emphasizing procedural fluency. These concepts seem to help our students perform much better on the California Assessment of Student Performance and Progress (CAASPP).

In order to deliver the Springboard curriculum effectively, New Designs Watts will provide more training for all Middle and High School teachers throughout the year. The school schedules combined professional development with the other New Designs Charter campuses to facilitate collaboration between Math departments that will allow the transfer of best practices.

The school adopted the Springboard integrated math curriculum in high school. The rationale is to teach students how to make connections between algebra, geometry, statistics, etc. This helps students have a more rounded experience as required by the common core state standards.

I-Ready curriculum for the Math Academic Enrichment Class

New Designs Charter School-Watts recognizes that the middle grades mark a critical transition for students. New Designs goal is to ensure that ALL students demonstrate proficiency in all subject areas. In light of this, NDCS offers an Academic Enrichment (AcE) class, a unique opportunity for intervention, support and enrichment. During the Academic Enrichment (AcE) block, students are provided personalized, robust and standards-aligned instruction in Reading and Math as they alternate between the two classes. It is a class intended to meet the varied learning needs of students through focused and personalized academic assistance in both Math and English Language Arts. AcE adds 0.5 credit unit to ELA and Math core classes making each class 1.5 credit units instead of 1.

Other ongoing actions include but not limited to:

- Designing a culturally relevant-based weekly learning plans

- Diagnostic Assessment administered through two platforms, i-Ready for 6-8 grade and Study Island for 9-12 grade Platforms.

- The Benchmark Assessment for the core subject areas in the current academic year was administered through the Study Island platform, although the CAASPP Interim Assessments have been utilized in the past years. NDW considered the CAASPP Portal as a great resource for academic achievement – curriculum, instruction, and assessment-wise. The ELA and Math CAASPP and CAST Blueprints are available tools that our teachers can easily access and therefor guide the learning process in the classroom. The goal of the school is to align the lesson on the Blueprint with the Department Pacing Guide which will then ultimately reflect in the weekly learning plan designed by the teachers. Continue to schedule Math academic competitions among grade levels hosted by the Math Department.

Academic Enrichment Math has been offered to Grades 6-8

Math CAASPP Preparation class has been offered to High School students.

Extended Learning Academy sessions are available for all students and are ongoing virtually.

Credit recovery classes are offered to ALL High School scholars through Apex.

NDW recognizes that a set of best practices proven to work in the past need to be revisited and researched-based strategies in improving Math proficiency need to be considered moving forward. The identified strategies will be employed as the school continues Distance Learning through this academic year and reevaluate the progress of its implementation as the school transitions to the upcoming academic years:

A. Restructuring Math Intervention Staffing

1. Hire a Math-Specific Intervention Coach who demonstrates verified expertise in the area of Math as well as Math Teacher Aides who will work closely with the Math Intervention Coach as well and with the Math teachers.

2. Employ (remote or on-campus) learning strategies that allow students to practice math skills regularly and that are geared towards mastery of targeted skills-based on students' diagnostic and benchmark assessment results.

B. Restructuring Math-Specific Interventions to serve all students:

1. Creating Math Proficiency Awareness among home, school, and community stakeholders. Creating Math Proficiency awareness requires a recommitment to student achievement and a constantly refreshed belief that all stakeholders and not only the students can and will learn. This pledge and belief about learning propel create a community of change agents where everybody takes ownership of the learning needs at hand - as a result, contributing to the overall transformational change:

- Conduct professional learning sessions that are targeted to the development of Math Skills among students. The goal is to have a unified understanding on the utilization of the Math CCSS as the main tool and resource in designing weekly learning plans. Students who are equipped with the mathematical skills that are aligned with the Math CCSS are also Math CAASPP-read
- Structure the instructional day to include fun Math learning activities that students can actively engage in:

Example of best practices that need to be revisited:

- A. The school facilitates a **Math Trivia** as part of the Before School Program. Math Trivia correct responses will be raffled every Friday with an assigned prize for every category.
- B. **Math Power Hour** – The school allocates a time within the week for all school stakeholders to participate in a Math Drill/Exercise.
- C. **Math Academic Competitions** such as Math Quiz Bowl
- D. **Incorporate Daily Math Practice** in all Math classes in a form of Do Now, Academic Competition, Kahoot, Warm up and the like
- E. **Measure Math Proficiency Growth** – Provide specific and targeted interventions to students based on different sources (CAASPP, Benchmark and formative assessments)
- F. **Incentivize Math Proficiency Growth** – Recognize Math achievers based on Math proficiency guidelines through different levels (Advisory, Cohort, Grade Level, Individuals)
- G. **Monitor the implementation of Individualized Learning Plan (ILP)** – Incorporate a schedule in Advisory sessions that allow bi-weekly monitoring of student goals and accomplishments.

Schedule quarterly Advisor-Advisee and Parent Meetings where students showcase their Advisory Student Portfolio.

English Learner Progress Indicator 40% of English learners making progress (progressed at least one ELPI level) towards English language proficiency “Low”. 30% maintained their ELPI level, and 30% decreased at least one ELPI level.

New Designs Charter – Watts continues its commitment to provide excellent instruction and intervention to ensure progress, especially through distance learning. We have and are currently identifying factors that may have contributed to the assessment result which include instructional practices, social, cultural, and emotional factors to provide individual and wide-scale interventions and support. NDCS is continuing to provide professional development to all teachers to assist ELD students, as well as all students towards achieving their highest potential by training teachers on using culturally relevant strategies to increase motivation which will allow students to gain confidence in being successful and to include referents of the students to connect to prior learning.

Our designated ELD class is using Achieve3000 as its main online literacy program for Beginner ELs, ELs, and LTELs. Designed for diverse groups, the program provides leveled contents and activities focused on developing phonemic and phonological awareness, speaking fluency, reading and writing skills. All lessons and activities are aligned to the CA Common Core State Standards for Literacy and English Language Development Standards. The nonfiction reading contents are informative, culturally relevant, and are aligned to students’ interests. Achieve 3000 provides leveled vocabulary lists and a combined word list is used to facilitate vocabulary learning.

Also, Achieve 3000 offers supplemental reading practices to LTELs through its Stretch Article and Activity. Their progress reports enable us to track the entire class as well as individual students. We are continuing our efforts to decrease the number of LTELs to meet or exceed the resident school's median by providing extra support for our LTELs. In addition to the Achieve 3000 contents and activities, EDGE –Reading, Writing, and Language is also used as the standards-based curriculum for LTELs, especially in Grammar and Writing. This is to meet their unique needs in improving grammar and gaining fluency in formal speaking and writing. The grammar worksheets are very helpful as they target specific language needs such as using precise language and appropriate verb tenses, expanding sentences using modifiers, and writing grammatically correct sentences.

ELPAC review is conducted daily to focus on each domain. Practices are done by language domains and tasks. The review is conducted as a regular lesson in which instruction regarding the test task/skill is delivered to the class. Then vocabulary is taught to establish the use of “relevant and effective language” as indicated in the rubric; a pre-speaking or writing brainstorming is done to generate ideas and guide students on suitable words and phrases to use in their responses. Whole group and small group practices are done subsequent to the discussion using the practice tests in the ELPAC website (in breakout rooms) and teacher-created tests. Then individual practices by task are provided especially for Speaking and Writing by the ELD teacher and paraprofessionals.

Successful access and engagement with core content standards are the focus of the Integrated English Language Development portion of the program for both middle and high schools at New Designs. Course content is based on meeting and exceeding state standards at the middle school, and college prep A-G course completion in the high school. Teachers set high expectations for each EL while providing language and content support which may include; differentiating pacing, product, diverse assessment and presentation techniques, peer coaching and collaboration, and other methodology.

In addition to the Designated and Integrated portions of the ELD program, students are routinely monitored to check on progress. Students that demonstrate difficulty meeting grade-level expectations are provided with additional support and intervention that is available in individual or group pull-out, and after school academy.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The LCAP goals set for this year are geared towards professional development and support for teachers in the area of professional growth or learning, accountability, diversity and instructional leadership. Quality teachers who demonstrate excellence in instruction delivery for all students are key in increasing academic achievement and engagement as measured by attendance, four-year adjusted cohort graduation rate, CAST, Math and ELA CAASPP proficiency as well EL reclassification rate.

The acknowledgement that the social and emotional well being development of all stakeholders became profound during the most challenging times of the pandemic, the LCAP highlights the need of training to address these priorities.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

New Designs Charter School - Watts has not been identified for Comprehensive Support and Improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

To be finalized prior to public hearing

Administrators (Leadership training, CMO meetings and School Leadership Team meetings by school site.

1/7/21 - Review of the Learning Continuity and Attendance Plan

1/8/21 - Distance Learning Plan for Families/ Student Engagement and Re-engagement Strategies

2/22/21- Safe School Reopening aligned with LAC DPH K-12 Protocols

Teachers (Professional Development, Pupil Free Days)

9/18/2020 - Creating Virtual Classrooms as part of the schools' distance learning webpage.

10/23/2020 - Distance Learning Strategies/ Technology Training for Teachers

1/11/21 - Serving the Most Vulnerable Student Population

Student Survey

Students were asked to share their perceptions across a range of issues.

- 92.2% felt great, good, or okay.
- 68.4% strongly agreed or agreed that the school promoted success for all students.
- 78.8% strongly agreed or agreed that their teachers go out of their way to help students.
- 71% strongly agreed or agreed that the school offered them support to learn better and achieve at higher level.
- 78.9% strongly agreed or agreed that adults at the school cared for them.
- 42.1% strongly agreed or agreed that the school has clean and well-maintained facilities and properties.
- 55.3% strongly agreed or agreed that the school provided them with textbooks and materials.
- 86.8% strongly agreed or agreed that the school provided them with technology to be successful in distance learning.
- 47.4% strongly agreed or agreed that the school sought parental inputs and involvement in the development of the schools, curricular and extracurricular activities.
- 81.6% strongly agreed or agreed that the school offered them activities and programs that prepared them for college.
- 63.2% strongly agreed or agreed that the school offered them activities and programs that prepared them for a career.
- 44.7% strongly agreed or agreed that they felt safe and connected to the school.

Parents/ Students

ELAC/SSC

10/1/20 -ELAC/SSC Orientation

3/31/21 - ELAC/SSC Election

4/29/21 - Review of the SPSA; Parent Engagement

5/27/21- Data -Driven-Decision Making

SELPA Administrator

Consultations with the SELPA took place through several meetings and calls to review performance of special education students leading to creation of plans of action to address low performance for the subgroup. Meetings take place on Wednesdays of every week.

A summary of the feedback provided by specific stakeholder groups.

The diverse perspectives of the stakeholder groups contribute to a robust process in developing the school's LCAP goals. The School Leadership Team's priorities are gleaning toward safety for all, mitigating learning loss, conducting differentiated professional learning sessions that target the professional growth needs of teachers, social and emotional well being of all, leadership trainings, student engagement and re-engagement strategies/attendance and community partnerships

Department chairs led and facilitated discussions with the rest of the teachers to ensure that the LCAP goals set for the school are addressing the students' varied academic and social/emotional learning needs. Among the priorities identified were: Data-Driven Decision Making, Department Collaboration/PLCs, Student Engagement, Parent Engagement/Parent Education, Target Intervention for Students

While parents representing ELAC and SSC advocated for the need to expand parent volunteer opportunities as well as strengthening communication between home and school, the students are looking forward to engaging more in student leadership opportunities and career internships.

The New Designs-Watt's COP membership is a testimony of the school's efforts in strengthening its ability to provide quality education and service to our most vulnerable student population. Two goals were emphasized by our SELPA administrators which the school is striving towards: (1) Collaboration with other COP charter schools and (2) Building Leadership Capacity

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

New Designs Charter School-Watts believes that stakeholders have a wealth of relevant knowledge and experience that school leaders take into consideration to help the school's organizational operations become more impactful, sustainable and viable over the long-term. The unified goal of our stakeholders to pursue academic excellence as well as their diverse perspectives to contribute to the vision of the school fosters connections, trust, confidence, and buy-in for the organization's key initiatives - a product of shared stakeholder input which include but limited to: safety for all, mitigating learning loss, conducting differentiated professional learning sessions that target the professional growth needs of teachers, social and emotional well being of all, leadership trainings, student engagement and re-engagement strategies/attendance and community partnerships.

Goals and Actions

Goal 1

Goal #	Description
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 SSPT 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 Priorities: 4, 5, 7; Local Priorities: 7)

An explanation of why the LEA has developed this goal.

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). This goal was continued from the previous LCAP as we have made gains in creating the infrastructure to address the area of data analysis. However, we are increasing our efforts to embed data systems in professional development and teacher use of data to drive their instruction decisions in lesson planning, and determining the appropriate interventions based on student needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase % of Grade 7 students who meet all 6 areas of the HFZ on the PFT	70% Grade 7 students who meet all 6 areas of the HFZ on the PFT (PFT data 2018-19)				76% Grade 7 students who meet all 6 areas of the HFZ on the PFT

Increase % of Grade 9 students who meet all 6 areas of the HFZ on the PFT	75% Grade 9 students who meet all 6 areas of the HFZ on the PFT (PFT data 2018-19)				81% Grade 7 students who meet all 6 areas of the HFZ on the PFT
Annual Growth SBAC ELA Meets/Exceeds Standards Grades 6-8	2019 SBAC ELA Grades 6-8 Met/Exceeded 22% All Students 24% Grade 6 21% Grade 7 20% Grade 8				2024 SBAC ELA Grades 6-8 Meet/Exceed 28% All Students 30% Grade 6 27% Grade 7 26% Grade 8
Annual Growth SBAC Math Meets/Exceeds Standards Grades 6-8	2019 SBAC Math Grades 6-8 Met/Exceeded 15% All Students 24% Grade 6 12% Grade 7 9% Grade 8				2024 SBAC Math Grades 6-8 Meet/Exceed 21% All Students 30% Grade 6 18% Grade 7 15% Grade 8
Annual Growth SBAC ELA Meets/Exceeds Standards Grade 11	2019 SBAC ELA Met/Exceeded Grade 11 43% All 46% SED 30% African American 57% Hispanic				2024 SBAC ELA Meet/Exceed Grade 11 49% All 52% SED 36% African American 63% Hispanic
Annual Growth SBAC Math Meets/Exceeds Standards Grade 11	2019 SBAC Math Grade 11 Met/Exceeded 5% All 6% SED 0% African American 10% Hispanic				2024 SBAC Math Grade 11 Meet/Exceed 10% All 12% SED 6% African American 16% Hispanic
Increase % of students that pass AP exams with a score of 3+ annually	2% AP Passage Rate with score of 3+				6% AP Passage Rate with score of 3+

Increase % of students who complete CTE Pathway	7% Students completed CTE Pathway				13% students who complete CTE Pathway
% Cohort Graduates Meeting UC/CSU Course Requirements A-G	100% Cohort Graduates Meeting UC/CSU Course Requirements (Source: 2020 Ed-Data)				Maintain 100% Cohort Graduates Meeting UC/CSU Course Requirements
% of Grade 11 students who are "Prepared" as measured by the CA Dashboard College/Career Indicator	2019 CA Dashboard College/Career Indicator 25.5% "Prepared" All Students (Orange) 25.9% SED (Orange) 33.3% African American (No Color) 21.4% English Learners (No Color) 14.8% Hispanic (No Color) 38.5% Students with Disabilities (No Color)				2024 CA Dashboard College/Career Indicator 31.5% "Prepared" All Students 31.9% SED 39.3% African American 27.4% English Learners 20.8% Hispanic 44.5% Students with Disabilities
CA Science Test (CAST)	2019 CAST Met/Exceeded 9% All Students				2024 CAST Meet/Exceed 15% All Students
English Learner Reclassification Rate	4.88% Reclassification Rate 2019-20 (Source: Ed-Data)				2023-24 Reclassification Rate >10%
% of EL who progress in English proficiency as	40% English Learners making progress towards				>45% English Learners making progress towards

measured by ELPAC and reflected on the CA Dashboard	English language proficiency (Source: CA Dashboard 2019)				English language proficiency
High School graduation rates	73.3% Graduation Rate 2020 (Source: Ed-Data)				90% Graduation Rate
Decrease Middle School dropout rate	0.9% Middle School Dropout Rate				Less than 1%
Decrease High School dropout rate	20% High School Dropout Rate (Source: Ed-Data)				10% High School Dropout Rate
% of students including Unduplicated Pupils and Students with Disabilities with access to and enrolled in a broad course of study	100% Students including Unduplicated Pupils and Students with Disabilities with access to and enrolled in a broad course of study				100% Students including Unduplicated Pupils and Students with Disabilities with access to and enrolled in a broad course of study
Maintain Chronic Absenteeism rates under 2%	2019 CA Dashboard Chronic Absenteeism Rate 0.5% ("Blue")				Maintain Chronic Absenteeism rates under 2%
Maintain attendance rate >95%	87.24% Attendance Rate				93% Attendance Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Supplemental Curricula, Local Assessments and Data-Driven Interventions (LCFF, Title I)	Employ local assessment to gather data on student progress on skills and standards. Data from these assessments are regularly reviewed and disaggregated to implement research-based interventions to address students learning needs: <ul style="list-style-type: none"> - Assessments: Achieve3000 (Grades 6-8) (\$9,010 - 4100 - LCFF S & C), iReady (Grades 6-8) (\$24,600 - 4100 - LCFF S & C), Study Island (Grades 6-12) (\$7580 - 4100 - title I) 	\$41,190 (\$7580 - title I; \$33,610 LCFF S & C). 100% non-personnel)	Y (\$33,610)

		<p>PSAT: Grade 10 SAT/ACT: Grade 11</p> <ul style="list-style-type: none"> - CAASPP Boot Camps (ELO) Rigorous practice and reinforcement of CCSS skills in Math and English supported by instructional aides (additional hours) - Academic Enrichment (AcE) utilizes i-Ready Diagnostic and i-Ready Curriculum for Math and ELA intervention. - Provide Edge curriculum for HS ELs. - Provide APEX as a course credit recovery. - Provide Intersession classes for middle school students that need to make for failed classes. - Summer Bridge Program is offered to newly-enrolled students as part of the New Student-Parent Orientation or onboarding purposes. (grades 6 & 9; any new enrollees) 		
1.02	Positive School Climate for Students (LCFF)	<p>Student activities/recognition:</p> <ul style="list-style-type: none"> - Academic awards (Principal Honor Roll, Honor Roll and On the Road to Honors) - Non-academic awards (perfect attendance, Student of the Year, Leadership Award, Service Award, Most Improved) - Recognitions/celebrations <p>Assumed cost of student events (5812 - LCFF) Cost is \$20,000 LCFF non-personnel</p>	\$20,000 LCFF non-personnel	Y (\$20,000)
1.03	After-school Tutoring & Credit Recovery (Title I)	<p>Provides opportunity for all students to recover classes/courses they failed. This program also extends additional assistance to students who need additional academic support to master grade level CCSS.</p> <p>Vendor is APEX Learning - Cost is \$9,600. Object is 4410. title I</p>	\$9,600 title I; non-personnel	
1.04	Enrichment & Engagement Opportunities for Students	<p>Activities to promote student learning and engagement (staffing, programs and strategies). New Designs Watts will implement the following activities and programming to provide students with relevant out-of-class experiences</p> <ul style="list-style-type: none"> ● field trips ● student clubs and organizations 	\$10,000	

		<ul style="list-style-type: none"> ● CIF sporting opportunities (baseball, basketball, soccer, track & field, softball etc) ● Student council MS/HS ● Learning celebrations ● Educational competitions (science fairs/Olympiad, inter school debating society, Robotics club) ● School culture and learning celebrations <p>Students are encouraged to actively participate in academic competitions which include, but not limited to: Math Quiz Bowl, Science Olympiad, Debate and the like. (Object code 5842 \$10,000 LCFF base; non-personnel)</p>		
1.05	Advisory Courses	<p>Advisory classes that meet twice a week for 30 minute each:</p> <ul style="list-style-type: none"> ● MS - students learn study and test taking skills, Habits of Mind and executive functions critical to success in career and college ● HS - students learn to prepare for career and college, navigate financial aid, financial literacy, resume writing, interviewing etc. (Naviance) <p>(Vendor = Naviance, 4410 - LCFF S&C Funds \$3700)</p>	\$3700 - 100% LCFF S&C, non-personnel	YES \$3700
1.06	Course access and college/career readiness	<p>Preparing students to learn and work in the 21st century. The school provides a broad course of study beyond core courses designed to make students valuable citizens of society. These courses are in a variety of areas that include:</p> <ul style="list-style-type: none"> ● Physical education ● MS Technology ● AP courses ● CTE Pathway courses <ul style="list-style-type: none"> ○ Law and Diplomacy ○ Information technology ○ Finance academy ○ Medical Sciences ● SAT/ACT Prep workshops ● CAASPP Academy\Naviance planning for HS <p>Salaries cost included below. SAT Prep comes from 4200 - books and other reference materials. Amounts is \$20,000.from LCFF S&C. Naviance cost is included in 1.05 above</p>	\$16300 - 100% LCFF S&C, non-personnel	YES (\$16,300)

1.07	Student Mental Health and Social-Emotional Well-Being	<p>Ensure an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. This includes:</p> <ul style="list-style-type: none"> • Addition of Mental Health staff and support. • Increased counseling services • A Thousand Joys program - • Student and Staff training on mental health awareness • Implementation of Social Emotional curriculum and creation of “Wellness Spaces” <p>Salaries are included below in goal 2. Other costs related to NDW and A Thousand Joys are approx. \$9,000. 100% non-personnel and 100% LCFF S&C</p>	\$9,000	YES (LCFF S&C)
1.08	Contracted Services for Special Education	<p>As an Option 3 SELPA member, NDW will provide related services support and school based support such as staff to schedule IEPs, provide instructional support and social emotional support Hire assistant to schedule IEP, liaise with parents</p> <p><i>Other costs include educational consultants (5810) that are coded for SPED related services. We have \$67,716 booked to SPED. Likely will have another \$120,000 booked from LCFF S & C funds as well</i></p>	\$197,716 <i>(\$67,716 Federal SPED; \$120,000 LCFF S & C) non-personnel</i>	YES (\$120,000)

Goal 2

Goal #	Description
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 Priorities: 1, 2, 8; Local Priorities: 1, 2)

An explanation of why the LEA has developed this goal.

There continues to be a need to improve the quality of instruction using high leverage strategies to address student achievement and outcomes. Additionally, NDW is working to align its classroom observations, evaluation, and instructional coaching support for impactful outcomes as evidenced by performance data. We remain committed to ensuring all teachers are appropriately credentialed and assigned to courses and students as required by the CCTC.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																												
% of teachers who are appropriately credentialed and assigned	100% Teachers who are appropriately credentialed and assigned				100% Teachers who are appropriately credentialed and assigned																																												
% of students with access to standards-aligned instructional materials	100% Students with access to standards-aligned instructional materials				100% Students with access to standards-aligned instructional materials																																												
Facility Inspection Tool (FIT) Score	Facility Inspection Tool (FIT) Score - “Good”				Maintain (FIT) Score - “Good”																																												
Implementation and sustainability of academic content standards for all students, including access for English learners, as measured by the Local Indicator Rubric	Full Implementation of academic content standards for all students, including access for English learners <table border="1"> <thead> <tr> <th colspan="2">2020-21 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS</th> </tr> </thead> <tbody> <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>5</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>PE</td><td>4</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>WORLD LANG.</td><td>4</td></tr> </tbody> </table>	2020-21 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS		ELA	5	ELD	5	MATH	5	NGSS	5	HISTORY	4	CTE	4	HEALTH	4	PE	4	VAPA	4	WORLD LANG.	4				Full Implementation and sustainability of academic content standards for all students, including access for English learners <table border="1"> <thead> <tr> <th colspan="2">2023-24 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS</th> </tr> </thead> <tbody> <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>5</td></tr> <tr><td>HISTORY</td><td>5</td></tr> <tr><td>CTE</td><td>5</td></tr> <tr><td>HEALTH</td><td>5</td></tr> <tr><td>PE</td><td>5</td></tr> <tr><td>VAPA</td><td>5</td></tr> <tr><td>WORLD LANG.</td><td>5</td></tr> </tbody> </table>	2023-24 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS		ELA	5	ELD	5	MATH	5	NGSS	5	HISTORY	5	CTE	5	HEALTH	5	PE	5	VAPA	5	WORLD LANG.	5
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Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Certificated Staff (LCFF, Unrestricted Lottery, Title I, AB602, EPA, IPI, ESSER)	<p>Salaries and benefits for the following certificated employees:</p> <ul style="list-style-type: none"> 22 Certificated Teachers 1 Principal 1 Counselor 1 Math Interventionist(Lead implementation/alignment of CCSS coaching, PD and assessment, common instructional practices) 2 Deans 1 Curriculum Specialist 2 RSP <p>Cost includes all 1000 level employees salaries and benefits. Total cost is : \$2,461,756 broken down as follows:</p> <ul style="list-style-type: none"> \$72,667 - title I \$49,860 - unrestricted lottery \$75,659 - state SPED \$695,965 - EPA \$154,661 - IPI \$1,111,407 - ESSER II \$301,537 - LCFF (50% of which is S&C) 	\$2,461,756	YES (\$150,768)
2.02	Classified Office Staff (LCFF, ESSER, State Nutrition)	<p>Salaries and benefits for the following classified employees:</p> <ul style="list-style-type: none"> 1 Office Manager 1 Office Manager Assistant 1 Safety Personnel 1 Data Coordinator 1 Business Manager 1 Technology Coordinator/Class Technology Assistant 1 Recruitment Coordinator 3 Custodians <p>All 2000 level employees besides 2100. Total costs amount to :</p> <ul style="list-style-type: none"> \$1,276,006 broken down as follows: \$27,751 nutrition \$182,809 - ESSER II \$1,065,446 - LCFF (half of which is S&C) 	\$1,276,006	YES (\$532,723)

2.03	Classified Instructional Aides (LCFF, Title I, AB602)	<p>Salaries and benefits for the following classified employees: 2 Special Education 2 English Language Development</p> <p>2100 level employees salaries and benefits. Total amounts to \$308,499 broken down as follows: \$48,059 - title I \$78,457 - state SPED \$15,644 ELO \$32,577 - ELO para \$133,762 - LCFF S&C</p>	\$308,499	YES (\$133,762)
2.04	Curriculum Software Licenses (ESSER)	<p>Springboard Mathematics and English (Grades 6-12) History Alive - Social Studies (Grades 6-12) Houghton-Mifflin Harcourt Science (Grades 6-12) Defined STEM (Grades 6-8) McGraw Hill - Career Pathways (Grades 9-12) Naviance (High School) School Connect - Advisory SEL-aligned curriculum (High School) Second Step - Advisory SEL-aligned curriculum (Middle School)</p> <p>All software costs in 4410 less the \$9600 listed in 1.04 above. Total is \$20,400 in LCFF</p>	\$20,400	
2.05	Staff Professional Development (LCFF, Title II)	<p>PBIS Training (LACOE) Springboard English, Mathematics and English Learners (Curriculum Associates) English Learners (LACOE) Math and Science (LACOE) (Professional Learning Communities supports) Culturally relevant pedagogy Danielson Teacher Evaluation Program Data gathering and analysis Cross Curricular Best Practices Academic Discourse Designing 5 Es Lesson Plans Social Emotional Well-Being Effective Strategies for Addressing Learning Loss Effective strategies for increasing math achievement Supporting Most Vulnerable Populations in the Classroom Universal Design for Learning - differentiated instruction</p>	\$26,800	

		<p>Other PD-related priorities:</p> <ul style="list-style-type: none"> ● Invite motivational guest speakers that specializes in Inner City Education. ● Establishment of Professional Learning Communities ● Implementat a Teacher Evaluation cycle that optimizes teacher potential and quality of instruction. ● Focused and tiered interventions facilitated by ELD Teacher Associates as specified on the EL Passports. ● Circulate TAs into strong classrooms where they can progress into trained teachers for the school community ● Teacher-Teacher Associate Mentorship and Ongoing Collaboration ● A six-week cycle professional learning sessions on 6-part writing process ● Use specific criteria and unpacked standards in prioritizing Common Core State Standards. <p>PD Calendar:</p> <ul style="list-style-type: none"> ● 6-day PD prior to the beginning of the School Year ● 4 Pupil Free Day ● 4 Pupil/Faculty Free Days ● Bi-weekly Professional Learning Sessions <p>All 5200 and 5210 \$26,800 total with \$17,059 in title II and \$9,741 in LCFF</p>		
2.06	Special Education Program - Option 3 (FUNDING SOURCE?)	<p>MOU established with LAUSD for membership in the charter school consortium for Special Education to provide special education services to students in accordance with their individual IEPs.</p> <p>Special Education staff professional development (legal issues, processes, compliance and writing legally defensible IEPs) = Legal firm Young, Minney & Corr LLP</p> <p>20% of legal services and settlements amounts to \$10,000 and all of the SPED Encroachment fee of \$55,458. All state SPED cost and coded to 7141</p>	\$65,458	
2.07	Facility Lease & Maintenance (LCFF, SB740)	Providing the school community with a safe, clean and well maintained school site. Lease of facility, maintenance and repair of site and	\$724,330 (\$427,021 -	

		<p>facilities, ensuring safety of site, ensuring a healthy environment with requisite amenities</p> <p>Objects 5450, 5500, 5501,5600, and 5601)</p>	LCFF and \$297,309 - SB740)	
2.08	ELD Program: CA EL Roadmap map implementation Master Plan consolidation	<p>Implementation and consolidation of CA EL Roadmap principles.</p> <ul style="list-style-type: none"> ● Assets-Oriented and Needs Responsive Schools ● Intellectual Quality of Instruction and Meaningful Access ● System Conditions that Support Effectiveness ● Alignment and Articulation Within and Across Systems <p>New Designs Charter School-Watts will continue to adhere to the District's adapted EL Master Plan. Our teachers utilized Achieve 3000 for MS designated ELD, and intervention. The instructional Coach administered the ELPAC assessments and assisted with identifying EL for reclassification. EDGE Curriculum was adopted for high school designated ELD courses.</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 Assistants will administer the ELPAC assessment, and provide targeted instruction for EL. Teachers will use the Springboard ELD Component curriculum.</p> <p>ELPAC assessments and targeted instruction for ELs. Achieve 3000 assessments</p> <p>Majority of funds captured in salaries listed above plus \$5,927 coded to title III in 5810.</p>	\$5,927	Yes
2.09	Instructional Technology & Tech Infrastructure	<p>New Designs will purchase technology to enhance instructional experiences for students and teachers. Annual purchases for technology include but not limited to:</p> <ul style="list-style-type: none"> ● Chromebooks (replacement) and mobile cart ● Projectors ● Desktop computers ● Headsets/headphones ● IT equipment <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</p>	\$60,000	

		Assistant will conduct a needs assessment based on the staff and student needs, and provide all tech support and maintenance.		
		All 4400 and 4430 - \$60,000 with \$20,000 in ESSER II, \$16,349 in Title IV, and \$23,651 in LCFF base		

Goal 3

Goal #	Description
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 Priorities: 3, 6; Local Priorities: 3, 6)

An explanation of why the LEA has developed this goal.

This goal remains unchanged from the prior LCAP, as COVID has provided us with a great opportunity to be more creative in establishing more methods to connect with families on a host of issues including supporting their student emotionally and academically, how to be an engaged parent, and NDWs focus on being a safe and nurturing environment for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent involvement through input in decision-making will include parents of unduplicated students and students with disabilities	Held SSC (4 meetings) and ELAC (4 meetings) meetings; 5 Parent Town Hall meetings				Hold 5 SSC and 5 ELAC meetings; 5 Parent Town Hall meetings
Parent involvement will include opportunities for participation in programs for unduplicated students and	Attendance for Parent Town Halls (5 meetings), SSC (4 meetings) and ELAC (4 meetings) meetings; Parent attendance at IEP				Attendance for 5 Parent Town Halls, 5 SSC meetings, 5 ELAC meetings; Parent attendance at IEP meetings and orientation for SPED

Students with Disabilities	meetings and orientation for SPED				
Annually Decrease Suspension Rate	3.2% Suspension Rate 2019-20 (Source: Ed-Data)				Maintain Suspension Rate <2%
Maintain expulsion rates <1%	0% Expulsion Rate 2019-20 (Source: Ed-Data)				Maintain expulsion rates <1%
Increase participation rate on parent survey	56% Parent participation rate in survey				65% Parent participation rate in survey
Increase participation rate on student survey	93% Student participation rate in survey				97% Student participation rate in survey
Increase participation rate on teacher survey	95% Staff participation rate in survey				100% Staff participation rate in survey

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Monthly Coffee with the Principal	Costs associated with monthly meetings with parents to include refreshments \$1,000 from LCFF base/4700	\$1,000	Y
3.02	Bimonthly Parent Trainings	Costs associated with conducting/hosting parent training to include refreshments, workbooks/materials, translation, etc. Estimated costs for refreshments and materials is \$2500 LCFF base/object code #4300	\$2,500	Y
3.03	Parent Recognition Activities	Costs associated with the following parent/student recognition activities (ie decorations, facility rental costs, recognition materials, etc.) Honors Induction Ceremony End of Year Celebration Parent Recognition	\$3,382	Y

	Other space rental - object 5602 - \$3,382 LCFF base		
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Goal Analysis **2021-22** (To be completed in Spring 2022 as part of the Annual Update process)

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.07%	\$889,529

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The majority of students served by New Designs Charter School Watts are unduplicated students (81.7%), and the actions identified in the LCAP, will best serve ALL students, including ALL student groups including socioeconomically disadvantaged pupils, foster youth, students with disabilities, and English learners by providing increased/improved services through targeted actions as outlined in the goals.

As a public school firmly committed to continuous improvement, New Designs Watts will monitor multiple data measures to ensure annual student growth at the school and student group levels. Data disaggregated by student groups will regularly be analyzed by administration and classroom teachers, as well as periodic reporting on trends to the local governing board.

All actions provided in the LCAP to increase and/or improve services for English learners, low income, and foster youth have been developed based on state and local data, identified need, and supported by feedback from stakeholder groups. The following actions are intentional efforts to increase the growth and achievement of our unduplicated pupils for success in school.

GOAL 1 Actions:

1.01 Supplemental Curricula, Local Assessments and Data-Driven Interventions - This action is provided on a schoolwide basis; however, our data has revealed that English Learners, foster youth, and low-income students are the target of the actions as disaggregated and continuous assessment pointed to them as groups with most needs and supplemental curriculum and academic interventions would most appropriately address their needs.

1.02 Positive School Climate for Students (LCFF) - This action is being provided on a schoolwide basis to provide baseline data and information critical to serving English Learners, foster youth, and low-income students who have consistently fallen in the Tiers that need interventions.

1.03 After-school Tutoring & Credit Recovery (Title I) - This action is provided on a schoolwide basis; however, our data has revealed that most benefit is for English Learners, foster youth and low-income students who predominantly compose the after-school tutoring group. We regularly disaggregate local assessment and statewide data to determine the most effective interventions to address students' academic needs in meeting standards.

1.04 Enrichment & Engagement Opportunities for Students - This action is being provided on a schoolwide basis; however, it provides a necessary intervention to have verifiable data to progress monitor the academic needs of foster, English learners, and our low-income populations. We regularly disaggregate local assessment data to determine the most effective interventions to address students' academic needs in meeting standards.

1.05 Advisory Courses - while this action is schoolwide, foster youth, low-income learners and English Learners derive most benefit as they have a predominant presence in school and require the direction and guidance the programs and activities in Advisory offer.

1.06 Course access and college/career readiness - This action is being provided on a schoolwide basis; however, we regularly review our courses and gather performance data, disaggregate the data to determine the most effective interventions to address English Learners, foster youth and low-income students' academic needs in meeting standards and necessary levels of college and career preparedness.

1.07 Student Mental Health and Social-Emotional Well-Being - This action is being provided on a schoolwide basis; however, special focus is given to the needs of low-income students, foster youth, and English Learners, who are the most vulnerable subgroups that are negatively impacted in most given circumstances and especially now during the pandemic. It provides access to counselling as well as a variety of resources to support the students' well-being.

1.08 Contracted Services for Special Education - This action is being provided on a schoolwide basis; however, its most benefit is for low-income students, foster youth, and English learner subgroups which our data has pointed out needs such interventions in Math.

GOAL 2 Actions

2.01 Certificated Staff - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.02 Classified Office Staff - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.03 Classified Instructional Aides - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.04 Curriculum Software Licenses: Software Licenses and software Upgrades, New Purchases - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.05 Staff Professional Development - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.06 Special Education Program - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.07 Facility Lease & Maintenance - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.08 ELD Program - Activities to promote student learning and engagement. - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

2.09 Instructional Technology and Tech Infrastructure - These actions and services are developed and designed to increase or improve services for our English Learners, low-income students, and foster youth. They are provided on a schoolwide basis to increase their overall efficiency and effectiveness.

GOAL 3 Actions

3.01 Monthly Coffee with the Principal – This action is designed to meet the identified needs of English Learners, low-income students, and foster youth by providing their parents ongoing communication and opportunities to get involved.

3.02 Bimonthly Parent Training - This action is designed to meet the identified needs of English Learners, low-income students, and foster youth by providing their parents with training and ongoing communication and opportunities to get involved.

3.03 Parent recognition activities - This action is designed to meet the identified needs of English Learners, low-income students, and foster youth by providing their parents with training and ongoing communication and opportunities to get involved.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Data monitoring, stakeholder feedback, and data-driven decision-making lie at the heart of the local Control Funding Formula (LCFF) to improve outcomes for students belonging to the most vulnerable student groups. New Designs Watts' minimum proportionality to increase/improve services to unduplicated pupils is approximately 28%, or equivalent to \$889,529. With approximately 8 out of every 10 students meeting the definition of "unduplicated", the most effective use of funds in the MCA budget and LCAP is to apply funds on a schoolwide basis when considering increased/improved services, except where the needs of a particular student group are highly specific as is the case with low income, foster youth and English learners.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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.
- **Support for Identified Schools:** Describe how the LEA has or will support 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.

- **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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.