

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

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 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, our student demographics include 88% Hispanic, 11% African-American, 9% Students with Disabilities (SWD), 15% English Learners, 0.2% Foster Youth; 0.2% Homeless Youth, and 84% who qualify for free/reduced lunch.

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.

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 2018 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 are actively involved in the LCAP process and discussions about the use of federal funds. This includes certificated and classified staff, parents, students, other stakeholders, and the School Site Council (SSC). 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.

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. The school is integrating the requirements of the School Plan for Student Achievement (SPSA) into their Local Control and Accountability Plan (LCAP) per AB 716. In this way, all actions, services, metrics, accountability, and funding will be aligned in one document that is focused on achieving the LCAP goals and outcomes.

The LCAP planning process is the primary planning tool as decisions are made on how to leverage resources (state and federal) to meet the goals and improve student outcomes. The participating parent groups are aware of how federal funds should be used to supplement and enhance programs and services funded with state funds.

During the LCAP process the goals, actions/services, desired outcomes and possible funding (state and federal) is shared with administrators, teachers, classified staff, and parents at SSC, ELAC and public Board Meetings in order to get input. Once the LCAP is approved it is posted and updates are shared at Board meetings and parent meetings.

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, Dean, Instructional Coaches, Teachers, Counselors, Paraprofessionals, 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. This policy is reviewed and evaluated annually by the School Site Council (SSC), and ELAC/DELAC to measure effectiveness and address any areas of need

based on input from stakeholders. 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, Assistant Principal of the Middle School, Dean of the High School. Interpreter services are provided for all school and parent events and made available upon request.

The school's calendar of events for families that includes parent education workshops, SSC/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 on a regular basis and notifications are also sent home, along with reminders made by the Community Outreach/Recruitment Coordinator.

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 (SSC, 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, IAB, ICA's), 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 (teachers, paraprofessionals, Principal, Assistant Principal, Dean, classified 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.

As a Charter School, which is a school of choice, our staff knows and understands the critical role parents/families play in the success of their child(ren) which also impacts the success of our school. Interpreter services are available for all schoolwide events, parent meetings, parent workshops, parent/teacher conferences, and upon request. Materials sent home are translated to Spanish (the language identified by parents in the Home Language 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.

Per AB716, New Designs Charter School is utilizing the school's LCAP as the SPSA; and the LCAP Planning process to meet both state and 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 Schoolwide Title 1 Program and uses their Title I funding for supplemental services to close the achievement gap between children meeting the challenging state academic standards and those who are not meeting those standards. The nature of the support they provide includes both academic and social/emotional strategies that bridge the opportunity gap students may be experiencing.

The engagement of stakeholders is critical to the charter'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. The school uses the LCAP Stakeholder Engagement Process for decisions on both state and federal resource allocation per AB 716, while also including SSC and ELAC as part of that process.

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.

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 CyberHigh Online Credit Recovery Program, PSAT/SAT Workshops, Summer Program, Extended Learning Academy, Summer Bridge Program, after-school tutoring, and access to web-based intervention programs (Achieve 3000, 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.

For New Teachers: new to the profession of teaching support its teachers with Teacher Induction Program, funded with Title II Funds, to build capacity and develop meaningful teacher leadership and support. In addition, these teachers are fully supported through ongoing coaching by a member of the Leadership Team.

For Teachers: All teachers (new) and continuing receive at least 6 days of summer professional development (prior to the start of the school year) including 4 non-instructional days during the academic school year, and biweekly PD during the academic year. The focus of professional development is on the CA State Content Standards, Universal Design for Learning (UDL), Differentiated Instruction, Analyzing student data to inform instruction, Social-Emotional Learning Curriculum, Restorative Justice/Practices, Pedagogical strategies for SWD (Accommodations/Modifications), and Analyzing student achievement data (CAASPP, STAR Reading/Math, Achieve 3000, IAB's). Topics for professional development are selected based on stakeholder feedback (leadership team, teachers, paraprofessionals, and feedback from student/parent surveys), finding from an analysis of student and schoolwide data, CA Schools Dashboard, LCAP Goals, WASC Action Plan, and our Comprehensive

Needs Assessment. Our Leadership team in collaboration with our teachers annually evaluates the effectiveness of our professional development and changes/modifications are made to ensure ongoing continuous improvement schoolwide.

ELA teachers receive coaching from the ELA Instructional Coach, math teachers from the Math Instructional Coach and the rest of our teachers receive coaching from the Instructional Coach. The Behavior Analyst coaches all teachers and staff on strategies to deescalate and address disruptive and negative student behavior. The Principal is in charge of evaluating all teachers and the Leadership team. The Principal and Instructional coaches conduct classroom walkthroughs/observations on a biweekly basis and provide immediate feedback and coaching.

The Principal and members of the Administrative Leadership Team, and Paraprofessionals are provided with professional development to grow and enhance their practice through learning in-depth about instructional practices that support the focus of the school such as Coaching, walkthrough cycles, data analysis and will participate in schoolwide Professional Development. Our Principal receives coaching from the LA County Office of Education Leadership Coaching Program.

In addition, our staff has access to offsite professional development such as workshops, symposiums, and conferences including those offered through the LA County Office of Education, that support their professional growth and ensure improvement including our school's (LEA) measures growth improvement. Our professional development plan is developed annually as a system of supports for the Principal, teachers and members of the Leadership team from the beginning of their careers, throughout their careers and through advancement opportunities to build the capacity of our staff. Professional development is focused on the key areas of need as established by the Annual Update continuous improvement process, ensuring that there are a common focus and language and on-going reflection and evaluation driving student success.

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:

Not applicable. New Designs Charter School is a Charter School/LEA.

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, PSAT, SAT, IAB) and surveys. Some of the interim assessments used are Writing Performance Tasks: English, iReady ELA/Math, Achieve 3000, IAB/ICA, 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 (Orange), Graduation rate (Orange); College/Career Indicator (Blue) and Suspension Rate (Blue), ELA (Yellow), and Math (Orange). To address the needs our school has invested in significant professional development and Instructional Coaches (ELA, Math, pedagogical) 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.

Title II funds provide job-embedded professional development, that will provide strategies and opportunities for reflection about improving instruction for all students and especially for at-risk students. The improved knowledge and skills learned through this process, along with collaboration and discussions at site professional development opportunities will benefit all teachers and students.

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 will ensure teachers and administrators participate in quality supplemental professional development focused on the academic and instructional needs of English Learners (ELs). Such professional development will be intended to:

- i. Improve the instruction and assessment of ELs,
- ii. Enhance the ability of teachers to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs.

New Designs Charter proposes to use part of the funds to pay substitutes to allow teachers of ELs to attend Title III development sessions during school hours that are above and beyond basic English Language Development (ELD) Standards training or any training required under State law or local professional development initiatives.

New Designs Charter also proposes to use Title III funds for consultant fees to deliver professional development sessions, that are of sufficient intensity and duration to have a lasting impact on teacher performance in the classroom, and these will be part of an overall comprehensive professional development program focused on implementing goals designed to improve English Learners' academic achievement.

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.

The Title III subgrant funds will assist in the acquisition, supply and application of supplementary supports in English Language Development (ELD) for our English Learners in the following ways and programs detailed below:

- i. New Designs will provide staff, supplemental instructional resources to support the delivery of high quality ELD instruction. Teachers will be given support in developing lessons that help English Learners engaged in structured use of academic language through disciplinary, academic discussions, which will support English Learners English language development and mastery of grade level standards.
- ii. The LEA will provide further support for high quality language instruction to English Learners through Academic Enrichment which is an additional English language support program designed to aid limited English proficient students attain proficiency by differentiating instruction and providing language and academic supports to them in classes held at least twice a week.
- iii. Conducting appropriate assessments to facilitate proper placement of incoming ELs.

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 will use Title III funds to support English Proficiency and Academic Achievement of ELs by continually reviewing and providing curriculum enhancements and enrichment focused on their needs in the classroom, including preparations for LPAC testing.

To ensure ELs are making adequate linguistic and academic progress, as well as learning the State Standards, teachers and administrators will utilize collaborative PD time focused on reviewing data reports on EL performance on various local and state tests to do some of the following.

- i. Identify instructional needs of the EL students
- ii. Inform implementation and conduct of integrated ELD instruction
- iii. Inform professional development needs that focus on ELs.

New Designs will administer local and state assessments for ELs to ensure that they are learning the State Standards for core content. Local benchmarks, the CAASP/CAST will be used to gauge and make sure English learners achieve progress in learning English as measured by the English Language Proficiency Assessments of California (ELPAC Summative), achieve English fluency, and meet or exceed grade level content standards as every student is expected to meet.

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 (NDCS) plans to transfer Title IV funds into Title I or II. If for some reason, those funds are not transferred, the school will use the funds in alignment with the Title IV regulations and with input from all stakeholder groups as part of the LCAP process. NDCS receives ~ \$24,000 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.

New Designs Charter School (NDCS) stakeholders, which include the Leadership team, Teachers, SPED Coordinator, EL Specialist, Paraprofessionals, students, and parents, are actively involved in the development and annual update of our school's LCAP; and also, in the discussion on the use of Federal Funds. The Principal communicates with parents through various venues, including the School Site Council (SSC), ELAC/DELAC on the use of federal funds, CA Schools Dashboard, and seeks input in the school's LCAP. Annually, our Leadership Team reviews and revises the school's Comprehensive Needs Assessment (Strategic Plan) using multiple types of data including state-mandated assessments, CA School Dashboard, LCAP Metrics, internal/benchmark assessments (iReady ELA/Math, IAB & ICA's), and survey data, in alignment with LCAP goals; WASC Accreditation Action Plan; and the school's mission and vision. Communication with Parents/families takes place during Parent Workshops, Schoolwide Meetings, Committee Meetings, Coffee with the Principal, SSC/ELAC/DELAC, Parent/teacher conferences, Parent Orientation, and the school's website.

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; “Orange” for Graduation Rate; and “Orange” for Chronic Absenteeism Rate; and therefore, the following actions/services and activities will be implemented. Key members of our school staff received extensive training on Positive Behavior & Intervention Support (PBIS) from the LAUSD 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.

At least annually, our school administers a student survey to measure school climate, student connectedness, and school safety. Results from these surveys may provide ideas on ways in which Title IV could improve this experience over the years. Funded programs are evaluated regularly by school leaders, using both local (interim), LCAP Annual Measurable Outcomes (CDE required metrics), and the CA Schools Dashboard data, to determine if the program(s) are meeting the established objectives and outcomes. The evaluation includes input from all stakeholders, and the findings are used to revise or refine the strategies as part of the continuous improvement process to promote student success.

Per AB716, both state and federal funds are included within the LCAP, which also serves as the SPSA. This ensures alignment of goals, actions, and funding sources to most efficiently serve the needs of the students.