

Learning Continuity and Attendance Plan Template (2020–21)

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Designs Charter School	Stephen Gyesaw, Principal	Stephen.gyesaw@newdesignscharter.net 213.765.9084

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

New Designs Charter School (6-12) offers the University Park community in South Los Angeles with a high-quality, college-preparatory education that prepares its students to succeed in a global, diverse, and technology-rich society. New Designs Charter School prepares students for post-secondary academic and career opportunities by providing high quality professional development for all teachers; encouraging the use of evidence-based teaching strategies in the classrooms; and providing a rigorous standards-aligned curriculum and UC A-G approved courses.

New Designs Charter School last day of site-based instruction took place on Friday, March 13th. Families were notified of the school's closure via email, phone calls, correspondence, school's website, Blackboard Connect, and letter sent home with their child. Students were placed on Independent Study, and 2-weeks of coursework packets for all subjects were disseminated to all students. The following week our Administrative Leadership Team developed a Distance Learning Plan, conducted a schoolwide technology device needs assessment, Professional Development Plan, and a communication plan for students/parents.

The week of March 23rd school staff contacted every student to identify which students needed a Chromebook; and/or access to internet at home. Our school issued over 300 **Chromebooks** to students via curbside pick-up; and provided families with the list of reduced cost [Internet Service Providers](#). It was essential that 100% of our students have access to a technology device and internet access at home in order to fully participate in Distance Learning starting the week of March 30th.

All teachers including the Special Education Department participated in **Professional Development** on implementing Google Classroom as the primary learning platform, Google Meet, Google Hangouts, and Zoom meetings to develop engaging lessons for all students. Our bilingual staff in collaboration with our IT Department provided students and their families with workshops on how to access the Google Platform, Zoom meetings and the web-based programs.

Our school implemented both synchronous and asynchronous instruction using Google Classroom as the primary learning platform, and Zoom meetings. All teachers provided daily pre-recorded videos for each course which was uploaded to Google Classroom. All teachers also provided synchronous small group differentiated instruction during daily office hours.

Modifications to our course offerings were made for Physical Education which now includes videos; and for Lab Science, our school shifted to virtual labs.

For **Students with Disabilities** the RST teacher collaborated with General Education teachers in lesson planning and provided lessons via Google Classroom. The RST and Special Education and Teaching Assistants provided Students with Disabilities with appropriate accommodations and modifications according to the student's IEP. RSP teachers host daily office hours to provide students with additional academic support and differentiated instruction using Google Classroom. Our SPED Team contacted parents of Students with Disabilities to inform them of the educational services to be provided.

All teachers and Intervention teachers provided daily office hours for any student that required additional **academic support** or intervention. iReady intervention was provided for all students for ELA and Mathematics. Our counselors provide students with **social-emotional and counseling** services via Zoom meetings.

Our staff **communicated** with students/families on a regular basis using Google Classroom, PowerSchool Parent Portal, and Blackboard Communication, phone calls, email's and updates posted on the school's website. In addition, our school staff and Principal continued to host SSC, ELAC and Coffee with the Principal virtually. All teachers were tasked with monitoring student attendance on a daily basis using Google Classroom.

The impact that COVID19 has had on our school and community is significant. In view of the lack of physical interaction with teachers as well as the reduction in instructional time, students suffered a learning loss that may take a few years to remedy. In view of the problem, we provided teachers with advanced and extended training with more resources during the summer of 2020. The community also suffered a loss of income through the closure of businesses and loss of jobs. We know that children will be impacted the most and so we have begun to serve meals to families. There has also been an increase in homelessness in Los Angeles that will surely impact our families. Homeless students are provided with supplies and physical copies of assignments. We have also provided our parents with resources within the community that will help them get by. The impact on the mental health and social well-being of our staff and students has been real and therefore we are conducting surveys, providing trauma-informed training, and other resources that will help our community to cope with the situation.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

New Designs Charter utilized a variety of strategies and activities to engage its stakeholders in the process of creating and improving the Learning Continuity and Attendance Plan. Students, parents, teachers, administrators, the governing board and other members of the community were all consulted or included in this process to contribute valuable information to the final product. Since school closures in March 2020, New Designs increased its connections and communication levels with its stakeholders in order to inform and get feedback focused on maintaining the high quality rigorous instruction it provided when schools were open to in-person instruction. Extensive outreach through all possible media formats was employed to cultivate contacts and develop feedback processes that are so critical during these unusual circumstances. The following processes and activities were used to inform stakeholders and gather inputs and other feedback as well. In all cases communication was in English and Spanish which are the two principal languages of the community and stakeholders the school serves.

SURVEYS

- March 2020: Student, teacher and staff climate survey was administered
- April/May: Student & Staff COVID-19 Distance Learning Survey was administered
- May: Parent survey – Return to school
 - 20% prefer in-person; 24% prefer in-person if only a few students were on campus at a time; 42% prefer distance learning.
 - In the case health authorities would allow the opening of all schools: 60% prefer in-person; 40% prefer distance learning
- September: Parent, Teacher and Student Learning Plan Survey administered (results pending)

PARENT TOWNHALL MEETINGS

- June 4th: Discussion and input on Distance Learning Plan for 2020-21; identify remote learning issues – for Middle School
- June 5th: Discussion and input on Distance Learning Plan for 2020-21; identify remote learning issues – for HS
- July 24th: Middle & High School Orientation
- August 5th: Launching of the 2020-21 school year
- August 12th: Distance Learning Plan presentation

FAMILY & STUDENT MEETINGS

- May 18, 21, 29, and Sept 9th: Online (Zoom) LACC Distance Learning curriculum and application meetings; Distance learning issues and feedback on individual learning between teachers and parents.

SSC/ELAC MEETINGS

- Zoom meeting: Development of a Comprehensive Needs Assessment, SPSA, Social-emotional learning, summative evaluations and parent participation in learning.
 - SSC: 5/20, 6/10
 - ELAC: 5/13, 6/17

COFFEE WITH THE PRINCIPAL

- June 3rd: Zoom meetings – to inform families of remote learning and gather input and feedback

BLACKBOARD BLASTS TO PARENTS

- April – August: Provided updates, links to surveys, and return to school

STUDENT TOWNHALL & CHECK-IN MEETINGS

- July 24th: Orientation and distance learning (via zoom and teleconference facility)

STAFF DEVELOPMENT MEETINGS

- April – August: distance learning, curriculum, SEL (via zoom and teleconference facility)

GOVERNING BOARD MEETINGS

- March – August: Board meetings were held in accordance with Brown Act requirements and over time they covered distance learning, return to school, curriculum, connectivity and access to computers and internet

COMMUNITY PARTNERSHIP MEETINGS

- August: Career/Technical and dual enrollment meetings with South West College, LA Trade Tech
- June & October: Community partnerships curriculum supports and internships - LA Metro and LADWP

[A description of the options provided for remote participation in public meetings and public hearings.]

New Designs Charter School provided stakeholders the following options for remote participation and accessibility in public hearings and public meetings with the Governing Board for the review and adoption of the Learning Continuity and Attendance Plan. The Zoom platform is used for all meetings and hearings with stakeholders, and are provided options for remote participation via a link to the Zoom meeting or calling in by phone. Interpreter services are available to ensure equitable access and a voice for our Spanish speaking families.

- Governor's Executive Order N-29-20 allows Governing Board to hold public meetings via teleconferencing and make public meetings accessible telephonically or otherwise electronically to all members of the public.
- The Learning Continuity and Attendance Plan was uploaded to the school's website at least 72 hours prior to the **Public Hearing** for review and comment by members of the public. The agenda for the public hearing was posted at least 72 hours before the public hearing.
- Our school provided stakeholders with options for remote participation including the date, time of the meetings via Zoom or telephone; and translator services were available for those who speak languages other than English for both the Public Hearing and the **Board adoption of the Learning Continuity and Attendance Plan** as a non-consent item with the school's Governing Board.
- Our school also provided stakeholders with opportunities to provide feedback on the Learning Continuity & Attendance Plan prior to the Public Hearing by submitting their comment to the school.
- All stakeholders including families were also notified of these meeting dates, and options for remote participation and a link to the document for review via Remind App, school's website, and/email.

BOARD MEETING DATES:

Date of Public Hearing: September 26, 2020

Date of (Adoption) Public Meeting: September 29, 2020

[A summary of the feedback provided by specific stakeholder groups.]

Parents expressed they understood circumstances the school was operating under with COVID. On the return to school survey, about 40% of our parents indicated they would not send their students to campus if school reopened to in-person instruction as opposed to 14% who said yes.

A sizable percentage was unsure needing assurance on COVID-19 proofing of the school and clear procedures of dealing with infections within the returning population. Parents also wanted assurances on the quality of the distance learning program and progress of their children. Parents, teachers and students' responses exhibited heightened levels of worry and stress because of the uncertainty of the COVID-19 situation.

Teachers expressed the need for increased levels of empathy for students; and applying appropriate social emotional activities to their lessons.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

As a result of the feedback and input from stakeholders the following were implemented in the development of the Learning Continuity and Attendance Plan:

- Inclusion of SEL (Advisory and throughout the day)
- Assembly (weekly) recognition of students/Assemblies
- Addition of Bitmoji
- Strategies to increase student engagement
- rigorous grading policy
- DL vs In-person
- Trainings for students re: use of technology, setting expectations (student and parent expectations)
- Improved methods of communication
- Increase in rigor for instruction for DL (created pacing guides for DL)

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

New Designs Charter School started the 2020-2021 school year with 100% of students participating in distance learning (Phase #1). NDCS is situated in Los Angeles County, which is currently designated as 'Widespread' County risk level, the strictest level, where most non-essential indoor business operations are closed. Schools in the Widespread (purple) tier are not permitted to reopen for in-person instruction, unless they receive a waiver from their local health department, which is only applicable to schools that serve grades TK-6. Schools can reopen for in-person instruction once their county has been in the Substantial (red) tier for at least two weeks. Schools must follow the [CDPH COVID-19 Industry guidelines](#) when they reopen or if they have to close again.

New Designs Charter School will follow the safe reopening guidelines of the following organizations:

- CA Department of Public Health (CDPH)
- CA Department of Education (CDE)
- Los Angeles County Department of Public Health (LACDPH)
- Los Angeles County Office of Education (LACOE)
- OSHA

Once it is safe to do so, New Designs Charter School will transition to Phase 2 - a blended model (hybrid in-person and distance learning). Our students will be assigned to Cohort A, B or C. Two of the 3 cohorts will alternate with in-person and distance learning, while one cohort will remain full distance learning. For the Hybrid Model comprised of in-person and distance learning, students will be divided into 3 Cohorts (A/B/C) for scheduling purposes. It is a combination of face-to-face instruction with distance learning. The school will work with parents to ensure siblings are in the same cohort. Schedule will be as follows:

- Monday & Wednesday - Cohort A: in-person instruction; Cohort B & C: distance learning
- Thursday & Thursday - Cohort B: in-person; Cohort A & C: distance learning
- Friday: All cohorts in distance learning with synchronous and asynchronous instruction
- Cohort C: 100% Distance Learning

The hybrid model will include small class sizes to accommodate the physical distancing protocols. We believe this is the model that will ensure the safest approach to reopening schools physically once we are able to do so. This model is designed to seamlessly transition students back to campus once it is safe to do so.

All core courses will be taught via synchronous (s) “live” instruction followed by a support/intervention course that will be taught via asynchronous (a) instruction, as noted below. **NOTE:** (S) denotes “Synchronous;” and (A) “asynchronous”

INSTRUCTIONAL LEARNING SCHEDULE: M/W & T/TH				INSTRUCTIONAL LEARNING SCHEDULE: FRIDAY		
TIME	INSTRUCTIONAL MINUTES	M/W	T/TH	TIME	INSTRUCTIONAL MINUTES	FRIDAY
8:00 - 9:00 AM	0	TEACHER PREP		8:00 - 9:00 AM	0	TEACHER PREP
9:00 - 9:45 AM	45	PERIOD 1 (S)	PERIOD 4 (S)	9:00 - 9:35 AM	35	PERIOD 1
9:45 - 10:20 AM	35	PERIOD 1 (A)	PERIOD 4 (A)	9:35 - 9:40 AM	0	PASSING PERIOD
10:20 - 10:30 AM	0	BREAK		9:40 - 10:15 AM	35	PERIOD 2
10:30 - 11:15 AM	45	PERIOD 2 (S)	PERIOD 5 (S)	10:15 - 10:25 AM	0	BREAK
11:15 - 11:50 AM	35	PERIOD 2 (A)	PERIOD 5 (A)	10:25 - 11:00 AM	35	PERIOD 3
11:50 - 12:00 PM	0	BREAK		11:00 - 11:05 AM	0	PASSING PERIOD
12:00 - 12:25 PM	25	ADVISORY	SSR	11:05 - 11:40 AM	35	PERIOD 4
12:25 - 12:55 PM	0	LUNCH		11:40 - 11:45 AM	0	PASSING PERIOD
12:55 - 1:40 PM	45	PERIOD 3 (S)	PERIOD 6 (S)	11:45 - 12:15 PM	30	ASSEMBLY
1:40 - 2:15 PM	35	PERIOD 3 (A)	PERIOD 6 (A)	12:15 - 12:45 PM	0	LUNCH
2:15 - 2:45 PM	0	PARENT OUTREACH/OFFICE HOURS		12:45 - 1:20 PM	35	PERIOD 5
	265	TOTAL INSTRUCTIONAL MINUTES		1:20 - 1:25 PM	0	PASSING PERIOD
				1:25 - 2:00 PM	35	PERIOD 6
				2:00 - 3:00 PM	0	PROF. DEVEL.
				TOTAL	240	INSTRUCTIONAL MIN.

HYBRID LEARNING SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
COHORT A	IN-PERSON	DL	IN-PERSON	DL	IN-PERSON/DL
COHORT B	DL	IN-PERSON	DL	IN-PERSON	IN-PERSON/DL
COHORT C	100% DISTANCE LEARNING (DL)				

All students in high school will have access to UC A-G approved courses whether in-person or via distance learning.

All students have been provided with a Chromebook device; and Wi-Fi hotspots for those who lack adequate connectivity at home; in order for all students to have full access of the school's curricular and instructional program. Tech support will be available via phone or in-person by appointment to maintain social distancing safety protocols.

New Designs Charter School has implemented a Systematic Cycle of Assessments that include:

- iReady ELA & Math: 2 times/year for Gr. 6-8
- Study Island Reading Assessment: 3 times/year for Gr 6-12
- ICA's 2 times/year for Gr. 6-12
- Achieve 3000 for EL: 2 times/year (Reading Lexile Levels)

In-person instruction will result in reduced class sizes. Classrooms will be staffed with a credentialed teacher and Instructional Assistant and/or other support staff during the instructional day to provide additional differentiated instruction. Teachers will also hold office hours. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level.

SOCIAL-EMOTIONAL

New Designs Charter School will implement Social and emotional learning that focuses on relationships management, self-management, self-efficacy and social awareness will be provided by school counselors during weekly Advisory classes, to ensure the development of student learning and competency. Middle school SEL utilizes the **School** Connect curriculum while high school utilizes Second Step Curriculum. The SEL will equip students with skills, attitudes and values that help them navigate and address stress, anxiety, and traumatic situations.

HEALTH & SAFETY

The health and safety of our students and staff is of utmost importance. New Designs Charter School is committed to ensuring a safe environment that is conducive to teaching and learning and provides the assurance to the school community that everyone will be safe. When reopening our campuses to students and staff, we will adhere to all the health and safety guidelines provided by the CDC, the state of California, and the Los Angeles County Health Department. We will also monitor the state watchlist and determine when it is safe to reopen our campus. This phase of our campus opening will be a hybrid of in-person and remote learning.

The safety measures will include reducing the number of students on campus at any time, banning assemblies and large gatherings and suspending sporting activities where necessary. Other critical safety measures will include physical distancing, mask wearing procedures, hand washing, hand sanitizers and temperature checks. Safety protocols that promote health and safety in the classrooms will also include the rearrangement or the installation of barriers that meet the physical distancing requirements or curtail the spread of the virus. Air-filters will be changed more frequently than required. Appropriate signs that promote physical distancing and healthy practices will be placed throughout. Physical Education activities will be modified to ensure that it is safe. Training in safety procedures will be provided to all students and staff. Cleaning and disinfecting of surfaces, classrooms will be conducted throughout the day and after the close of the school day. Students will have the option of remote learning. Full in-person learning will only happen when it is completely safe to do so.

Actions Related to In-Person Instructional Offerings

Description	Total Funds	Contributing
<p>Principal & Teacher salaries for in-person and distance learning</p> <p>Our school will provide at least 265 instructional minutes Monday – Thursday (240 instructional minutes on Fridays); and 180 instructional days that exceeds the state’s requirement of 175 days; and 240 daily instructional minutes.</p> <p>All teachers participated in 4-weeks (of intensive summer professional development prior to the start of the 2020-21 school year, weekly professional development during the academic year; for all teachers focused on data analysis of student work and assessment; and developing plans to improve student achievement across all student groups, and accelerate student learning, during the academic year.</p> <p><i>* 10% of salaries will be funded with LCFF Supplemental & Concentration funds (contributing column) and the remaining 85% with LCFF Base Funds. Total amount funded with LCFF S&C: \$336,712</i></p>	\$3,367,127	*Y
<p>Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.</p>	\$528,000	N

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

New Designs Charter School started the 2020-21 school year on August 18th at 100% distance learning that includes synchronous and asynchronous instruction. Distance Learning instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated teacher from New Designs Charter School.

New Designs Charter School's distance learning plan was designed through the collaboration of the CMO Leadership and Distance Learning Task Force using the following guiding principles:

- True Core: Math and Literacy skills are central to the development of a successful college readiness. Mastery of these core content areas drive metrics of success across life, including college completion, job acquisition, and future earning potential.
- Quality of Materials: The quality of the work we put in front of scholars matters. We cannot put low quality work in front of scholars, especially when we are depending more on the materials to drive the learning experience.
- College Ready Skills: Outside of content, there are discrete skills that drive the success of an individual to and through college. It's not enough to just achieve grade level mastery. If a scholar doesn't possess a powerful set of character strengths, they will likely not complete college. We must prioritize not just grade level content but developing the independent skills through direct instruction and application of these skills

In addition, the Distance Learning Taskforce identified the following critical elements to re-opening:

- Staff Wellness & Flexibility
- Health & Safety Guidelines

New Designs Charter School will provide **Synchronous Learning** via daily live instruction led by credentialed teachers and peers for the purpose of instruction, progress monitoring and maintaining school connectedness. Educators, RSP/SPED teachers and Instructional

Assistants will utilize video conferencing, teleconferencing and live interactions to provide differentiated support for students who require specific and targeted feedback for learning purposes. (denoted by (S) in the schedule above)

Every instructional period has been divided into Synchronous and asynchronous instructions on Mondays - Thursdays. Both teachers and students interact directly in a live online setting, such as a live lesson on video conferencing platforms. However, Asynchronous instruction does not require the student and teacher to be working together in a live setting but involves students working on their own on assignments their teachers have given them. Examples include watching a pre-recorded video, completing assignments and activities without direct teacher supervision, and other self-paced homework assignments. (denoted by (A) in the schedule above). On Fridays, students participate in both synchronous and asynchronous instruction as noted in the following schedule.

DISTANCE LEARNING SCHEDULE: M/W & T/TH				DISTANCE LEARNING SCHEDULE: FRIDAY		
TIME	INSTRUCTIONAL MINUTES	M/W	T/TH	TIME	INSTRUCTIONAL MINUTES	FRIDAY
8:00 - 9:00 AM	0	TEACHER PREP		8:00 - 9:00 AM	0	TEACHER PREP
9:00 - 9:45 AM	45	PERIOD 1 (S)	PERIOD 4 (S)	9:00 - 9:35 AM	35	PERIOD 1
9:45 - 10:20 AM	35	PERIOD 1 (A)	PERIOD 4 (A)	9:35 - 9:40 AM	0	PASSING PERIOD
10:20 - 10:30 AM	0	BREAK		9:40 - 10:15 AM	35	PERIOD 2
10:30 - 11:15 AM	45	PERIOD 2 (S)	PERIOD 5 (S)	10:15 - 10:25 AM	0	BREAK
11:15 - 11:50 AM	35	PERIOD 2 (A)	PERIOD 5 (A)	10:25 - 11:00 AM	35	PERIOD 3
11:50 - 12:00 PM	0	BREAK		11:00 - 11:05 AM	0	PASSING PERIOD
12:00 - 12:25 PM	25	ADVISORY	SSR	11:05 - 11:40 AM	35	PERIOD 4
12:25 - 12:55 PM	0	LUNCH		11:40 - 11:45 AM	0	PASSING PERIOD
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				2:00 - 3:00 PM	0	PROF. DEVEL.
				TOTAL	240	INSTRUCTIONAL MIN.

All students in high school will have access to UC A-G approved courses whether in-person or via distance learning.

All students have been provided with a Chromebook device; and Wi-Fi hotspots for those who lack adequate connectivity at home; in order for all students to have full access of the school’s curricular and instructional program. Tech support will be available via phone or in-person by appointment to maintain social distancing safety protocols.

As a result of the COVID pandemic and distance learning, **core curriculum online subscriptions** have been purchased for every student which include:

- Springboard ELA, ELD, and Math
- History Alive TCI
- Houghton Mifflin Harcourt
- McGraw-Hill: Career Pathway: Street Law & Personal Finance
- CTE Online

Our students will also access the following technology based and/or supplemental apps:

- Zoom for synchronous instruction; Google Suites as the learning platform
- Kahoot
- Flocabulary
- Naviance
- APEX
- BrainPop

New Designs Charter School has implemented a Systematic **Cycle of Assessments** that include:

- iReady ELA & Math: 2 times/year for Gr. 6-8
- Study Island Reading Assessment: 3 times/year for Gr 6-12
- ICA’s 2 times/year for Gr. 6-12
- Achieve 3000 for EL: 2 times/year (Reading Lexile Levels)

New Designs Charter School will continue to implement the academic supports and interventions identified in this report under “Pupil Learning Loss” when students return to in-person instruction; and will also be maintained while in distance learning.

ACADEMIC SUPPORT

All students in grades 6-8 will be enrolled in an Academic Enrichment (ACE) course, that provides intervention for English Language Arts and Mathematics. Students will be assessed at the beginning of the school year using iReady for reading and math. iReady is a

comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. iReady connects diagnostic data and provides personalized differentiated instruction for every student. It Supports teachers with resources for remediation and reteaching at individualized, small group, and whole class levels of instruction. IReady is a research-based and evidence-based program that provides personalized instruction that result in significant student gains.

iReady provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need. It enables our educators confidently determine each student's on-grade level proficiency based on CA State Standards. iReady delivers online lessons that provide tailored instruction and practice for each student to accelerate growth.

ENGLISH LEARNERS

Credentialed teachers, Intervention teachers, and Instructional Assistants will also provide additional academic support during the instructional day and after-school. English Learners will receive daily integrated ***English Language Development*** (ELD); and designated ELD during the week. ELs and LtELs will receive additional push-in support during daily synchronous instruction. Instructional Coaches will also participate in synchronous instructional lessons and provide one-on-one support for teachers. To continue to develop English learner language skills, teachers will provide daily comprehensive integrated English Language Development. Designated English Language Development "first teaching" will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction

EL/SWD: These dually identified students receive individual attention from both the ELD and Sped department teams. These departments discuss the student's individual goals, progress, and areas of weakness, to determine what factors may be contributing to limitations or difficulty with achievement. These determinants help indicate which service and support is a better fit to remedy a situation or continue a successful plan in action. Parents are brought into the conversation for both programs

Identification and Placement:

- Identification for Continued Placement for Continuing ELs
- Identification for Placement for new enrollees to NDCS
- Monitoring for reclassification eligibility
- Communication of EL students, Proficiency level, and placement to Certificated Staff
- Parent notification letters of Initial Program Placement or Continuing Program placement

STUDENTS WITH DISABILITIES (SWD)

New Designs Charter School includes Students with Disabilities in all offerings of the school's education models and uses the Individual Education Program (IEP) process to customize educational opportunities for the students. Basic education and necessary supports for students with disabilities will be carried out within a distance and on-line learning model. Resource teachers and Regular Education teachers will support the individual needs of students with IEPs and 504 plans in Google classroom settings. For families and students opting out of the online format, basic and supplemental printed materials will, together with supports, be provided to the student and family to the best extent practicable.

Resource teachers will collaborate with general education teachers to ensure assignments are appropriately aligned to and fit the needs and goals of the students as outlined in their IEPs. They will also collaborate to ensure appropriate accommodations, modifications, and supports are provided during distance learning instruction. Activities will be varied according to the course, subject, skills, and knowledge required for the lesson. Students will get individualized assistance in the special education resource rooms staffed with their Resource teachers and the assistants that are assigned to each caseload.

Students will continue to receive those related services (like speech, guidance and counseling) that can be safely provided. Those services that may not be safely provided because of health concerns will be continued when students are able to return to campus. IEP meetings will be held in an online format via Zoom or conference calls. Assessment practices that require in-person interactions will be conditioned by guidance on social distancing and other health concerns emanating from State, County and City health offices. Currently such assessments have been tolled.

Families are a critical part of the distance learning plan for students with disabilities. New Designs staff will work with each family and student to determine what FAPE looks like for each family and student during this unusual time of COVID-19. Therefore, consistent contact between families and the school to collaborate, inform and update will be maintained by Resource teachers and school administrators via phone calls, e-mails, Zoom or other platform meetings and Google Hangouts.

STAFF TO SUPPORT DISTANCE LEARNING

The following non-certificated staff are supporting the school's distance learning program as follows:

Counselors: will support all students and monitor Naviance Program; and monitoring the Advisory Program and curriculum:

- Collaborate with Advisory Teachers on the delivery of lessons and content
- Communicate with families on providing counseling services for students.
- Communicate with students on academic progress and counseling.
- Will provide office hours to meet with students and/or families.

ELD Coordinator: Collaborate with the principal and teachers to ensure that professional development and intervention services meet the needs of EL students. The Coordinator works with teachers to plan, enact, and analyze lessons · She facilitates classroom observations to improve ELD instruction by assisting grade-level/department teams to examine student work, debrief classroom observations, and use ELD assessment data to help teachers plan differentiated instruction. Provide professional development to support teachers in implementing the ELD Assessment Portfolio system for teachers. Monitor ELD and academic progress for EL students, and reclassified students. The department also maintains documentation as required for district, state and Federal EL program accountability. It also supports the English Learner Advisory Committee (ELAC) and evaluates teachers in the Middle/High School ELA and Middle/High School Social Studies.

Custodial Department: This department continues to clean the school environment in preparation towards reopening. The staff observe social distancing protocols and work three times a week to ensure cleanliness of the entire school environment.

Food Service Department: The staff of this department report to work every workday to distribute breakfast and lunch to students and parents who show up to pick up their food provided by the child nutrition services.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students who requested a Chromebook were provided one, for the 2020-21 school year in order to access the curricular and instructional materials for distance learning. Our school has issued over 790 Chromebooks (over 90% of students). Over 140 students (165) who lack connectivity at home were provided with a Wi-Fi hotspot; and our IT department has shared resources for low-cost internet services for low-income households.

Students and families signed a technology use agreement that outlines the acceptable use of the school-owned device.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

New Designs Charter School (NDCS) students to succeed in accomplishing the mission of our school, it is imperative to maintain regular and punctual school attendance. All students are expected to be on time to their Zoom classes every day and to complete their independent learning assignments. Teachers have a designated time, each week, to conduct small group and 1:1 formative assessment on student language development progress since all students have access to technology.

California requires that students have “daily live interaction” with a “certificated employee and their peers for purposes of instruction, progress monitoring, and maintaining school connectedness.” (Ed Code 43503(b). Also, each LEA must “document daily participation for each pupil on each school day, in whole or in part, for which distance learning is provided.”

NDCS must document daily engagement for each scholar. A student who participates in online/in-person learning on a given day will be marked Present for the day. If a student does not participate in online/in-person learning will be marked Absent for the day.

Participation includes:

- Attendance to live class sessions (online or in-person)
- Attendance to live intervention groups (online or in-person)
- Attendance to teacher office hours

AND

- Completion of Asynchronous Learning - Students are expected to complete all work assigned to them in their Google Classroom each day in order to be marked as present/fully-engaged.

A student will be marked Absent if he/she does not engage in either of the above ways. The credentialed teacher will determine whether the extent to which a student engages each day is sufficient to be marked present for the day.

New Designs Charter School teachers will take attendance daily in PowerSchool. Additionally, teachers will complete a Weekly Student Engagement Record documenting synchronous and asynchronous instruction each day of distance learning within a given week. The purpose of this document is to measure the extent to which a student is engaged each week. The goal is to have 100% engagement from each student. This engagement includes not only attending class sessions, but also completing assignments with optimal effort. Teachers will indicate whether students attend class sessions and complete assigned asynchronous learning activities each day. Teachers will sign and certify the accuracy of their Weekly Student Engagement Record at the end of each week, for every student.

Education Code Section 43502(e)(1). Services delivered via distance learning will count toward the minimum number of instructional minutes based on the time value of assignments as determined, and certified to, by a New Designs Charter School credentialed teacher. Services delivered via distance learning must be evaluated and certified by a properly credentialed staff member, and the time value of those services, as determined by the credentialed employee, will count toward minimum instructional minutes. These assignments can be both synchronous and/or asynchronous. Time Value is defined as the Instructional time for distance learning is calculated based on the time value of synchronous and/or asynchronous assignments made by and certified by a certificated employee of the LEA. Time value for distance learning is different than time value used previously in independent study programs which include an evaluation of the time value of work product. Our teachers will receive training on determining and certifying time value for assignments.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

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.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The roles and responsibilities of Campus Aides and School Safety Staff have been modified to support the distance learning program, and communicating with students and families, to ensure student participation and daily attendance. They are also providing additional academic support for students who struggle academically.

The food service staff roles have been expanded to provide interpreter services for the school's Support Team when contacting Spanish speaking families, under the supervision of the Dean.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

New Designs Charter School provides additional support during Distance Learning to assist students with unique needs, including supports for English Learners, Students with Disabilities, Foster Youth, and Students experiencing homelessness through the focused work of teachers and support staff. All Math and English classrooms have a paraprofessional who is working to support students, including translating and providing 1-1 support as needed.

- English Learners will also utilize Achieve 3000 to improve reading comprehension skills
- Daily academic support is built in the distance learning scheduled after each core course (Monday – Thursday).
- Tutoring services will be provided after-school and via Saturday Academy
- Foster youth/Homeless will receive a Chromebook and Wi-Fi hotspot; daily meals and instructional materials (including school supplies and supplemental materials as needed) on an ongoing basis.

Actions Related to the Distance Learning Program

Description	Total Funds	Contributing
SPED Staffing & Services	\$735,531	N
Technology devices (Chromebooks), Wi-Fi Hotspots	\$601,852	N
Core Curriculum (Online for distance learning subscription costs): Springboard ELA, ELD & Math; Houghton Mifflin, History Alive, McGraw Hill, CTE	\$152,000	N
Technology based applications and/or supplemental resources: Google Suite, Zoom, APEX, Illuminate, Focabulary, Bitmoji, Kahoot, BrainPop, & Naviance	\$135,392	Y
Professional Development	\$34,669	Y
ELD Credentialed Teacher to provide designated ELD and academic support during intervention blocks and ACE	\$93,600	N

Description	Total Funds	Contributing
Counselors (3): *2 Counselors funded with S&C \$182,00; 1 funded with LCFF Base \$77,396	\$259,396	*Y
IT Coordinator in charge of maintaining, installing and preparing all laptops for staff and students; providing tech-support, and all technology devices; including Wi-Fi hotspot installation and trainings for parents/students. IT Coordinator is also responsible for maintaining the school's website updated, and Course websites for distance learning updated for students, parents and staff.	\$155,806	Y

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

New Designs Charter School has developed an Accelerated Learning Guide to address learning loss schoolwide that includes a multitude of academic intervention, social-emotional supports and a systematic cycle of assessments.

NDCS students will be assessed using **iReady ELA and Math** assessments (Gr 6-8), and Study Island (Gr 6-12) at the beginning of the year, to assess for learning loss, differentiate instruction and to develop actionable growth targets and actions to further mitigate learning loss.

- **English language Arts:** New Designs will utilize Study Island and iReady intervention programs during the school day (during the intervention block, that provides differentiated support for students).
- **Math:** New Designs will utilize Study Island and iReady intervention programs during the school day (during the intervention block, that provides differentiated support for students)
- **ELD:** Students will receive designated ELD; and additional academic support during the ELA support block with the teacher and Instructional Assistant. ELs will also utilize Achieve 3000 to improve reading comprehension and improve Reading Lexile Levels.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

New Designs will implement the following actions and strategies to address learning loss and accelerate learning.

- All students will be assessed using **iReady ELA and Math** assessments, and Study Island at the beginning of the year, to assess for learning loss, differentiate instruction and to develop actionable growth targets and actions to further mitigate learning loss.
- All students in Middle School (grades 6-8), will be enrolled in an **Academic Enrichment (ACE)** course which is an ELA and/or Math intervention course where students use iReady. For Distance learning, this would take place during the periods labelled as “intervention.”

- New Designs will also provide an **Extended Learning Academy** which consists of after-school tutoring; and Saturday Academy to support struggling students and further mitigate learning loss.
- NDCS will offer **winter intercession** for credit deficient high school students; and **summer school** for students to make up incomplete or failed courses.
- Our daily Instructional day for distance learning and in-person was specifically designed to address learning loss, support all students academically, and accelerate learning throughout the academic year with the addition of an **intervention/support** class after each core class which includes small group instruction by the classroom teacher which is offered Monday – Thursdays. On **Fridays**, students will have **6 intervention blocks** that focus on foundational skills, and access to their teacher for support, and the Instructional Assistant.
- For our high school students who are credit deficient, they will have access to **APEX online courses** for credit recovery.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

New Designs staff has implemented a systematic cycle of assessments to identify, address, and monitor student academic levels to inform instruction, assess for learning, and implement appropriate interventions. The school will assess learning loss and the effectiveness of learning loss strategies. In addition to collecting, monitoring, and analyzing student attendance data, participation rates, and quality of student work, the school uses formative and summative assessments to provide key indicators into effectiveness of programs:

- iReady ELA & Math: 2 times/year for Gr. 6-8
- Study Island Reading Assessment: 3 times/year for Gr 6-12
- ICA's 2 times/year for Gr. 6-12
- Achieve 3000 for EL: 2 times/year (Reading Lexile Levels)

Actions to Address Pupil Learning Loss

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

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

New Designs recognizes the need to first provide social emotional supports in the classrooms through appropriate topics and activities that are rooted in the school's curriculum, but which also connect to and recognize student experiences. Social and emotional learning that focuses on building relationships, social interactions, communication, self-management, self-efficacy and social awareness will be led by **school counselors** during weekly Advisory classes. Middle school SEL utilizes the **School Connect** curriculum while high school utilizes **Second Step** Curriculum. The SEL will equip students with skills, attitudes and values that help them navigate and address stress, anxiety, and traumatic situations. Students and families in need of additional supports have access to school counselor, school psychologist (for Students with Disabilities) and school administrators who can also refer them to additional resources, supports and specialized agencies in the community. A directory of mental health and suicide prevention resources that are available in the community has been posted on the school website.

New Designs Charter School has implemented a 3-tiered system to support students.

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

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

New Designs will continue with its annual campaign for mental health and suicide prevention and focus campaign efforts on promoting mental and physical health during the pandemic. The campaign will expand its focus beyond students and staff to include parents, families in the community, and other stakeholders and groups that can be included in partnerships. Mental health and social-emotional well-being surveys will be conducted on a regular basis to gather and monitor data on student school connectedness and social emotional well-being. Similar surveys will also be administered to school staff.

Teachers will receive training on suicide prevention, child abuse reporting, crises response procedures, and understanding, recognizing, and appropriately responding to the effects of all types of trauma.

NDCS will therefore provide administrators, teachers, staff and students with training and resources on how to deal with the trauma and stress arising from COVID-19. NDCS will partner with A Thousand Joys, and organization that provides person-centered trauma informed strategies to students and staff.

NDCS will provide professional development and resources to its personnel to support the distance learning program, including technological support. One of the key areas NDCS has included in the list of expectations that students and families should have of distance learning is professional development and support for educators. Specifically, families and students should expect that all educators are provided professional development on the strategies needed to deliver high-quality instruction and on the its learning management system (Google Classroom, power school, and zoom) to provide students access to learning grounded in the essential standards.

New Designs has provided staff-wide social emotional training; and access to supports to help them manage emotions, show empathy and help develop positive environments in which students are encouraged to thrive in positive ways even when situations and circumstances are trying. Training was provided by professional experts in social emotional health and education who (a) focused on the social emotional health of the staff and (b) on providing staff with strategies and resources to maintain and improve the social emotional well-being of their students. Teachers and staff were given strategies and toolkits for self-care and the social emotional care of their students.

Social emotional wellness surveys will also be administered regularly to staff, students and parent. The School's Administrative team will conduct weekly check-ins for all teachers; the Dean will conduct weekly check-in for non-certificated staff. Our staff meetings will also incorporate mindfulness activities. The Administrative team will provide all with self-care practices mental health resources offered by the county and community based mental health services. Human resources has also outreached to Kaiser Permanente our health care provider for additional supports related to social-emotional well-being and mental health.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

New Designs Charter School will communicate with parents/families/guardians using Blackboard and by phone; and teachers will communicate with all families on a weekly basis that will be documented in the Weekly Report as required by SB98 for the 2020-21 school year.

New Designs Charter School has developed ***tiered reengagement strategies*** that provides protocols to follow when students are absent in distance learning for 3+ school days or 60% of the instructional days in a school week per Senate Bill 98.

Tier 1: When a student is absent from any course during the day, the parent will be notified via Blackboard automated system. In addition, the Office Manager will contact parent and document the call and identify root cause for the absence.

Tier 2: When a student is absent for 2 days, the Dean of students will contact the parent and schedule a Parent Conference to determine the underlying cause of the absence and inform the parent and student of the impact of absences. The Dean will document the Parent Conference and inform the Principal. All efforts must be made by the Principal and the Dean to address any underlying problem that is impacting the student's attendance. The School Counselors will be notified if the root cause is a result of mental health or social emotional needs.

Tier 3: When a student is absent for 3 days or 60% of the instructional time per week, the Dean of will inform the Principal and contact the parent. The Dean will follow-up with the parent daily, and the Counselor will intervene to ensure the student is provided all necessary supports to participate in daily instruction. If the Dean is unable to contact the family, a home-visit will take place; in addition to a letter mailed home.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

New Designs Charter School (NDCS) has disseminated school lunch applications to all families to evaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are served.

NDCS will provide USDA nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals. For students attending in-person instruction, meals will be provided in the classroom for breakfast and lunch.

Our school offers grab and go breakfast and lunch daily via curbside pick-up from 7am – 9am.

Additional Actions to Implement the Learning Continuity Plan

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

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

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.91%	\$2,421,265

Required Descriptions

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

New Designs Charter School (NDCS) is a grade 6-12 public charter school that serves a highly vulnerable community. NDCS has a student enrollment of unduplicated pupils in excess of 93% of the total enrollment. Unduplicated pupils are defined as a student in one of the following groups: eligible for free/reduced price meals, foster youth, and English Learner.

Our distance learning program and hybrid model (in-person/distance learning) for the 2020-21 school year was designed based on feedback from our stakeholders (parents, students, staff, teachers) and an analysis of multiple types of data including coursework, student participation rates, academic grades, analysis of student work, survey results, CCI & Graduation Rates, CA School Dashboard, assessment results including iReady (ELA & Math), Study Island, and Achieve 3000 that were administered in the 2019-20 school year.

We identified the need for significant academic support and intervention via a tiered model for all students; especially with our Unduplicated Pupils; and the addition of educators providing support in distance learning via push-in support; and the addition of an intervention block after every core subject with the classroom teacher. New Designs will implement the following actions and strategies to address learning loss and accelerate learning.

- All students will be assessed using **iReady ELA and Math** assessments, and Study Island at the beginning of the year, to assess for learning loss, differentiate instruction and to develop actionable growth targets and actions to further mitigate learning loss.
- All students in Middle School (grades 6-8), will be enrolled in an **Academic Enrichment (ACE)** course which is an ELA and/or Math intervention course where students use iReady. For Distance learning, this would take place during the periods labelled as "intervention."
- New Designs will also provide an **Extended Learning Academy** which consists of after-school tutoring; and Saturday Academy to support struggling students and further mitigate learning loss.

- NDCS will offer **winter intercession** for credit deficient high school students; and **summer school** for students to make up incomplete or failed courses.
- Our daily Instructional day for distance learning and in-person was specifically designed to address learning loss, support all students academically, and accelerate learning throughout the academic year with the addition of an **intervention/support** class after each core class which includes small group instruction by the classroom teacher which is offered Monday – Thursdays.
- For our high school students who are credit deficient, they will have access to **APEX online courses** for credit recovery.

New Designs Charter School has designed an Instructional day schedule that includes 4 core subjects taught synchronously each followed by an intervention/support class taught asynchronously. On Fridays students receive both synchronous and asynchronous instruction with a focus on ensuring students have met and understood the standards, with time for additional academic support and intervention.

NDCS students will be assessed using **iReady ELA and Math** assessments (Gr 6-8), and Study Island (Gr 6-12)at the beginning of the year, to assess for learning loss, differentiate instruction and to develop actionable growth targets and actions to further mitigate learning loss.

- **English language Arts:** New Designs will utilize Study Island and iReady intervention programs during the school day (during the intervention block, that provides differentiated support for students).
- **Math:** New Designs will utilize Study Island and iReady intervention programs during the school day (during the intervention block, that provides differentiated support for students)
- **ELD:** Students will receive designated ELD; and additional academic support during the ELA support block with the teacher and Instructional Assistant. ELs will also utilize Achieve 3000 to improve reading comprehension and improve Reading Lexile Levels.

Social and emotional learning that focuses on building relationships, social interactions, communication, self-management, self-efficacy and social awareness will be led by **school counselors** during weekly Advisory classes. Middle school SEL utilizes the **School Connect** curriculum while high school utilizes **Second Step** Curriculum.

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

New Designs Charter School student population are more likely to have interruptions in their education, impacted by trauma, face food insecurity, struggle academically and require additional academic support to access grade level instruction, and mental health and social-emotional support to address their SEL needs from traumatic experiences. The actions and services provided for our Unduplicated Pupils have been strategically designed and targeted to meet our scholar's unique needs through our school's Comprehensive Multi-tiered System of Supports (MTSS).

All services provided are principally directed toward and effective in meeting our school's goals for unduplicated pupils especially with the state priorities. Our educational program and services are research and evidence-based to support and accelerate student learning for all of our students and targeted to meet the needs of our Unduplicated Pupils through our Comprehensive Multi-tiered System of Supports (MTSS) structure.

Based on our needs assessment and CA dashboard results, there is a need to strengthen, improve and address student performance in ELA and Math; including additional support for English Learners. The actions in our Learning Continuity and Attendance Plan are being provided on an LEA-wide basis in order to improve the academic achievement of all students, and accelerate student learning. Targeted support academic and social-emotional services focus on strategies to meet the needs of our Unduplicated Pupils, to accelerate learning. In addition, our staff will collaborate with families as partners in their child's education and will continue to provide training and support on our distance learning platforms.

The following services are being increased and/or improved by the percentage required for Unduplicated Pupils:

- Summer School Program
- Assessment & Intervention Programs: iReady (ELA & Math), Study Island, and Achieve 3000 (for EL)
- Saturday School Academic support
- SEL Curriculum for MS & HS
- Professional Development on online/distance learning strategies and best practices
- Deans/Assistant Principal to lead the social-emotional program, professional development for teachers; and Advisory; and are in charge of SB98 attendance and participation tiered reengagement strategies & implementation