

# New Designs Charter School

## Local Control Funding Formula (LCFF)

### Budget Overview for Parents

#### LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Designs Charter

CDS Code: 19 64733 0102541

School Year: 2021 – 22

LEA contact information: Stephen Gyesaw, Principal [stephen.gyesaw@newdesignscharter.net](mailto:stephen.gyesaw@newdesignscharter.net)  
(213) 765-9084

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

## LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) name:</b>	New Designs Charter
<b>CDS code:</b>	19 64733 0102541
<b>LEA contact information:</b>	Stephen Gyesaw, Principal stephen.gyesaw@newdesignscharter.net (213) 765-9084
<b>Coming School Year:</b>	2021 – 22
<b>Current School Year:</b>	2020 – 21

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

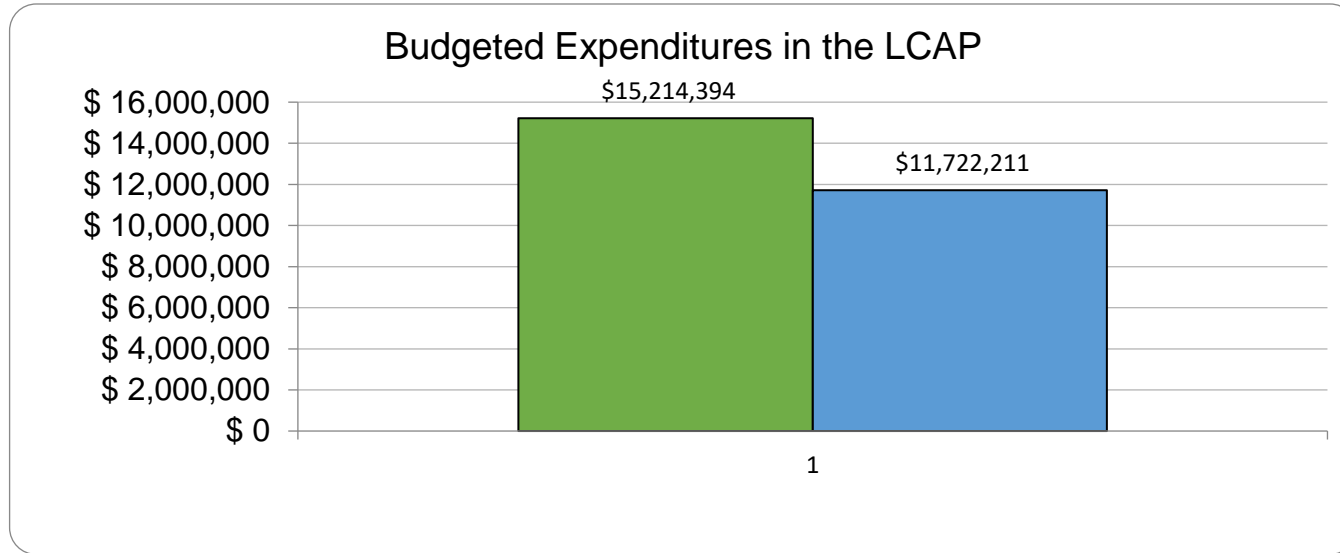
<b>Projected General Fund Revenue for the 2021 – 22 School Year</b>		<b>Amount</b>
Total LCFF funds	\$	9,881,186
LCFF supplemental & concentration grants	\$	2,218,679
All other state funds	\$	2,565,983
All local funds	\$	53,000
All federal funds	\$	2,968,477
<b>Total Projected Revenue</b>	<b>\$</b>	<b>15,468,646</b>
<b>Total Budgeted Expenditures for the 2021 – 22 School Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	15,214,394
Total Budgeted Expenditures in the LCAP	\$	11,722,211
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,387,124
Expenditures not in the LCAP	\$	3,492,183
<b>Expenditures for High Needs Students in the 2020 – 21 School Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	2,421,265
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	2,562,324

**New Designs Charter School**  
**Local Control Funding**  
**Formula (LCFF) Budget**  
**Overview for Parents-Charts**

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

The total revenue projected for New Designs Charter is \$15,468,645.69, of which \$9,881,186.15 is Local Control Funding Formula (LCFF), \$2,565,983.02 is other state funds, \$53,000.00 is local funds, and \$2,968,476.52 is federal funds. Of the \$9,881,186.15 in LCFF Funds, \$2,218,679.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much New Designs Charter plans to spend for 2021–22. It shows how much of the total is tied to planned actions and services in the LCAP.

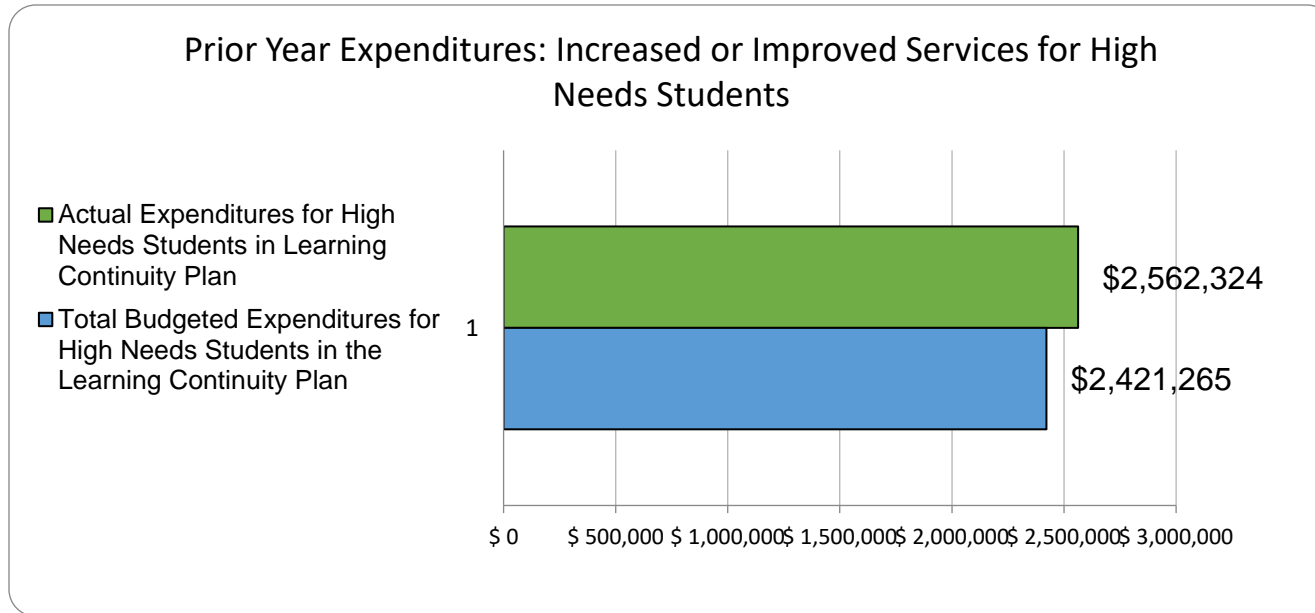
New Designs Charter plans to spend \$15,214,394.00 for the 2021 – 22 school year. Of that amount, \$11,722,211.00 is tied to actions/services in the LCAP and \$3,492,183.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures include, but are not limited to: insurance expense, audit services, district oversight expenses, Backoffice fees, materials and supplies, food and food supplies, advertising and recruiting, and IT services

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, New Designs Charter is projecting it will receive \$2,218,679.00 based on the enrollment of foster youth, English learner, and low-income students. New Designs Charter must describe how it intends to increase or improve services for high needs students in the LCAP. New Designs Charter plans to spend \$2,387,124.00 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



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

In 2020 – 21, New Designs Charter's Learning Continuity Plan budgeted \$2,421,265.00 for planned actions to increase or improve services for high needs students. New Designs Charter actually spent \$2,562,324.00 for actions to increase or improve services for high needs students in 2020 – 21.

# Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Designs Charter School 2303 South Figueroa Way Los Angeles, CA 90007 <a href="https://www.newdesignscharter.com">https://www.newdesignscharter.com</a> CDS Code: 19-64733-0102541	Stephen Gyesaw, Principal	<a href="mailto:stephen.gyesaw@newdesignscharter.net">stephen.gyesaw@newdesignscharter.net</a> (213) 765-9084

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

## Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7

Local Priorities: 7

## Annual Measurable Outcomes

Expected	Actual
Annual Growth on ELA CAASPP Distance from Level 3 (DFL3) using Scale Scores: Grades 6-8 (Target: +3 points above DFS)	N/A - CDE suspension of state testing due to COVID pandemic
Annual Growth on Math CAASPP Distance from Level 3 (DFL3) using Scale Scores: Grades 6-8 (Target: -50 points below DFS)	N/A - CDE suspension of state testing due to COVID pandemic



% of students who meet UC A-G (Target: 100%)	78.5% Cohort Graduates Meeting UC/CSU Course Requirements (Source: <a href="#">Ed-Data</a> )
Increase % of students who complete CTE Pathway by 2% annually (Target: 65.4%)	62% Students completed CTE Pathway
% of EL who progress in English proficiency as measured by CELDT/ELPAC (Target: 37% ELPAC)	MET: 38.5% English Learners making progress towards English language proficiency (Source: 2019 <a href="#">CA Dashboard</a> )
EL Reclassification Rate (Target: 27.2% ELPAC)	MET: 34.7% Reclassification for 2019-20 (Source: <a href="#">Ed-Data</a> )
Increase % of students that pass AP exams with a score of 3+ by 1% annually (Target: 45%)	Data not available (Source: <a href="#">Ed-Data</a> )
% of Grade 11 students who are “Prepared” as measured by ELA EAP (Target: 15%)	N/A CDE suspension of state testing for 2020 due to COVID pandemic 2019 SBAC ELA Grade 11 Results (Source: <a href="#">Ed-Data</a> ) 75% Grade 11 Students who Met/Exceeded English Standards 2019 CA Dashboard (Source: <a href="#">CA Dashboard</a> ) 81.2% “Prepared” for College/Career
% of Grade 11 students who are “Prepared” as measured by Math EAP (Target: 13%)	N/A CDE suspension of state testing for 2020 due to COVID pandemic 2019 SBAC Math Results (Source: <a href="#">Ed-Data</a> ) 22.9% Grade 11 Students who Met/Exceeded Math Standards 2019 CA Dashboard (Source: <a href="#">CA Dashboard</a> ) 81.2% “Prepared” for College/Career
Maintain attendance rate >95% (Target: >95%)	N/A
Annually decrease Chronic Absenteeism rates by 1% (Target: 6.8%)	MET: 2.5% Chronic Absenteeism Rate
Decrease Middle School dropout rates: <1% (Target: <1%)	N/A
Decrease High School dropout rates by 1% (Target: 16.6%)	MET: 3.4% Cohort Dropout Rate (Source: <a href="#">Ed-Data</a> )
Increase High School graduation rates by 1% (Target: 83.4%)	MET: 89.8% Graduation Rate (Source: <a href="#">Ed-Data</a> )

% of students including Unduplicated Pupils and Students with Disabilities with access to and enrolled in a broad course of study (Target: 100%) 100% Students have access to a broad course of study	MET: 100% Students have access to a broad course of study
CA Science Test (CAST): Grade 7 (Target: 30%)	N/A CDE suspension of state testing due to COVID pandemic
CA Science Test (CAST): Grade 9 (Target: 30%)	N/A CDE suspension of state testing due to COVID pandemic

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures																				
<p><b>ACTION 1: STAFF TO SUPPORT SCHOOL'S PROGRAM</b></p> <p>New Designs Charter School will employ a total 29 teachers that are appropriately credentialed and assigned, and a Principal.</p> <p>Our school will be situated across 2 sites:</p> <p>Site 1: Adams (Gr. 6 only)</p> <p>Site 2: UP Site (Gr. 7-12)</p> <p>New Designs Charter School provides all students with a longer school day, longer school year that exceed CA State requirements as outlined in the following chart:</p> <table border="1" data-bbox="96 928 1234 1245"> <thead> <tr> <th colspan="4">INSTRUCTIONAL MINUTES/DAYS</th> </tr> <tr> <th></th> <th>DAYS</th> <th>6-8</th> <th>9-12</th> </tr> </thead> <tbody> <tr> <td>CA REQUIREMENT</td> <td>175</td> <td>54,000</td> <td>64,800</td> </tr> <tr> <td>NEW DESIGNS</td> <td>180</td> <td>67,200</td> <td>67,200</td> </tr> <tr> <td>DIFFERENCE</td> <td>+5</td> <td>+13,200</td> <td>+2,400</td> </tr> </tbody> </table> <p>New Designs Charter School provides all students with 180 days of instruction that includes: 13,200 additional instructional minutes for grades 6-8; and 2,400 for grades 9-12 that exceed the CA state requirement.</p>	INSTRUCTIONAL MINUTES/DAYS					DAYS	6-8	9-12	CA REQUIREMENT	175	54,000	64,800	NEW DESIGNS	180	67,200	67,200	DIFFERENCE	+5	+13,200	+2,400	<p>\$2,248,226 LCFF Base</p>	<p>\$2,135,246</p>
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**ACTION 2 - STAFFING, SERVICES & PROGRAM TO SERVICE SWD:**

LAUSD is New Design Charter School’s SELPA Provider (Option 2). The School Site Leadership Team will collaborate with the resource team in developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. New Design Charter School’s program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.

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

\$858,973

[\$187,990 LCFF Base]  
[\$670,983 SPED]

\$804,308

**ACTION 3 - ASSESSMENTS**

New Design Charter School staff will implement multiple types of assessments in order to monitor each student’s academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- Interim Comprehensive Assessments (ICA)
- Interim Assessment Blocks (IAB)
- iReady ELA & Math: Grades 6-8
- PSAT: Grade 10
- SAT/ACT: Grade 11
- PowerSchool Assessments and SIS

In addition, New Designs Charter School will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Gr. 6-8, 11
- CA Science Test: Grades 8 & HS

\$69,478

[\$1,949 LCFF Base]  
[\$67,529 Title I]

\$143,834

- Physical Fitness Test (PFT): Gr. 7 & 9

**ACTION 4 - STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:**

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

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

The ACE Program for Middle School students will provide:

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

Students will have access to the following intervention programs:

- iReady Reading/Math: Gr. 6-8
- Achieve 3000
- Study Island: Gr. 6-12
- CyberHigh Online Credit Recovery Program (licenses) for credit deficient students.
- After-school tutoring program for middle school students who are credit deficient.
- Summer program: MS/HS - credit recovery, and AP
- Extended Learning Academy: includes before, after and Saturday school) - to assist with assignment
- Saturday School - every other week 4 hours (tutoring) Math and ELA

All incoming 6th and 9th grade students will participate in the Summer Bridge Program where students will be assessed in reading, writing, and mathematics, and receive 4 hours of daily instruction to prepare them for the academic program in the Fall semester. Summer Bridge will provide students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provide our

\$491,113	
[\$149,852 LCFF S&C]	\$530,904
[\$350,261 Title I]	

<p>instructional staff with rich data on the types of support the students will need at the start of the school year.</p>		
<p><b>ACTION 5 - STAFFING, SUPPLEMENTAL CURRICULUM, &amp; PROGRAMS THAT PROVIDE SOCIAL- EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION</b></p> <p>Upon a review and analysis of multiple types of data including student profile data, discussions with teachers, students and parents, New Designs Charter School has implemented a comprehensive suite of services principally directed towards our unduplicated students.</p> <p>The Assistant Principal of the Middle School will focus on: School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice.</p> <p>The High School Dean will focus on School Safety, truancy, chronic absenteeism, implementation of PBIS, Alternatives to Suspension, and Restorative Justice.</p> <p>The (2) Counselors (MS/HS) will provide academic, and social/emotional counseling; and implement/deliver the SEL Curricular focus for Advisory. The Advisory curriculum will be revised and all students will be enrolled in an Advisory course.</p> <ul style="list-style-type: none"> <li>• For MS: provides students with study and test taking skills, Habits of Mind, Individualized Learning Plan, IAB/ICA, and develop learning goals &amp; SEL Curriculum</li> <li>• For HS: College/career readiness lessons, financial aid planning, writing resumes, use of Naviance and family connections, with a focus on SEL Curriculum.</li> </ul>	<p>\$357,708 LCFF S&amp;C</p>	<p>\$369,590</p>
<p><b>ACTION 6 - COURSE ACCESS &amp; COLLEGE/CAREER READINESS:</b></p> <p>In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include:</p> <ul style="list-style-type: none"> <li>• Physical Education with a nutrition component to improve student performance on PFT and support healthy eating habits.</li> <li>• UC A-G Approved Courses</li> <li>• AP Courses (AP Fee waivers)</li> <li>• CTE Pathway Courses: Law &amp; Diplomacy; Information Technology; Finance Academy; Medical Science &amp; Engineering</li> </ul>	<p>\$630,541 LCFF S&amp;C</p>	<p>\$669,941</p>

<ul style="list-style-type: none"> <li>• Partnership with LA Trade Tech to teach/offer CTE Courses – Medical Technology</li> <li>• SAT/ACT Workshops</li> <li>• Naviance Career Planning</li> <li>• CAASPP Test Prep Academy: for students</li> </ul>		
<p><b>ACTION 7 - FACILITIES</b></p> <p>The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:</p> <ul style="list-style-type: none"> <li>• Facility Site (leasing costs)</li> <li>• Provide maintenance and repairs to ensure a clean and safe facility including janitorial services.</li> <li>• Administer annual FIT report</li> </ul>	<p>\$2,143,680 SB740, LCFF Base</p>	<p>\$2,384,964</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions and services were implemented as planned, however we did not remain fully staffed during the Spring and did not refill those teaching positions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One of the successes in implementing actions/services last year is our ability to adapt in a relatively short time to the challenges we faced. The school distributed computers and hotspots to all our students that needed computers and internet connectivity and continued to serve students to ensure equity and access for all our students. The rapidity with which we were able to deal with technology infrastructure challenges and support for students, teachers, and parents allowed instructions to proceed without much difficulty.

This success helped us to use technology to communicate with our parents using online platforms like zoom. We were able to organize community town hall meetings and disseminate information to our stakeholders through our school websites. Teachers also carry out instructions through google classrooms and zooms. Furthermore, administrators were able to observe classroom instructions through zoom platforms and provided feedback. All this happened because of the initial success of overcoming technology challenges.

Another area of success was our professional development. NDCS provided professional development and resources to its personnel to support the distance learning program, including technological support. One of the critical areas NDCS has included in the list of expectations that students and families should have of distance learning is professional development and educators' support. Specifically,

all our educators were provided with professional development on the strategies needed to deliver high-quality instruction and on its learning management system (Google Classroom, power school, and zoom) to provide students access to learning grounded in the essential standards.

Following spring school closures and before the launch of distance learning, teachers were provided with series of professional development. The first of these series was on Universal Design for Learning (UDL). The organization familiarized staff with the range of distance learning tools to deliver instruction, including Google Classroom. Teachers were also provided grade-level specific guidance on essential standards, curricular materials, and instruction for students with disabilities and English Learners. All school leaders/teachers use data (short, medium, and long-term cycles) to inform and drive instruction (in person, virtual or blended) to support a practical technology management framework. One of the major concerns associated with Distance learning is student disengagement. In view of this NDCS has emphasized on Student Engagement in its professional development planning. We continue to assess students and to analyze assessment data in attempts to determine what factors contributed both positively and negatively to students' achievements.

Challenges: Despite these successes, the sudden shift of instruction from in-person to online learning presents a set of challenges. Teachers adjusting quickly to online instruction after planning months in advance for face-to-face instruction was a daunting task. To rapidly adjust from face-to-face to online instruction, they had to adjust their mindset and focused on the positives of the situation. They had to think about ways to make the transition better for the students. They also had to think about strategies to create a personalized experience online and incorporate the mission of the school. Another challenge with online learning for both teachers and students was how focusing on teaching and learning from home amid all the distractions. Other problems were internet connectivity, power shortage, and lack of computer devices. Students' isolation and alienation exacerbated students' emotional and mental problems.

Technology needs were a critical concern for many of our parents and students, as well as teachers. We understand the challenges that students and teachers face when they are not connected to technology.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:1, 2, 8

### Annual Measurable Outcomes

Expected	Actual																																																
% of teachers who are appropriately credentialed and assigned (Target 100%)	MET: 100% Teachers who are appropriately credentialed and assigned																																																
% of students with access to standards-aligned instructional materials (Target 100%)	MET: 100% Students with access to standards-aligned instructional materials																																																
Facility Inspection Tool (FIT) Score (Target “Good”)	MET: “Good”																																																
<p>Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full implementation and Sustainability” (Level 5) for all students, including access for English learners, as measured by the Local Indicator Rubric (Targets in Table)</p> <table border="1" data-bbox="111 708 478 1256"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2019-20</th> </tr> </thead> <tbody> <tr><td>ELA</td><td>4</td></tr> <tr><td>ELD</td><td>3</td></tr> <tr><td>MATH</td><td>3</td></tr> <tr><td>NGSS</td><td>3</td></tr> <tr><td>HISTORY</td><td>3</td></tr> <tr><td>CTE</td><td>2</td></tr> <tr><td>HEALTH</td><td>4</td></tr> <tr><td>PHYSICAL ED.</td><td>3</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>WORLD LANG.</td><td>4</td></tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS			2019-20	ELA	4	ELD	3	MATH	3	NGSS	3	HISTORY	3	CTE	2	HEALTH	4	PHYSICAL ED.	3	VAPA	4	WORLD LANG.	4	<p>MET: Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full implementation and Sustainability” (Level 5) for all students, including access for English learners, as measured by the Local Indicator Rubric (Outcomes in Table)</p> <table border="1" data-bbox="1066 727 1434 1276"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2019-20</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>PHYSICAL ED.</td><td>4</td></tr> <tr><td>VAPA</td><td>4</td></tr> <tr><td>WORLD LANG.</td><td>4</td></tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS			2019-20	ELA	5	ELD	5	MATH	5	NGSS	5	HISTORY	4	CTE	4	HEALTH	4	PHYSICAL ED.	4	VAPA	4	WORLD LANG.	4
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Increase % of Grade 7 students who meet all 6 areas of the HFZ on the PFT (Target: 45%)	N/A - CDE suspension of state testing due to COVID pandemic																																																
Increase % of Grade 9 students who meet all 6 areas of the HFZ on the PFT (Target: 40%)	N/A - CDE suspension of state testing due to COVID pandemic																																																



## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><b>ACTION 1 - PROFESSIONAL DEVELOPMENT</b></p> <p>New Designs Charter School will provide all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Topics of focus will include:</p> <ul style="list-style-type: none"> <li>• Marzano observation DQ2, DQ9</li> <li>• Use of Academic Language</li> <li>• Classroom Management</li> <li>• Interim Assessment (IAB's)</li> <li>• Use of technology in the classroom</li> <li>• Diversity and Inclusion</li> <li>• Using and applying the Renaissance and Data Directives</li> <li>• Data Driven Instruction: Analyzing Student's Data for instruction</li> <li>• Modeling Instruction: Teacher collaboration in Lesson Designs and Instruction</li> <li>• Universal Design for Learning: Differentiated Instruction</li> <li>• Use of Differentiated Instruction, Activities and the use of Centers</li> <li>• Teacher Collaboration: Examining Student work to inform instruction.</li> <li>• Social Emotional Learning Curriculum</li> <li>• Math Coach (LACOE) (Title II) to collaborate and coach all math teachers</li> <li>• SPED Training: Modifications &amp; accommodations</li> <li>• Principal coaching: LACOE (Title II)</li> </ul> <p>New Designs Charter School's also provides its staff with additional professional learning through off-site workshops, conferences which include:</p> <ul style="list-style-type: none"> <li>• Springboard ELA &amp; Math</li> <li>• AP Summer Institute</li> <li>• iReady ELA/Math</li> <li>• CAASPP Institute</li> <li>• ELPAC Institute</li> <li>• PowerSchool</li> </ul>	<p>\$26,145 [\$4,095 LCFF S&amp;C] [\$22,050 Title II]</p>	<p>\$33,374</p>

<p><b>ACTION 2 - STAFFING, SERVICES &amp; PROGRAM TO SERVICE ELL STUDENTS:</b></p> <p>New Design Charter School will adhere to the school's EL Master Plan. The ELD Coordinator will coach teachers on ELD standards, teach Designated ELD, and provide small group instruction for EL (push-in, pull out). The EL Coordinator Assistant will administer the ELPAC assessment and provide targeted support and intervention. Teachers will use Springboard ELD Curriculum.</p>	<p>\$135,157 LCFF S&amp;C</p>	<p>\$138,683</p>
<p><b>ACTION 3 - CORE CURRICULUM TO BE PURCHASED</b></p> <p>Every student has access to standards-aligned curriculum. New Designs Charter School will purchase the following core curriculum and/or instructional materials:</p> <ul style="list-style-type: none"> <li>• Springboard consumables for MS in ELA and Math</li> <li>• Science curriculum</li> <li>• History Curriculum</li> </ul>	<p>\$96,180 LCFF Base</p>	<p>\$64,183</p>
<p><b>ACTION 4 - TECHNOLOGY</b></p> <p>New Designs Charter School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the Informational Technology Coordinator and IT Assistant will conduct needs assessment based on staff and student needs, and provide all tech support and maintenance. Annual, purchases for technology include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Chromebooks (replacement) &amp; Charging cart</li> <li>• Promethean Boards</li> <li>• Head sets</li> <li>• Wi-Fi Internet costs</li> </ul>	<p>\$161,500 LCFF S&amp;C</p>	<p>\$176,508</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions except for Action 3 were fully implemented. The variance in curriculum funds were applied to increasing professional development (Action 1), providing targeted supports to English learners during distance learning (Action 2), and the purchase of additional technology to ensure equitable access for all students (Action 4).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: The staff worked collaboratively across subjects. ELA and Math articulated about standards that cross-over, as well as strategies and methodology to help in structuring and scaffolding lessons. Content area literacy was emphasized to enable students to develop academic vocabulary and meaning. Teachers collaborated together to identify strategies for distance-learning that they wish to try or commit to using, such as 'no opt out' strategy, periodic understanding checks, and universal lesson design. They shared additional on-line support such as 'Kahoot', 'Booklet', 'Bitmoji', 'BrainPop', 'Get Lit', 'Flip Grade' and other programs they feel students are responding to positively.

Teachers also received training in UDL- Universal Design for Learning. Staff Discussion and application, all-subjects, all grade levels. This allowed for a continuity of instruction, best practices, and strategies for the subgroups and showcases strategies and practices that have been effective for specific subgroups or specific students. In the lesson plan design, teachers were encouraged to use performance tasks, group projects, hands-on tasks and relevancy to help the learners make meaning of the more complex math problems and questions.

Staff received training in Math from Springboard on how to use math language. The ELD Coordinator added to the use and awareness of academic vocabulary development in all classrooms and how this usage is reflected with the inclusion of math and science questions on the Summative ELPAC Speaking Assessment section.

Challenges: While many students struggled to stay focused and engaged in online learning, students with disabilities and English learners had much more difficulty than the general education students: Students with disabilities and English learners continued to struggle in both mathematics and English language. In a traditional classroom, teachers adjust to the needs of students with learning disabilities. But teachers had a harder time providing original help in an online environment. Online classes were not very interactive, though Zoom allowed students to give reactions such as raising their hand or giving a thumbs-up.

Because Zoom was new for everyone, there were some things that students with disabilities and their parents had to learn. While online learning was difficult, it was the most possible way to reach our students for their safety during the COVID-19 pandemic. Students with disabilities also had difficulty staying focused and lack motivation during online classes. The speed of learning also became faster for some of our students.

### **Goal 3**

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

## Annual Measurable Outcomes

Expected	Actual
Parent involvement through input in decision-making will include parents of unduplicated students and students with disabilities (Target: "Meet")	MET: Held monthly SSC and ELAC meetings; bimonthly Parent Town Hall meetings
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities (Target: "Meet")	MET: Our English Learner Advisory Committee (ELAC) continued to meet remotely through the COVID-19 pandemic. Parents provided feedback on how to support their children through Distance Learning and how to provide intervention for their children; support for social-emotional/mental health, and attendance/participation/connectivity assistance. Parents were also provided with a summary of support available to their children. The School Site Council continues to meet virtually to provide information and to seek input regarding Distance Learning, Safety and Health Protocols, and other school plans.
Maintain suspension rates <2% (Target: <2%)	MET: 0.3% Suspension Rate 2019-20 (Source: <a href="#">Ed-Data</a> )
Maintain expulsion rates <1% (Target: <1%)	MET: 0% Expulsion Rate 2019-20 (Source: <a href="#">Ed-Data</a> )
Increase participation rate on parent survey (Target: 35%)	MET: 65% Parent participation rate on survey
Increase participation rate on student survey (Target: >90%)	MET: 92% Student participation rate on survey
Increase participation rate on staff survey (Target: >90%)	65% Staff participation rate on survey

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<b>ACTION 1 - STAFFING, PROGRAMS, STRATEGIES &amp; ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE &amp; ENSURE A SAFE SCHOOL:</b>	\$292,970 LCFF S&C	\$340,231

<p>New Designs Charter School will implement the following actions and services to ensure all students are provided with a safe, welcoming, engaging, and positive learning community.</p> <ul style="list-style-type: none"> <li>• The Leadership Team will annually review and revise the Comprehensive School Safety Plan, train staff, administer monthly drills.</li> <li>• Campus Aide will provide supervision on school premises throughout the instructional day.</li> <li>• Host Field Trips that provide experiential learning opportunities</li> <li>• Host Clubs &amp; Organizations: Debate, Music, Global Impact, &amp; Cheer</li> <li>• Learning Celebrations: recognizing Student of the week, Student of the Month, Honors Induction Ceremony &amp; EOY Celebration.</li> <li>• Competitions: Debate, Science &amp; Olympiad, Math Quiz Bowl, Spelling Bee Engineering, Investigatory Projects</li> <li>• Student Council for MS/HS</li> <li>• CIF Sports Program: Led by the Athletics Director - Basketball, Track, Volleyball, Football, Soccer, &amp; Softball. (GPA Requirement 2.5, chronically absent)</li> <li>• Launching PBIS Kick-off - Year 1 Implementation bring parents, community, teachers, students and staff - learn about PBIS, expectations for students and parents</li> <li>• Administer Panorama Parent, student and staff surveys.</li> </ul>		
<p><b>ACTION 2 • METHODS BY WHICH PARENTS PARTICIPATE</b></p> <p><b>IN DECISION-MAKING:</b> In order to promote and elicit parent input in decision-making, New Designs Charter School will host and facilitate SSC Meetings during the school year with annual elections to include parents, staff, students, and teachers.</p> <p>New Designs Charter School will continue to adhere to the requirements of AB716, and the school’s LCAP will serve as its School Plan for Student Achievement (SPSA).</p> <p>During the school year SSC will provide input/feedback on the LCAP actions/services and monitor annual measurable outcomes.</p> <p>This is an opportunity for parents and community members to provide input on student programs and the allocation of Title I Funds.</p>	<p>\$0</p>	<p>NOTE: The actual expenditures are included in Goal 3 Action 3</p>

**ACTION 3 - OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:**

The Community Outreach/Recruitment Coordinator will facilitate the following:

- Coffee with the Principal
- Parent workshops:
  - o Launching PBIS Implementation
  
  - o Naviance/Family connection-related parent trainings
  - o PowerSchool Student Information System
  - o WASC Development and Input on the Reports
  - o SBAC, AP, SAT, and ACT Assessments
  
- Host school Functions which include but not limited to: Hispanic Heritage Month; Black History Month; Cinco de Mayo
- Parent/teacher Conferences: Gr 6-12
- Host Parent Orientation at the beginning of the academic year
- Communicate with families on upcoming events, committee meetings, etc.
- Promote volunteer program
- Host parent/student orientation
- Provide translation services
- Issue invitations to families for school-wide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.

\$6,825  
LCFF Base

\$33,110

**Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All actions were implemented as planned, however additional funds were expended to maintain family engagement and establish more robust outreach processes during the time of school closures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: New Designs Charter School was successful in seeking broader perspective and input on distance learning and back to school planning through a family survey. Town Hall meetings with parents and community members provided forums for the school families to discuss issues related to the new school year and to provide direct feedback to other members of the community on “Back-to-School Planning” topics. Translation was either available during each town hall, or separate Spanish-language town halls were offered. Families were surveyed during the town hall via text message and online in both English and Spanish languages on the following questions: the importance of COVID testing, and interest in enrichment/extended learning opportunities.

We were successful in collecting feedback from emails, phone calls, and traditional mail regarding school planning topics. The school sought feedback and input from the District English Learner Advisory Committee during meetings. The Coffee with the principal was helpful for the principal dialoguing with parents. The parent institute which the principal created in addition to the coffee with the principal provided opportunities for parents to receive training in the use of distance learning technology and other useful information. The school administrators were also successful in meeting with student focus groups to seek their input, focusing particularly on what practices they have found to be effective in distance learning, what practices they would like to see.

The school administrators were successful in conducting English Learner Advisory Committee (ELAC) meeting remotely through the COVID-19 pandemic. Parents provided feedback on how to support their children through Distance Learning and how to provide intervention for their children; support for social-emotional/mental health, and attendance/participation/connectivity assistance. Parents were also provided with a summary of support available to their children. The School Site Council continues to meet virtually to provide information and to seek input regarding Distance Learning, Safety, and Health Protocols, and other school plans. The school also continued to hold student assemblies virtually to reward students who exhibited academic excellence and good citizenship. Students also received tickets to participate in our PBIS raffles. The purpose of the raffle was to encourage and reward good behavior.

Challenges: But despite these successes, the emotional stresses that were associated with the COVID-19 Pandemic made parents and students’ participation in meetings and assemblies difficult. There were times where SSC meetings had to be postponed for lack of quorum. Some families were affected by the pandemic, making it difficult for them to participate in some of our surveys and meetings.

## **Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

# In-Person Instructional Offerings

## Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Principal &amp; Teacher salaries for in-person and distance learning</p> <p>Our school will provide at least 265 instructional minutes Monday – Thursday (240 instructional minutes on Fridays); and 180 instructional days that exceeds the state’s requirement of 175 days; and 240 daily instructional minutes.</p> <p>All teachers participated in 4-weeks (of intensive summer professional development prior to the start of the 2020-21 school year, weekly professional development during the academic year; for all teachers focused on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year.</p> <p><i>* 10% of salaries will be funded with LCFF Supplemental &amp; Concentration funds (contributing column) and the remaining 85% with LCFF Base Funds. Total amount funded with LCFF S&amp;C: \$165,660</i></p>	\$3,367,127	\$3,524,312	*Y
<p>Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health &amp; safety and disinfecting classrooms, school equipment, etc.</p>	\$528,000	\$245,627	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Our plan was to offer Distance Learning until it was safe to have in-person instruction. In November 2020, we started offering in-person assessments to our vulnerable populations (English learners and Students with Disabilities), and then in April 2021 we reopened for in-person instruction.

The school safely reopened to students in Grade 6 on Monday, April 19, 2021. Grades 7 and 8 were welcomed back to school on May 3, 2021 while high school students returned safely on Monday 17, 2021. To accommodate both groups of students who are on campus and those who are at home, the school hired Teacher Assistants to provide assistance to the teachers while facilitating hybrid instruction.

To ensure safe school reopening, the school allocated a portion of the budget to configure the classrooms, offices, hallways, restroom, and other school spaces in abeyance to the LAC DPH K-12 Safe School Reopening Protocols. The variance in the planned versus actual expenditures was the direct outcome of the delay in returning to full in-person instruction. With the majority of the academic year’s



instruction delivered via distance, there was no need to purchase the amount of PPE we had originally anticipated when the LCP was developed.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We were able to offer in-person assessments to our vulnerable populations in November 2020 and then in April 2021 we offered in-person instruction. This was possible because of the reduction in the infection rate in our community. We were also able to do this because of the guidance we received from the Los Angeles County Department of Public Health. New Designs Charter School in-person learning has been successful in the following areas: First, in-person learning has helped our students to form better connections or bond together. These connections allow children to develop both cognitively and emotionally. In-person learning has allowed the school to cater to high-need students, especially students with disabilities, and English learners. In-person learning has also allowed teachers to meet the different learning styles of our diverse students. The in-person learning has enabled us to assist some of the students based on their different learning styles. Every student has a different learning style: visual, auditory, reading/writing, and kinesthetic. Though learning in person and staying safe from COVID-19 is not easy, at New Designs Charter School we are doing the best to do both. While in-person learning has its successes, it also presents some challenges to us. At New Designs, we are doing in-person learning within the context of containing or avoiding the spread of the virus in our community. Some of the challenges we face in our in-person learning are Employees' and students' apprehension to come back to school for in-person learning. Many of our teachers and staff are still afraid of getting out of their homes after staying home for a long time. Second, conducting in-person learning within the context of avoiding the spread of the virus calls for more coordination. The costs of testing everyone who comes to our campus every week and other necessary upgrades all have cost implications. But the school is uncertain if the state and the federal governments will cover all these costs.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SPED Staffing & Services	\$735,531	\$747,508	N
Technology devices (Chromebooks), Wi-Fi Hotspots	\$601,852	\$573,195	N
Core Curriculum (Online for distance learning subscription costs): Springboard ELA, ELD & Math; Houghton Mifflin, History Alive, McGraw Hill, CTE	\$152,000	\$23,821	N

Technology based applications and/or supplemental resources: Google Suite, Zoom, APEX, Illuminate, Flocabulary, Bitmoji, Kahoot, BrainPop, & Naviance	\$135,392	\$157,518	Y
Professional Development	\$34,669	\$17,031	Y
ELD Credentialed Teacher to provide designated ELD and academic support during intervention blocks and ACE	\$93,600	\$133,902	N
Counselors (3): *2 Counselors funded with S&C \$182,000; 1 funded with LCFF Base \$77,396	\$259,396	\$235,905	*Y
IT Coordinator in charge of maintaining, installing, and preparing all laptops for staff and students; providing tech-support, and all technology devices; including Wi-Fi hotspot installation and trainings for parents/students. IT Coordinator is also responsible for maintaining the school's website updated, and Course websites for distance learning updated for students, parents, and staff.	\$155,806	\$165,056	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Technology devices: The school invested heavily in Chromebooks and hotspots to ensure that all students have the tools needed for Distance Learning. Every student who needed a Chromebook or hotspot was given one. For technology devices, the original budgeted amount was higher than what was spent due to a change in vendors which provided the needed technology at a much lower price.

Core curriculum: The school ensured that students continue to have access to a quality curriculum aligned with California Common Core State Standards, Next Generation Science Standards, CTE Frameworks as well as UCOP Approved Curriculum. To facilitate quality distance learning, only a portion of the original budget was expended for the purchase of more online student editions and teachers' editions rather than traditional textbook resources. Online-based student curriculum materials were much less than regular textbooks.

Professional Development both internal and external was limited to on-line activities and provision due to constraints placed by COVID-19 resulting in much less costs than originally budgeted.

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Based on the experiences of distance learning during the 2019-20 school year, we spent the summer planning, preparing, and purchasing the needed curriculum and tools for Distance Learning in the 2020-21 school year. Teachers spent the summer preparing their pacing plans and lesson plans so that students will have engaging lessons. As a result, we started the year with a very improved distance learning program. We purchased more Chromebooks and Hotspots so that all students will have the tools to connect to the distance learning program. Regarding pupil participation our Deans, Office Manager, Office Assistants and other staff members reached out to students and parents who were having challenges with participation. We saw an increase in participation throughout the year. Professional Development in distance learning was offered to teachers at the beginning of the school year. Administrators attended many workshops and webinars on Distance Learning to equip them as they support the teachers. We were able to change staff rolls to respond to the needs of our students and teachers. Service for students with unique needs continued in a modified form and those assessments that could be performed remotely were done.

During the 2019-20 school year when schools were closed due to COVID and we pivoted to distance learning, NDC built a framework to move into the 2020-21 school year on a firmer and improved distance learning base. Experiences from this initial period taught teachers how to fine tune their lessons, the tools and strategies they applied as well as improve their technical skills for better lesson delivery. With this also came an expanded knowledge base on where to get materials and how to collaborate more effectively and efficiently.

#### *Successes:*

As we opened the 2020-21 academic year, improvements were made in the distance learning program delivery to provide a commendable learning program. By providing students with necessary and improved devices and connectivity, students were able to continue learning from home. We were also able to better support and more attuned to the social emotional needs of students and teachers (SEL programming).

We also took measures for improving communications channels to provide up to date information to allow parents to make informed decisions in a time of uncertainty. The initial period of distance learning showed management the importance of streamlined, accurate and timely information.

NDUSP has more than 80% free/reduced meal population, and we provided meals to students and families.

The school also continued its support /focus on needs of students with disabilities, English learners, and underperforming subgroups.

#### *Challenges:*

Dealing with the uncertainty brought about by the pandemic posed serious challenges to meaningful long-term planning. Questions like how long are we going to be in distance learning? What should the curriculum be like to still come up with well-rounded educated students with all the necessary skills for the 21st century? Are the students getting a quality education? How much do we focus on the social emotional aspects and how do those even look like?

Virtual/zoom learning fatigue among students, meaningful engagement problem.

There was also an inability to conduct all needed assessments for students with disabilities. For some assessments to be valid, they need to be done in-person but health requirements for a long time did not allow for in-person interactions in school settings. Additionally, there was difficulty in providing certain accommodations and modifications in virtual settings.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Assistants to provide push-in support in the classroom during synchronous instructional and small-group and/or individual support during asynchronous instruction, intervention blocks and ACE courses. (Funded with Title I)	\$142,390	\$214,063	N
Summer School Program for struggling students, credit deficient, and make up for incomplete courses	\$82,853	\$204,359	Y
Assessment & Targeted Intervention Programs: iReady (ELA & Math); Achieve 3000; PowerSchool Assessments, & Study Island	\$131,000	\$59,237	Y
ACE Intervention Teachers for Middle School: ELA & Math (funded with Title I)	\$172,800	\$177,350	N
After-school Program: Academic & Social Enrichment (Funded with ASES & LCFF Base)	\$259,248	\$34,724	N
Saturday School: Academic Support led by credentialed teachers	\$62,994	\$0	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Assessments and Interventions: There are significant differences in the budgeted and estimated actuals because we ended up getting better deals than anticipated as vendors offered discounts and lower prices. We also realized we did not need all the other facets of the programs in a virtual setting.

After-school program: The most significant difference between what was planned and what was implemented is the after-school program programs and activities were implemented virtually due to limitations imposed by COVID-19. This resulted in much less expenditures than we had initially anticipated for in-person school.

Saturday school: Saturday school was not implemented due to constraints to in-person classes placed by COVID-19.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

**Successes:** The results of our internal assessment showed some modest growth in Math and English for some grade levels compared to previous year except for 6th grade. This overall growth across most grade levels was possible because teachers prepared engaging lessons that were aligned to the state standards.

**Challenges:** While internal results have shown growth at most grade levels our challenge has been to get an objective indication of how well our students are achieving without benefit of state and other assessments that are norm or criterion referenced. Distance learning posed the general challenges of providing effective instruction especially for students requiring accommodations not easily translatable or transferrable to a distance learning environment. Helping students to become comfortable with online learning and assessment platforms and test-taking strategies proved to be a challenge during distance learning, especially at the beginning. Improvements began to show as students became more comfortable with the learning environment and a realization that this would be a mode of learning for much longer time than had initially been anticipated. Internet services were reliable allowing students to access their courses thereby allowing for uninterrupted academic work. Providing individualized help solely through online means also proved to be a challenge.

**Analysis:** To mitigate learning loss, the school provided tutoring services, more support from counselors and a heightened focus on the social emotional elements helpful to addressing students' learning needs. Tutoring services were not as effective as we would have wanted. Students felt it was different from doing it in-person and it was hard to get the level of assistance as compared to in-person. Ratio of counselors to students and the numerous needs they had was also too big to overcome and provide effective counseling.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

This school year has been very difficult because of the insecurity of the future about the pandemic. The pandemic has caused students to experience high levels of stress, worry, potential financial strife, and loss of loved ones. It has been difficult to address and support student's mental health due to distance learning. Since we no longer had access to students on the physical campus it was easier for students to evade outreach from counselors. Counselors had to adjust, as most education professionals, to distance learning. It was difficult for counselors to create appropriate bonds or counseling relationships with students because they could no longer access the student via school. To overcome this obstacle, our counselors began creating Google Classrooms and Google forms to better reach students and create that initial introduction. Google classrooms were utilized to provide students with counseling resources and activities to support students and to better know them. The forms were created for students to request a one-on-one session or to communicate with the counselor. The form was distributed to all teachers and asked to be posted on their Google classrooms as well as the counselor's

Google classroom. The Counselors would also reach out to teachers to help get a better perspective of the overall consensus of students' well-being. We also collaborated with teachers to receive referrals or recommendations of students who may benefit from a check-in. Middle school is also utilizing the Second Step advisory program to help students foster their social, emotional learning and a comrade with their fellow classmates. The advisory program helps the students recognize and acknowledge feelings, which is essential, especially during a time where an entire society is facing a common hardship. The program also helps students exercise their social skills and get to know their fellow classmates, especially the 6th graders who are new to our school this year.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

**Successes:** Participation in surveys increased. It was the only avenue for especially parents to participate and have a say in the school programs and decisions. Zoom meetings and other virtual meetings for SSC, ELAC, Coffee with the Principal and Informational and Planning meetings saw increased numbers as this was also the most visible place to get updates and information on school in an unfolding pandemic. Higher responses to messages sent out also showed parents were tracking and even anticipating to be informed about issues such as lunch pickups, materials pickups, and computer and devices pickups.

**Challenges:** Reaching out and catching everyone as available means of communication were mostly limited to virtual and electronic. Postal mail, another form of communication presented logistical problems as staff were working from home without the necessary office supplies needed for postal mail. Having up-to-date information to reach out and get in touch with families, especially those that are homeless and transient. Organizationally, it is more challenging to organize meetings and events when principal personnel are dispersed, do not have face to face or cannot have ad hoc meetings to resolve issues as they arise, Time lag increases.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

New Designs Charter School-UP continued to provide nutritious meals to students through our "Grab-n-Go" program. This was accomplished by informing parents and students through Blackboard parent notifications, emails, parent letters, school website postings and phone calls about the safe distribution of weekly pre-packaged meals. We also used our various Town Hall meetings to inform parents about the locations and time for distribution of meals. However, as the pandemic wore on, fewer families came for the meals.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health & Social and Emotional Well-Being	SEL Curriculum: School Connect for Middle School; Second Step for High School	\$9,500	\$7,249	Y
Mental Health & Social and Emotional Well-Being	Deans & Assistant Principals – lead the social-emotional program, professional development for teachers; and Advisory; and are in charge of SB98 attendance and participation tiered reengagement strategies & implementation	\$346,000	\$481,183	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The School Counselor and Deans led the social emotional program. They implemented the tiered reengagement strategies to ensure that students were attending classes and were engaged in the learning process. The school purchased the SEL Curriculum (School Connect and Second Step) and also used an in-house curriculum designed by the school leaders. The school also provided trauma-informed training to teachers and staff at the beginning of the school year.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Distance learning was difficult for many students and posed a lot of challenges to teachers. As a result, students were less motivated and engaged. We are going to provide in-person instruction in 2021-24 with a focus on intervention, acceleration, professional development and support for teachers. Our goal is to provide more frequent diagnostic assessments in order to measure growth and process at shorter intervals. We plan to recognize and incentivize academic growth and achievement.

The Learning Continuity and Attendance Plan was a key part of New Designs overall budget, the package sought to address funding stability for schools while providing information for how student learning continuity was addressed during the COVID-19 crisis in the 2020–21 school year. The Plan was intended to balance the needs of all stakeholders, including educators, parents, students and community members, while both streamlining engagement and condensing several preexisting plans. The plan included descriptions of the following: addressing gaps in learning; conducting meaningful stakeholder engagement; maintaining transparency; addressing the needs of unduplicated pupils, students with unique needs, and students experiencing homelessness; providing access to necessary devices and connectivity for distance learning; providing resources and supports to address student and staff mental health and social-emotional well-being; and continuing to provide school meals for students.

In November 2020, we started the process of in-person learning for our special needs students. We administered in-person assessments to them, and then in April 2021, we re-opened for in-person instruction. There were no substantive differences between the planned actions and what was implemented. The consequences of the Coronavirus pandemic required the school to continue providing instruction through distance learning and or hybrid learning. To facilitate this transition beginning March 17, 2020, up to April 19, 2021, the school invested more in technology resources which include but are not limited to student laptops, teacher laptops, hotspots for internet connectivity as well as repair of technology equipment.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The school used curriculum-based assessments and curriculum-based measurements to assess students. The results from these assessments helped us to gauge learning loss and assign appropriate remedial instructions for students. Curriculum-based measurements such as I-Ready and Study Island were used to collect valid and reliable student achievement data on numeracy and literacy within the year to monitor progress and inform ongoing instruction. The school administered a Diagnostic Assessment to all students at the beginning and every six weeks within the school year.

The summer program was used to mitigate learning loss, accelerate learning, and improve achievement in math and English. Research has shown that even in normal school time students' achievement in math and reading declines over summer, often requiring remediation in fall. We therefore designed and implemented a comprehensive program involving math and English for the middle school, offered intersession for high school students to recover the classes they failed, and provided English and math classes for high school students who wanted to improve on their math and English.

The English learners summer program included a literacy growth plan focused on Sustained Silent Reading/Self Selected Reading (SSR). The inclusion of reading self-selected books for a designated time is based on extensive Language Acquisition research by Stephen Krashen. He considers reading for leisure and pleasure to be one of the most effective ways to increase a deficit reading level. EL students have access to reading materials and novels that are at varying Lexile levels and grade equivalents- making reading accessible to every child. The instructional part ranged from phonemic awareness to grammar and syntax, literacy comprehension, or test prep awareness. Metacognition was a part of the intervention because the aim was to enable the student to become an independent thinker that can evaluate their own responses and progress. Working in this manner often allows the student to reflect or clarify the procedure, academic language, and construct an effective response to the tasks assigned. During Distance Learning, this specific time intervention has transferred from in-person contact to on-line intervention via google classroom platforms and google meets. There are several sessions for tutoring specific to grade level, language and language proficiency. The students know however, that they can enter whichever session feels comfortable to them.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.



**Professional development:** Professional development was implemented virtually due to the pandemic. Actual expenditure was lower than budget. No travels to conferences and professional development sites.

**Assessments/Interventions:** Assessment and Intervention programs were done virtually in compliance with authorized health precautions guidelines. Actual expenditure was lower than budget due to the limitations imposed by the pandemic.

**Saturday school:** Saturday school was not implemented due to constraints to in-person classes placed by COVID-19.

**After-school program:** The most significant difference between what was planned and what was implemented is the after-school program programs and activities were implemented virtually due to limitations imposed by COVID-19. This resulted in much less expenditures than we had initially anticipated for in-person school.

**PPE's** :Careful planning and due diligence on procurement procedures allowed NDCS to source PPE's at a much competitive cost. PPE expenditure was much lower than budgeted.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

NDUSP has maintained the same goals and metrics as there was already alignment to the eight State Priorities under LCFF. However, the actions are now informed by the experiences of COVID, and will seek to target supports to address learning loss and student disengagement. We will also provide more targeted professional development for teachers and provide much needed support and coaching. We will expand our mental health services for students, teachers and administrators. We have also seen the need to assess students more frequently and provide the interventions needed to address the learning loss.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*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](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

## **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

## **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

## **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section

15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Designs Charter School 2303 South Figueroa Way Los Angeles, CA 90007 CDS Code: 19-64733-0102541	Stephen Gyesaw, Principal	<a href="mailto:stephen.gyesaw@newdesignscharter.net">stephen.gyesaw@newdesignscharter.net</a> (213) 765-9084

# Plan Summary 2021-22

## General Information

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

New Designs Charter School located just south of downtown Los Angeles was founded in 2003 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. Currently the school serves 900 students in grades 6-12 and employs approximately 100 staff members. The school prepares its students for post-secondary academic and career opportunities and success by providing excellent professional development for teachers; encouraging the use of evidence-based teaching strategies in the classrooms; and providing a rigorous 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 four career pathways in the areas of medicine, law, technology, finance and engineering. Students also gain from partnerships the school has with local organizations including local community and technical trades colleges. The school is developing a data driven culture that seeks to respond, and address felt needs in the school community in all areas covering academic, social-emotional, cultural and safety concerns.

New Designs serves a diverse community located in the University Park area of South Los Angeles. This is a historically underserved area with a median household income significantly below the state average, a poverty rate of 19% with 89% of the population living in rental residencies. Over the years, the school's enrollment has consistently mimicked the demographic changes taking place in the community served and 94% of enrolled New Designs Charter students are considered socio-economically disadvantaged.

Basic demographics indicate that 88% of students are of Hispanic descent, 6% African American, 6% comprise Filipino, two or more races and unreported, 9.6% are Students with Disabilities (SWD), 14% are English Learners, 0.5% Foster Youth, and 84% qualify for free/reduced lunch.

The students attending New Designs are drawn from surrounding elementary, middle and high schools. The school has consistently had 100% of its graduating seniors meet or exceed the A-G requirements for admission to UC/CSU. In 2019-20 there were no standardized state tests conducted to provide objective achievement metrics by which to measure student progress. On March 13, 2020, New Designs Charter followed many other schools in the state by closing its campuses to in-person learning and switching to distance learning. The school had to quickly pivot to provide a viable on-line learning program to its students as well as other services it still could provide, like meals distributions.



Over time COVID-19 rates of infection began to decline in the county and schools were allowed to open to in-person learning for a few students in certain grader levels starting with elementary and middle schools subject to certain conditions. The Covid-19 pandemic, school closures, distance learning and schools re-openings have all presented an evolving and new reality that the school and its stakeholders have to anticipate and address in the Local Control Accountability Plan, at least in the short term. Options that need consideration include hybrid learning options, distance learning options and in-person learning options.

## 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](#)

**Chronic Absenteeism Indicator 2019:** “Blue” All Students 2.5% chronically absent/declined 7.2%;

“Green” Students with Disabilities (3% chronically absent/declined 8.4%),

“Blue” African American (2.4% chronically absent/declined 2.3%),

“Blue” English Learners (1.6% chronically absent/declined 7.2%),

“Blue” Hispanic (2.2% chronically absent/declined 7.7%),

“Blue” Socioeconomically Disadvantaged (2.6% chronically absent/declined 6.8%)

**Suspension Rate Indicator 2019:** “Blue” All Students 0.5% suspended at least once

“Blue” student groups

“Blue” African American 0% suspended at least once

“Blue” Hispanic 0% suspended at least once

“Blue” Socioeconomically Disadvantaged 0.5% suspended at least once

“Blue” Students with Disabilities 0% suspended at least once

“Green” student group English Learners 0.9% suspended at least once

**Graduation Rate Indicator 2019:** “Green” All Students 88.9% graduated/increased 7.5%;

“Green” Hispanic (91.3% graduated/increased 10.9%),

“Green” Socioeconomically Disadvantaged (89.7% graduated/increased 8.3%);

“No color” African American (81.8% graduated)

**College/Career Indicator 2019:** “Blue” All Students 81.2% “Prepared”;

“Blue” student groups - Hispanic (81.9% prepared),

“Blue” Socioeconomically Disadvantaged (81.7% prepared);

“No Color” African American (83.3% prepared)

**Local Indicators 2019:** All “Met”

## 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](#)

**English/Language Arts Indicator 2019:** “Orange” All Students (-11.4 DF3)

“Red” Students with Disabilities (-94.8 DF3)

“Orange” English Learners (-54.8 DF3), Hispanic (-12 DF3), English Learners (-10.7 DF3)

“Yellow” African American (-13.5 DF3/increased 5.2 points)

The 2019 Dashboard ELA indicators for the school show three specific subgroups performing below expectations. Specifically, students with disabilities were in “Red” at 94.8 points below standard, ELs in “Orange: at 54.8 points below standard and African American students in “Yellow” at 13.5 points below standard. This low performance is an area of need for our school. A root cause analysis done showed that despite their varying degrees of distance below standard, the causes for the poor performance were similar in nature.

As a result, the school undertook to implement an improvement plan that constituted a number of strategies that in total reinforced a common goal of providing evidence-based instructional strategies and supports, giving teachers relevant staff development, giving an initial diagnostic assessment to establish a base-line for student performance, giving periodic assessments to students as a monitoring tool and data collection point to reassess strategies, and the facilitation of teacher collaboration as well as peer to peer collaboration among students. The components of the plan and strategies follow below.

- As a result, the school undertook to implement an improvement plan for ELA that constituted a number of strategies that in total reinforced a common goal of providing evidence-based instructional strategies and supports, giving teachers relevant staff development, giving an initial diagnostic assessment to establish a base-line, doing periodic assessments of students as a monitoring tool and data provision point to reassess strategies, and the facilitation of teacher collaboration as well as peer to peer collaboration among students. The components of the plan and strategies follow below.

-Use of i-Ready diagnostic data to assess current student achievement levels and then teaching to the needs of the students using appropriate strategies to address those needs.

- Using screening and progress monitoring to provide data around learning loss and determining supports needed to make it up.

- Employing remedial and intervention measures to supplement learning in core classes e.g. (1) students take an Academic Enrichment class weekly in math and ELA to reinforce concepts and foundational learning implemented in the core classes, (2) Providing tutoring and homework help in before and after-school sessions across content areas, and (3) Providing instruction in mandatory Saturday classes held on alternate weekends for middle and high school.

-Focus on reading and literacy improvement in weekly Sustained Silent Reading (SSR) sessions at all grade levels. Informing philosophy is that reading has associative benefits that are foundational in improved student achievement across content areas.

-A deliberate focus on assessments (formative and summative) to ensure understanding as well as provide a track of performance for each student to enable tailoring any subsequent help to their specific needs.

- Providing professional development that responds to identified needs, that leads to teacher growth and providing it on a recurring basis, not as a once off event. This means having an effective and consistent implementation of professional learning and coaching. Growing or creating arrangements for teachers and school leaders to develop evidence-based interventions and differentiation strategies to help low performing students – i.e., development of professional learning community culture. Establishment of an effective and consistent post training support program (materials, space, time

and evaluation) for teachers to apply, refresh and reflect on knowledge and practices in evidence-based interventions and differentiation of instruction to low performing students.

**Mathematics Indicator 2019:** “Orange” All Students (-78 DF3)

“Red” English Learners (-115.7 DF3)

“Orange” African American (-77.3 DF3),

“Orange” Hispanic (-79.3 DF3),

“Orange” Socioeconomically Disadvantaged (-77 DF3),

“Orange” Students with Disabilities (-161.5 DF3)

The 2019 Dashboard Math indicators for the school show five subgroups performing below expectations. English Learners with a “Red” indicator are at 115.7 points below standard. The remaining four subgroups are all in “Orange” category but are at varying degrees from below standard. The African Americans are 77.3 points below standard, Hispanic students are at 79.3 points below standard, Socio-economically Disadvantaged at 77 points below standard and students with disabilities at 161.5 points below standard. Similar to the ELA low performance, a root cause analysis done showed that despite their varying degrees of distance below standard, the causes for the poor performance among the subgroups were similar in nature.

As a result, the school undertook to implement an improvement plan for Math that constituted a number of strategies that in total reinforced a common goal of providing evidence-based instructional strategies and supports, giving teachers relevant staff development, giving an initial diagnostic assessment to establish a base-line, doing periodic assessments of students as a monitoring tool and data provision point to reassess strategies, and the facilitation of teacher collaboration as well as peer to peer collaboration among students. The components of the plan and strategies follow below.

-Use of i-Ready diagnostic data to assess current student achievement levels and then teaching to the needs of the students using appropriate strategies to address those needs.

-Using screening and progress monitoring to provide data around learning loss and determining supports needed to make it up.

-Employing remedial and intervention measures to supplement learning in core classes e.g. (1) students take an Academic Enrichment class weekly in math and ELA to reinforce concepts and foundational learning implemented in the core classes, (2) Providing tutoring and homework help in before and after-school sessions across content areas, and (3) Providing instruction in mandatory Saturday classes held on alternate weekends for middle and high school.

-Focus on reading and literacy improvement in weekly Sustained Silent Reading (SSR) sessions at all grade levels. Informing philosophy is that reading has associative benefits that are foundational in improved student achievement across content areas.

-A deliberate focus on assessments (formative and summative) to ensure understanding as well as provide a track of performance for each student to enable tailoring any subsequent help to their specific needs.

-Adoption and focus of student-centered, and active learning instructional practices for students with disabilities in classrooms.

-Providing professional development that responds to identified needs, that leads to teacher growth and providing it on a recurring basis, not as a once off event. This means having an effective and consistent implementation of professional learning and coaching. Growing or creating arrangements for teachers and school leaders to develop evidence-based interventions and differentiation strategies to help low performing students – i.e., development of professional learning community culture. Establishment of an effective and consistent post training support program (materials, space, time and evaluation) for teachers to apply, refresh and reflect on knowledge and practices in evidence-based interventions and differentiation of instruction to low performing students.

**English Learner Progress Indicator 2019:** “Low” 38.5% making progress towards English language proficiency.

New Designs Charter School continually analyzes data to determine what factors may have played a role in student performance outcomes. The analyses focus on both positive and negative aspects as sources of building materials for solutions and best practices.

Our analyses showed that the slow progress towards English proficiency as marked by the “low” indicator of 38.5% was due to insufficient supports for ELs in areas of academic instruction, intervention appropriate for the need (i.e. - language, processing, etc.) and other additional factors such as culture, attitudes, student fatigue etc. When supporting English Learners, the challenge is determining how to assist students to successfully engage with core content while learning the multiple aspects of the English language.

The following steps were taken or are being taken to provide solid support that would move students to proficiency within expected timelines if not quicker.

A focus on classroom structures where ELs are provided a more accelerated and rigorous structure in the ELD class. Supports are more specific and addressed language development with higher rigor and thought process that levels to their status on the spectrum of ELs. This includes aspects and strategies that help with exposure to analysis, argumentative essays and tasks that are reflective of the augmented rigor found in both middle and high school grade

level core classes. Mimicking rigor in core classes eases transition into the core area classes by building the students' confidence levels. Teachers provide explicit instruction with language supports and language development strategies, and methodology to accelerate learning of complex reading and writing.

Push-in Intervention where the paraprofessional enters the class to assist at the directions of the classroom teacher or student(s) enter break-out rooms to receive the support they need. Such support includes assistance with assignments that students may have or elaborations on things they did not initially grasp in the class.

Use of Achieve3000 as an intervention tool. This program was selected because of the unique qualities that meet the needs of the individual EL students. Achieve 3000 is based on the California English language development standards and provides differentiated reading texts, assignments, and discussion based on the student's individual language reading proficiency. The grade complexity is not minimized. All students access the same lesson on grade level. The program provides differentiated language based on reading Lexile levels. This program adapts and automatically adjusts as the reader grows and achieves higher Lexile levels.

Employing and elevating the practice of Sustained Silent Reading (SSR): The intention is to raise the practice of SSR to a practice that becomes an integral cultural part of the school. Literacy diagnostics from Achieve3000, iReady, or Study Island demonstrated that many of our ELs had a reading level below their grade levels. The identified reading comprehension level and student grade level/age group reflected a huge gap between actual literacy and grade-level content requirements. To address this need, NDCS purchased Reading Novels that students read during SSR and can also borrow out of the library during other times they wish to read a bit more.

Pull out Intervention and support: Students are pulled from elective class and provided with individualized or small group instruction and intervention by the EL Coordinator and EL Paraprofessional. The instruction can range from phonemic awareness to grammar and syntax, literacy comprehension, or test prep awareness. Metacognition is always a part of the intervention because the aim is to enable the student to become an independent thinker that can evaluate his/her own responses and progress. Working in this manner often allows the student to reflect or clarify the procedure, academic language, and construct an effective response to the tasks assigned. During Distance Learning, this specific time intervention has transferred from in-person contact to on-line intervention via google classroom platforms and google meets. There are several sessions for tutoring specific to grade level, language and language proficiency. The students however, can enter whichever session feels comfortable to them.

Provision of professional development attuned to the needs of ELs. Teachers undergo training in - Universal Design for Learning (UDL) with discussions and collaboration focusing on among other groups with low performance scores, the specific needs of English Learners. Collaboration among teachers allows for a continuity of instruction, best practices, and strategies for the subgroups and showcases strategies and practices that have been effective for specific subgroups

or specific students. In the lesson plan design, teachers are encouraged to use performance tasks, group projects, hands on tasks and relevancy to help the learners make meaning of the more complex problems and questions of the subject area.

Emphasis on the Social and Emotional Wellness component: The school realizes and acknowledges the toll the pandemic is having on all students and especially those with limited English-speaking skills who now found themselves learning remotely. Taking care of the social and emotional aspects would create a less stressful environment conducive to learning.

## LCAP Highlights

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

There was agreement on the school's plans to continue with the goals and actions from the previous plan. COVID-19 had interrupted the learning for the year and had prevented full implementation of the goals and activities envisaged in the previous plan. The current plan will continue a focus on efforts to support all students and especially those vulnerable subgroups consisting English Learners, Foster Youth, Homeless students, students with disabilities and low-income students. About 89% of students at New Designs are in the low-income category. As a result of the needs brought about by COVID-19, New Designs will provide additional support in Mental Health and Student Social-Emotional Well-Being. This will include hiring additional Mental Health support staff as well as intervention programs to support students and staff.

The three goals are designed to address the aspects in all eight state priorities,

**GOAL 1:** Develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop SST to address the needs of all subgroups, including student mental health and social emotional well-being; 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)

**GOAL 2:** Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever- changing Global world and ensure their college and career readiness. (State Priorities:1, 2, 8; Local Priorities:1, 2)

**GOAL 3:** Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement and provide a safe and welcoming learning environment. (State Priorities: 3, 6; Local Priorities: 3, 6)

## 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 has not been identified by the CDE 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.

New Designs believes in the critical role all stakeholders play in shaping the organization and the products or outcomes it produces. The school consulted and communicated with the school leadership, parents, teachers, students and the community throughout the year. This process was made even more critical by the unusual situation of operating in a pandemic with a lot of uncertainty and students learning under a different format. All this required the school to take quick actions, have correct information and keep all stakeholders informed. School Site Council meetings, ELAC meetings, Staff meetings, Virtual Coffees with the Principal and general parent informational meetings were some of the modes used to communicate. Surveys were administered to the administrators, teachers, parents and students.

Administrators/Teachers/Parents: (*planning and strategy meetings, consultative meetings, surveys, informational meetings*) **ELAC** - 12/17/2020; 2/25/2021; 3/25/2021; 3/25/2021; 5/26/2021; **School Site Council** - 12/17/2020; 2/24/2021; 3/24/2021; 5/26/2021; **Coffee with Principal** - 12/16/2021; 1/20/2021; 2/17/2021; 3/17/2021; 4/14/2021, 5/12/2021; Parent Institute - 12/16/2021; 5/1/2021; Staff Meetings - 1-11-2021; CMO/School Leaderships Strategic Planning Meetings - (confirm dates and agenda) Staff meetings mainly focused on strategies to improve student performance in areas shown with low performance on the dashboard and in alignment with goals 2, 1 and 3 of our LCAP.

Students: school climate and student wellness surveys 9/16/2020; 5/2021 (upcoming)

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 and calls on following dates 11/20/2020; 11/23/2020;12/4/2020; 12/7/2020; 2/15/2021; 3/15/2021 and 5/10/2021.

A summary of the feedback provided by specific stakeholder groups.

Students: Students were asked to share their perceptions across a range of issues that included their well-being, their perceptions of their educational programs and of their school in general. We share below some of the responses to the questions posed.

- 94.7% felt great, good, or okay.
- 70.3% strongly agreed/agreed that the school promoted success for all students.

- 78.1% strongly agreed/agreed that their teachers go out of their way to help students.
- 64.5% strongly agreed/agreed that the school offered them support to learn better and achieve at a higher level.
- 64.6% strongly agreed/agreed that adults at the school cared for them.
- 43.3% strongly agreed/agreed that the school has clean and well-maintained facilities and properties.
- 49.5% strongly agreed/agreed that the school provided them with textbooks and materials.
- 80.8% strongly agreed/agreed that the school provided them with technology to be successful in distance learning.
- 36% strongly agreed/agreed that the school sought parental inputs and involvement in the development of the schools, curricular and extracurricular activities.
- 75.5% strongly agreed/agreed that the school offered them activities and programs that prepared them for college.
- 76.2% strongly agreed/agreed that the school offered them activities and programs that prepared them for career.
- 45.1% strongly agreed/agreed that they felt safe and connected to the school.

Staff were asked to share their opinions and preferences across a range of issues that included their well-being, their perceptions of the educational programs they taught and areas they thought should have funding priority. We share below some of the responses to the questions posed.

- 80% strongly agreed/agreed that New Designs has sufficient technology equipment and resources to meet the learning needs of all students.
- 96% strongly agreed/agreed that New Designs has clean and well-maintained facilities and properties.
- On the question “In your opinion, what are the 3 areas from the list below you think prioritization and most funding or resources should be applied?”
  - o 56% picked “Providing school based mental health supports (counselling, social-emotional) for both students and all staff.”
  - o 52% picked “Improving student learning in Math.”
  - o 44% picked “Improving student learning in ELA.”

Meetings were held with staff and parents where they had the opportunity to provide input. The meetings were conducted in virtual settings using the zoom meeting platform. Question and answer sessions focused on educational programs and reviews of student performance in distance learning. Student learning needs, staff instructional needs and parental informational needs were identified. In surveys the most prevalent concern and need was the social emotional needs of students, staff and even families that were facing unprecedented pressures brought about by COVID-19. The uncertainty of the situation brought about tremendous stress on both staff and families and their students. Another need voiced was for increased and improved technology,

SELPA Administrator: input in root cause analysis for low performance - focus on professional development, remedial and intervention actions, improvements in literacy and application of evidence-based strategies. Continue to refine plan of action to improve in areas identified in Dashboard specifically in ELA and mathematics for students with disabilities.

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

The school received feedback from stakeholders that covered several areas. Primary, however, was an identified need for Mental Health and Social-Emotional Well-Being of students and staff. Social emotional well-being has been an influential undercurrent informing instruction during distance learning. It has been added to the LCAP resulting in additional actions and services being added to Goal 1. These additions are for increased Mental Health and Social-Emotional Well-Being for students through increasing Counselors available to students. New Designs has also added related programming that includes partnership for training and activities for students and staff with an outside professional group – A Thousand Joys – that specializes in mental health and social-emotional well-being.

# 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 SST to address the needs of all subgroups, including student mental health and social emotional well-being; 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
Annual Growth SBAC ELA Meets/Exceeds Standards Grades 6-8	2019 SBAC ELA Grades 6-8 Met/Exceeded 42% All Students 33% Grade 6 45% Grade 7 47% Grade 8				2024 SBAC ELA Grades 6-8 Met/Exceeded 51% All Students 42% Grade 6 54% Grade 7 56% Grade 8

Annual Growth SBAC Math Meets/Exceeds Standards Grades 6-8	2019 SBAC Math Grades 6-8 Met/Exceeded 23% All Students 18% Grade 6 26% Grade 7 26% Grade 8				2024 SBAC Math Grades 6-8 Met/Exceeded 38% All Students 33% Grade 6 41% Grade 7 41% Grade 8
Annual Growth SBAC ELA Meets/Exceeds Standards Grade 11	2019 SBAC ELA Met/Exceeded Grade 11 75% All 74% SED 78% Hispanic				2024 SBAC ELA Met/Exceeded Grade 11 84% All 83% SED 87% Hispanic
Annual Growth SBAC Math Meets/Exceeds Standards Grade 11	2019 SBAC Math Grade 11 Met/Exceeded 23% All 23% SED 22% Hispanic				2024 SBAC Math Grade 11 Met/Exceeded 50% All 50% SED 39% 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	78.5% Cohort Graduates Meeting UC/CSU Course Requirements (Source: <a href="#">Ed-Data</a> )				100% Cohort Graduates Meeting UC/CSU Course Requirements

<p>% of Grade 11 students who are “Prepared” as measured by the CA Dashboard College/Career Indicator</p>	<p>2019 CA Dashboard College/Career Indicator</p> <p>81.2% “Prepared” All Students (Blue)</p> <p>81.7% SED (Blue)</p> <p>83.3% African American (No Color)</p> <p>81.9% Hispanic (Blue)</p>				<p>2024 CA Dashboard College/Career Indicator</p> <p>90% “Prepared” All Students</p> <p>90% SED</p> <p>90% African American</p> <p>90% Hispanic</p>
<p>CA Science Test (CAST)</p>	<p>2019 CAST Met/Exceeded</p> <p>27% All Students</p>				<p>2024 CAST Met/Exceeded</p> <p>50% All Students</p>
<p>English Learner Reclassification Rate</p>	<p>34.7% Reclassification for 2019-20</p> <p>(Source: <a href="#">Ed-Data</a>)</p>				<p>2023-24 Reclassification Rate &gt; 30 %</p>
<p>% of EL who progress in English proficiency as measured by ELPAC</p>	<p>38.5% English Learners making progress towards English language proficiency</p> <p>(Source: 2019 <a href="#">CA Dashboard</a>)</p>				<p>&gt; 45% English Learners making progress towards English language proficiency</p>
<p>High School graduation rates</p>	<p>89.8% Graduation Rate</p> <p>(Source: <a href="#">Ed-Data</a>)</p>				<p>100% Graduation Rate</p>

Decrease Middle School dropout rate	0.9% middle school dropout rate				Maintain MS dropout rate less than 1%
Decrease High School dropout rate	3.4% Cohort Dropout Rate (Source: <a href="#">Ed-Data</a> )				<1% High School Cohort 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 2.5%  (Source: 2019 <a href="#">CA Dashboard</a> )				Maintain Chronic Absenteeism rates under 2%
Maintain attendance rate >95%	89% Attendance rate				93% attendance rate

## Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Supplemental Curricula, Local Assessments and Data-Driven Interventions	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:	\$44,185 (\$11,915 - LCFF S&C; \$32,270 - title I, 100% non-personnel)	YES (\$11,915)

		<ul style="list-style-type: none"> <li>- Assessments: Achieve3000 (Grades 6-8) iReady (Grades 6-8) Study Island (Grades 6-12)</li> <li>- CAASPP Boot Camps (ELO) Rigorous practice and reinforcement of CCSS skills in Math and English supported by instructional aides (additional hours)</li> <li>- Academic Enrichment (AcE) utilizes i-Ready Diagnostic and i-Ready Curriculum for Math and ELA intervention.</li> <li>- Provide Edge curriculum for HS ELs.</li> <li>- Provide APEX as a course credit recovery.</li> <li>- Provide Intersession classes for middle school students that need to make for failed classes.</li> <li>- Summer Bridge Program is offered to newly-enrolled students as part of the New Student-Parent Orientation or onboarding purposes. (grades 6 &amp; 9; any new enrollees)</li> </ul>		
1.02	Positive School Climate for Students (LCFF)	<p>Student activities/recognition:</p> <ul style="list-style-type: none"> <li>- Academic awards (Principal Honor Roll, Honor Roll and On the Road to Honors)</li> <li>- Non-academic awards (perfect attendance, Student of the Year, Leadership Award, Service Award, Most Improved)</li> <li>- Recognitions/celebrations</li> </ul>	\$9,840 (100% LCFF; 100% non-personnel)	Y (\$9,840)



1.03	After-school Tutoring & Credit Recovery	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	\$9,600 (100% non-personnel and title I	
1.04	Enrichment & Engagement Opportunities for Students (LCFF)	<p>Activities to promote student learning and engagement (staffing, programs and strategies). New Designs will implement the following activities and programming to provide students with relevant out-of-class experiences</p> <ul style="list-style-type: none"> <li>● field trips</li> <li>● student clubs and organizations</li> <li>● CIF sporting opportunities (baseball, basketball, soccer, track &amp; field, softball etc)</li> <li>● Student council MS/HS</li> <li>● Learning celebrations</li> <li>● Educational competitions (science fairs/Olympiad, inter school debating society, Robotics club)</li> <li>● School culture and learning celebrations</li> </ul> <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.</p>	\$35,429 (100% non-personnel and LCFF)	
1.05	Advisory Courses	<p>Advisory classes that meet twice a week for 30 minute each:</p> <ul style="list-style-type: none"> <li>● MS - students learn study and test taking skills, Habits of Mind and executive functions critical to success in career and college</li> </ul>	\$12,600 (100% LCFF S&C, 100% non-personnel)	YES (\$12,600)

		<ul style="list-style-type: none"> <li>● HS - students learn to prepare for career and college, navigate financial aid, financial literacy, resume writing, interviewing etc. (Naviance)</li> </ul>		
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"> <li>● Physical education</li> <li>● MS Technology</li> <li>● AP courses</li> <li>● CTE Pathway courses <ul style="list-style-type: none"> <li>○ Law and Diplomacy</li> <li>○ Information technology</li> <li>○ Finance academy</li> <li>○ Medical Sciences</li> </ul> </li> <li>● SAT/ACT Prep workshops</li> <li>● CAASPP Academy\Naviance planning for HS</li> </ul>	\$4,000 LCFF S&C, non-personnel	YES (\$4,000)

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"> <li>• Addition of Mental Health staff and support.</li> <li>• Increased counseling services</li> <li>• A Thousand Joys program -</li> <li>• Student and Staff training on mental health awareness</li> <li>• Implementation of Social Emotional curriculum and creation of “Wellness Spaces”</li> </ul>	Cost included in goal 2	
1.08	Contracted Services for Special Education	<p>Related Services support and school-based support staff to schedule IEPs, provide instructional support and social emotional support. Hire assistant to schedule IEP, liaise with parents.</p>	\$442,441 (\$170,985 Federal, \$271,456 State; 100% non-personnel)	

## 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, ND 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 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> </tbody> </table>	2020-21 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS		ELA	5	ELD	5				Full Implementation 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> </tbody> </table>	2023-24 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS		ELA	5	ELD	5
2020-21 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS																	
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	<table border="1"> <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> </table>	MATH	5	NGSS	5	HISTORY	4	CTE	4	HEALTH	4	PE	4	VAPA	4	WORLD LANG.	4				<table border="1"> <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> </table>	MATH	5	NGSS	5	HISTORY	5	CTE	5	HEALTH	5	PE	5	VAPA	5	WORLD LANG.	5
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WORLD LANG.	5																																				
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																																

## Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Certificated Staff (LCFF, Unrestricted Lottery, AB602, EPA, Title I, IPI, ESSER)	Salaries and benefits for the following certificated 33 Certificated Teachers 1 Principal 1 Counselor 1 Math Interventionist(Lead implementation/alignment of CCSS coaching, PD and assessment, common instructional practices)	\$4,839,526	YES (\$1,316,972 )

		2 Deans 1 Curriculum Specialist 2 RSP		
2.02	Classified Office Staff (LCFF, ESSER, AB602, School Nutrition, Title I)	Salaries and benefits for the following classified employees: 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	\$2,686,230	YES (\$998,479 S&C)
2.03	Classified Instructional Aides (AB602, Title I)	Salaries and benefits for the following classified employees: 2 Special Education 2 English Language Development	\$244,523	YES (\$33,318 (S&C))
2.04	Core Curriculum: Software Licenses and software Upgrades, New Purchases, (LCFF, ESSER)	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)	\$60,485	

2.05	Staff Professional Development (LCFF, Title II)	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	\$60,826	
2.06	Special Education Program - Option 3 (SPED)		\$169,477	
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 facilities, ensuring safety of site, ensuring a healthy environment with requisite amenities.	\$2,900,790 (\$770,069 - SB740), (\$2,130,721 LCFF base)	

2.08	<p>ELD Program: <i>CA EL Roadmap map</i> implementation Master Plan consolidation (Title III)</p>	<p>Implementation and consolidation of <i>CA EL Roadmap</i> principles.</p> <ul style="list-style-type: none"> <li>● Assets-Oriented and Needs Responsive Schools</li> <li>● Intellectual Quality of Instruction and Meaningful Access</li> <li>● System Conditions that Support Effectiveness</li> <li>● Alignment and Articulation Within and Across Systems</li> </ul> <p>New Designs Charter School 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 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>	\$11,854	Y
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2.09	Technology & Tech Infrastructure (ESSER II, Title IV, LCFF)	<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"> <li>● promethean boards for every classroom</li> <li>● document readers</li> <li>● chrome books (replacement) and mobile cart</li> <li>● headphones</li> <li>● pen readers/ assistive technology as needed.</li> </ul>	\$180,000	
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### 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 NDCS UP focus on being a safe and nurturing environment for all students.

New Designs will establish and support formalized structures of parental engagement in policy development (LCAP, SSC, ELAC, general school activities and school improvement forums). Activities must include, Staffing for planning, recruitment and liaising with parents and other stakeholders, parent space, workshops/professional development to build capacity of family engagement; and robust communications structure to maintain sustained engagement (newsletters and other publications)

## 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 Students with Disabilities	Attendance for Parent Town Halls (5 meetings), SSC (4 meetings) and ELAC (4 meetings) meetings; Parent attendance at IEP meetings and orientation for SPED				Attendance for 5 Parent Town Halls, 5 SSC meetings, 5 ELAC meetings; Parent attendance at IEP meetings and orientation for SPED
Maintain suspension rates <2%	0.3% Suspension Rate 2019-20 (Source: <a href="#">Ed-Data</a> )				Maintain Suspension Rate <2%
Maintain expulsion rates <1%	0% Expulsion Rate 2019-20 (Source: <a href="#">Ed-Data</a> )				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 staff 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 LCFF non-personnel	
3.02	Bimonthly Parent Trainings	Costs associated with parent training to include refreshments, workbooks/materials, translation, etc.	\$2500 LCFF non-personnel	
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	\$5,905 LCFF non-personnel	

## 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
28.96%	\$2,218,679

**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 are unduplicated students (86%), 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 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 analysed 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 Curriculum, Local Assessments and Data-Driven Interventions:** This action is being provided on a schoolwide basis; however, it is necessary 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. Our data have consistently identified English Learners, foster youth and low-income students being in the lower academic performance ranks in core subjects. These three subgroups comprise about 86% of our student population and CAASPP boot camps help provide intensified and targeted training to boost their performance.

**1.02 Positive School Climate for Students** 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 intervention. Also, providing the actions on a schoolwide basis serves to increase their overall efficiency and effectiveness.

**1.03 After school tutoring** – 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** - while this action is schoolwide, foster youth, low-income learners and English Learners derive most benefit and they have a predominant presence in the central activities for enrichment and engagement .

**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.

## **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** Core Curriculum: 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 (internal & external) - 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.

**2.09** Technology & 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 Trainings - 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 and recognised as part of the school's community.

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' minimum proportionality to increase/improve services to unduplicated pupils is approximately 28.96%, or equivalent to \$2,218,679. With approximately 8 out of every 10 students meeting the definition of "unduplicated", the most effective use of funds in the NDCSUP 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](mailto: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.

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

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.