

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA name:

New Designs Charter School

## CDS code:

19-64733-0102541

## Link to the LCAP:

(optional)

[www.newdesignscharter.com](http://www.newdesignscharter.com)

## For which ESSA programs will your LEA apply?

Choose from:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

New Designs Charter School will participate in:

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Title IV, Part A.

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into

their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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 Charter School is a WASC accredited public charter school serving 869 students in grades 6-12 with student demographics that include: 5.5% African American, 87.7% Hispanic, 6% Not Reported, 9.7% Students with Disabilities (SWD), 14% English Learners, 0.3% Foster Youth, 60.8% who qualify for free/reduced lunch, and 73% Socioeconomically Disadvantaged. Currently our school does not have any students identified as Homeless.

The **LCAP goals** drive the decisions regarding how both state and federal funds will be used.

- **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.

A needs assessment was completed based on an analysis of multiple forms of data including student achievement data (CAASPP), Fall 2019 CA Schools Dashboard, survey findings and input from stakeholders through the LCAP process (certificated/classified/administrative staff, students, parents/community). Then, during the LCAP Annual Update process the actions/services, expenditures, and outcomes were reviewed to determine changes needed for the coming year. The combination of information gathered from the needs assessment and Annual Update provided the rationale for the use of federal funds for supplemental actions/services to meet the identified needs of students who are academically or behaviorally at-risk.

Stakeholders were actively involved in the LCAP process and discussions about the use of federal funds. This includes the Leadership team, Teachers, parents and students, in addition to ELAC, and the school’s governing board. The board of trustees maintains multiple committees to help guide the actualization of the vision and priorities, including one on academics, leadership, and mission/vision. Building capacity among stakeholders resulted in an understanding that federal funding supplements state funds and are used for academic support for students in danger of failing or needing additional help to succeed.

The following is the school’s Fall 2019 Dashboard which was used as part of the comprehensive needs assessment.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Blue	Blue	Green	Blue	Orange	Orange
English Learners	Blue	Green	None	None	Orange	Red
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Blue	Blue	Green	Blue	Orange	Orange
Students with Disabilities	Green	Blue	None	None	Red	Orange
African American	Blue	Blue	None	None	Yellow	Orange
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Blue	Blue	Green	Blue	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP Goals define the priority areas for the New Designs Charter School. All actions and services implemented at the school are in support of at least one of the goals.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes.

The participating stakeholder groups (parents, staff, students) are aware of how federal funds should be used to supplement and enhance programs and services funded with state funds.

The 2020-21 SPSA provides goals, actions/services, annual measurable outcomes, and federal funding (Title funding) amounts which has been shared with stakeholder for input. The SPSA will be approved by the governing board on December 14, 2020; along with the 2020-21 LCAP Federal Addendum (revision).

Both the 2020-21 SPSA and 2020-21 LCAP Federal Addendum will be uploaded to the school's website.

The alignment and coherence of the actions and services planned to address the SPSA is illustrated by this example in the area of professional development that is designed to identify and implement a sequence of interventions that address the needs of each student.

All teachers participated in 4-weeks (of intensive summer professional development prior to the start of the 2020-21 school year, weekly professional development during the academic year; for all teachers focused on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds. This process includes teachers, Educational Specialists, EL specialist, Paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Resource allocation is aligned and maximized to meet the needs of students. The SPSA stakeholder engagement process is combined with input from ELAC, as well as survey results to ensure all voices are heard.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

New Designs Charter School engaged its stakeholders (Principal, Assistant Principal, High School Dean Counselors, RSP Teacher, EL Specialist, and Department Chairs, Governing Board, and parents/guardians including those representing unduplicated pupils and Students with Disabilities, in the development of the school's Title I Parent and Family Engagement Policy.



Normally, this policy is reviewed and evaluated annually by the School Site Council (SSC) and ELAC to measure effectiveness and address any areas of need based on input from stakeholders. However, Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families along with the Parent/Student Handbook led by the Principal. Interpreter services are provided and also made available upon request.

As a result of the COVID-19 pandemic, instruction has shifted to virtual (distance learning and hybrid instruction); and all meetings take place virtually via Zoom.

Our school communicates with families on a regular basis especially during distance learning to ensure their needs are being met and students are participating, engaged and learning.

The school's calendar of events for families that includes parent education workshops, ELAC Meetings, Parent Workshops, Coffee with the Principal, Parent/Teacher Conferences, Parent/student orientation, schoolwide events, Governing Board, and Parent Meetings are uploaded to the school's website and currently take place virtually as a result of the COVID-19 pandemic.

New Designs Charter School uses a multitude of methods including phone calls to every household to promote, invite and engage parents/families to participate at these venues (ELAC, Parent Meetings, Schoolwide events, Coffee with the Principal, Governing Board). Facilitated by Principal, the focus is on understanding the State academic standards, state-mandated assessments, local assessments (iReady ELA & Math, PSAT, SAT), how to monitor their child's academic progress (i.e. reading, writing, and math strategies); strategies and resources available to support their child to improve academically (including Students with Disabilities), including social-emotional supports & interventions, social media, technology use (integrity/plagiarism); all of which are methods to improve the achievement of their child, and foster parental involvement, and in alignment with the school's implementation of a Multi-tiered System of Supports (MTSS). Additionally, our school plans to host workshops for families on how to access the school's PowerSchool Parent Portal where families can also communicate with school staff, teachers, and monitor their child's academic progress.

New Designs Charter School staff participate in staff development that focuses on methods to engage, elicit, communicate and involve parents/families to our school; and collaborate as equal partners in their child's education; as outlined in our school's LCAP Goal #3. Our school administers a parent/family survey annually to gather input/feedback on our school's program, LCAP Goals

Actions/services, school connectedness, safety, and to assess how well our staff communicates and engages parents/families in their child's education. The Parent survey also provides us the opportunity to solicit additional parent input on topics for future parent workshops, methods to improve communication with parents/families. The Parent surveys are reviewed and analyzed by the school's Leadership team and then presented to the entire staff, governing board; and parents; which informs our Title I Parent & Family Engagement Policy as well as our school's LCAP.

California's compulsory education laws continue to apply for all persons between the ages of 6-18 and not otherwise exempted under the law. A student who does not participate daily in either in-person instruction or distance learning shall be deemed absent by the School in violation of compulsory education laws. The School's attendance policy and procedures continue to apply and can be found in the 2020-2021 Family Handbook. Daily participation in distance learning may include, but is not limited to, evidence of participation in online activities, completion of regular assignments, completion of assessments, and contacts between School employees and students or parents or guardians.

Interpreter services are available for all schoolwide events, parent meetings, parent workshops, and upon request. Many of our staff are also bilingual. Materials sent home are translated to Spanish (the language identified by parents in the Home Language Survey; and in the parent survey), which serve to inform family members who have limited English Proficiency; and family of migratory children. Accommodations as appropriate will also be made for family members with disabilities including providing information and school reports in a format (to the extent practicable) in a language that parents understand.

Our school administers a Parent survey at least annually to gather input/feedback on our school's program, LCAP Goals Actions/services, school connectedness, safety, and to assess how well our staff communicate and engage parents in their child's education. The Parent surveys are reviewed and analyzed by the school's Leadership Team; then presented to the entire staff, governing board; and parents; which also informs our Title I Parent & Family Engagement Policy as well as our school's LCAP.

For the 2020-21 school year, New Designs Charter School has developed a SPSA to meet federal requirements.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted

assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

New Designs Charter School operates a Title I Schoolwide Program, to improve academic achievement throughout the school so that all students, particularly the lowest-achieving students, can demonstrate proficiency on the State's academic standards (34 CFR 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

The engagement of stakeholders is critical to the school's decisions regarding expenditures of LCFF and federal funds. The LCAP process includes stakeholders such as teachers (including Special Education and EL), paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Resource (state and federal) allocation is aligned and maximized to meet the needs of students. The LCAP stakeholder engagement process includes input from stakeholders at meetings, as well as survey results, to ensure all voices are heard. The process includes evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions, and Services is effective and transparent.

New Designs Charter School does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

For the 2020-21 school year, New Designs Charter School has implemented the Learning Continuity & Attendance Plan Stakeholder Engagement Process, for the development of the school's 2020-21 SPSA, as required per Section 70 of SB820.

The Comprehensive Needs Assessment was conducted to identify subject areas and skills that need to be improved and help identify the specific academic needs of students and student groups which are not yet achieving the CA State Academic standards (34CFR 200.26(a)(1)(i)(B)). The Comprehensive Needs Assessment was based on academic achievement data for all students and further disaggregated by student groups, including migratory children, particularly the needs of those students who are failing or are at risk of failing, to meet the challenging State academic standards. Our school identified factors and developed support systems to address the needs of our lowest-performing students that were not demonstrating proficiency on the State's academic standards. The Comprehensive Needs Assessment served to identify the students (and student groups) who were not demonstrating proficiency, but also the subject area (ELA & Math), and to develop an Action Plan to address the academic needs of these students and provide evidence-based targeted academic intervention to close the achievement gap.

The Comprehensive Needs Assessment was developed with the input and involvement of all stakeholders (Principal, Assistant Principal, High School Dean Counselors, RSP Teacher, EL Specialist, and Department Chairs, and parents/guardians including those representing unduplicated pupils and Students with Disabilities).

For the 2020-21 school year, as a charter school, our school's SPSA served as the Schoolwide Plan (SWP) Development, a comprehensive plan that: Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]). The SPSA (SWP Plan) is monitored regularly by the Director in collaboration with Leadership team, ELAC, and shared with parents and staff to seek input. Our school's SPSA provides descriptions of strategies our school will implement to address the academic needs of our students, including opportunities for our students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]); strengthen our school's academic program, by providing additional academic intervention/support, including support courses and activities necessary to provide a well-rounded education; and address the needs of all students at our school but especially those at risk of not meeting the challenging State Academic Standards which is now integrated into our Multi-tiered System of Supports (MTSS) – as detailed in our school's LCAP.

As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. Per Section 70 of SB820 Charter Schools are not required to have a School Site Council for the 2020-21 school year.

To address the academic needs the school will use ***Title I Funds to fund the following actions*** as outlined in the school's 2020-21 SPSA:

- ***Instructional Aides*** under the supervision of and collaboration with the Math teacher will provide push-in support during synchronous instruction; and one-on-one and small group instruction during asynchronous instruction. The Instructional Aide will provide targeted support for students struggling in math courses. (Title I)

- ***Intervention Teachers*** for ELA and Math ACE Intervention courses for middle school students (grades 6-8). All students in Middle School will be administered a diagnostic assessment that will be used for ACE course placement to address the learning gaps and accelerate student learning towards grade level mastery and in preparation for the secondary level college preparatory math courses. Intervention (ACE) courses are a supplemental course in addition to the Core ELA and Math course. (Title I)

- New Designs Charter School will offer ***Intersession***, for high school students that are credit deficient. Intersession will be an 8-week intensive after-school credit recovery program using ***APEX Online Learning***, and ***credentialed teachers*** will provide supplemental support to further scaffold instruction, and provide additional academic targeted support to ensure students succeed academically. The purpose of intersession is to reduce high school dropout rates and ensure students are on track to graduate in 4 years. (Title I)

- ***Study Island Benchmark Assessments*** are standards aligned and provide a baseline measure of each student's current level of proficiency on grade level standards. Reporting includes student performance by category, standard and individual assessment item that is used by educators to inform instruction. Study Island assessment items are built from CCSS and aligned to CAASPP assessments; Study Island intervention is provided to all students that are struggling academically in grades 6-12. (Title I)

- **iReady Assessments** are an adaptive and comprehensive evidence-based assessment with an instructional program that empowers educators with actionable insight into student needs. iReady is also a diagnostic tool used to create a personalized learning plan for students, that monitors student progress over time and provides evidence-based intervention differentiated for each student. iReady assessments in reading and math will be administered to all students in grades 6-12 and disaggregated by student group and grade level and shared with teachers to inform instruction and areas for growth and with parents/students to communicate their student's strengths, areas of need and goal setting. (Title I)

- As a college-preparatory charter school, all students are prepared and required to take the **Pre-SAT** in grade 10; and **SAT/ACT** in grade 11 as part of college/university pre-requisite. All students participate in a PSAT/SAT/ACT Bootcamp in preparation for the college entrance examination. (Title I)

TAS: Not applicable.

Neglected or delinquent: Not applicable.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

New Design Charter School ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school's program, allowing them the opportunity to meet rigorous academic standards. The Homeless Liaison is the School's Counselor and ensures that students experiencing homelessness are appropriately identified and served. The Counselor/Homeless Liaison will also assist the students through the enrollment process, placement in appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available to the families of the students experiencing homelessness.

Services for students who are experiencing homelessness include helping the students with uniforms, transportation (bus passes), and mental health/counseling services. Also, the school will assist in providing referrals to resources in the community. The services provided by Title 1 are coordinated with the services the LEA provides under the McKinney-Vento Homeless Assistance Act. Students have access to academic interventions, including APEX Online Credit Recovery Program, PSAT/SAT Workshops,

Summer Program, Intersession, and access to web-based intervention programs (Achieve 3000 for EL, iReady Reading/Math, and Study Island).

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and interventions, counseling, 1:1 student to laptop ratio, and support for behavior or social/emotional issues.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

No additional information.

# TITLE I, PART D

## Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

## Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

## Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

## Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

## Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.

## Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable to charter schools.



## **Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## **Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not applicable to charter schools.

## TITLE II, PART A

### Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

New Designs Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment.

Professional development will be provided for all staff to ensure that staff is fully equipped to meet the needs of our students through a California State Standards-aligned curriculum.

As part of the school's Comprehensive Needs Assessment and WASC Accreditation Continuous Improvement Cycle, LCAP Goals, educational program, CA Schools Dashboard, and findings from multiple forms of data including classroom observations, student achievement data and input/feedback from our staff, students, and teachers.

New Designs Charter School provides robust research and evidence-based professional development program for its staff that is ongoing throughout the year as outlined in our school's LCAP Goal #2.

Building upon this spring work, the goals of professional learning for school leaders and teachers to support effective delivery of distance learning are:

1. All school leaders/teachers will engage in professional learning focused on understanding the state standards and how to plan and deliver lessons using the Universal Design for Learning framework (UDL) for in-person, virtual and blended learning environments. To achieve a guaranteed and viable curriculum, leaders and teachers will adhere to the new scope and sequence for math and ELA.
2. All school leaders/teachers will use data (short, medium and long-term cycles) to inform and drive instruction (in person, virtual or blended) in support of an effective MTSS framework.

3. All school leaders/teachers will effectively engage all students in learning, in either a virtual, in-person or blended learning environment, by intentionally incorporating culturally relevant content and social emotional supports,

4. All school leaders/teachers will effectively engage parents and families as partners in their students' learning.

August 2020. The expected time for self-paced training is approximately up to six (6) hours but may vary depending on familiarity with Google Classroom. This module was also provided in spring 2020 for completion on a voluntary basis.

- Ongoing professional learning throughout the year to support achievement of school goals within the School Plan for Student Achievement (SPSA) and use of improvement science to improve outcomes for all students.

Overall, the NDCS's professional learning for delivering instruction in a distance learning environment will focus on the use of Universal Design for Learning (UDL) to integrate the following:

- Meeting the needs of ALL students, explicitly students with disabilities, English Learners, and gifted students.
- Using necessary technology tools, such as Google Classroom
- Integrated and Designated ELD
- Culturally Responsive Teaching and Learning / Anti-racist Teaching
- Social Emotional Learning (SEL) and Restorative practices
- Use of data to drive instruction (short, medium, and long-term cycles)
- Assessment, Feedback, and Grading Practices
- Use of priority standards and the district's Scope and Sequence documents

In addition, as a result of the attendance and student participation requirements per SB98, our teachers will receive the following additional training:

- PowerSchool SIS: SB98 - Attendance Reporting & Documentation
- SB98 Attendance and Participation Requirements: Certifying Time Value

To further support the distance learning program, including technology support, staff will be provided access to and/or participate in ongoing professional learning in the following areas:

1. Implementation of Universal Design for Learning (UDL) practices
2. Use of Google Classroom as the Learning Management System for a virtual/blended environment
3. Administration of NDCS common assessments and use of resulting data to drive instruction, including the use of the Illuminate system to administer/build assessments
4. Monitoring student engagement, participation, and progress
  - a. Zoom trainings on new attendance and engagement processes for attendance staff

- b. Administrator professional learning on new attendance and engagement expectations
5. Compilation and use of a bank of exemplary lessons produced by teachers, for teachers, at each grade level and content area

Essential learning for Substitute Teachers will include the use of instructional technology (Google Classroom, Zoom) and strategies for teaching in a virtual environment. Existing professional learning opportunities that will continue to serve critical roles in supporting the distance learning program include teacher collaboration time and feedback from principals.

All teachers participated in 4-weeks (of intensive summer professional development prior to the start of the 2020-21 school year, weekly professional development during the academic year; for all teachers focused on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

New Designs Charter School is a single school charter and not identified for CSI/TSI so this provision does not apply.

In the future, if New Designs Charter School were to be identified for comprehensive support and improvement or targeted support and improvement we would prioritize our Title II funds to provide professional development in support of strategies, identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students and families) would be involved in this improvement process through ELAC, staff meetings, and surveys. The implementation would be monitored and evaluated quarterly, as part of the continuous improvement process to determine the effectiveness or needed revisions. The focused activities and results would be included in the LCAP and communicated through the LCAP process to all stakeholders, including ELAC.

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The data from the California School Dashboard & LCAP Annual Measurable Outcomes provides the starting point for New Designs Charter School to determine their needs and priorities. Data analysis and needs assessment is augmented by input from stakeholders and local interim/benchmark assessments (iReady ELA/Math, Achieve 3000, Study Island, PowerSchool Assessments, PSAT, SAT) and surveys. Some of the interim assessments used are Writing Performance Tasks: English, iReady ELA/Math, Achieve 3000, Study Island, Formative & Summative Assessments, school climate data, and survey data. The leadership presents data reports regularly to the Board of Directors at public meetings that include an assessment of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

New Designs Charter School believes in a shared decision-making approach when it comes to important, school-wide decisions. At a high level, the Governing Board, and Administrative Team are tasked with ensuring resources are aligned with the school's mission, vision, schoolwide learner outcomes, WASC Critical Learner Needs, Comprehensive Needs Assessment, our LCAP, College & Career Preparation, and our school's rigorous graduation requirements.

The analysis of the current Dashboard and other data showed the greatest area of academic need is to improve the success of all students with Chronic Absenteeism (Blue), Graduation rate (Green); College/Career Indicator (Blue) and Suspension Rate (Blue), ELA (Orange), and Math (Orange). To address the needs our school has invested in significant professional development to improve the delivery of instruction, build teacher capacity, and improve student academic outcomes.

The success of Professional Learning is ultimately judged by the success of the students, as reflected on the CA Schools Dashboard and our school's LCAP Annual Measurable Outcomes (AMO) so improvement in student outcomes will be one of the measures of the effectiveness of the Professional Learning activities. However, other qualitative measures, such as teacher feedback on both the PD sessions and the ability to implement the strategies taught in the classroom will also be considered. The qualitative measures will also include observations of the Professional Development itself, and of the implementation in the classroom, by the school Principal.

The engagement of stakeholders is critical to the school's decisions regarding expenditures of LCFF and federal funds, including funding for professional development. This process includes teachers (including special education and EL), classified staff, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Anecdotal data, such as feedback from classroom visits by the Principal or coaches are also included in determining the impact of Professional Learning. The LCAP stakeholder engagement process is combined with input from ELAC and SSC, as well as survey results to ensure all voices are heard.

New Designs Charter School has adopted the Danielson Framework for teaching, used by administrators during classroom observations. The framework outlines a three-step process used by our Administrative team. Each classroom observations starts with a pre-observation conference, an actual observation, and a post-conference observation. The duration of informal classroom observations range between 15 - 20

minutes, followed by a post-observation conference that takes place shortly after. Teachers receive immediate constructive feedback, and are provided resources to refine their practice, that will impact student involvement and achievement.

Classrooms are visited by a variety of people multiple times throughout the school year. The CEO, the principal, the Assistant Principal, the Deans, the EL Coordinator, and Department Chairs, conduct classroom observations multiple times annually. The principal and the assistant principals conduct both formal and informal observations throughout the year. Informal observations are conducted weekly, and formal observations are conducted in various classrooms one to two times per year.

Teachers also conduct peer observations to learn from their colleagues, including mentor teachers who model lessons. These observations enable teachers to collaborate, observe, and reflect on lessons as part of their professional development plan to learn about best practices that will impact student achievement.

To address the academic needs the school will **use Title II Funds to fund the following actions** as outlined in the school's 2020-21 SPSA:

- All teachers will participate in **professional development** led by the Los Angeles County Office of Education (LACOE) on **evidence-based instructional strategies for English Learners**, and to strengthen the delivery of integrated and designated ELD.

- New Designs Charter School will support teachers participating in **high quality educator induction programs** (BTSA Induction program), certification program aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv))

- New Designs Charter School has implemented the **Danielson's Framework** for teacher evaluations and utilizes the evaluation software (subscription cost).

- **Department Chairs receive a stipend** for collaborative planning, conducting peer observations, developing pacing guides, and support teachers with schoolwide initiatives to improve student academic outcomes.

- Consultant will provide high quality intensive **professional development** to administrators, and teachers that is classroom-focused, data-driven to improve **classroom management**. (Title II)

- All teachers will participate in high quality job-embedded, classroom-focused **professional development** led by **LACOE Department** leads English Language Arts, Math, PBIS, and strategies for improving distance learning instruction.

## TITLE III, PART A

### Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

New Designs Charter School does not fund Professional Development with Title III Funds; but rather utilizes other Title II Funds.

New Designs Charter provides all teachers, administrators, school leaders and paraprofessionals with coherently focused, sustainable, evidence-based, ongoing professional development to specifically address the academic needs of our English Learners (including Long-term ELs) that includes: EL Strategies; and Differentiation; and strategies to strengthen Designated and Integrated ELD. These strategies have been identified as key areas of focus for our English Learners, based on a review and analysis of assessment data, extensive research on English Learners; findings from teacher (classroom observations), and feedback from staff and our English Learner students.

Annually, our school uses multiple forms of data including state-mandated assessments (CAASPP ELA/Math, ELPAC), reclassification rates, internal/benchmark data, student work, survey findings (teacher, parent, student), findings from classroom observations, and input from stakeholders (administrators, teachers, paraprofessionals, EL Coordinator, RSP Teachers, students and parents) to identify professional development needs to design an annual Professional Development plan to improve the instruction and assessment of English Learners; support teachers in implementing curriculum, assessments, and pedagogical strategies, and including English Language Proficiency for English Learners. Professional Development is evidence-based, sustainable, and ongoing in order to ensure a positive lasting impact on the teachers' performance in the classroom with instruction.

### Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A. Currently, New Designs does not have immigrant children and youth.

No Title III funds will be used.



## Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

New Designs will ensure the implementation of high-quality instruction programs and will monitor English Learners in accordance with the Title III program. New Designs will provide daily instruction and support to English Learners in core curriculum classes to increase Limited English Proficient students' literacy and fluency in academic language conversations and critical thinking skills.

As a result of our annual Comprehensive Needs Assessment, our school identified the need to further academically support with supplemental services – English Learners and long-term English Learners in order to increase their English Language Proficiency and meet the challenging State academic standards.

For the 2020-21 school year ***Title III Funds will be used to fund:***

- ***Achieve 3000*** is an evidence-based intervention with a rating of “strong” for ESSA, that has demonstrated accelerated literacy growth for students across grade levels and abilities. Continue to implement Achieve 3000 for all English learners to improve English language acquisition and accelerate reading comprehension.

All English Learners receive integrated ELD instruction across disciplines and designated ELD daily through instruction by a credentialed teacher. Annually the school's English Learner Master Plan is reviewed and revised with the input and consultation of stakeholders (administrators, teachers, EL & SPED Specialists, paraprofessionals, students and parents); in alignment with CDE guidance and requirements. Our school administers multiple forms of assessments in addition to the ELPAC, which are reviewed, and analyzed on a regular basis, to monitor the academic progress of English Learners throughout the academic school year and is shared with stakeholders (administrators, school staff, students, parents - including ELAC, and governing board), as well as reported in the school's LCAP. Findings from this data are used to assess and evaluate the effectiveness of the school's EL Program, use of Title III Funds, and other school funds, that impact EL student achievement.

## English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

New Designs Charter School monitors EL progress regularly using formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. Student data is disaggregated and reviewed by school administrators and teachers and shared with parents. ELs are expected to show one language proficiency level of growth annually as measured by the ELPAC until they reach English proficiency and then maintain level until reclassified. Data from the annual ELPAC administration is compiled to identify individual students who are not meeting this expectation, and appropriate interventions are planned and implemented. CAASPP ELA & Math results are disaggregated by student groups and grade level.

The school monitors EL students throughout the year to ensure they are progressing in English proficiency and understanding of the State academic standards. Teachers and the Leadership Team review, analyze and disaggregate student achievement data regularly. Teachers collaborate to identify students who require additional intervention/support; and those that are ready to progress to the next level and/or challenged further academically. The emphasis is on measuring growth for each student, student group and grade level and developing next steps.

New Designs Charter School currently has 14% English learners; and 7.3% LtELs.

- The Reclassification rate was 34.6% in 2019-20; and 26.2% in 2018-19
- Based on the Fall 2019 Dashboard 38.5% (Low) made progress towards English Language Proficiency on the ELPAC, as compared to the 48.3% at the state level.
- In ELA CAASPP: Current EL scored -54.8 DFS
- In Math CAASPP: Current EL scored -115.7 DFS

Reclassification criteria are based on guidelines from the California Department of Education and approved by the State Board of Education.

Students who struggle academically will have access to additional extended learning support with support provided by our teachers during after-school tutoring in ELA and ELD (for ELs). They will also benefit from the increased knowledge and skills of the teachers who will be expanding their expertise through Professional Development and Coaching. The strategies they learn will improve outcomes for English Learners in English Proficiency and in mastering academic content standards.

# TITLE IV, PART A

## Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

New Designs Charter School plans to utilize Title IV funds on Promethean Board that will be used for live streaming instructional lessons during hybrid and distance learning so that students who receive instruction remotely (distance learning) will have access to live instruction in real-time, attended by students in in-person instruction, rather than recorded lessons (asynchronous instruction).

NDCS receives ~ \$28,576 in Title IV Allocations. Therefore, per CDE guidance - regarding the requirement of Section 4106(d) for a needs assessment - LEAs receiving an SSAE program allocation of less than \$30,000 are exempt from this requirement.

For the 2020-21 school year, NDCS has used the Learning Continuity & Attendance Plan Stakeholder Engagement Process for the development of the school's SPSA per Section 70 of SB820. As a result of SB820 and SB98, the LCAP was eliminated and charter schools that receive Title Funds are required to complete a SPSA for the 2020-21 school year to identify and report how Title Funds will be spent to support the school's goals and improve student and schoolwide outcomes. The stakeholder engagement requirements for the SPSA are the same as for the Learning Continuity & Attendance Plan per SB820.

NDCS is a charter school and is not subject to equitable services for private school requirements.

Our charter has consulted with parents, community members/partners, students, teachers, administrators, and other school personnel as part of our stakeholder engagement process. Special Education and English learner representatives were also included in the planning process.

The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions, and Services, is effective and transparent. Programs will be monitored and evaluated regularly, based on academic, climate and survey data during the annual update process. The California School Dashboard, other state data such as the Physical Fitness Test, school surveys and stakeholder input will inform the annual update regarding the success of the programs to meet the desired outcomes, which are included in the 2020-21 SPSA.

NDCS engages in the cycle of ongoing schoolwide improvement, and our stakeholders are continuously provided with data reports by the Leadership team on benchmark/interim assessments, the state indicators (CA Dashboard), including state-mandated assessments – all of which are disaggregated by student group; and stakeholders provide input/feedback on our school’s program. Our school serves a highly vulnerable, at-risk, trauma-impacted community.

NDCS would prioritize the use of its Title IV funds to support the area of **Well-Rounded Education** and through our course offerings to improve College Outcomes by offering AP courses and Dual Enrollment opportunities for its students via UC A-G approved courses, CTE Pathways (Law & Diplomacy, Information Technology, Finance Academy, and Medical Science & Engineering) and Physical Education. NDCS has partnered with LA Trade Tech Community College (IHE) to teach and provide our students with courses in Medical Technology CTE Courses that are also transferable for college credit.

**For Safe and Healthy Students:** Our school received a “Blue” performance category for Suspension Rate; “Green” for Graduation Rate; and “Blue” for Chronic Absenteeism Rate; and therefore, the following actions/services and activities will continue to be implemented. Key members of our school staff received extensive training on Positive Behavior & Intervention Support (PBIS) from LACOE with a focus on Alternatives to Suspension to improve school climate, student behavior, and reduce suspension rates. 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), and alternatives to suspension to improve school climate, behavior, and reduce suspension rates.

The Assistant Principal of the Middle School and the High School Dean are in charge of PBIS Implementation, ensuring a safe school campus, with positive school culture, addressing student behavioral issues, and lead the Attendance teams. The (2) Counselors provide academic and social-emotional counseling for our students. Our school will revise and revamp the Advisory (Social-emotional Learning) Curriculum for re-launching in the 2019-20 school year.