

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

New Designs Charter School was founded in 2003 with the goal of developing an exemplary school offering high-quality, college-preparatory education to prepare students to succeed in a global, diverse, and technology-rich society. 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 four career pathways in the areas of medicine, law, technology, finance and engineering. The school is also cementing a data driven culture that seeks to respond, and address felt needs in the school community in all areas covering academic, social-emotional, cultural and safety concerns.

New Designs serves a diverse community located in the University Park area in South Los Angeles. This is a historically underserved area with a median household income significantly below the state average, a poverty rate of 19% with 89% of the population living in rental residencies. Over the years, the school’s enrollment has consistently mimicked the demographic changes taking place in the community served. 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. Currently (Fall 2017), the school has 88.6% of the students qualifying for free or reduced lunch, an unduplicated pupil percentage (UPP) of 92.3%, an English Learner population of 18.9%, and a Students With Disabilities subgroup at 4.9%. Other student subgroups comprising the unduplicated student count are foster youth

at 0.1% of the student population and the socio-economically disadvantaged at 89.8% of the student population. 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, which improvement trend has continued in the CAASPP era where the school has improved on its previous year's achievement performance. Notably, New Designs has, consistently since its inception, had 100% of its graduating seniors meet or exceed the A-G requirements for admission to UC/CSU.

LCAP Highlights

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

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

Our newly revised LCAP goals are as follows:

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

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

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

Review of Performance

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

Greatest Progress

New Designs Charter School is proud of its “blue” performance level on the Suspension Rate State Indicator; and “green” performance level on the English Learner Progress Indicator and Graduation Rate.

New Designs Charter School has implemented PBIS and our team receives ongoing training at LAUSD. Our school has implemented numerous strategies and alternatives to suspension.

Our school has implemented numerous academic intervention programs that take place before, during, after school, Saturday School, Intersession and via Summer School.

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

Greatest Needs

New Designs Charter School earned an “Orange” performance level on the following State Indicators:

- English Language Arts
- Mathematics

For each of these areas, the school developed an action plan and has implemented strategies designed to address the needs.

- **ELA CAASPP:** A schoolwide literacy plan with multi-tiered supports has been implemented which while designed for all students also placed special emphasis on English Learner supports. All students engaged with complex text and disciplinary literacy. A culture of reading was prominently promoted with assigned sustained silent reading class time and encouragement of voluntary reading outside of school hours. The school made novels and other reading materials readily available to students. We have also increased teacher collaboration time (prep) to provide opportunities for vertical and horizontal alignment, including time to review and analyze data to inform instruction. Additionally, our school has subscribed to and implemented web-based intervention programs that include iReady, Achieve 3000, and EDGE curriculum. Our teachers are also providing targeted and differentiated instruction during the instructional day and during intervention blocks and programs.

- **Math CAASPP:** This year, a new math curriculum was adopted and implemented, Spring Board (College Board) math curriculum. The Springboard Curriculum is a rigorous, standards-based curriculum that complies with common core. It offers a blend of directed, guided, and investigative instruction, which aligns to our schools Essential Elements of Effective Instruction (EEEI) Lesson Plan Template. Additionally, Springboard math includes real-world connections that get students engaged. Lastly, Springboard focuses more deeply on fewer concepts, while emphasizing on procedural fluency.

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

Performance Gaps

New Designs Charter School’s Socio-economically Disadvantaged subgroup earned an “Orange” performance level for Graduation Rate. As a result, our school has purchased several web-based intervention programs including Achieve 3000, iReady, and CyberHigh an online credit recovery program. In addition, this year our school purchased and adopted Naviance, an online platform designed to connect academic learning to the practicality of life through college and career readiness. Naviance specifically focuses on the following areas: College and Career Preparation; Career Exploration; Academic Planning; Self-Discovery. The program is expected to boost the schools’ graduation rate across all subgroups in the school population.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

See DIISUP Section.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$ 10,881,086
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 4,498,850

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 9,818,715

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will be provided high quality education to raise their academic achievement in state and local assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: 1, 2

Annual Measurable Outcomes

Expected

Actual

Students have access to qualified and credentialed teachers in every course throughout the year: Maintain

2017-18:

New Designs curriculum will be CCSS standards aligned in ELA, Math and NGSS. Career Pathways will be aligned to CCSS literacy standards. Cross curricular alignment will be achieved horizontally and vertically: Maintain

2017-18: 100% - Outcome Met

Relevant PDs for teachers to help with best and evidence-based strategy to engage and will students to success: Maintain

Outcome Met

Students will meet academic and developmental goals outlined in the charter and school Action Plans: Maintain

This is not a specific measurable outcome.

Students will participate in State testing protocols, ACT, SAT, & college credit courses as applicable as well as other extra-curricular

This is not a specific measurable outcome.

Expected

Actual

activities designed to enhance and/or supplement student academic achievements while also expanding their horizons: Maintain

New Designs will develop local Priority Goals to guide the transition to excellence within the framework of the State Priorities: Maintain

This is not a specific measurable outcome.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Hiring and maintain highly qualified staff: High student achievement can only happen if the school has highly qualified and effective teachers. The school's hiring and retention policies, procedures and incentives, ensure that students are provided highly qualified and effective teachers.</p>	<p>New Designs Charter School employed a total of 32 appropriately credentialed and assigned teachers.</p>	<p>\$3,193,162 Annual Budget</p>	<p>\$2,745,037 LCFF Base 1000, 3000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Professional Development: Provide and facilitate relevant opportunities for growth. Professional development is informed by real needs in the classrooms.</p>	<p>New Designs Charter School provided all teachers with extensive professional development on the following topics:</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. 	<p>\$275,506</p> <p>Annual Budget</p> <p>2017-18</p>	<p>\$93,506</p> <p>LCFF S&C</p> <p>5000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Instructional materials: – all classes will align and support CCSS in math, ELA and NGSS</p>	<p>New Designs Charter School purchased curriculum and instructional materials.</p> <ul style="list-style-type: none"> • Middle School ELA SpringBoard Textbooks • High School ELA SpringBoard Textbooks • MS Math SpringBoard Textbooks • HS Math SpringBoard Textbooks • Achieve 3000 (subscription) • Edge Textbook • i-Ready (subscription) • NGSS Houghton Mifflin Harcourt • Naviance/Family Connection • 6th-8th History Alive • Study Island (subscription) • Cyber High Online credit recovery • Project Lead the Way 	<p>\$170,000</p> <p>Annual Budget</p> <p>2017-18</p>	<p>\$55,701</p> <p>LCFF Base</p> <p>4000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Educational Technology: supply, train/coach and support classrooms and classes</p>	<p>New Designs Charter School purchased the following technology devices:</p> <ul style="list-style-type: none"> ▪ Tablets for 11th graders ▪ Chromebooks ▪ 14 Replacement Keyboards ▪ 3 Routers ▪ Desktops ▪ Projectors 	<p>\$140,000</p> <p>Annual Budget</p> <p>2017-18</p>	<p>\$206,447</p> <p>LCFF S&C</p> <p>4000</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Intervention: ensure methods, programs and structures offer effective intervention to all and specifically targeted subgroups (ELs, SWD). Before & After School, ACE.</p>	<p>New Designs Charter School employs (2) Academic Enrichment Teachers, an ELD Coordinator, an ELD Coordinator Assistant, and (2) Interventionist Assistants.</p> <p>The Data Coordinator trains teachers on the use of intervention programs (See Action 4) and how to use data to inform instruction.</p> <p>Our school offers before school tutoring daily for 1 hour; and after-school for (2) hours led by teachers and tutors. In addition, students who struggled academically were offered Saturday School for ELA and Math led by credentialed teachers and Instructional Aides. Saturday School took place throughout the year for 4 hours.</p> <p>Our school provides Cyber High Online Credit Recovery courses for students who are credit deficient.</p> <p>In order to prepare incoming students for the academic rigor and expectations at our school, our school provides every incoming 6th grade student with 6th grade Summer Bridge for 4-weeks; and</p>	<p>\$20,000</p> <p>Annual Budget</p> <p>2017-18</p>	<p>\$288,585</p> <p>Title I</p> <p>LCFF S&C</p> <p>4000</p>

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

incoming 9th graders with **9th grade
Summer Bridge** for 4-weeks.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>ELA Support: Curriculum specialist coach and train classroom teachers and intervention aides on Literacy Leveled Intervention (LLI). School ensures methods, programs and structures offer effective intervention to all and specifically targeted subgroups (ELs, SWD). Before & After School, ACE.</p>	<p>During the instructional day, students receive 60 minutes of ELA Academic Intervention (ACE): 2 -3 times/week. Our students utilize the web-based intervention programs (see Goal 1, Action 3) for grades 6-8. In addition, our school offers after-school academic and social enrichment program funded by ASES.</p>	<p>\$55,000 Annual Budget 2017-18</p>	<p>\$0 See Goal 1, Action 1 Teacher salaries</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Math Support: Provide in-class coaching and support to classroom teachers. Offer Math Lab or Math Skills Lab for middle school and 9th graders. School ensures methods, programs and structures offer effective intervention to all and specifically targeted subgroups (ELs, SWD). Before & After School, ACE.</p>	<p>During the instructional day, students receive 60 minutes of Math Academic Intervention (ACE): 2 -3 times/week. Our students utilize the web-based intervention programs (see Goal 1, Action 3) for grades 6-8. In addition, our school offers after-school academic and social enrichment program funded by ASES.</p>	<p>\$50,000 Annual Budget 2017-18</p>	<p>\$0 See Goal -1 Action-1 Teacher salaries</p>

Analysis

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

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

All actions and services were implemented with fidelity.

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

This year, New Designs Charter School invested significantly in the development and implementation of academic intervention programs during the school day, before/after school, Saturday School and via 6th grade and 9th grade Summer Bridge. Our teachers received extensive evidence based professional development to improve the quality and delivery of instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences are as follows:

- Action 1: Estimated Actuals included 32 teachers; which was less than budgeted expenditures.
- Action 2: Professional development costs were less than budgeted for because teacher salaries were already reported in Goal 1, Action 1.
- Action 3: Total costs for instructional materials were less than budgeted for.
- Action 4: As a result in the growth of our academic intervention programs, the costs for technology devices for students was significantly higher than budgeted for.
- Action 5: This action was not specific as to who was in charge of the school's intervention program. Therefore, the estimated actual expenditures were significantly higher than budgeted.
- Action 6&7: The ACE program was led by classroom teachers whose salaries were already reported in Goal 1, Action 1.

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

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected Annual Measurable outcomes, and actions and services will be revised to align to the school's mission, 8 State Priorities, LCAP requirements and CA Dashboard.

Goal 2

100% of the curriculum design is Common Core State Standards Aligned, UCOP Approved and supports the Career Pathway academic and work skills as specified by the Career Technical Education guidelines.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

New Designs curriculum will be CCSS standards aligned in ELA, Math and NGSS. Career Pathways will be aligned to CCSS literacy standards. Cross curricular alignment will be achieved horizontally and vertically: Maintain

2017-18: 100% - Outcome Met

Teacher Professional Development to collaborate efforts at CCSS alignment: Maintain

Outcome Met

Teachers continue to receive training and coaching on the fundamentals and developments in the CCSS as implementation continues: Maintain

Outcome Met

Students will have access to UCOP approved courses: Maintain

Outcome Met

School will provide students with access to an expanded selection of UCOP approved courses: Maintain

Outcome Met

Students will receive Career Pathways education that imparts theoretic and practical skills that make them college and career ready: Maintain

Outcome Met

Students will be afforded practical opportunities in the Career

Outcome Met

Expected

Actual

Pathways they choose through liaisons and facilitation of internships/work programs relevant to their Career Pathway: Maintain

Career Pathway Innovations: School continues to review, select and implement innovative approaches to a rigorous and effective Career Pathways offering: Maintain

Outcome Met

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>CCSS Curriculum education teachers and alignment across subjects areas:</p> <ul style="list-style-type: none"> i. Teachers get PDs on curriculum shifts in CCSS and NGSS. ii. Teachers with the leadership of Curriculum specialists work to align/realign school curriculum across subject areas. iii. Teachers form curriculum committees and collaborate to implement and monitor alignment process. iv. Purchase and acquisition of CCSS aligned instructional materials including teacher resources. v. Classroom technology encourages and implements CCSS aligned materials and resources. 	<p>This action/service is a duplicate of Goal 1, Actions 1-4.</p>	<p>\$75,000</p> <p>Annual Budget</p> <p>2017-18</p>	<p>\$0</p> <p>See Goal-1, Action 2</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>UCOP approvals and CTE courses delivery and maintenance:</p> <ul style="list-style-type: none"> i. School improves, expands and adapts Career Pathways to keep abreast with changes taking place colleges and the world of technology. ii. Career Pathways opportunities for “practicals” to link students to the real world in their chosen Career Pathways. iii. Vigilance in maintaining and updating of UCOP status for all courses requiring UCOP approval. 	<p>New Designs Charter School employs 4 CTE instructors for the Law, Engineering, Medical & Finance CTE Pathway. A total of 120 students have participated in CTE. All High School students are required to select a CTE Pathway. All CTE courses are UC A-G approved.</p>	<p>\$65,000</p> <p>Annual Budget</p>	<p>\$186,540</p> <p>LCFF S&C</p> <p>1000, 3000</p>

Analysis

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

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

All actions and services were implemented with fidelity.

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

The actions/services were highly effective in meeting Goal #2. All high school students are required to participate in a CTE Pathway.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference includes:

- Action 1: Was a duplicate of Goal 1, Action 2.
- Action 2: Included the salaries of our 3 CTE teachers, therefore the estimated actual expenditure was higher than budgeted for.

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

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected Annual Measurable outcomes, and actions and services will be revised to align to the school's mission, 8 State Priorities, LCAP requirements and CA Dashboard.

Goal 3

Faculty and staff will promote student engagement by building positive environment, inclusive of parent and community participation to enhance connectedness to the school.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 8

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

Parent Engagement as measured by involvement in school activities like school committees, parental educational activities and volunteering etc: Maintain or improve

Outcome Met

Students connected to school through extra-curricular activities as measured by attendance at school spirit activities, sports participation, academic and social enhancement student clubs, and ASB activities: Increase student participation by 5%.

Outcome Met

Student safety and drug free environment: Maintain or improve

Outcome Met

Increase in graduation rate: Increase graduation rate by 2% (87.4%)

2016-17: Graduation Rate: 95% - Outcome Met

Suspension/Expulsion rate: Maintain or reduce

2016-17 Suspension Rate: 0.1% - Outcome Met
2016-17 Expulsion Rate: 0% - Outcome Met

Expected

Actual



2016-17 EXPULSION			
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	895	0	0.0%
AFRICAN-AMERICAN	128	0	0.0%
HISPANIC	751	0	0.0%

2016-17 SUSPENSION			
	CUMULATIVE ENROLLEMENT	COUNT	RATE
ALL	895	1	0.1%
AFRICAN-AMERICAN	128	0	0.0%
HISPANIC	751	1	0.1%

Cohort Dropout rate: Reduce dropout rate by 2%

2016-17: MS dropout rate: 0.4%
2016-17: HS dropout rate: 0.7%

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Student engagement: Increase student connectedness to the school through the following;</p> <ul style="list-style-type: none"> i. Increasing sporting selections available to students. ii. Increasing club activities available to students. iii. Seeking partnership with community and national organizations that offer student engagement opportunities. iv. Promoting athletic participation and increasing school spirit. 	<p>In order to engage students in the schools rigorous academic program, increase graduation rates, increase school climate/school spirit, New Designs Charter School offers its students with access to CIF Sports that include:</p> <ul style="list-style-type: none"> • Basketball (Boys/Girls) • Football • Soccer (Boys/Girls) • Softball • Volleyball (Girls) • Baseball • Track (Boys) • Cheerleading 	<p>\$25,000</p> <p>Annual Budget</p>	<p>\$30,266</p> <p>LCFF S&C</p> <p>5000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Parent engagement: increase parent connectedness to school through the following;</p> <ul style="list-style-type: none"> i. Streamlined parent volunteer opportunities. ii. Parent education and information nights or weekends. iii. Parent involvement in school committees 	<p>Coffee with the Principal takes place every other week. Our school also hosts School Site Council (SSC) and ELAC approximately 9 times per year.</p> <p>New Designs Charter School – Watts hosts parent workshops on the following:</p> <ul style="list-style-type: none"> • College Admission Process • Applying for Financial Aid <p>Our parents volunteer during lunch period, and with the CIF sports program assisting the coaches.</p>	<p>\$15,000</p> <p>Annual Budget</p>	<p>\$0</p> <p>See Goal 1, Action 1</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase student safety and improve facilities:</p> <ul style="list-style-type: none"> i. Improve threat/crises assessment and student and site support. ii. Improve safety and other mandated drill performances. iii. Monitoring and procedural uniformity iv. Education and awareness of threats to physical safety. v. Improve facilities in terms of structural safety concerns and cleanliness. 	<p>The Assistant Principal of the Middle School is in charge of School Safety, truancy, chronic absenteeism, & Alternatives to Suspension.</p> <p>The Dean of the High School is in charge of School Safety, truancy, chronic absenteeism, Alternatives to Suspension.</p> <p>New Designs Charter School has adopted LAUSD’s PBIS Program and the school’s PBIS team receives ongoing training.</p> <p>In order to improve school safety, surveillance cameras were installed and are monitored by the Safety & Culture Coordinator who is in charge of school’s supervision, student behavior issues, fire drills, and first aide. Our school also employs an Assistant Campus Aide.</p>	<p>\$25,000</p> <p>Annual Budget</p>	<p>\$360,365</p> <p>LCFF S&C</p> <p>1000, 3000</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop, maintain and support a safe, healthy and drug-free learning environment through the following:</p> <ul style="list-style-type: none"> i. Strict monitoring of student campus life for suspicious activities. ii. Providing cyberspace safety practices. iii. Bullying prevention education. iv. Reducing absenteeism and tardiness to classes. v. Ensuring clean facilities that generate sense of pride. 	<p>New Designs Charter School provides its students and staff with a safe and clean school facility. Our school administrators an annual FIT report and makes all necessary repairs as required.</p> <p>This year our facility expenses include:</p> <ul style="list-style-type: none"> • Janitorial services • HVAC installation • Facility leasing costs 	<p>\$15,000</p> <p>Annual Budget</p> <p>2017-18</p>	<p>\$1,468,449</p> <p>LCFF Base</p> <p>5000</p>

Analysis

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

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

All actions/services were implemented with fidelity.

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

The actions/services were highly effective in achieving Goal #3. Our school works arduously to provide a safe school and promote a positive school culture.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences include:

- Action 1, costs for coaches for the sports program, and transportation, which exceeded the budgeted expenditures.
- Action 2 Duplicate of Goal 1, Action 1
- Action 3: Staff salaries to maintain positive school culture/climate and safety.
- Action 4: Costs for janitorial services, HVAC, and leasing costs.

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

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected Annual Measurable outcomes, and actions and services will be revised to align to the school's mission, 8 State Priorities, LCAP requirements and CA Dashboard.

Goal 4

Positive and exemplary student outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 5, 6

Local Priorities:

Annual Measureable Outcomes

Expected

Actual

CAASPP results: Percentages of students who meet or exceed standards in ELA and Math:
ELA – increase to 45%
Math – increase to 35%

2016-17 ELA: 41%
 2016-17 Math: 29%

CAASPP results: percentage of ELs, Socio-economically disadvantaged and SWD who meet or exceed standards in Math and ELA:
(SWD)
ELA – increase to 20%
Math – increase to 5%

(Socio-econ.)
ELA – increase to 45%
Math – increase to 35%

2016-17: % STUDENTS MET/EXCEEDED CAASPP		
	ELA	Math
SCHOOLWIDE	41%	29%
SOC-ECON DISADV.	42%	30%
SPED	3%	10%
ELL	13%	9%

Expected

Actual

<p>(English Learners) ELA – increase to 20% Math – increase to 25%</p>	
<p>AP participation and pass rate: Increase pass rate by 10%</p>	<p>2016-17 AP Pass rate: 8%</p>
<p>SAT Achievement: Increase pass rate by 10%</p>	<p>This is not a measurable outcome.</p>
<p>ACT Achievement: Increase pass rate by 10%</p>	<p>This is not a measurable outcome.</p>
<p>Benchmark performance: Maintain or improve</p>	<p>Multiple assessments are administered for all core subjects</p>
<p>CELDT results: Increase pass rate by 5%</p>	<p>2017-18 was a transition year, CELDT assessment for all EL was not required but rather only for initial ELs.</p>

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Interim assessments, benchmarks and collaboration:</p> <ul style="list-style-type: none"> i. Conduct interim assessments and benchmarks to practice and gauge student performance levels. ii. Train teachers and hand score relevant interim assessment sections. iii. Collaborative analyze of results and adjustment of instruction. iv. Targeted instruction, preferable small group format 	<p>New Designs Charter School administered the following assessments:</p> <ul style="list-style-type: none"> • Interim Assessment Blocks (IAB) for grades 6-12: 3 times/year for ELA & Math • Study Island Assessments: Grades 6-8 • iReady assessments in ELA/Math: 4-5 times/year 	<p>\$25,000</p> <p>Annual Budget</p> <p>2017-18</p>	<p>\$0</p> <p>See Goal 1, Action 3</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Increase AP classes and access:</p> <ul style="list-style-type: none"> i. Offer PSAT to all 10th graders at highly subsidized or no cost. ii. Provide financial assistance to students for AP exams. iii. Utilize Pre-AP data from the PSAT. 	<p>The PSAT is administered to all grade 10 students at no cost to the student. The counselor submits fee waivers for AP Exam costs for students who are eligible.</p> <p>Our school offers SAT Prep Workshops for grade 11 students. All grade 11 students are required to take the SAT. New Designs also subscribes to Naviance.</p> <p>Our school has implemented an Advisory Program for middle school it met daily; and for high school it met twice per week.</p> <p>The following is the Advisory curriculum that was purchased.</p> <ul style="list-style-type: none"> ▪ MS – Study Skills, Test-Taking Skill, Habits of Mind, Individualized Learning Plan (CAASPP Benchmark Goals, Progress Report, Learning Goals) ▪ HS – Naviance /Family Connection- College and Career Readiness Lessons, Financial Aid, College Applications, Writing Resumes 	<p>\$75,000</p> <p>Annual Budget</p> <p>2017-18</p>	<p>\$3,488</p> <p>LCFF S&C</p> <p>4000</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase SAT/ACT pass rates: <ul style="list-style-type: none"> i. Offer SAT/ACT preparatory classes and tutoring to students. ii. Provide students assistance to take the tests. 	This is a duplicate of Goal 4, Action 2.	\$7,500 Annual Budget 2017-18	\$0 See Goal 4, Action 2

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development and collaboration: <ul style="list-style-type: none"> i. Provide professional development to teachers on data utilization. ii. Provide CCSS focused professional development to improve instructional capacity in content areas. iii. Provide administrative support for collaboration and co-teaching. iv. Provide support for teacher self-development and growth in core content areas through workshops and Learning Zone. 	This is a duplicate of Goal 1, Action 2.	\$25,000 Annual Budget 2017-18	\$0 See Goal 1, Action 2.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Assessments of students:</p> <ul style="list-style-type: none"> i. School provides a comprehensive assessment system that monitors student performance. ii. School utilizes teacher collaboration time to analyze assessment data and informs subsequent instruction. iii. School utilizes assessment system to offer students appropriate interventions. 	<p>This is a duplicate of Goal 4, Action 1.</p>	<p>\$30,000</p> <p>Annual Budget</p> <p>2017-18</p>	<p>\$0</p> <p>See Goal 4, Action 1.</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Supports for English Learners:</p> <ul style="list-style-type: none"> i. Develop, refine and implement English Learner Master plan. ii. Professional development for teachers to collaborate and focus on the English Learner Master plan and the needs of English Learners. iii. Provide counseling to underperforming learners. Research has shown that underperforming students who receive counseling show marked improvement in their performance (Gerler, Kinney & Anderson – 1985). iv. Provide instructional coaches and tutoring to specified English Learners to raise their proficiency. v. Provide breakfast, lunch and supper to students. vi. Improved plant maintenance, upgrading or installing AC in classrooms to increase students' positive dispositions and comfort levels in habitable classrooms. vii. Academic enrichment classes for English Learners and low-income students. 	<p>New Designs Charter School – Watts has adopted LAUSD’s EL Master Plan. EL Coordinator are providing services to EL and other students belonging to other subgroups.</p> <p>The following PD for EL was provided to all teachers:</p> <ul style="list-style-type: none"> ▪ Achieve 3000 Professional Development ▪ LAUSD Adapted- EL Master Plan ▪ ELD Standards embedded in Weekly Lesson Plans ▪ Designated and Integrated ELD Program ▪ Technology Tools Available on CAASPP Digital Library ▪ EEEI ▪ ERWC ▪ i-Ready Diagnostic and Instruction. All students receive academically counseling. ▪ Achieve 3000 is utilized as a supplemental intervention reading program to improve EL reading comprehension. <p>The school’s office staff provide translation services.</p>	<p>\$15,000</p> <p>Annual Budget</p> <p>2017-18</p>	<p>\$26,950</p> <p>LCFF Base</p> <p>5000</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>viii. Parental involvement options to help integrate parents of English Learners.</p> <p>ix. Instructional technology to support integration, develop deeper understanding within and across disciplines and the building of capacity for inquiry and independent learning (Torlakson, 2011).</p> <p>x. Implementation supports of school’s ELD program.</p>	<p>The EL Coordinator, administered the ELPAC, CELDT, and ELD Designated Instruction,</p> <p>New Designs Charter School participates in the School Breakfast, National School Lunch, and After-school Supper Program.</p> <p>New Designs – Watts employs a Outreach/Recruitment Coordinator in charge of recruiting students and parents.</p>		

Analysis

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

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

All actions/services were implemented with fidelity. Most actions were duplicates of previous ones.

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

As a college preparatory charter school, all student are administered the PSAT and SAT, that includes SAT/ACT prep workshops.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference is as follows:

- Action 2: actual expenditures were less than budgeted because staff salaries were identified in Goal 1, Action 1.
- Actions 1, 3-6: were duplicate actions/expenses from previous goals/actions.

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

Based on an analysis of school and student achievement data, feedback from stakeholders, survey findings and LCFF Evaluation Rubrics, this goal, expected Annual Measurable outcomes, and actions and services will be revised to align to the school's mission, 8 State Priorities, LCAP requirements and CA Dashboard.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

New Designs Charter School consulted with the following stakeholder for the LCAP/Annual Review and Analysis:

A number of meetings and consultations over the course of the year were held involving all the different stakeholders. Surveys were also administered to parents, teachers, students and community on topics germane to the LCAP. Parent survey responses were down this year but those of teachers and students were high with an average response rate of 55%.

Our school is small, thus all meetings, if not specifically for the LCAP, would have an LCAP component inserted in the agenda to cover as many issues as possible. School Site Council, ELAC, Staff meetings and Coffee with the Principal meetings were all utilized to engage stakeholders in the LCAP.

Coffee with the Principal

- a. 10/18/2017 – School LCAP priorities
- b. 11/15/2017 – LCAP goals and funding
- c. 12/13/2017 – School graduation and completion picture.
- d. 1/17/2018 – School environment
- e. 2/14/2018 – Facilities and amenities
- f. 3/14/2018 – School technology
- g. 4/18/2018 – LCAP survey and priorities/goals preference
- h. 5/16/2018 – LCAP goals review

School Site Council

- a. 1/31/2018 – School LCAP priorities
- b. 2/14/2018 – LCFF/LCAP funding and goals
- c. 3/7/2018 – School environment

- d. 4/11/2018 – School facilities and amenities
- e. 4/25/2018 – Technology, textbooks and student achievement
- f. 4/25/2018 – LCAP goals preferences and reviews

ELAC

- a. 10/4/2017 – General overview of LCAP and Priorities
- b. 11/8/2017 – LCFF/LCAP funding and goals
- c. 1/24/2018 – LCAP and English Learners
- d. 3/7/2018 – School culture and parent participation
- e. 4/11/2018 – LCAP goal preferences

Staff meetings

- a. 10/17/2018 – State Priorities overview; Priority 4 instruction and curriculum for student achievement.
- b. 11/28/2017 – Priority 2; Assessments and student performance.
- c. 12/12/2017 – Priority 2/Priority 4; Assessments and student achievement
- d. 2/6/2018 – Priority 1/Priority 6; School culture and school spirit.
- e. 4/17/2018 – Priority 2/Priority 4 Content standards student achievement
- f. 5/29/2018 – LCAP goals and LCAP survey

Governing Board Meetings:

- a. 12/9/2017 – Principal presentation – Priority 2 focus
- b. 2/26/2018 – Principal presentation – Priority 4 focus
- c. 4/28/2018 – Principal presentation – Focus on Priorities 5 and 6.

Impact on LCAP and Annual Update

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

The following is feedback from stakeholders that will impact the LCAP:

- Teachers would like additional supports for students in ELA & Math, and social-emotional counseling.
- Teachers would like additional professional development on the ELD standards
- Parents would like the school to improve academic supports for EL students and academic achievement schoolwide.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 7

Local Priorities:

Identified Need:

There is a need to continue to strengthen the collection and analysis of multiple forms of data to drive instruction measure the effectiveness of the multiple intervention programs.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Growth on ELA CAASPP Distance from Level 3 (DFL3) using Scale Scores: Grades 6-8	-32.6 points below DFL3	27.6 points below DFL3	-22.6 points below DFL3	-17.6 points below DFL3
Annual Growth on Math CAASPP Distance from Level 3 (DFL3) using Scale Scores: Grades 6-8	-63.2 points below DFL3	-58.2 points below DFL3	-53.2 points below DFL3	-48.2 points below DFL3
% of students who meet UC A-G	100%	100%	100%	100%
% of students who complete CTE Pathway	100%	100%	100%	100%
% of EL who progress in English proficiency as measured by CELDT/ELPAC.	Baseline	25%	Spring 2018 ELPAC results will serve as a baseline.	Will establish annual growth targets once ELPAC results are reported.
EL Reclassification Rate	3%	3%	Fall 2018 RFEP rates will serve as a baseline.	Will establish annual growth target based on Fall 2018 RFEP Rate.
% of students that pass AP exams with a score of 3+	8%	9%	10%	11%
% of Grade 11 students who are "Prepared" as measured by ELA EAP.	4%	6%	8%	10%
% of Grade 11 students who are "Prepared" as measured by Math EAP.	2%	4%	6%	8%
Maintain attendance rate >95%:	97%	>95%	>95%	>95%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annually decrease Chronic Absenteeism rates by 1%:	13.1%	12%	11%	10%
Decrease Middle School dropout rates: <1%	0.2%	<1%	<1%	<1%
Decrease High School dropout rates: <2%	0.6%	<2%	<2%	<2%
Maintain High School graduation rates.95%	95%	95%	95%	95%
% of students with access to a broad course of study:	100%	100%	100%	100%

Note: Baseline Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Planned Actions / Services

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

New

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

STAFF TO SUPPORT SCHOOL'S BASE PROGRAM
New Design Charter School will employ **27 appropriately credentialed teachers** and a **School Director/Principal** as part of the school's base program

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$2,784,708	
Source		LCFF Base	
Budget Reference		1000, 2000, 3000	

Action 2

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

Students to be Served:

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

Location(s):

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

Students with Disabilities

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:
 LAUSD: Option 2
 New Design's SPED Team: will provide instructional and social emotional supports as outlined in the student's IEP. Our staffing will include but is not limited to:

2017-18 Actions/Services

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2018-19 Actions/Services

<ul style="list-style-type: none"> • 2 RSP Teachers • 4 Instructional Assistants • Contracted services: Psychologist, PT/OT, etc.

2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$295,802	
Source		SPED	
Budget Reference		5800	

Action 3

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

Students to be Served:

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

Location(s):

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

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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

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

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

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

	New	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>ASSESSMENTS New Designs Charter School staff will implement multiple types of assessments, in order to monitor each student's: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.</p> <ul style="list-style-type: none"> • Interim Comprehensive Assessments 	
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>(ICA)</p> <ul style="list-style-type: none"> • Interim Assessment Blocks (IAB) • iReady ELA & Math: Grades 6-8 • PSAT: Grade 10 • SAT/ACT: Grade 11 • Illuminate Benchmark Assessments <p>In addition, New Designs Charter School will administer the following state-mandated assessments:</p> <ul style="list-style-type: none"> • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math – Grades 6-8, 11 (EAP) • CA Science Test: Grades 8 & HS • Physical Fitness Test (PFT): Gr. 7 & 9
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$15,000	
Source		LCFF Base	
Budget Reference		4000	

Action 4

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

Students to be Served:

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

Location(s):

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

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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low-income	LEA-wide	All Schools
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Actions/Services

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

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

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

	New	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p><u>STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:</u></p> <p>New Designs Charter School academic interventions are aligned to the Common Core CA State Standards and provided to support struggling and at-risk students, and</p>	
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

- **iReady (subscription):** Grades 6-8
- **Achieve 3000**
- **Study Island (subscription):** Grades 6-12
- **Edge curriculum: HS**
- **CyberHigh Online Credit Recovery Program (licenses)** for credit deficient students.
- **Intersession:** (winter) for middle

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

school students who are credit deficient

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

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

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

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

2017-18 Actions/Services

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2018-19 Actions/Services

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.
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2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$180,000	
Source		LCFF S&C	
Budget Reference		2000, 4000	

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school

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

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

The **(2) Deans (MS/HS)** are in charge of School Safety, truancy, chronic absenteeism, Alternatives to Suspension. The **(2) Counselors (MS/HS)** will provide academic, and social/emotional counseling. New Designs Charter School has adopted LAUSD's PBIS Program and the school's PBIS team receives ongoing training.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$330,000	
Source		LCFF S&C	
Budget Reference		1000, 2000	

Action 6

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

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

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<ul style="list-style-type: none"> • Physical Education with a nutrition component to improve student performance on PFT and support healthy eating habits. • MS Electives: Technology, ACE • UC A-G Approved Courses • AP Courses (AP Fee waivers) • CTE Pathway Courses: Law & Diplomacy; Information Technology; Finance Academy; Medical Science & Engineering <p>In addition, our school will provide students with field trips to colleges/universities, college fairs, SAT/ACT prep workshops and tutoring for high school students and purchase subscription/license for Naviance.</p> <p>New Designs Charter School will offer CAASPP Academy at Radisson Hotel, which provides 2-day test reviews for MS and grade 11 students.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$211, 068	

Year	2017-18	2018-19	2019-20
Source		LCFF S&C	
Budget Reference		2000	

Action 7

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

- Facility Site (leasing costs)
- Provide maintenance and repairs to ensure a clean and safe facility.

2017-18 Actions/Services

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2018-19 Actions/Services

<ul style="list-style-type: none"> • Annually complete a Facility Inspection Tool (FIT) Report • Installation of security cameras, metal detectors, fencing to increase security schoolwide since it detrimentally impacted student attendance in the 2017-18 school year.
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2019-20 Actions/Services

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$1,400,000	
Source		SB740, LCFF Base	
Budget Reference		4000, 5000	

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

New Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 8

Local Priorities: 1, 2

Identified Need:

There is a need to strengthen the instructional program to improve student academic outcomes and prepare all students for CCR.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers who are appropriately credentialed and assigned: 100%	100%	100%	100%	100%
% of students with access to standards-aligned instructional materials	100%	100%	100%	100%
Facility Inspection Tool (FIT) Score:	Good	Good	Good	Good

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20	
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	Baseline	ELA	4	5	5
		ELD	3	4	5
		MATH	4	5	5
		NGSS	4	5	5
		HISTORY	4	5	5
		CTE	4	5	5
		HEALTH ED.	4	5	5
		PHYS ED.	4	5	5
		VAPA	3	4	5
		WORLD LANG	4	5	5
Increase % of Grade 7 students who meet all 6 areas in the HFZ on the PFT.	38.2%	40%	42%	44%	
Increase % of Grade 9 students who meet all 6 areas in the HFZ on the PFT.	46.2%	48%	50%	52%	

Note: Baseline Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

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

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

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

	New	
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p>PROFESSIONAL DEVELOPMENT New Designs Charter School will provide all teachers with evidence based professional development aligned to the CA State Standards, school’s mission and educational program and targeted to meet the needs of</p>	
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

our students. Topics of focus will include:

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$82,655	
Source		LCFF S&C	
Budget Reference		5000	

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

ELD PROGRAM

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

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Springboard ELD Component curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$129,500	
Source		LCFF S&C	
Budget Reference		1000, 2000	

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

New

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

2017-18 Actions/Services

2018-19 Actions/Services

CORE CURRICULUM TO BE PURCHASED
 Every student has access to standards-aligned curriculum. New Designs Charter School will purchase the following core curriculum and/or instructional materials:

- Springboard consumables for MS in ELA and Math

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$27,725	
Source		LCFF Base	
Budget Reference		4000	

Action 4

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

TECHNOLOGY
New Designs Charter School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the Informational Technology Coordinator and IT Assistant will conduct a needs assessment

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>based on staff and student needs, and provide all tech support and maintenance. Annual, purchases for technology include but are not limited to:</p> <ul style="list-style-type: none"> • Chromebooks (replacement) & Mobile cart • Projectors • Desktop computers • Headsets/head phones • Tablets for grade 11 • IT equipment
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$165,421	
Source		LCFF S&C	
Budget Reference		4000	

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:
 In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<ul style="list-style-type: none"> • Field trips aligned to the content • Student Council for MS/HS • CIF Sports Program: Led by the Athletics Director - Basketball, Track, Volleyball, Football, Soccer, & Softball. • Clubs/Organizations: Debate, robotics, cheer, • Learning Celebrations which include- Student of the Week; Student of the Month; Honors Induction Ceremony and End of the Year Celebration 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$31,675	
Source		LCFF Base	
Budget Reference		5000	

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

New Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Identified Need:

There is a need to engage parents in their child’s education to improve student outcomes.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent involvement through input in decision-making will include parents of unduplicated students and students with disabilities.	Met	Met	Met	Met
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities:	Met	Met	Met	Met
Maintain suspension rates: <2%	0.1%	<2%	<2%	<2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain expulsion rates: <1%	0%	<1%	<1%	<1%
Increase parent participation rate on parent survey:	Baseline	72% (438 parents)	73%	74%
Increase student participation rate on student survey:	Baseline	91% (Grades 6-12)	>90%	>90%

Note: Baseline Results have been updated with CALPADS certified data for the 2016-17 school year. These numbers were preliminary when the 2017-18 LCAP was drafted and baseline results were reported last year.

Planned Actions / Services

Action 1

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

Students to be Served:

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

Location(s):

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

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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

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

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

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

	New	
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p><u>STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:</u> New Designs Charter School will implement</p>	
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

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

In order to improve school safety, surveillance cameras were installed and are monitored by the **Safety & Culture Coordinator** who is in charge of school's supervision, student behavior issues, fire drills, and first aid. Our school also employs an **Assistant campus Aide**.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$115,000	
Source		LCFF Base	
Budget Reference		2000, 5000	

Action 2

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

Students to be Served:

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

Location(s):

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

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OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, and/or Low Income	LEA-wide	All Schools
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Actions/Services

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

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

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

	New	
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

	<p><u>PARENT INPUT IN DECISION-MAKING</u> At New Designs Charter School, parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • School Site Council (SSC) • English Language Advisory Committee (ELAC) 	
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$100	
Source		LCFF Base	
Budget Reference		4000	

Action 3

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

Students to be Served:

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

Location(s):

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

All

All School

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:
 New Designs Charter School will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

- **Coffee with the Principal**
- **Parent workshops:**
 - Launching of Engineering Career Pathways
 - Naviance/Family connection-related parent trainings
 - FOCUS Student Information System
 - WASC Development and Input on the Reports
 - SBAC, AP, SAT, and ACT Assessments
 - Tablet Program for High School
- Host school Functions which include but not limited to: Hispanic Heritage Month; Black History Month; Cinco de Mayo
- Parent/teacher Conferences
- 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 schoolwide events, and forum

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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<p>especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.</p> <ul style="list-style-type: none"> • Translation services will be provided • Administer parent surveys.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$26,000	
Source		LCFF Base	
Budget Reference		2000, 5000	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$ 1,105,581

Percentage to Increase or Improve Services

11.26%

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

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

2018-19:

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

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

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

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

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

Achieve 3000 subscription, Study Island subscription, Edge Curriculum, Cyber High online credit recovery, Winter intersession for middle school students.

All students will be enrolled in an Advisory Course:

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

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

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

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

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

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

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

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

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

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

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

- PE with a nutrition component to improve student performance on PFT and support healthy eating habits.
- CTE Pathways: Law & Diplomacy; Information Technology; Finance Academy; Medical Science & Engineering
- AP Courses & fee waivers
- MS: Electives: Technology, ACE

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

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

Goal 2, Action 1: PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

New Designs Charter School will provide all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Topics of focus will include:

- 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.

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

Goal 2, Action 2: ELD PROGRAM

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

Goal 2, Action 4: TECHNOLOGY

New Designs Charter School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAPE). Annually, the Informational Technology Coordinator and IT Assistant will conduct a needs assessment based on staff and student needs, and provide all tech support and maintenance. Annual, purchases for technology include but are not limited to: Chromebooks (replacement), headsets, tablets for grade 11, Projectors and Chromebooks charging carts.

2017-18

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

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

- a) Professional development for teachers focused on collaboration, achievement data analysis (assessments), and instructional planning for targeted students.
- b) Push-in and pull-out models for service delivery for primary language support and specialized instruction for students with disabilities.
- c) Instructional strategies designed to meet the needs of targeted student populations.

- d) Access to computers during and after school hours.
- e) Before and After School programs for help with homework and other school related aspects.
- f) Online learning and content knowledge review accessibility (Study Island).
- g) At-Risk Counselling and programs (Thousand Joys).
- h) Effective use of technology in the classroom for teaching and learning.
- i) Tutors and coaches.
- j) Increased parental engagement efforts.

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