

New Designs Charter School-Watts

Local Control Funding Formula (LCFF)

Budget Overview for Parents

LCFF Budget Overview for Parents Template

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

CDS Code: 19 64733 0120071

School Year: 2021 – 22

LEA contact information: Hazel Rojas, Interim Principal
hazel.rojas@newdesignscharter.net (323) 418-0600

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

Local Educational Agency (LEA) name:	New Designs Charter School Watts
CDS code:	19 64733 0120071
LEA contact information:	Hazel Rojas, Interim Principal hazel.rojas@newdesignscharter.net (323) 418-0600
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

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

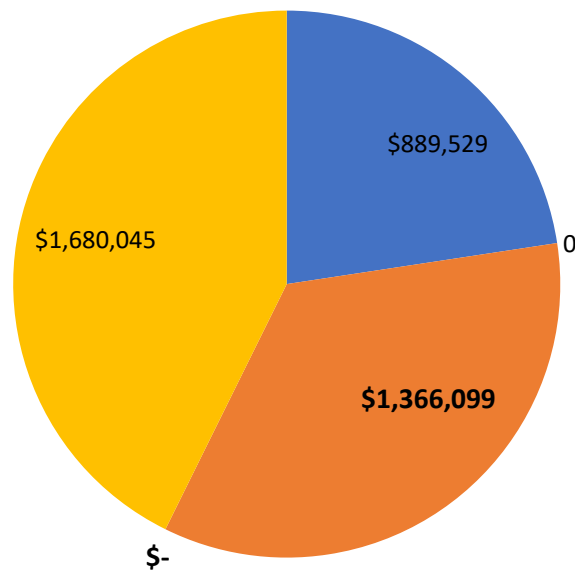
Projected General Fund Revenue for the 2021 – 22 School Year		Amount
Total LCFF funds	\$	4,058,946
LCFF supplemental & concentration grants	\$	889,529
All other state funds	\$	1,366,099
All local funds	\$	-
All federal funds	\$	1,680,045
Total Projected Revenue	\$	7,105,089
Total Budgeted Expenditures for the 2021 – 22 School Year		Amount
Total Budgeted General Fund Expenditures	\$	6,866,665
Total Budgeted Expenditures in the LCAP	\$	5,253,564
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,019,864
Expenditures not in the LCAP	\$	1,613,101
Expenditures for High Needs Students in the 2020 – 21 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$	1,143,099
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$	1,145,958

New Designs Charter School- Watts

Local Control Funding Formula (LCFF) Budget Overview for Parents Charts.

Budget Overview for the 2021 – 22 School Year

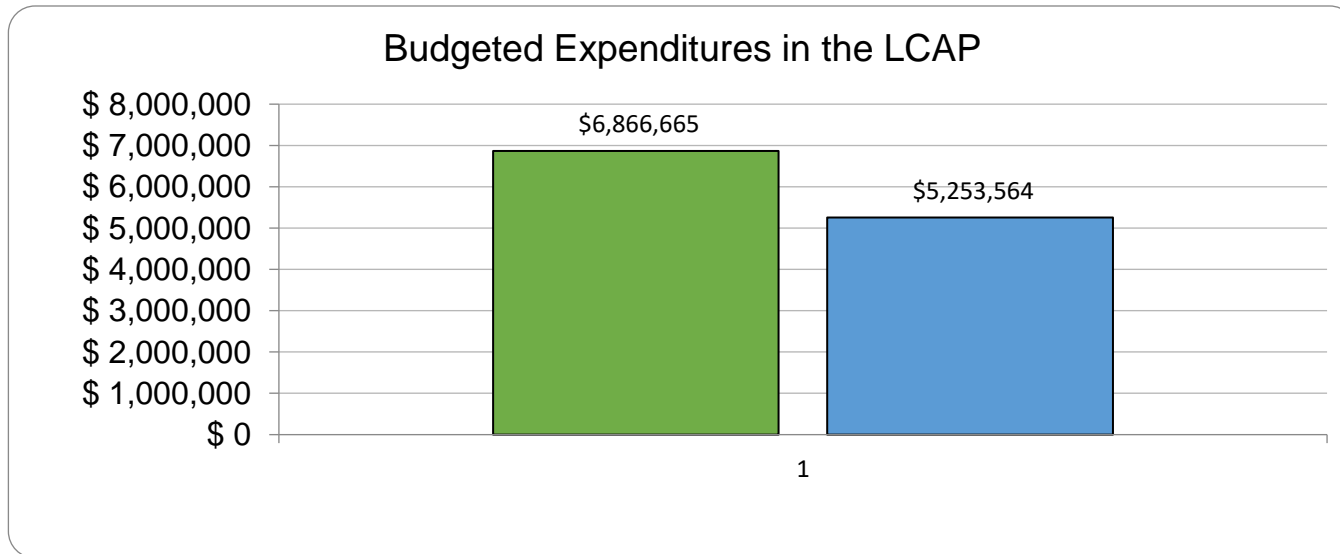
Projected Revenue by Fund Source



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

The total revenue projected for New Designs Charter School Watts is \$7,105,089.37, of which \$4,058,945.64 is Local Control Funding Formula (LCFF), \$1,366,098.78 is other state funds, \$0.00 is local funds, and \$1,680,044.95 is federal funds. Of the \$4,058,945.64 in LCFF Funds, \$889,529.00 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 School Watts plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

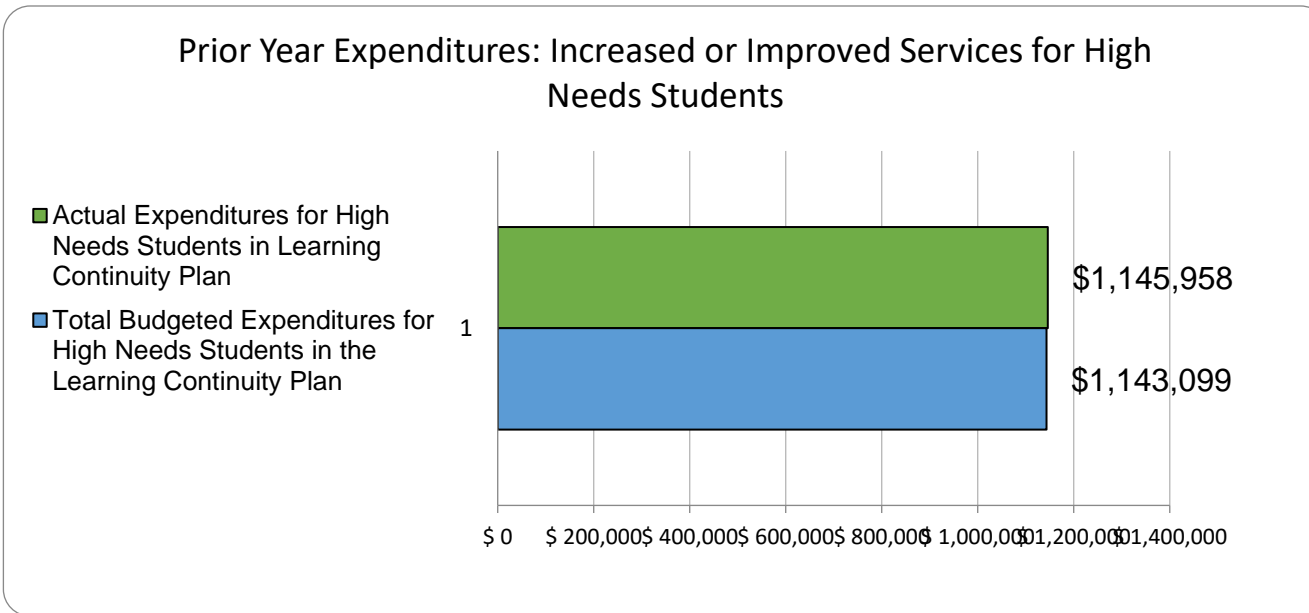
New Designs Charter School Watts plans to spend \$6,866,665.00 for the 2021 – 22 school year. Of that amount, \$5,253,564.00 is tied to actions/services in the LCAP and \$1,613,101.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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 School Watts is projecting it will receive \$889,529.00 based on the enrollment of foster youth, English learner, and low-income students. New Designs Charter School Watts must describe how it intends to increase or improve services for high needs students in the LCAP. New Designs Charter School Watts plans to spend \$1,019,864.00 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 School Watts 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 School Watts estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, New Designs Charter School Watts's Learning Continuity Plan budgeted \$1,143,099.00 for planned actions to increase or improve services for high needs students. New Designs Charter School Watts actually spent \$1,145,958.00 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 - Watts 12714 South Avalon Boulevard Los Angeles, CA 90061 https://wattsschool.newdesignscharter.com CDS Code: 19-64733-0120071	Hazel Rojas, Interim Principal	hazel.rojas@newdesignscharter.net (323) 418-0600

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: -42.7 points below 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: -100.5 points below DFS)	N/A - CDE suspension of state testing due to COVID pandemic
% of students who meet UC A-G (Target: 100%)	MET: 100% Cohort Graduates Meeting UC/CSU Course Requirements (Source: Ed-Data)
Increase % of students who complete CTE Pathway by 2% annually (Target: 11.7%)	7.1% Students completed CTE pathway
% of EL who progress in English proficiency as measured by CELDT/ELPAC (Target: 31.4% ELPAC)	MET: 40% English Learners making progress towards English language proficiency (Source: CA Dashboard 2019)
EL Reclassification Rate (Target: 42% ELPAC)	4.88% Reclassification Rate 2019-20 (Source: Ed-Data)
Increase % of students that pass AP exams with a score of 3+ by 1% annually (Target: 18%)	Data not available (Source: Ed-Data)
% of Grade 11 students who are “Prepared” as measured by ELA EAP (Target: 7%)	N/A CDE suspension of state testing for 2020 due to COVID pandemic 2019 SBAC ELA Results (Source: Ed-Data): 42.9% Grade 11 Students who Met/Exceeded English Standards 2019 CA Dashboard (Source: CA Dashboard 2019) 25.5% “Prepared” for College/Career
% of Grade 11 students who are “Prepared” as measured by Math EAP (Target: 5%)	N/A CDE suspension of state testing for 2020 due to COVID pandemic 2019 SBAC Math Results (Source: Ed-Data): 4.88% Met/Exceeded Math Standards 2019 CA Dashboard (Source: CA Dashboard 2019) 25.5% “Prepared” for College/Career
Increase attendance rate by 0.5% (Target: 95.4%)	87.24% (NOTE: This attendance rate was due to COVID)
Maintain Chronic Absenteeism <4% (Target: <4%)	4% Due to the COVID 19 pandemic, the school’s target of less than 4% chronic absenteeism was not achieved (State data unavailable due to COVID closures)
Decrease Middle School dropout rates: <1% (Target: <1%)	MET: 0.9% Middle school dropout rate

Decrease High School dropout rate by 1% annually (Target: 29.5%)	MET: 20% High School Dropout Rate (Source: Ed-Data)
Increase High School graduation rates by 2% annually (Target: 70.7%)	MET: 73.3% Graduation Rate 2020 (Source: Ed-Data)
% of students including Unduplicated Pupils and Students with Disabilities with access to and enrolled in a broad course of study (Target: 100%)	MET: 100%
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>ACTION 1 - STAFF TO SUPPORT SCHOOL'S PROGRAM</p> <p>New Designs Charter School – Watts employed a total of 13 teachers, o appropriately credentialed and assigned and Principal.</p> <p>New Designs Charter School – Watts provides all students with a longer school day, longer school year that exceed CA State requirements as outlined in the following chart:</p> <table border="1" data-bbox="98 1003 1236 1320"> <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 – Watts provides all students with 180 days of instruction that includes: 13,200 additional instructional minutes for grades 6-8; and 2,400 for grades 9-12 that exceed the CA state requirement. In addition, our</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>\$988,649 LCFF Base</p>	<p>\$910,228</p>
INSTRUCTIONAL MINUTES/DAYS																						
	DAYS	6-8	9-12																			
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<p>teachers participated in 6 days of intensive Summer Professional Development; 4 non-instructional during the academic year; and bi-weekly professional development.</p>		
<p>ACTION 2 - STAFFING, SERVICES & PROGRAM TO SERVICE SWD: LAUSD is New Design Charter School - Watts 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' Watts program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age- appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.</p> <p>New Design Charter School – Watts Site Leadership Team and RSP Teachers will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.</p>	<p style="text-align: right;">\$840,920 SPED</p>	<p style="text-align: right;">\$872,732</p>
<p>ACTION 3 - ASSESSMENTS New Design Charter School –Watts staff will implement multiple types of assessments in order to monitor each student’s academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • Interim Comprehensive Assessments (ICA) • Interim Assessment Blocks (IAB) • iReady ELA & Math: Grades 6-8 • PSAT: Grade 10 • SAT/ACT: Grade 11 • PowerSchool Assessments and SIS <p>In addition, New Designs Charter School will administer the following state-mandated assessments:</p>	<p style="text-align: right;">\$4,176.90 LCFF Base</p>	<p style="text-align: right;">\$8,122</p>

<ul style="list-style-type: none"> • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math – Gr. 6-8, 11 • CA Science Test: Grades 8 & HS • Physical Fitness Test (PFT): Gr. 7 & 9 		
<p>ACTION 4 - STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</p> <p>New Designs Charter School –Watts academic interventions are aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and based on our data analysis, are predominately unduplicated students.</p> <p>The Instructional Coach’s primary role is to provide all teachers with instructional coaching on the use of various pedagogical strategies including differentiation and using data to inform instruction. All teachers are observed and provided feedback on a weekly basis to ensure strategies taught during professional development are implemented in the classroom.</p> <p>The ACE Program for Middle School students will provide:</p> <ul style="list-style-type: none"> • 1.5 hours ELA Intervention daily • 1.5 hours Math Intervention daily • (2) Intervention Teachers <p>Students will have access to the following intervention programs:</p> <ul style="list-style-type: none"> • iReady Reading/Math: Gr. 6-8 • Achieve 3000 • Study Island: Gr. 6-12 • APEX Online Credit Recovery Program (licenses) for credit deficient students. • After-school tutoring program for middle school students who are credit deficient and HS APEX Online • Summer program: MS/HS – Math, ELA Science and History & APEX for Credit Recovery <p>The Advisory curriculum will be revised and all students will be enrolled in an Advisory course.</p> <ul style="list-style-type: none"> • For MS: provides students with study and test taking skills, Habits of Mind, Individualized Learning Plan, IAB/ICA, and develop learning goals & SEL Curriculum 	<p style="text-align: right;">\$326,126.44 [LCFF S&C \$79,835.08] [Title I \$246,291.36]</p>	<p style="text-align: right;">\$328,186</p>

<ul style="list-style-type: none"> • For HS: College/career readiness lessons, financial aid planning, writing resumes, use of Naviance and family connections, with a focus on SEL Curriculum. <p>All incoming students will participate in the Summer Bridge Program where students will be assessed in reading, writing, and mathematics, and receive 4 hours of daily instruction to prepare them for the academic program in the Fall semester. Summer Bridge will provide students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provide our instructional staff with rich data on the types of support the students will need at the start of the school year.</p>		
<p>ACTION 5 - STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION</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 - Watts 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 Counselor will provide academic, and social/emotional counseling; and implement/deliver the SEL Curricular focus for Advisory.</p> <p>The PBIS Team includes: HS Dean, AP Middle School, College Counselor, Curriculum Specialist, Parent and student).</p>	<p>\$288,0750 LCFF S&C</p>	<p>\$291,250</p>
<p>ACTION 6 - COURSE ACCESS & COLLEGE/CAREER READINESS:</p> <p>In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include:</p> <ul style="list-style-type: none"> • Physical Education with a nutrition component to improve student performance on PFT and support healthy eating habits. • UC A-G Approved Courses • MS Electives: Technology, ACE Math, ACE English 	<p>\$322,784.82 [LCFF S&C \$222,784] [LCFF Base \$100,000]</p>	<p>\$471,566</p>

<ul style="list-style-type: none"> • AP Courses (AP Fee waivers) • CTE Pathway Courses: Law & Diplomacy; Information Technology; Finance Academy; Medical Science & Engineering • IGETC Courses offered by LA Southwest College (Gen Ed course): Students can earn 30 college credits by their senior year. (Political Science, Music, Art) • SAT/ACT Workshops • Naviance Career Planning • CAASPP Test Prep Academy: for students 		
<p>ACTION 7- FACILITIES</p> <p>The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:</p> <ul style="list-style-type: none"> • Facility Site (leasing costs) • Provide maintenance and repairs to ensure a clean and safe facility including janitorial services. • Administer annual FIT report 	<p>\$706,170.56 SB740, LCFF Base</p>	<p>\$728,525</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 under this goal were completed.

NDW's commitment is to ensure our staff and scholars are safe. To do this, NDW continued to be informed by health and safety guidelines. This impacts our ability to deliver instruction in person and poses challenges in connecting with our students. We have worked diligently to create a plan that will take that into consideration and remedy the need.

As we moved to implement our Distance Learning Plan, the need to provide students with technology tools and resources to access learning virtually became a priority. The goal was to continue providing students with rigorous instruction and learning through virtual learning. To help students become more familiar with working virtually, we dedicated time to teach students and parents on how to work with the essential components of a Google Classroom and our online platforms.

The driving factors in developing the school's distance learning plan were built collaboratively through CMO Leadership as well as the Distance Learning Task Force. The Task Force considered influencing elements specific to the pandemic time period to inform the design

of the school's Distance Learning Plan which include but not limited to Staff Wellness and Flexibility, Health and Safety Guidelines, and Communication with Families.

With the schools-issued mobile phones and checked-out technology devices, parent outreach efforts were made easy for the school support staff to monitor and check on the students' attendance and social and emotional well-being.

Successes:

NDW has been successful in designing an easy to follow and a user-friendly distance learning page. Remote learning sessions were accessed by students and parents through the teachers' created virtual classrooms. Digital versions of the curriculum and supplemental instructional platforms that were utilized since the start of the school closure included: Second Step, School Connect, Math and ELA Springboard, History Alive, Houghton Mifflin Harcourt, McGraw Hill, Naviance, Achieve 3000, Study Island, Defined Stem. These digital platforms aid in designing lesson plans and engaging students in a remote setting.

In order to monitor student attendance and engagement in the virtual classrooms, the school used the Student Engagement Report where students' participation levels are recorded in both synchronous and asynchronous instruction. With the schools-issued mobile phones and checked-out technology devices, parent outreach efforts were made easy for the school support staff to monitor and check on the students' attendance and social and emotional well-being.

Challenges:

One of the biggest challenges that the school went through as it transitioned to distance learning was the profound need of technology resources, technology training and education, online learning platforms, and the need to motivate students and and their families to power through while some of their family members were afflicted by the virus. To ensure the school meets the projected enrollment, recruitment efforts through radio ads are also ongoing.

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 (<i>Targets in Table</i>)</p> <table border="1" data-bbox="111 743 478 1295"> <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>4</td></tr> <tr><td>HISTORY</td><td>4</td></tr> <tr><td>CTE</td><td>5</td></tr> <tr><td>HEALTH</td><td>5</td></tr> <tr><td>PHYSICAL ED.</td><td>5</td></tr> <tr><td>VAPA</td><td>3</td></tr> <tr><td>WORLD LANG.</td><td>3</td></tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS			2019-20	ELA	5	ELD	5	MATH	5	NGSS	4	HISTORY	4	CTE	5	HEALTH	5	PHYSICAL ED.	5	VAPA	3	WORLD LANG.	3	<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 743 1434 1295"> <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: 20%)	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: 38%)	N/A - CDE suspension of state testing due to COVID pandemic																																																

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>ACTION 1 - PROFESSIONAL DEVELOPMENT</p> <p>New Designs Charter School – Watts will provide all teachers with evidence based professional development aligned to the CA State Standards, school’s mission and educational program and targeted to meet the needs of our students. Topics of focus will include:</p> <ul style="list-style-type: none"> • Marzano observation DQ2, DQ9 • Use of Academic Language • Classroom Management • Interim Assessment (IAB’s) • Use of technology in the classroom • Diversity and Inclusion • Using and applying the Renaissance and Data Directives • Data Driven Instruction: Analyzing Student’s Data for instruction • Modeling Instruction: Teacher collaboration in Lesson Designs and Instruction • Universal Design for Learning: Differentiated Instruction • Use of Differentiated Instruction, Activities and the use of Centers • Teacher Collaboration: Examining Student work to inform instruction. • Social Emotional Learning Curriculum • SPED Training: Modifications & accommodations • Principal coaching: LACOE (Title II) <p>As a result of our school’s identification for CSI, all teachers will receive Instructional Coaching that is content and/or strategy based (Funded with CSI Grant Funds):</p> <ul style="list-style-type: none"> • Instructional Coach: Math Department • Instructional Coach: ELA • Instructional on strategies to engage students including differentiation. • Behavioral Analyst Coach on strategies dealing with disruptive behavior and de-escalation. 	<p>\$234,112.80 [LCFF Base \$62,076.68 [Title II \$5,036.12] [CSI \$167,000]</p>	<p>\$103,950</p>

<ul style="list-style-type: none"> • SPED Coaching/training for all staff on accommodations and modifications and differentiation strategies for SWD. • EL Consultant: Coaching to improve ELD Instruction, coaching teacher on integrated ELD • Restorative Justice/Practices: Training and ongoing coaching for entire staff for schoolwide implementation. <p>New Designs Charter School - Watts also provides its staff with additional professional learning through off-site workshops, conferences which include:</p> <ul style="list-style-type: none"> • PowerSchool • PBIS Training (Funded with CSI Grant) • i-Ready • New Teacher Academy • CAASPP Institute • CAST Academy • AP Summer Institute • PLTW trainings • Springboard • ERWC 		
<p>ACTION 2 - STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:</p> <p>New Design Charter School - Watts will adhere to the school’s EL Master Plan. The Assistant Principal will administer the ELPAC and review results to identify EL for reclassification. Designated ELD course will be taught by ELA teachers. For High School Designated ELD course, Edge curriculum will be used.</p>	<p>\$50,982.93 LCFF S&C</p>	<p>\$48,555</p>
<p>ACTION 3 - CORE CURRICULUM TO BE PURCHASED:</p> <p>Every student has access to standards-aligned curriculum. New Designs Charter School - Watts will purchase the following core curriculum and/or instructional materials:</p> <ul style="list-style-type: none"> • Springboard consumables for MS in ELA and Math • Science curriculum • History Curriculum • Math Manipulatives (Funded with CSI Grant) 	<p>\$34,450 [LCFF Base \$29,450] [CSI \$5,000]</p>	<p>\$29,792</p>

ACTION 4 - TECHNOLOGY

New Designs Charter School – Watts has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the Informational Technology Coordinator and IT Assistant will conduct needs assessment based on staff and student needs and provide all tech support and maintenance. Annual, purchases for technology include but are not limited to:

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

\$137,019.46
LCFF S&C

\$130,492

Goal Analysis

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

Instead of the Marzano observation tool, we implemented the Danielson Teacher Evaluation Tool. Also, the Principal coaching at LACOE was not implemented. The funds were used to provide professional development for teachers. Also, the ELPAC Assessment was not done because of school closure. This action did not have funds assigned to it.

NDW believes that quality learning begins with quality teaching. During the 2019-2020 S.Y., the school invested in the Danielson Teacher Evaluation Framework, a brand-new teacher evaluation system. The goal was to incorporate in the PD plan for teachers the different domains of the evaluation tool. Both teachers and administrators need to learn the program for effective implementation.

While professional learning sessions that NDW teachers and staff were registered to participate in were mostly cancelled during the second semester, equivalent pieces of training were conducted virtually. These trainings were mostly hosted by LACOE: PBIS, STEM, Math Routines and Practices and EL Modules.

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

Successes:

In spite of the many changes that the NDW community were confronted with, the pandemic brought our stakeholders together. Teachers participated actively in different Task Forces: Instructional Program, Safety, Mental Health and Social Well-Being of All, Communication and Engagement. Teachers willingly volunteered to facilitate PD topics within their areas of strength. In addition, NDW continued to register its school for Tier 1, Year 3 of PBIS at LACOE. Coaches and members of the PBIS Team participated in the pieces of training scheduled this academic year. School leaders were registered and participated in this year's CCSA conference.

Challenges:

There is a need for NDW faculty and staff to learn how best to implement the new Danielson Teacher Evaluation Tool in a virtual setting.

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 Townhall meetings

Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities (Target: "Meet")	MET: Parents participated in Friday Assemblies where students are recognized weekly by their teachers, Honors Induction Ceremony, Parent Orientation, Open House, Parent-Teacher Conferences
Maintain suspension rates <2% (Target: <2%)	3.2% Suspension Rate 2019-20 (Source: Ed-Data)
Maintain expulsion rates <1% (Target: <1%)	MET: 0% Expulsion Rate 2019-20 (Source: Ed-Data)
Increase participation rate on parent survey (Target: 35%)	MET: 56% Parent participation rate on survey
Increase participation rate on student survey (Target: >90%)	MET: 93% Student participation rate on survey
Increase participation rate on staff survey (Target: >90%)	MET: 95% Staff participation rate on survey

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>ACTION 1 -STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:</p> <p>New Designs Charter School – Watts will implement the following actions and services to ensure all students are provided with a safe, welcoming, engaging, and positive learning community.</p> <ul style="list-style-type: none"> • The Leadership Team will annually review and revise the Comprehensive School Safety Plan, train staff, administer monthly drills. • Campus Aide will provide supervision on school premises throughout the instructional day. • Host Field Trips that provide experiential learning opportunities • Host Clubs & Organizations: Debate, Music, Global Impact, & Cheer • Learning Celebrations: recognizing Student of the week, Student of the Month, Honors Induction Ceremony & EOY Celebration. • Competitions: Debate, Science & Olympiad, Math Quiz Bowl, Spelling Bee Engineering, Investigatory Projects • Student Council for MS/HS 	<p>\$292,970 LCFF S&C</p>	<p>\$175,470</p>

<ul style="list-style-type: none"> • CIF Sports Program: Led by the Athletics Director - Basketball, Track, Volleyball, Football, Soccer, & Softball. (GPA Requirement 2.5, chronically absent) • Launching PBIS Kick-off - Year 1 <p>Implementations bring parents, community, teachers, students and staff - learn about PBIS, expectations for students and parents</p> <ul style="list-style-type: none"> • Administer Panorama Parent, student and staff surveys. 		
<p>ACTION 2 - METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:</p> <p>To promote and elicit parent input in decision-making, New Designs Charter School-Watts will host and facilitate SSC Meetings during the school year with annual elections to include parents, staff, students, and teachers.</p> <p>New Designs Charter School – Watts will continue to adhere to the requirements of AB716, and the school’s LCAP will serve as its School Plan for Student Achievement (SPSA).</p> <p>During the school year SSC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title I Funds.</p>	<p>\$395 LCFF S&C</p>	<p>\$1,495</p>
<p>ACTION 3 - OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:</p> <p>The Community Outreach/Recruitment Coordinator will facilitate the following:</p> <ul style="list-style-type: none"> • Coffee with the Principal • Parent workshops: <ul style="list-style-type: none"> o PowerSchool o What is CAASPP? o Data-driven decision-making o CA School Dashboard o LCAP Development • Host school Functions which include but not limited to: Hispanic Heritage Month; Black History Month; Cinco de Mayo • Parent/teacher Conferences: Gr 6-12 	<p>\$925 LCFF S&C</p>	<p>\$66,595</p>

- 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/guardians with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.
- Parent Cohort Meetings

Goal Analysis

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

Panorama survey was not implemented. The funds were used to support field trips and sporting activities for students.

As the school transitioned, considerable effort was exerted to build a functional distance learning webpage to ensure ease of access to curriculum and instruction in a single location. Regular communication with the school community is critical to the success of our distance learning plan. Communications from the school were provided through the following methods: School Website, Email, Text Message Alerts, Phone Calls, United States Mail, Social Media Alerts, Coffee with the Principal and Town Hall meetings

Parents were advised to not “opt out” of receiving contact from your school as to not miss pertinent information and/or announcements from the school regarding their student or school activities; NDW immediately alerted families on COVID-19 updates impacting students through a news section on the website with subsequent communications via other means. Teachers were also essential in being providers of information to students and families; specifically, regarding their classrooms, but additionally at times, when necessary, to other stakeholders; Parents contact the school and/or Administrators through email and telephone either through the office phone number or Administrator cell phone numbers.

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

NDW’s ability to explore varied communication platforms assisted in achieving our goal to stay connected with our students and families remotely. Checking out school-issued mobile phones and other technology resources needed to the administrators and support staff facilitated ongoing communication between home and school. A close-knit support system became biproducts of open and honest discussion of fears and uncertainties as well as genuine expression of empathy and care.

While some of the NDW community bonded strongly with others, there were some who preferred to stay inwardly and privately. Unmindful of the calls made by the school, some students and families remain unresponsive and non-communicative. These observations resulted in the declining attendance rate by the end of the second semester of 2019-2020 SY, as well as the low enrollment numbers registered for the 2020-2021 academic year.

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 & 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 & Concentration funds (contributing column) and the remaining 85% with LCFF Base Funds. Total amount funded with LCFF S&C: \$165,660</i></p>	\$1,656,607	\$1,636,391	*Y
<p>Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.</p>	\$212,539	\$120,286	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, and then in April 2021 we reopened 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 on technology resources which include but are not limited to student laptops, teacher laptops, hotspots for internet connectivity as well as repair of technology equipment.

NDW safely reopened the school to students in Grade 6 whose parents were comfortable in resuming school on campus on Monday, April 19, 2021. Grades 7 and 8 were welcomed back to school on May 3, 2021, while high school students were invited to return 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, NDW 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.

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.

Irrespective of the disruptions resulting from the COVID-19 pandemic, the school has successfully maintained its dual enrollment program with the Los Angeles Southwest College in a virtual environment.

One of the greatest accomplishments from this year is the full implementation of our Dual Enrollment program with Los Angeles Southwest College. This partnership began two years ago with the introduction of a college-level Psychology course that was offered on Saturdays to students interested in completing additional elective courses. Since then, we have expanded the program to offer classes to 9th through 12th grade students during our regular school day. We have been able to align the college courses within our Master Schedule of classes to allow students the opportunity to earn both high school and college credit for core and electives.

As a result of the partnership, we have developed close relationships with the college professors resulting in expanded extracurricular opportunities for our students. Over the next couple of school years, we look to expand our course offerings in order to allow students to complete both a high school diploma and a 2-year college degree. We have also discussed the idea to offer college courses for our parents here on campus- engaging our students and parents to earn college degrees in tandem.

The greatest benefit to our academic program is that the college courses satisfy elective requirements, freeing up our school site resources to support students in the core subjects. Los Angeles Southwest College has truly embraced our school community and has committed to supporting NDCS Watts with additional in-kind resources including use of their facility for Middle School Culmination and High School Graduation as well as access to the campus library.

One of the biggest challenges presented to the school during the previous academic year up to the present include: (a) low student attendance (b) students who are participating in distance learning were less engaged and some had participation issues (c) use of technology and internet connectivity (d) students failing grades (e) less participation in assemblies.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SPED Staffing & Services	\$420,986	\$599,774	N
Technology devices (Chromebooks), Wi-Fi Hotspots	\$335,456	\$140,666	N
Core Curriculum (Online for distance learning subscription costs): Springboard ELA, ELD & Math; Houghton Mifflin, History Alive, McGraw Hill, CTE	\$60,000	\$19,217	N
Technology based applications and/or supplemental resources: Google Suite, Zoom, APEX, Illuminate, Flocabulary, Bitmoji, Kahoot, BrainPop, & Naviance	\$45,000	\$28,061	Y
Professional Development	\$13,669	\$6,004	Y
ELD Credentialed Teacher to provide designated ELD and academic support during intervention blocks and ACE	\$70,200	\$69,777	N
Counselor	\$88,710	\$83,185	N

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.

There were no substantive differences between what was planned and what was implemented. 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. NDW use of the competitive procurement process in securing the Chromebooks and appropriate technology resulted in substantial savings. Consequently, the actual expenditure on Technology was much less than the budget.

In pursuit of excellence, NDW 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 learning, a portion of the budget has been allocated to purchase more online student editions and teachers editions since the start of the school closure. The actual expenditure on additional online curriculum and applications was much lower than budget because the products were easily available at competitive prices. NDW took advantage of special offers from vendors.

NDW safely reopened the school to students in Grade 6 whose parents were comfortable in resuming school on campus on Monday, April 19, 2021. Grades 7 and 8 were welcomed back to school on May 3, 2021, while high school students are invited to return 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.

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.

The NDW community believed that in every adversity, there is an opportunity. The coronavirus pandemic fostered camaraderie among students, parents, faculty, and staff. Stakeholders welcomed and acknowledged the difficult work in navigating uncharted waters caused by pandemic. The NDW community stepped up to ensure our students are staying healthy and safe, and continuing to learn. Many of our teachers and staff are balancing the challenging demands of simultaneously teaching/working and parenting, yet the speed, innovation, creativity, brilliance, sensitivity, and care are illustrative of the commitment and care our students and families deserve.

Although NDW established a system to monitor student attendance, class participation and or engagement, the school observed a decline in the number of students in both Middle and High School awarded Principal Honor Roll, Honors Roll, and On the Road to Honor Roll.

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)	\$102,634	\$71,404	N
Summer School Program for struggling students, credit deficient, and make up for incomplete courses	\$69,415	\$91,976	Y
Assessment & Targeted Intervention Programs: iReady (ELA & Math); Achieve 3000; PowerSchool Assessments, & Study Island	\$62,200	\$59,733	Y
ACE Intervention Teachers for Middle School: ELA & Math (funded with Title I)	\$174,000	\$158,400	N
After-school Program: Academic & Social Enrichment (Funded with ASES & LCFF Base)	\$239,151	\$59,845	N
Saturday School: Academic Support led by credentialed teachers	\$19,985	\$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.

The most significant difference between what was planned and what was implemented is the after-school program. The program was implemented but was done virtually. As a result, student participation was very low. Saturday school was not implemented because it became exceedingly difficult to have students engage in additional virtual classes outside of the regular academic day. The actual expenditure incurred on the after-school program was less than the budget amount. The safety restrictive protocol mandated by authorizers meant most of the in-school and in-person activities and programs could not be implemented.

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.

One of the strategies adopted to minimize learning loss during the 2020-2021 virtual learning environment was the creation of an all-inclusive distance learning platform. One of the main ideas behind the school's distance learning platform was to replicate a physical learning space where instruction delivery can be achieved with ease without any challenges to both teachers and students. To complement the online delivery of instruction, the school purchased and made technological resources such as laptops and mobile hotspots to augment access to virtual classrooms and academic tools and resources. The school also supported teachers to design their classrooms with tools that students will find engaging. Teachers used tools like Flocabulary and Bitmoji. Teachers were also provided professional development on how to design engaging and rigorous lessons. Another strategy the school adopted to encourage, increase self-confidence and sense of accomplishment amid the pandemic is students' recognition through weekly Friday assemblies. Also, to ensure Continuity of Instruction and to minimize Learning Loss, is the implementation of after-school programs and other counseling services to students.

Addressing learning loss remotely has been a challenge since students who are already struggling due to the pandemic and the lack of contact with teachers did not respond to additional support or intervention strategies. Students could easily turn off their cameras and do little or no work. When we reopened the school for in-person instruction only few students took advantage of the opportunity. Due to the stay-at-home orders across the nation, there has been a decline in student achievement, therefore, we are mitigating learning loss with extra support in our ELD classes through differentiated instruction and more paraprofessionals for small group instruction. Also, our paraprofessionals meet with students outside of the classroom to provide students extra help with ELA and Math assignments.

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.

COVID-19 has impacted our society in many ways making it imperative to elevate mental health and social emotional support for the well-being of our students in the school. Classroom teachers, with the support of counseling staff, are now at the forefront of mitigating the negative impacts of traumatic events and stress brought about by the pandemic.

New Designs recognizes the need to first provide social emotional support in the classrooms through appropriate topics and activities that are rooted in the school's curriculum, but which also connect to and recognize student experiences. Social and emotional learning that focuses on relationships management, self-management, self-efficacy, and social awareness were provided by school counselors during weekly Advisory classes. Both middle and high school utilizes a Social Emotional Learning -aligned curriculum: **School Connect** for high school and **Second Step** for middle school. Both curricula teach and equip students with skills, attitudes and values that help them navigate and ameliorate stressing and trauma inducing circumstances that are part of their lives now. Students and families in need of additional support have access to school counselors, school psychologists and school administrators who can also refer them to additional resources, supports and specialized agencies in the community. A directory of mental health and suicide prevention resources that are available in the community has been posted on the school website.

The school implements a 3-tiered system to support students. Tier 1 is for universal support for all students and takes place in wellness supports and practices embedded in everyday classroom activities. Tier 2 is for targeted support for students based on their needs. Tier 3 focuses on a few students who have been referred and assessed to be eligible for specific support.

To effectively support the social and emotional well-being of students and practice appropriate self-care, teachers have received professional development and training on SEL, trauma informed approaches, coping resilience, reflection, and self-healing. Such professional development sessions continue throughout the year. Students also receive social emotional training and participate in trauma-informed learning activities delivered by professional outside groups that have been working with the school for several years now.

Due to the challenges that our students and families are going through because of the pandemic as well as tragic losses caused by other factors, New Designs-Watts need to continue with its annual campaign for mental health and suicide prevention and focus campaign efforts on promoting mental and physical health during the pandemic. The campaign will expand its focus beyond students and staff to include parents, families in the community, and other stakeholders and groups that can be included in partnerships. Additional teachers training on suicide prevention, child abuse reporting, crises response procedures, and understanding, recognizing, and appropriately responding to the effects of all types of traumas need to be conducted.

There is also a need to increase the participation rate of the mental health and social-emotional well-being surveys that are conducted regularly to gather and monitor data on student school connectedness and social emotional well-being. Similar surveys will also be administered to school staff.

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.

Through various communication platforms, NDW has strengthened its efforts in disseminating information and weekly updates to our students and families. Communication are sent through the school website, email, text message alerts, phone calls, traditional mail, social media alerts, as well as stakeholder meetings (i.e., Coffee with the Principal and Townhalls).

Parents were encouraged to not “opt out” of receiving notifications from the school as to not miss pertinent information and/or announcements regarding their student or school activities. The school immediately alerted families on COVID-19 updates impacting students through a news section on the website with subsequent communications via other means. Teachers are essential in being providers of information to students and families; specifically, regarding their classrooms, but additionally at times, when necessary, to other stakeholders. Parents that need to contact their school and/or Administrators can do so through email and telephone either through the office phone number or Administrator cell phone numbers.

Although it is one of the best ways to reach out to students and families, home visits, parent-hosted school functions were limited out of concerns for health/safety during COVID.

Analysis of School Nutrition

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

NDW continued to provide nutritious meals to students. Blackboard parent notifications, emails, parent letters, school website postings and phone calls were the methods utilized to communicate, remind and to create awareness among families that meals are available on campus for pick up.

Despite efforts made to inform families about the availability of meals, only few parents and or families were observed driving by on campus to pick up 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	\$8,900	\$6,500	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	\$262,453	\$260,814	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.

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

Implementation of a rigorous assessment plan that requires monthly testing and a focus on incentivizing growth rather than just achievement.

To address learning loss, NDCS utilizes the Accelerated Learning Guide (Charter School Collaborative resource) in addition to the academic interventions that the school offers to all students.

Addressing Learning Loss: To address learning loss, NDCS utilizes the Accelerated Learning Guide in addition to the academic interventions that the school offers to all students.

Diagnostic Assessment: NDCS will administer a Diagnostic Assessment to all students at the beginning and every six weeks within the school year. The school will utilize the I-Ready and Study Island platforms to assess the learning loss suffered during the 2019-20 and 2020-21 school years. In doing this, the school prioritized the standards that will be included in the assessment based on the Common Core State Standards, CAASPP and Blueprints, CTE, Physical Education and Foreign Language Framework. The school will also recognize and reward academic growth and achievement.

Academic Enrichment: The school identified the foundational skills that the students need in order to access the grade-level standards. Academic Enrichment (ACE) classes occur during the school day for middle school and are designed to provide intervention, remediation and enrichment offered to all students in Math and English. I-Ready Instruction is the curriculum used for these classes.

Extended Learning Academy: NDCS offers another layer of support to students in order to address learning loss. ExLA consists of After School and Saturday Academy. ExLA sessions will be available for all students. Students will receive tutoring after school and on Saturdays.

Intersession & Summer School: NDCS will offer intersession to students after the first semester and Summer School after the second semester to ensure that students who failed in their classes have the opportunity to make up and recover the credits and will be on track for graduation.

APEX: NDCS will offer Apex to high school students who need credit recovery to ensure that all students meet the rigorous graduation requirements of the school.

Friday Schedule: The Friday schedule of NDCS is designed to address learning loss. The lesson plan for this day are driven by the foundation skills that the students need to access the grade-level standards.

Summer School and Intersession: The school will offer summer school and intersession to ensure students receive additional support and targeted intervention in meeting academic requirements.

Computer and Internet Access: -

All students who currently have home computers or have checked out a school-provided computer will use that device while schools are closed to access the online curriculum and instruction. We have partnered with Verizon to provide connectivity to households without internet access. Parents are allowed to borrow a hotspot at no cost for use by their child for schoolwork.

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.

There were no significant differences between 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. The actual expenditure on Online Curriculum and Online Apps was much lower than budget because NDW negotiated for more competitive pricing during the procurement process and took advantage of special offers to nonprofits from vendors.

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.

NDW 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.

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.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Designs Charter School - Watts 12714 South Avalon Boulevard Los Angeles, CA 90061 CDS Code: 19-64733-0120071	Hazel Rojas, Interim Principal	hazel.rojas@newdesignscharter.net (323) 418-0600

Plan Summary 2021-22

General Information

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

New Designs Charter School-Watts was one of the first charter schools to open its doors in the Watts Corridor in 2009. NDW is a WASC accredited 6th-12th Grade school. Like its sister school, it was established with the goal of developing an exemplary school offering high- quality, college-preparatory education to prepare students to succeed in a global, diverse, and technology-rich society. The school prepares students for post-secondary academic and career opportunities through excellent professional development for teachers; by encouraging the use of evidence-based teaching strategies in the classrooms; and by providing a curriculum that has enrichment and intervention programs for all students.

Both middle and high school students are exposed to a wide ranging curriculum. In high school students choose among 3 career pathways in the areas of law, technology and finance. The school is also cementing a data driven culture that seeks to respond and address felt needs in the school community. Currently, New Design Charter School – Watts serves 490 students in grades 6-12 with student demographics that include: 53.8% African American, 44.2% Hispanic, of which 16.8% are Students with Disabilities, 46% English Language Learners, 0% Foster Youth and 71.4% qualify for free/reduced lunch.

New Designs Charter School-Watts serves a diverse community located in the Willowbrook area in South Los Angeles. This is a historically underserved area. Over the years the school’s enrollment has consistently mimicked the demographic changes taking place in the community served. Currently the school has a large proportion of Latino /

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

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

Reflections: Successes

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

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

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

Suspension Rate Indicator “Green”

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

All Local Indicators “Met”

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

Reflections: Identified Need

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

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

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

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

Naviance was implemented within the student body of New Designs-Watts. As each high school grade level is facing different challenges and stages of life, Naviance provides a differentiated curriculum that is grade-level specific. Freshman year focuses on acclimating to high school life. Sophomore year focuses on continuing positive habits created during freshman year and begins focusing more on college. Junior year focuses on test prep and specific college planning; and senior year focuses on college applications, funding and all other college-related readiness. In addition, Naviance provides SAT and ACT diagnostic and practice tests which help our students prepare adequately for the actual tests. The implementation and use of Naviance within New Designs Charter is an incredibly important piece of our college going school culture. Through Naviance, with the integration of self-awareness, high school success, and college/career planning, we are investing in and equipping our students to set goals and reach them for their present and future. Additionally, Naviance enables our Career Pathway Academics to organize and facilitate an even more in depth look into each student’s current and future career aspirations and experiences. Naviance is proving to be an invaluable resource to both our students and our faculty/staff as we are better equipped to efficiently and effectively streamline our students’

path towards successfully applying to and attending college and pursuing a career. **b) Southwest College Partnership** New Designs-Watts partnership with Southwest College through our Career Academies is ongoing. Los Angeles Southwest College continues to offer classes virtually within the week. The goal of this partnership is to enable our students to earn 30 college credits as well as industry certifications in Technology, Finance, Criminal Justice, etc. In the long run, the plan is to provide the opportunity for our students to obtain Associate Degrees together with their high school diploma. For the current academic year, High School students from 9th grade begin a path that led to obtaining 30 college credits and an industry certification upon graduation.

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

For the past three years we have made an effort to introduce a college/career curriculum to our students in the form of the Naviance program and our partnership with *Los Angeles Southwest College*. With the Naviance program, all high school students get to explore and build their own path to college and a career using assessment tools and specialized lessons. The counselor has been able to better assist students in their college and career exploration by using the data collected on Naviance. By the time students reach 12th grade, they will have a list of colleges they can apply to base on the work they did with Naviance. Los Angeles South West has been a great partner in offering our students' college-level classes and increasing their interest in going to college. We started with one class every Saturday to now having multiple classes during the school day and after school. We also have two college cohorts who are working towards receiving their IGETC certificate which will allow them to apply to college with two years of college credit. Our students' GPAs and academic achievement have boosted as a result of this partnership, and we only hope to increase and strengthen the program moving forward.

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

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

English learners. Another strategy that the school is considering is the implementation of double block ELA for 6-8 grade students as well as the following:

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

Plan to improve the ELA CAASPP results:

Springboard Curriculum for English

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

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

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

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

ELD Curriculum

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

Defined STEM

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

Technology Integration

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

Benchmark Administration

English Language Arts/Literacy Focused Interim Assessment Blocks

The Smarter Balanced Interim Assessment Blocks (IABs) are one of two distinct types of interim assessments being made available by the Consortium; the other type is the Interim Comprehensive Assessment (ICAs). IABs are short, focused sets or blocks of items that measure one or more assessment targets. Results from these assessments provide information about a student's strengths or needs in relation to the Common Core State Standards (CCSS) and, therefore, generate more detailed information for instructional purposes than the summative or ICAs alone.

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

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

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

Classroom Observation Tool

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

Department Heads and Instructional Leadership Team

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

Positive Behavioral Interventions and Supports (PBIS)

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

Extended Learning Academy

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

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

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

Maximizes LACOE-facilitated EL-related Instructional Strategies.

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

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

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

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

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

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

I-Ready curriculum for the Math Academic Enrichment Class

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

Other ongoing actions include but not limited to:

- Designing a culturally relevant-based weekly learning plans

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

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

Academic Enrichment Math has been offered to Grades 6-8

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

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

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

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

A. Restructuring Math Intervention Staffing

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

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

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

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

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

- Structure the instructional day to include fun Math learning activities that students can actively engage in:

Example of best practices that need to be revisited:

A. The school facilitates a **Math Trivia** as part of the Before School Program. Math Trivia correct responses will be raffled every Friday with an assigned prize for every category.

B. **Math Power Hour** – The school allocates a time within the week for all school stakeholders to participate in a Math Drill/Exercise.

C. **Math Academic Competitions** such as Math Quiz Bowl

D. **Incorporate Daily Math Practice** in all Math classes in a form of Do Now, Academic Competition, Kahoot, Warm up and the like

E. **Measure Math Proficiency Growth** – Provide specific and targeted interventions to students based on different sources (CAASPP, Benchmark and formative assessments)

F. **Incentivize Math Proficiency Growth** – Recognize Math achievers based on Math proficiency guidelines through different levels (Advisory, Cohort, Grade Level, Individuals)

G. **Monitor the implementation of Individualized Learning Plan (ILP)** – Incorporate a schedule in Advisory sessions that allow bi-weekly monitoring of student goals and accomplishments.

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

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

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

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

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

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

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

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

LCAP Highlights

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

Stakeholder Engagement

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

To be finalized prior to public hearing

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

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

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

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

Teachers (Professional Development, Pupil Free Days)

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

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

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

Student Survey

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

- 92.2% felt great, good, or okay.
- 68.4% strongly agreed or agreed that the school promoted success for all students.
- 78.8% strongly agreed or agreed that their teachers go out of their way to help students.
- 71% strongly agreed or agreed that the school offered them support to learn better and achieve at higher level.
- 78.9% strongly agreed or agreed that adults at the school cared for them.
- 42.1% strongly agreed or agreed that the school has clean and well-maintained facilities and properties.
- 55.3% strongly agreed or agreed that the school provided them with textbooks and materials.
- 86.8% strongly agreed or agreed that the school provided them with technology to be successful in distance learning.

- 47.4% strongly agreed or agreed that the school sought parental inputs and involvement in the development of the schools, curricular and extracurricular activities.
- 81.6% strongly agreed or agreed that the school offered them activities and programs that prepared them for college.
- 63.2% strongly agreed or agreed that the school offered them activities and programs that prepared them for a career.
- 44.7% strongly agreed or agreed that they felt safe and connected to the school.

Parents/ Students

ELAC/SSC

10/1/20 -ELAC/SSC Orientation

3/31/21 - ELAC/SSC Election

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

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

SELPA Administrator

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

A summary of the feedback provided by specific stakeholder groups.

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

Department chairs led and facilitated discussions with the rest of the teachers to ensure that the LCAP goals set for the school are addressing the students' varied academic and social/emotional learning needs. Among the priorities identified

were Data-Driven Decision Making, Department Collaboration/PLCs, Student Engagement, Parent Engagement/Parent Education, Target Intervention for Students

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

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

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

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

Goals and Actions

Goal 1

Goal #	Description
1	Develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop SSPT to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; that support the school’s mission and goals. (State Priorities: 4, 5, 7; Local Priorities: 7)

An explanation of why the LEA has developed this goal.

There is a need to analyze and disaggregate student achievement data to inform instruction and academic interventions; improve high school graduation rates, reduce high school dropout rates; and improve the percentage of students prepared for college as measured by EAP results (ELA & Math). This goal was continued from the previous LCAP as we have made gains in creating the infrastructure to address the area of data analysis. However, we are increasing our efforts to embed data systems in professional development and teacher use of data to drive their instruction decisions in lesson planning, and determining the appropriate interventions based on student needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase % of Grade 7 students who meet all 6 areas of the HFZ on the PFT	70% Grade 7 students who meet all 6 areas of the HFZ on the PFT (PFT data 2018-19)				76% Grade 7 students who meet all 6 areas of the HFZ on the PFT
Increase % of Grade 9 students who meet	75% Grade 9 students who meet all				81% Grade 7 students who meet

all 6 areas of the HFZ on the PFT	6 areas of the HFZ on the PFT (PFT data 2018-19)				all 6 areas of the HFZ on the PFT
Annual Growth SBAC ELA Meets/Exceeds Standards Grades 6-8	2019 SBAC ELA Grades 6-8 Met/Exceeded 22% All Students 24% Grade 6 21% Grade 7 20% Grade 8				2024 SBAC ELA Grades 6-8 Meet/Exceed 28% All Students 30% Grade 6 27% Grade 7 26% Grade 8
Annual Growth SBAC Math Meets/Exceeds Standards Grades 6-8	2019 SBAC Math Grades 6-8 Met/Exceeded 15% All Students 24% Grade 6 12% Grade 7 9% Grade 8				2024 SBAC Math Grades 6-8 Meet/Exceed 21% All Students 30% Grade 6 18% Grade 7 15% Grade 8
Annual Growth SBAC ELA Meets/Exceeds Standards Grade 11	2019 SBAC ELA Met/Exceeded Grade 11 43% All 46% SED 30% African American 57% Hispanic				2024 SBAC ELA Meet/Exceed Grade 11 49% All 52% SED 36% African American 63% Hispanic
Annual Growth SBAC Math Meets/Exceeds Standards Grade 11	2019 SBAC Math Grade 11 Met/Exceeded 5% All 6% SED 0% African American 10% Hispanic				2024 SBAC Math Grade 11 Meet/Exceed 10% All 12% SED 6% African American

					16% Hispanic
Increase % of students that pass AP exams with a score of 3+ annually	2% AP Passage Rate with score of 3+				6% AP Passage Rate with score of 3+
Increase % of students who complete CTE Pathway	7% Students completed CTE Pathway				13% students who complete CTE Pathway
% Cohort Graduates Meeting UC/CSU Course Requirements A-G	100% Cohort Graduates Meeting UC/CSU Course Requirements (Source: 2020 <u>Ed-Data</u>)				Maintain 100% Cohort Graduates Meeting UC/CSU Course Requirements
% of Grade 11 students who are "Prepared" as measured by the CA Dashboard College/Career Indicator	2019 CA Dashboard College/Career Indicator 25.5% "Prepared" All Students (Orange) 25.9% SED (Orange) 33.3% African American (No Color) 21.4% English Learners (No Color) 14.8% Hispanic (No Color)				2024 CA Dashboard College/Career Indicator 31.5% "Prepared" All Students 31.9% SED 39.3% African American 27.4% English Learners 20.8% Hispanic 44.5% Students with Disabilities

	38.5% Students with Disabilities (No Color)				
CA Science Test (CAST)	2019 CAST Met/Exceeded 9% All Students				2024 CAST Meet/Exceed 15% All Students
English Learner Reclassification Rate	4.88% Reclassification Rate 2019-20 (Source: Ed-Data)				2023-24 Reclassification Rate >10%
% of EL who progress in English proficiency as measured by ELPAC and reflected on the CA Dashboard	40% English Learners making progress towards English language proficiency (Source: CA Dashboard 2019)				>45% English Learners making progress towards English language proficiency
High School graduation rates	73.3% Graduation Rate 2020 (Source: Ed-Data)				90% Graduation Rate
Decrease Middle School dropout rate	0.9% Middle School Dropout Rate				Less than 1%
Decrease High School dropout rate	20% High School Dropout Rate (Source: Ed-Data)				10% High School Dropout Rate
% of students including Unduplicated Pupils and Students with Disabilities with	100% Students including Unduplicated Pupils and Students with Disabilities with				100% Students including Unduplicated Pupils and Students with Disabilities with

access to and enrolled in a broad course of study	access to and enrolled in a broad course of study				access to and enrolled in a broad course of study
Maintain Chronic Absenteeism rates under 2%	2019 CA Dashboard Chronic Absenteeism Rate 0.5% ("Blue")				Maintain Chronic Absenteeism rates under 2%
Maintain attendance rate >95%	87.24% Attendance Rate				93% Attendance Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1.01	Supplemental Curricula, Local Assessments and Data-Driven Interventions (LCFF, Title I)	<p>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:</p> <ul style="list-style-type: none"> - Assessments: Achieve3000 (Grades 6-8) iReady (Grades 6-8), Study Island (Grades 6-12) <p>PSAT: Grade 10 SAT/ACT: Grade 11</p> <ul style="list-style-type: none"> - CAASPP Boot Camps (ELO) Rigorous practice and reinforcement of CCSS skills in Math and English supported by instructional aides (additional hours) - Academic Enrichment (AcE) utilizes i-Ready Diagnostic and i-Ready Curriculum for Math and ELA intervention. - Provide Edge curriculum for HS ELs. 	\$41,190 (\$7580 - title I; \$33,610 LCFF S & C). 100% non-personnel)	Y (\$33,610)

		<ul style="list-style-type: none"> - Provide APEX as a course credit recovery. - Provide Intersession classes for middle school students that need to make for failed classes. - Summer Bridge Program is offered to newly enrolled students as part of the New Student-Parent Orientation or onboarding purposes. (grades 6 & 9; any new enrollees) 		
1.02	Positive School Climate for Students (LCFF)	<p>Student activities/recognition:</p> <ul style="list-style-type: none"> - Academic awards (Principal Honor Roll, Honor Roll and On the Road to Honors) - Non-academic awards (perfect attendance, Student of the Year, Leadership Award, Service Award, Most Improved) - Recognitions/celebrations 	\$20,000 LCFF non-personnel	Y (\$20,000)
1.03	After-school Tutoring & Credit Recovery (Title I)	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 title I; non-personnel	
1.04	Enrichment & Engagement Opportunities for Students (LCFF Base)	<p>Activities to promote student learning and engagement (staffing, programs and strategies). New Designs Watts will implement the following activities and programming to provide students with relevant out-of-class experiences.</p> <ul style="list-style-type: none"> ● field trips ● student clubs and organizations ● CIF sporting opportunities (baseball, basketball, soccer, track & field, softball etc) 	\$10,000	

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

		<ul style="list-style-type: none"> • CAASPP Academy\Naviance planning for HS 		
1.07	Student Mental Health and Social-Emotional Well-Being (LCFF, S&C)	<p>Ensure an inclusive, safe, healthy and secure environment for students by enhancing Mental Health Services to support student wellness. This includes:</p> <ul style="list-style-type: none"> • Addition of Mental Health staff and support. • Increased counseling services • A Thousand Joys program - • Student and Staff training on mental health awareness • Implementation of Social Emotional curriculum and creation of “Wellness Spaces” 	\$9,000	YES (LCFF S&C)
1.08	Contracted Services for Special Education (FED-SPED)	<p>As an Option 3 SELPA member, NDW will provide related services support and school-based support such as staff to schedule IEPs, provide instructional support and social emotional support. Hire assistant to schedule IEP, liaise with parents.</p>	\$197,716 (\$67,716 Federal SPED; \$120,000 LCFF S & C) non-personnel	YES (\$120,000)

Goal 2

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24						
% of teachers who are appropriately credentialed and assigned	100% Teachers who are appropriately credentialed and assigned				100% Teachers who are appropriately credentialed and assigned						
% of students with access to standards-aligned instructional materials	100% Students with access to standards-aligned instructional materials				100% Students with access to standards-aligned instructional materials						
Facility Inspection Tool (FIT) Score	Facility Inspection Tool (FIT) Score - “Good”				Maintain (FIT) Score - “Good”						
Implementation and sustainability of academic content standards for all students, including access for English learners, as measured by the Local Indicator Rubric	Full Implementation of academic content standards for all students, including access for English learners. <table border="1" data-bbox="541 1252 831 1395"> <tr> <td colspan="2">2020-21 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS</td> </tr> <tr> <td>ELA</td> <td>5</td> </tr> </table>	2020-21 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS		ELA	5				Full Implementation and sustainability of academic content standards for all students, including access for English learners. <table border="1" data-bbox="1587 1287 1902 1395"> <tr> <td colspan="2">2023-24 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS</td> </tr> </table>	2023-24 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS	
2020-21 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS											
ELA	5										
2023-24 OPTION 2: CDE REFLECTION TOOL; ACAD. STANDARDS											

	ELD	5				ELA	5
	MATH	5				ELD	5
	NGSS	5				MATH	5
	HISTORY	4				NGSS	5
	CTE	4				HISTORY	5
	HEALTH	4				CTE	5
	PE	4				HEALTH	5
	VAPA	4				PE	5
	WORLD LANG.	4				VAPA	5
						WORLD LANG.	5

Actions

Action #	Title	Description	Total Funds	Contributing
2.01	Certificated Staff (LCFF, Unrestricted Lottery, Title I, AB602, EPA, IPI, ESSER)	Salaries and benefits for the following certificated employees: 22 Certificated Teachers 1 Principal 1 Counselor 1 Math Interventionist (Lead implementation/alignment of CCSS coaching, PD and assessment, common instructional practices) 2 Deans 1 Curriculum Specialist	\$2,461,756	YES (\$150,768)
2.02	Classified Office Staff (LCFF, ESSER, State Nutrition)	Salaries and benefits for the following classified employees: 1 Office Manager 1 Office Manager Assistant 1 Safety Personnel	\$1,276,006	YES (\$532,723)

		1 Data Coordinator 1 Business Manager 1 Technology Coordinator/Class Technology Assistant 1 Recruitment Coordinator 3 Custodians		
2.03	Classified Instructional Aides (LCFF, Title I, AB602)	Salaries and benefits for the following classified employees: 2 Special Education 2 English Language Development	\$308,499	YES (\$133,762)
2.04	Curriculum Software Licenses (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)	\$20,400	
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	\$26,800	

		<p>Data gathering and analysis. Cross Curricular Best Practices Academic Discourse Designing 5 Es Lesson Plans Social Emotional Well-Being Effective Strategies for Addressing Learning Loss Effective strategies for increasing math achievement. Supporting Most Vulnerable Populations in the Classroom Universal Design for Learning - differentiated instruction.</p> <p>Other PD-related priorities:</p> <ul style="list-style-type: none"> ● Invite motivational guest speakers that specializes in Inner City Education. ● Establishment of Professional Learning Communities ● Implementation of a Teacher Evaluation cycle that optimizes teacher potential and quality of instruction. ● Focused and tiered interventions facilitated by ELD Teacher Associates as specified on the EL Passports. ● Circulate TAs into strong classrooms where they can progress into trained teachers for the school community. ● Teacher-Teacher Associate Mentorship and Ongoing Collaboration ● Six-week cycle professional learning sessions on 6-part writing process ● Use specific criteria and unpacked standards in prioritizing Common Core State Standards. <p>PD Calendar:</p>		
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		<ul style="list-style-type: none"> ● 6-day PD prior to the beginning of the School Year ● 4 Pupil Free Day ● 4 Pupil/Faculty Free Days ● Bi-weekly Professional Learning Sessions 		
2.06	Special Education Program - Option 3 (STATE SPED)	<p>MOU established with LAUSD for membership in the charter school consortium for Special Education to provide special education services to students in accordance with their individual IEPs.</p> <p>Special Education staff professional development (legal issues, processes, compliance and writing legally defensible IEPs) = Legal firm Young, Minney & Corr LLP</p>	\$65,458	
2.07	Facility Lease & Maintenance (LCFF, SB740)	Providing the school community with a safe, clean and well-maintained school site. Lease of facility, maintenance and repair of site and facilities, ensuring safety of site, ensuring a healthy environment with requisite amenities.	\$724,330 (\$427,021 - LCFF and \$297,309 - SB740)	
2.08	ELD Program: CA EL Roadmap map implementation Master Plan consolidation	<p>Implementation and consolidation of <i>CA EL Roadmap</i> principles.</p> <ul style="list-style-type: none"> ● Assets-Oriented and Needs Responsive Schools ● Intellectual Quality of Instruction and Meaningful Access ● System Conditions that Support Effectiveness ● Alignment and Articulation Within and Across Systems 	\$5,927	Yes

		<p>New Designs Charter School-Watts will continue to adhere to the District's adapted EL Master Plan. Our teachers utilized Achieve 3000 for MS designated ELD, and intervention. The instructional Coach administered the ELPAC assessments and assisted with identifying EL for reclassification. EDGE Curriculum was adopted for high school designated ELD courses.</p> <p>New Designs Charter School-Watts will adhere to its EL Master Plan. Our teachers will utilize Achieve 3000 during designated ELD, and intervention. The EL Coordinator and EL Coordinator Assistants will administer the ELPAC assessment and provide targeted instruction for EL. Teachers will use the Springboard ELD Component curriculum.</p> <p>ELPAC assessments and targeted instruction for ELs. Achieve 3000 assessments.</p> <p>Majority of funds captured in salaries listed above plus \$5,927 coded to title III in 5810.</p>		
2.09	Instructional Technology & Tech Infrastructure	<p>New Designs will purchase technology to enhance instructional experiences for students and teachers. Annual purchases for technology include but not limited to:</p> <ul style="list-style-type: none"> ● Chromebooks (replacement) and mobile cart ● Projectors ● Desktop computers ● Headsets/headphones ● IT equipment <p>New Designs Charter School-Watts has successfully implemented a 1:1 student to device ratio, and teachers</p>	\$60,000	

		utilize Google Apps for Education (GAFE). Annually, the Informational Technology Coordinator and IT Assistant will conduct a needs assessment based on the staff and student needs, and provide all tech support and maintenance. All 4400 and 4430 - \$60,000 with \$20,000 in ESSER II, \$16,349 in Title IV, and \$23,651 in LCFF base		
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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 NDWs focus on being a safe and nurturing environment for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent involvement through input in decision-making will include parents of unduplicated students and	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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.01	Monthly Coffee with the Principal (LCFF Base)	Costs associated with monthly meetings with parents to include refreshments. \$1,000 from LCFF base/4700	\$1,000	Y
3.02	Bimonthly Parent Trainings (LCFF Base)	Costs associated with conducting/hosting parent training to include refreshments, workbooks/materials, translation, etc. Estimated costs for refreshments and materials is \$2500 LCFF base/object code #4300	\$2,500	Y
3.03	Parent Recognition Activities (LCFF Base)	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 Other space rental - object 5602 - \$3,382 LCFF base	\$3,382	Y

Goal Analysis 2021-22 (To be completed in Spring 2022 as part of the Annual Update process)

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

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

[Respond here]

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

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

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

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

Required Descriptions

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

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

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

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

GOAL 1 Actions:

1.01 Supplemental Curricula, Local Assessments and Data-Driven Interventions - This action is provided on a schoolwide basis; however, our data has revealed that English Learners, foster youth, and low-income students

are the target of the actions as disaggregated and continuous assessment pointed to them as groups with most needs and supplemental curriculum and academic interventions would most appropriately address their needs.

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

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

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

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

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

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

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

GOAL 2 Actions

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

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

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

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

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

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

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

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

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

GOAL 3 Actions

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

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

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

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements

in services for foster youth, English learners, and low-income students have led to improved performance for these students.

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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