

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-2020

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

New Horizons Charter Academy

Contact Name and Title

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Email and Phone

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2017-20 Plan Summary

The Story

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

New Horizons Charter Academy is an independent charter school authorized by the Los Angeles Unified School District. It opened in 2013 and serves 299 students in Kindergarten through 8th grade. Located in two sites (K-4 and 5-8) North Hollywood, New Horizons Charter Academy students are representative of the surrounding neighborhood. New Horizons Charter Academy is a diverse school which emphasizes a mixed-socio economic, ethnically diverse student body that is truly reflective of the San Fernando Valley communities. Our student body typically is made up of the following demographics:

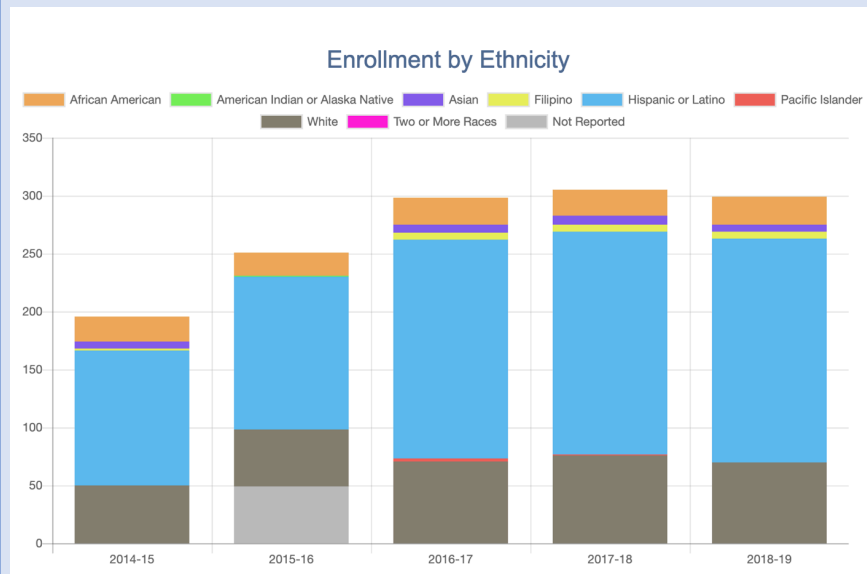
Student Group Percent of Total Enrollment 2018/19

| | |
|------------------|--------|
| Hispanic | 64.5% |
| Armenian | 18.5 % |
| African-American | 8.0% |
| White | 23.4% |
| Filipino | 2.0 % |
| Asian | 2.0 % |
| East Indian | .3 % |
| Pacific Islander | 0% |

Student Group (Other) Percent of Total Enrollment 2018/19

| | |
|---------------------------------|--------|
| Socioeconomically Disadvantaged | 86.0 % |
| English Learners | 35.0 % |
| Students with Disabilities | 11.3 % |
| Foster Youth | 1% |

Enrollment and ethnicity proportions have been more consistent these past three years:



Data: CA School Dashboard 2018-2019

The Mission of New Horizons Charter Academy is:

New Horizons Charter Academy's educational focus will be to provide all of our students with academic equity and solid foundations in science education, technology, and oral and written academic English skills so they become college prepared and career ready.

New Horizons Charter Academy is committed to providing our students with a comprehensive education that will utilize state of the art technology to support K-8 academic instruction that will nurture and prepare students so they develop 21st century skills from the onset

New Horizons Charter Academy is highly committed to providing our students with a wide range of the educational strategies, programs, and tools that will motivate, meaningfully engage, systematically support, and continuously challenge them as individuals to develop critical thinking, collaborative, creative, mathematical, technology and social skills so they become college-prepared and career ready.

New Horizons Charter Academy's vision is:

To create a model Blended Learning school with a STEAM focus that that will empower students to be problem solvers using next-generation tools. All New Horizons Charter Academy students will be promoted to the next grade level with knowledge, skills, certifications and experience necessary to be successful in a college-career ready environment, instructional focus is centered around developing the Whole Child through a Constructivist Approach by integrating Art, Music, Physical Education and Technology.

New Horizons Charter Academy's overall program goals are as follows:

- *To develop problem solvers and critical thinkers
- *To enable students to develop self-directed strategies that enhance the drive to be life-long learners which will increase student achievement in all subjects
- *To provide an academically rigorous program for all Kindergarten to 8th Grade students based standards-based curriculum provided through a blended learning instructional delivery model
- *To empower parents and community to become active participants in the lives of the children of New Horizons Charter Academy
- *To develop a strong foundation in technology-based research and STEAM programming
- *To lead the development of instruction that eliminates the achievement gap for all learners

All of these goals combined enable all students, including academically low-achieving students, to become self-motivated, competent, and lifelong learners because they provide a solid foundation in academic content knowledge from which the students can build upon by continuing their education through college and beyond. They provide critical thinking and problem solving strategies so that students feel competent in solving different problems they may encounter throughout their lives. They empower students' families with tools to help their children continue their learning outside of New Horizons Charter Academy, and they motivate students to continue learning because the students will have a real-life, tangible, model school that will prove that all students can achieve and compete academically. All students, including academically low-achieving students, will have equal access to all of New Horizons Charter Academy's programs because New Horizons Charter Academy's goal is to eliminate the achievement gap for educationally disadvantaged students. The reason New Horizons Charter Academy exists is to serve the needs of educationally disadvantaged students and to prove that these students can pursue the high standards set by the Common Core State Standards. NHCA's commitment is to ensure the success of all students, regardless of their background. A supportive environment is created, where students can express concerns, ask for help, develop character and lead. The belief is that if students feel comfortable and safe, they will take greater academic risks and be motivated to learn more. Community members can learn more and become part of our growing school community by visiting NHCA at www.nhcharteracademy.com

New Horizons Charter Academy provides a child-centered environment where students learn collaboratively, are self-directed, think critically, develop self-esteem, increase self-assurance and have respect for cultural diversity. NHCA is a Science and Arts driven school that promotes student progress in academic and artistic achievement, develops social as well as community ethics and values in the students' character development with parental participation, and implements differentiated instruction to meet the needs of all our students.

NHCA has developed a school environment that focuses on creating exciting, common core, standards-driven, learning environments, where students we call "scholars" use their talents to contribute positively to their community.

Four Core Values has been developed and continuously improved including:

- *Children learn in different ways on different days which aligns with our Full-Inclusion efforts*
- *Focusing on the extra effort for kids can be the difference*
- *All students, parents and staff are responsible for individual choices to support academics and social-emotional growth*
- *Everyone is deserving of the highest respect*

NHCA offers Transitional Kindergarten through Fifth grade a music program, computer lab access, library services, gymnasium, GATE curriculum, interventions, after school program, and enrichment clubs throughout the year.

The addition of *Action Labs* for grades 5-8 promote language skills and application in collaborative settings to both mathematics and science. All Middle School students will have expanded opportunities to engage, apply, and extend their language skills to *Next Generation Science Standards*. Science Lab for modules last (10) days and cover a range of scientific topics. The addition of hands-on science labs provides students with collaborative settings to explore scientific topics in relevant settings.

New Horizons Charter Academy is designed to serve students in grades K-8 who would be at risk of achieving below Met proficiency in the California Assessment of Student Performance and Progress (CAASPP) /Smarter Balanced assessments. **New Horizons Charter Academy** has attracted children of parents who looked for an alternative to their current educational choices; who desire innovative instructional program (a program that provides technology-enrichment across content areas to scaffold and challenge the students to utilize and innovate to compete globally), which includes a multidisciplinary, technology-embedded, within an extended school-day approach to learning; who share the vision of the **New Horizons Charter Academy**. Students will continue to be challenged to use technology in their daily instruction to increase their expertise to incorporate it and manipulate it when sharing their Power-Point/Prezi reports that will require learning how to develop various formatting documents, importing images and video hyperlinks, using the features of the smart boards to enhance their presentations that can be accessed through wireless internet service. Students are able to access Wall Street data in the analysis of math projects as they relate to local economies and relevant social issues.

Last year, rewritten goals and aligned outcome metrics of the new CA School Dashboard rubrics were followed. Goal 4 (student achievement), Goal 8 (EL progress and achievement) and Goal 5 and 6 (suspension and absenteeism) were analyzed and set accordingly within the new Dashboard metrics. NHCA continues to demonstrate strong outcomes regarding school culture and climate, both in terms of the student and teacher experiences. All subgroups' overall ELA and Mathematics percentage growths improved except English Learner's EL which decreased -7.5%. We continued analyzing English Language Learner progress in the context of the EL Master Plan and LTEL Plan, resulting in improved outcomes in the lower grades. Patterns of expected progress in lower elementary ELPAC assessments and in other measures of language development once again, reached our measurable goals. Parents continued giving the school high ratings in annual surveys. Even so, NHCA continues to look for ways to expand and diversify parent engagement in the school.

This year's LCAP sustains many of the previous effective goals/actions/services and is aligned with this year's requirements. These new requirements involve increasing fiscal transparency within the LCAP and to the annual update of the plan (Ed Code 52064) including:

- 1) Development of the LCFF Budget Overview for Parents
- 2) Consultation with LAUSD SELPA: The Executive Director or designee consults with its **special education local plan area administrator authorized by LAUSD**, to determine that specific actions for individuals with exceptional needs are included in the LCAP, and are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs [EC 52062(a)]. This includes participating in LAUSD's annual SELPA meetings and ongoing staff development and required trainings.
- 3) Determining that NHCA is not required to provide a **Comprehensive Support and Improvement (CSI)** Plan Summary [EC 52064.10] based on CAASPP performance level (color) for each student group on all the state indicators.

NHCA analyzed CAASPP results to determine if a CSI Plan Summary is needed with to following data:

New Horizons Charter Academy (North Hollywood, CA)
Los Angeles Unified

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Reporting Year: 2018 ↕

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

[Pivot Data by Indicator](#)

| Indicator | All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | African American | American Indian or Alaska Native | Asian | Filipino | Hispanic | Native Hawaiian or Pacific Islander | White | Two or More Races |
|-----------------------|--------------|------------------|--------------|----------|---------------------------------|----------------------------|------------------|----------------------------------|-------|----------|----------|-------------------------------------|--------|-------------------|
| Chronic Absenteeism | Orange | Yellow | None | None | Orange | None | None | None | None | None | Yellow | None | Orange | None |
| Suspension Rate | Green | Green | None | None | Green | None | None | None | None | None | Green | None | Yellow | None |
| English Language Arts | Yellow | Orange | None | None | Orange | None | None | None | None | None | Yellow | None | None | None |
| Mathematics | Yellow | Orange | None | None | Orange | None | None | None | None | None | Orange | None | None | None |

Every School Succeeds Act criteria for Schools Identified for CSI include:

- Schools with all Red with ALL students
- Schools with all Red/Orange with ALL students
- Schools with all Red but one indicator of any other color
- Schools with 5 or more indictors and majority are Red

Based on the criteria, NHCA is not a district or school identified for comprehensive support and improvement (CSI).

Smarter Balanced ELA Assessment Achievement Data 2016-17 and 2017-18

New Horizons Charter Academy
2016-17 and 2017-18 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

| English Language Arts | | | | | 2016-17 | | | | | | 2017-18 | | | | | | Change from 2017-18 |
|-------------------------|----|----------|------------------------------|-------------------------------------|----------------------|--------------------|-----------------------|----------------|--------------------|----------------------------------|----------------------|--------------------|-----------------------|----------------|--------------------|----------------------------------|---------------------|
| LD | BD | Loc Code | School | Subgroup | Students with Scores | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Exceeds Standard | Met/Exceeds Standard, Combined % | Students with Scores | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Exceeds Standard | Met/Exceeds Standard, Combined % | |
| XR | 6 | 2263 | New Horizons Charter Academy | All Students | 155 | 30.97 | 29.68 | 26.45 | 12.90 | 39.35 | 177 | 27.12 | 23.73 | 30.51 | 18.64 | 49.15 | 9.80 |
| | | | | American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| | | | | Asian | -- | -- | -- | -- | -- | -- | * | * | * | * | * | * | -- |
| | | | | Black or African American | 12 | 25.00 | 41.67 | 16.67 | 16.67 | 33.33 | 15 | 26.67 | 26.67 | 33.33 | 13.33 | 46.67 | 13.34 |
| | | | | English Learner | 56 | 48.21 | 33.93 | 10.71 | 7.14 | 17.86 | 37 | 62.16 | 27.03 | 10.81 | 0.00 | 10.81 | -7.05 |
| | | | | Filipino | -- | -- | -- | -- | -- | -- | * | * | * | * | * | * | -- |
| | | | | Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| | | | | Homeless | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| | | | | Latino | 106 | 37.74 | 29.25 | 23.58 | 9.43 | 33.02 | 119 | 30.25 | 25.21 | 32.77 | 11.76 | 44.54 | 11.52 |
| | | | | Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| | | | | Socioeconomically Disadvantaged | 130 | 31.54 | 32.31 | 24.62 | 11.54 | 36.15 | 88 | 26.14 | 27.27 | 38.64 | 7.95 | 46.59 | 10.44 |
| | | | | Students with Disabilities | 16 | 62.50 | 37.50 | 0.00 | 0.00 | 0.00 | 17 | 70.59 | 23.53 | 5.88 | 0.00 | 5.88 | 5.88 |
| | | | | Two or More Races | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| | | | | White | 31 | 16.13 | 29.03 | 35.48 | 19.35 | 54.84 | 38 | 21.05 | 21.05 | 23.68 | 34.21 | 57.89 | 3.05 |
| Similar Schools | | | | | | | | | | | | | | | | | |
| Similar Schools Median | | | | | All Students | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Resident Schools | | | | | | | | | | | | | | | | | |
| NE | 6 | 3574 | Maurice Sendak Elementary | All Students | 260 | 45.00 | 26.92 | 20.38 | 7.69 | 28.08 | 247 | 46.56 | 25.51 | 19.43 | 8.50 | 27.94 | -0.14 |
| NE | 6 | 8116 | Roy Romer Middle | All Students | 969 | 48.50 | 28.17 | 18.16 | 5.16 | 23.32 | 1,023 | 44.18 | 28.54 | 22.78 | 4.50 | 27.27 | 3.95 |
| NE | 3 | 4781 | Lankershim Elementary | All Students | 195 | 44.10 | 25.64 | 22.05 | 8.21 | 30.26 | 187 | 31.55 | 32.62 | 19.79 | 16.04 | 35.83 | 5.57 |
| NE | 6 | 7521 | Victory Boulevard Elementary | All Students | 252 | 38.89 | 25.00 | 23.81 | 12.30 | 36.11 | 274 | 30.29 | 24.45 | 25.18 | 20.07 | 45.26 | 9.15 |
| NE | 3 | 8355 | Walter Reed Middle | All Students | 1,561 | 20.69 | 19.54 | 30.75 | 29.02 | 59.77 | 1,564 | 15.92 | 19.25 | 34.08 | 30.75 | 64.83 | 5.06 |
| NE | 6 | 3712 | Fair Avenue Elementary | All Students | 396 | 42.93 | 21.21 | 21.21 | 14.65 | 35.86 | 374 | 36.90 | 24.33 | 20.86 | 17.91 | 38.77 | 2.91 |
| Resident Schools Median | | | | | All Students | 328 | 43.52 | 25.32 | 21.63 | 10.26 | 324 | 34.23 | 24.98 | 21.82 | 16.98 | 37.30 | 4.24 |
| Los Angeles Unified | | | | | 260,525 | 36.30 | 24.14 | 24.96 | 14.59 | 39.55 | 255,279 | 34.25 | 23.44 | 25.82 | 16.49 | 42.31 | 2.76 |

Note: 2015 and 2016 achievement level percentages were reported to the nearest whole number. Beginning in 2017, achievement level percentages were reported to the nearest hundredths.

Smarter Balanced Mathematics Assessment Achievement Data 2016-17 and 2017-18

New Horizons Charter Academy

2016-17 and 2017-18 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "--" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

| Mathematics | | | | | 2016-17 | | | | | | 2017-18 | | | | | | Change from 2017-18 |
|-------------------------|----|----------|------------------------------|-------------------------------------|----------------------|--------------------|-----------------------|----------------|--------------------|----------------------------------|----------------------|--------------------|-----------------------|----------------|--------------------|----------------------------------|---------------------|
| LD | BD | Loc Code | School | Subgroup | Students with Scores | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Exceeds Standard | Met/Exceeds Standard, Combined % | Students with Scores | % Standard Not Met | % Standard Nearly Met | % Standard Met | % Exceeds Standard | Met/Exceeds Standard, Combined % | |
| XR | 6 | 2263 | New Horizons Charter Academy | All Students | 155 | 30.97 | 41.29 | 18.71 | 9.03 | 27.74 | 177 | 27.68 | 31.07 | 25.99 | 15.25 | 41.24 | 13.50 |
| | | | | American Indian or Alaska Native | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| | | | | Asian | -- | -- | -- | -- | -- | -- | * | * | * | * | * | * | -- |
| | | | | Black or African American | 12 | 33.33 | 33.33 | 25.00 | 8.33 | 33.33 | 15 | 20.00 | 53.33 | 13.33 | 13.33 | 26.67 | -6.66 |
| | | | | English Learner | 56 | 39.29 | 42.86 | 12.50 | 5.36 | 17.86 | 37 | 54.05 | 18.92 | 21.62 | 5.41 | 27.03 | 9.17 |
| | | | | Filipino | -- | -- | -- | -- | -- | -- | * | * | * | * | * | * | -- |
| | | | | Foster Youth | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| | | | | Homeless | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| | | | | Latino | 106 | 34.91 | 42.45 | 15.09 | 7.55 | 22.64 | 119 | 32.77 | 30.25 | 26.89 | 10.08 | 36.97 | 14.33 |
| | | | | Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| | | | | Socioeconomically Disadvantaged | 130 | 31.54 | 44.62 | 15.38 | 8.46 | 23.85 | 88 | 27.27 | 37.50 | 23.86 | 11.36 | 35.23 | 11.38 |
| | | | | Students with Disabilities | 16 | 50.00 | 43.75 | 6.25 | 0.00 | 6.25 | 17 | 70.59 | 11.76 | 5.88 | 11.76 | 17.65 | 11.40 |
| | | | | Two or More Races | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| | | | | White | 31 | 22.58 | 45.16 | 22.58 | 9.68 | 32.26 | 38 | 18.42 | 26.32 | 28.95 | 26.32 | 55.26 | 23.00 |
| Similar Schools | | | | | | | | | | | | | | | | | |
| Similar Schools Median | | | | | All Students | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Resident Schools Median | | | | | | | | | | | | | | | | | |
| NE | 6 | 3574 | Maurice Sendak Elementary | All Students | 264 | 40.53 | 31.06 | 19.70 | 8.71 | 28.41 | 249 | 47.39 | 26.91 | 18.47 | 7.23 | 25.70 | -2.71 |
| NE | 6 | 8116 | Roy Romer Middle | All Students | 994 | 61.87 | 21.93 | 10.87 | 5.33 | 16.20 | 1,031 | 56.35 | 24.64 | 12.51 | 6.50 | 19.01 | 2.81 |
| NE | 3 | 4781 | Lankershim Elementary | All Students | 197 | 30.46 | 29.44 | 31.47 | 8.63 | 40.10 | 187 | 19.25 | 39.04 | 26.74 | 14.97 | 41.71 | 1.61 |
| NE | 6 | 7521 | Victory Boulevard Elementary | All Students | 258 | 41.47 | 27.91 | 21.71 | 8.91 | 30.62 | 281 | 37.01 | 27.76 | 22.42 | 12.81 | 35.23 | 4.61 |
| NE | 3 | 8355 | Walter Reed Middle | All Students | 1,567 | 27.95 | 24.12 | 17.80 | 30.12 | 47.93 | 1,564 | 29.16 | 24.42 | 16.11 | 30.31 | 46.42 | -1.51 |
| NE | 6 | 3712 | Fair Avenue Elementary | All Students | 400 | 44.50 | 27.75 | 19.25 | 8.50 | 27.75 | 379 | 37.99 | 28.76 | 21.90 | 11.35 | 33.25 | 5.50 |
| Resident Schools Median | | | | | All Students | 332 | 41.00 | 27.83 | 19.48 | 8.67 | 330 | 37.50 | 27.34 | 20.19 | 12.08 | 34.24 | 4.72 |
| Los Angeles Unified | | | | | 262,953 | 43.52 | 26.62 | 17.46 | 12.40 | 29.86 | 256,285 | 42.07 | 26.30 | 17.65 | 13.67 | 31.32 | 1.46 |

Note: 2015 and 2016 achievement level percentages were reported to the nearest whole number. Beginning in 2017, achievement level percentages were reported to the nearest hundredths.

It is apparent that NHCA has thoroughly implemented and monitored the various ELA and Mathematics curriculum, teaching strategies and intervention programs. Of all 12 subgroup indicators measured, only 1 decreased (English Learners, ELA @ -7.5%). All other subgroups increased between 3.5% (English Learners, Math) and 25.63% (White, Math). The other subgroups targeted for support and intervention significantly increased as well including: Black/African American increased 13.33% in both disciplines; English Learners increased 9.17% in Math. The Latino subgroup, which is over half the testing population (68.4%), increased 11.51% in ELA and 14.33% in mathematics. This gives evidence that the research-based, Blended Learning and STEM strategies orchestrated with ELD curriculum has been well implemented with the additional support of our new STEM and ELD Coordinator, Title I EL and Math specialists. Several success indicators reveal that these chosen ELD and Blended Learning strategies, integrated with rigorous, CA CCSS curriculum, tailors and target-teaches both to the strengths and particularly the weaknesses of every student, causing academic gains overall and in most subgroups.

NHCA CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics All Students (3rd to 8th Grade)

Percent of Students Meeting or Exceeding State Standards

| Subject | School | | | District | | | State | | |
|---------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| ELA | 47% | 39% | 49.15% | 39% | 39% | 49.15% | 49% | 47% | 49.88% |
| Math | 27% | 28% | 41.24 % | 28% | 30% | 41.24 % | 37% | 38% | 38.65% |

Parent Opportunities:

- School Site Council (SSC)
- English Language Learner Advisory Committee (ELAC)
- Monthly Coffee with the ED/Principal Meetings
- Parent In Action Education Forums
- Parent Conferences
- Parent Trainings (Digital Platform / Student Information Systems)
- Classroom observations/volunteers
- ELPAC Informational Meetings
- SBAC Informational Meetings
- Special Education Parent Meetings.
- ESL and Spanish Classes
- Parent Technology Classes (Saturday Academies)

LCAP Highlights

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

For the 2017-2020 LCAP, all of the goals and metrics have been adjusted to align with the California Dashboard, the LCFF rubrics, and New Horizons Charter Academy Strategic Plan. This will allow the organization to focus its attention, resources, and efforts consistently and communicate goals and strategies more effectively to all stakeholders. Overall, this year's LCAP provides greater clarity in how we are increasing and improving services for our unduplicated students.

Key features of this year's LCAP are:

1. Ensuring appropriately assigned and fully credentialed teachers.
2. Continue to provide teachers staff development in the following areas: Language Arts, Math, ELD, Science, technology, (i.e. Blended Learning).
3. Increase parental involvement by providing additional workshops, parent coordinator, and ESL Teacher.
4. Increase pupil achievement by focusing on reading, writing, and ELD integration.
5. Increase student attendance by increasing parent and student recognition.
6. Increase student and parent participation in filling out satisfaction surveys to demonstrate and ensure a positive school climate.
7. Increase the percent of students attending 173-180 days each school year (96% attendance rate).
8. Decrease the suspension rate by 5% each year until it maintains to 1%.
9. All students enrolled in a broad course of study

The first four goals relate directly to the strategic plan and focus on the needs of the unduplicated count of English Learners and Socio-economically Disadvantaged students we serve. They are:

By developing the whole child through a focus on life skills and developing a growth mindset, NHCA students and alumni will be well-rounded, competent, compassionate, and self-confident contributing members of society.

By engaging parents and families through parent education programs, the parents of NHCA students will demonstrate a deep understanding of the public education system and commitment to their child's education. This includes a LCFF Budget Overview for Parents, this year's new requirement.

By empowering communities of learners through a focus on collaborative partnerships, NHCA stakeholders will embody and promote a growth-mindset and collaborate to continuously expand and refine their practices.

By creating problem solvers through a focus on learning experiences, NHCA students and alumni will be equipped with the skills and mindset necessary to persevere in the problem-solving process by using the appropriate tools, techniques, and resources to identify, analyze, and find solutions.

The last goal relates to providing *basic educational services*:

New Horizons Charter Academy will ensure that basic services are met including teachers are appropriately assigned in the subject area and for the pupils they are teaching, students have sufficient access to the standards-aligned instructional materials, and school facilities are maintained in good repair.

New required components in this year's plan includes the:

- Development of the LCFF Budget Overview for Parents
- Consultation with SELPA NHCA's Special Education local plan (due 07/07/20) that includes and **annual assurances support plan** demonstrating how LAUSD SELPA and its participating agencies are coordinating for purposes of assuring effective outcomes for NHCA pupils with disabilities. The plan includes a description of **how** LAUSD SELPA governing board has determined that the LACOE SELPA will support participating agencies in achieving the goals, actions and services identified in NHCA's LCAP.
- Determination that NHCA does not have indicators that identify schools requiring a Comprehensive Support and Improvement (CSI) Plan Summary Ed Code 52064

NHCA has reviewed input from all stakeholders and available data through surveys and student performance data. Based on input and data, we have revised our existing actions/services and measurable outcomes and also planned for new ones. Some of the highlights include:

1. Parents' appreciation of being involved in the decision-making process and the need for continuous parent training via activities such as Parent In Action Meetings, School Site Council and Parent Workshops at Saturday Academies
2. Continuation of personalized blended learning and on-going training for all stakeholders.
3. Expanding after school, Saturday school, and summer school opportunities; refining targeted intervention and tutoring programs.
4. Providing counseling and positive behavior intervention support services to our students.
5. Keeping effective teachers and improving teacher observation and evaluation systems.
6. Expanding STEAM-based programs and activities.
7. Interim data to inform instruction
8. Illuminate Data and Assessment System to track data and offer intervention
9. EI Coordinator to help with intervention classes, offer support, and provide resources Study Sync (comprehensive ELA/ELD program) for English classes
10. Saturday School Academies, after school Tutoring, IStation/FrontRow Literacy for intervention.

Review of Performance

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

Greatest Progress

1) Attendance is at 94.1%,

NHCA's chronic absenteeism greatly decreased.

New Horizons Charter Academy (North Hollywood, CA)
[Return to Search](#)
[View the Dashboard Report](#)
[View District Five-by-Five Placement](#)
[View Detailed Data](#)

Chronic Absenteeism Indicator - Student Group Five-by-Five Placement
 Reporting Year: 2018 Select a Report: 5x5 Chronic Absenteeism Placement Report (Grades K-8)

| Level | INCREASED SIGNIFICANTLY by 3.0% or more from Prior Year | INCREASED by 0.5% to less than 3.0% from Prior Year | MAINTAINED declined or increased by less than 0.5% from Prior Year | DECLINED by 0.5% to less than 3.0% from Prior Year | DECLINED SIGNIFICANTLY by 3.0% or more from Prior Year |
|---|--|--|---|---|---|
| VERY LOW 2.5% or less in Current Year | Yellow (None) | Green (None) | Blue (None) | Blue (None) | Blue (None) |
| LOW More than 2.5% to 5.0% in Current Year | Orange (None) | Yellow (None) | Green (None) | Green (None) | Blue (None) |
| MEDIUM More than 5.0% to 10.0% in Current Year | Orange (None) | Orange (None) | Yellow (None) | Green (None) | Green (None) |
| HIGH More than 10.0% to 20.0% in Current Year | Red (None) | Orange Socioeconomically Disadvantaged White | Orange All Students (School Placement) | Yellow English Learners Hispanic | Yellow (None) |
| VERY HIGH More than 20.0% in Current Year | Red (None) | Red (None) | Red (None) | Orange (None) | Yellow (None) |

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

| All Student Groups | Red | Orange | Yellow | Green | Blue |
|--------------------|-----|--------|--------|-------|------|
| 4 | 0 | 2 | 2 | 0 | 0 |

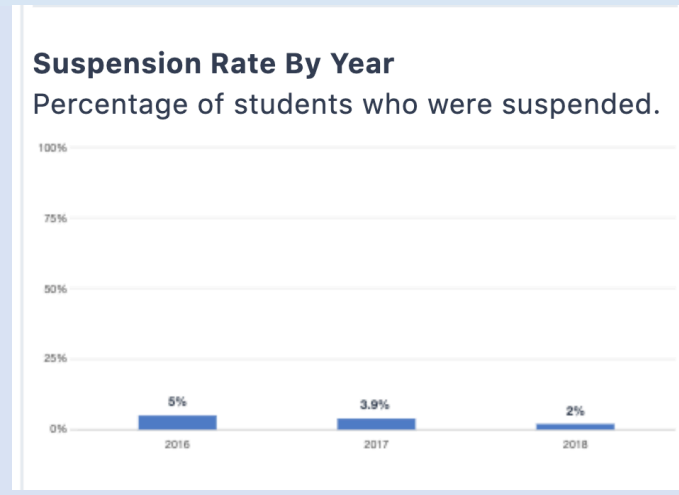
The CDE applies standard rounding rules to Status and Change. These values are rounded to the nearest tenth before they are displayed throughout the Dashboard and the Five-by-Five Placement Report. However, Change is calculated using the non-rounded values. Therefore, LEAs and schools should not use the rounded Status values to calculate Change, because it could result in a different performance level (color) than what is reported on the Dashboard Web site.

Since the base line data year, the new Discipline Foundation Policy has been developed, including a Positive Behavior Support system with tiered interventions. Additionally, the Family and Community Outreach Coordinator along with Assistant Principal schedule home visits on a weekly basis, targeting our most at-risk students. These strategies have helped to reduced suspension rates for these subgroups.

The Assistant Principal and our school counselor assists with the implementation of the **Second Step** as a tier one support system. Our **Cloud9** character building curriculum, **Restorative Justice** and PBIS programs have made a significant impact on our school climate. Students improved in respectful communication, problem-solving, peer mediation, natural consequences, mercy, and forgiveness, learning how to take responsibility for one's actions.

2) Suspension rate is below <3%

NHCA has continued to succeed in reducing student suspension rates. Each year the percentage decreases and is now below 3%.



NHCA's suspension rate for overall ALL students was 3.5% in 2016-2017 and has decreased 2% in 2017-2018. In addition, our Socioeconomically Disadvantaged students rated orange at 3% and has moved up to green. Our Hispanic subgroup had a yellow rating and has moved up to green. Both subgroups (SED and Hispanic) were in high need of intervention, identified as "Greatest Needs" last year and has successfully positively shifted to the next color state indicator.

CA Dashboard 5X5 Suspension Indicator

New Horizons Charter Academy (North Hollywood, CA)
[Los Angeles Unified](#)
[Return to Search](#)
[View the Dashboard Report](#)
[View District Five-by-Five Placement](#)
[View District Five-by-Five Placement](#)

Suspension Rate (Elementary School) Indicator - Student Group Five-by-Five Placement

Reporting Year: 2017 Select a Report: 5x5 Suspension Rate Placement Report (Grades K-12) View Detailed Data

| Level | INCREASED SIGNIFICANTLY BY GREATER THAN 2.0% | INCREASED BY 0.3% TO 2.0% | MAINTAINED DECLINED OR INCREASED BY LESS THAN 0.3% | DECLINED BY 0.3% TO LESS THAN 1.0% | DECLINED SIGNIFICANTLY BY 1.0% OR GREATER |
|----------------------------------|--|---------------------------|--|------------------------------------|---|
| VERY LOW 0.5% OR LESS | Gray (N/A) | Green (None) | Blue (None) | Blue (None) | Blue (None) |
| LOW GREATER THAN 0.5% TO 1.0% | Gray (N/A) | Yellow (None) | Green (None) | Green (None) | Blue (None) |
| MEDIUM GREATER THAN 1.0% TO 3.0% | Orange (None) | Orange (None) | Yellow (None) | Green (None) | Green (None) |
| HIGH GREATER THAN 3.0% TO 6.0% | Red (None) | Orange English Learners | Orange (None) | Yellow (None) | Yellow All Students (School Placement) Socioeconomically Disadvantaged Hispanic |
| VERY HIGH GREATER THAN 6.0% | Red (None) | Red (None) | Red (None) | Orange (None) | Yellow (None) |

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

| All Student Groups | Red | Orange | Yellow | Green | Blue |
|--------------------|-----|--------|--------|-------|------|
| 4 | 0 | 1 | 2 | 1 | 0 |

New Horizons Charter Academy (North Hollywood, CA)
[Los Angeles Unified](#)
[Return to Search](#)
[View the Dashboard Report](#)
[View District Five-by-Five Placement](#)
[View District Five-by-Five Placement](#)

Suspension Rate (Elementary School) Indicator - Student Group Five-by-Five Placement

Reporting Year: 2018 Select a Report: 5x5 Suspension Rate Placement Report (Grades K-12) View Detailed Data

| Level | INCREASED SIGNIFICANTLY by greater than 2.0% from Prior Year | INCREASED by 0.3% to 2.0% from Prior Year | MAINTAINED declined or increased by less than 0.3% from Prior Year | DECLINED by 0.3% to less than 1.0% from Prior Year | DECLINED SIGNIFICANTLY by 1.0% or greater from Prior Year |
|--|--|---|--|--|--|
| VERY LOW 0.5% or less in Current Year | Gray (N/A) | Green (None) | Blue (None) | Blue (None) | Blue (None) |
| LOW Greater than 0.5% to 1.0% in Current Year | Gray (N/A) | Yellow (None) | Green (None) | Green (None) | Blue (None) |
| MEDIUM Greater than 1.0% to 3.0% in Current Year | Orange (None) | Orange (None) | Yellow White English Learners | Green | Green All Students (School Placement) Socioeconomically Disadvantaged Hispanic |
| HIGH Greater than 3.0% to 6.0% in Current Year | Red (None) | Orange (None) | Orange (None) | Yellow (None) | Yellow (None) |
| VERY HIGH Greater than 6.0% in Current Year | Red (None) | Red (None) | Red (None) | Orange (None) | Yellow (None) |

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

| All Student Groups | Red | Orange | Yellow | Green | Blue |
|--------------------|-----|--------|--------|-------|------|
| 4 | 0 | 0 | 1 | 3 | 0 |

The Cloud9 curriculum has positively impacted the school's positive student engagement, Positive Behavior Intensive Support Program (PBIS), character building and school climate. Adding the Intervention Specialist, ELD Coordinator and Family & Community Outreach Manager has fused these schoolwide support systems, providing trainings on teaching and learning with a growth mind set, helping both students and staff. NHCA has developed alternatives to suspension methodology including Restorative Justice and ongoing counseling for students who have demonstrated a need for behavior support strategies.

3)NHCA has successfully employed teachers who are ALL 100% fully credentialed and assigned to appropriate classrooms.

4)School safety provided in facilities, programs, policies: NHCA completed a full transition in August 2016 to splitting the single campus into two campuses. NHCA houses its Kindergarten through 4th Grade on its private site and moved the 5th Grade through 8th Grade to a Prop 39 LAUSD Co-Location on the Fair Ave. Elementary School. The two-story private facility houses 8 classrooms, a learning center to support our Special Needs students and intervention, Art room and a multipurpose room. The private facility is in excellent condition as it is only 4 years. The Fair Ave Co-Location site which houses our 5th through 8th Grade has 8 classes, learning center, Art Room, STEAM Lab, Library/Media center, Auditorium, Computer Lab and Science Lab. NHCA is committed to maintaining safe and secure campuses for all of its pupils and staff. The School Safety Plan covers New Horizons Charter Academy's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and staff, and creating a safe and orderly environment that is conducive to learning.

All school employees receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually. The school and its staff members will maintain policies, practices and procedures so that the campus is physically secure and safe. Student and staff support has been added with our STEM Coordinator.

NHCA is most proud about the data which reflects that our students are growing as a result of the work we are doing as a staff to improve their educational experience.

I. Data Driven Curricular Choices Contribute to Student Growth

NHCA celebrates its overall SBAC student scores that improved in ELA and Math, maintaining 2.2 points growth, an overall increase by 10.15%. In Math, all students increased 10 points, an overall increase by 13.24%, achieving a higher percentage than the state.

California School Dashboard-5X5 State Indicators All Students ELA and Math

New Horizons Charter Academy (North Hollywood, CA) [Return to Search](#)
[Los Angeles Unified](#) [View the Dashboard Report](#)
 English Language Arts Indicator - Student Group Five-by-Five Placement [View District Five-by-Five Placement](#)
 Reporting Year: 2017 [Select a Report: 5x5 English Language Arts Placement Report \(Grades 3-8 and 11\)](#) [View Detailed Data](#)

| Level | DECLINED SIGNIFICANTLY by more than 15 points from Prior Year | DECLINED by 3 to 15 points from Prior Year | MAINTAINED declined by less than 3 points or increased by less than 3 points from Prior Year | INCREASED by 3 to less than 15 points from Prior Year | INCREASED SIGNIFICANTLY by 15 points or more from Prior Year |
|--|--|---|---|--|---|
| VERY HIGH +45 points or higher in Current Year | Green (None) | Green (None) | Blue (None) | Blue (None) | Blue (None) |
| HIGH +10 to +44.9 points in Current Year | Green (None) | Green (None) | Green (None) | Green (None) | Blue (None) |
| MEDIUM -5 points to +9.9 points in Current Year | Yellow (None) | Yellow (None) | Yellow (None) | Green (None) | Green (None) |
| LOW -5.1 to -70 points in Current Year | Orange (None) | Orange (None) | Orange English Learners Socioeconomically Disadvantaged | Yellow All Students (School Placement) Hispanic | Yellow (None) |
| VERY LOW -70.1 points or lower in Current Year | Red (None) | Red (None) | Red (None) | Orange (None) | Orange (None) |

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

| All Student Groups | Red | Orange | Yellow | Green | Blue |
|--------------------|-----|--------|--------|-------|------|
| 3 | 0 | 2 | 1 | 0 | 0 |

New Horizons Charter Academy (North Hollywood, CA) [Return to Search](#)
[Los Angeles Unified](#) [View the Dashboard Report](#)
 English Language Arts Indicator - Student Group Five-by-Five Placement [View District Five-by-Five Placement](#)
 Reporting Year: 2018 [Select a Report: 5x5 English Language Arts Placement Report \(Grades 3-8 and 11\)](#) [View Detailed Data](#)

| Level | DECLINED SIGNIFICANTLY by more than 15 points from Prior Year | DECLINED by 3 to 15 points from Prior Year | MAINTAINED declined by less than 3 points or increased by less than 3 points from Prior Year | INCREASED by 3 to less than 15 points from Prior Year | INCREASED SIGNIFICANTLY by 15 points or more from Prior Year |
|--|--|---|---|--|---|
| VERY HIGH +45 points or higher in Current Year | Green (None) | Green (None) | Blue (None) | Blue (None) | Blue (None) |
| HIGH +10 to +44.9 points in Current Year | Green (None) | Green (None) | Green (None) | Green (None) | Blue (None) |
| MEDIUM -5 points to +9.9 points in Current Year | Yellow (None) | Yellow (None) | Yellow (None) | Green (None) | Green (None) |
| LOW -5.1 to -70 points in Current Year | Orange (None) | Orange (None) | Orange English Learners Socioeconomically Disadvantaged | Yellow All Students (School Placement) Hispanic | Yellow (None) |
| VERY LOW -70.1 points or lower in Current Year | Red (None) | Red (None) | Red (None) | Orange (None) | Orange (None) |

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

| All Student Groups | Red | Orange | Yellow | Green | Blue |
|--------------------|-----|--------|--------|-------|------|
| 3 | 0 | 2 | 1 | 0 | 0 |

Mathematics Indicator - Student Group Five-by-Five Placement

Reporting Year: 2017 Select a Report: 5x5 Mathematics Placement Report (Grades 3-8 and 11)

[View Detailed Data](#)

| Level | DECLINED SIGNIFICANTLY by more than 15 points from Prior Year | DECLINED by 3 to 15 points from Prior Year | MAINTAINED declined by less than 3 points or increased by less than 3 points from Prior Year | INCREASED by 3 to less than 15 points from Prior Year | INCREASED SIGNIFICANTLY by 15 points or more from Prior Year |
|--|---|--|--|---|--|
| VERY HIGH +35 points or higher in Current Year | Green (None) | Green (None) | Blue (None) | Blue (None) | Blue (None) |
| HIGH 0 to +34.9 points in Current Year | Green (None) | Green (None) | Green (None) | Green (None) | Blue (None) |
| MEDIUM -25 points to less than 0 points in Current Year | Yellow (None) | Yellow (None) | Yellow (None) | Green (None) | Green (None) |
| LOW -25.1 to -95 points in Current Year | Orange (None) | Orange (None) | Orange (None) English Learners Socioeconomically Disadvantaged Hispanic | Yellow (None) All Students (School Placement) | Yellow (None) |
| VERY LOW -95.1 points or lower in Current Year | Red (None) | Red (None) | Red (None) | Orange (None) | Orange (None) |

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

| All Student Groups | Red | Orange | Yellow | Green | Blue |
|--------------------|-----|--------|--------|-------|------|
| 3 | 0 | 3 | 0 | 0 | 0 |

Mathematics Indicator - Student Group Five-by-Five Placement

[View District Five-by-Five Placement](#)

Reporting Year: 2018 Select a Report: 5x5 Mathematics Placement Report (Grades 3-8 and 11)

[View Detailed Data](#)

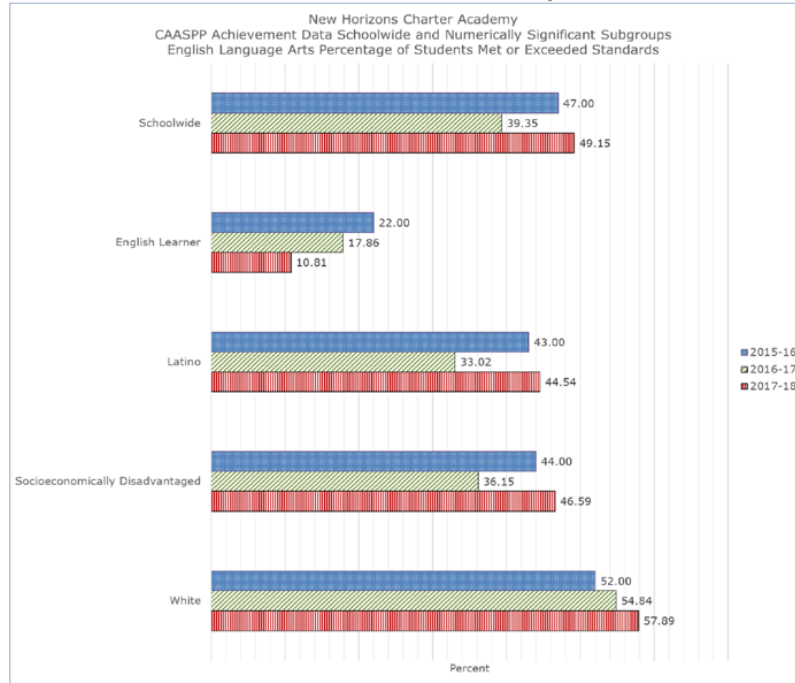
| Level | DECLINED SIGNIFICANTLY by more than 15 points from Prior Year | DECLINED by 3 to 15 points from Prior Year | MAINTAINED declined by less than 3 points or increased by less than 3 points from Prior Year | INCREASED by 3 to less than 15 points from Prior Year | INCREASED SIGNIFICANTLY by 15 points or more from Prior Year |
|--|---|--|---|--|--|
| VERY HIGH +35 points or higher in Current Year | Green (None) | Green (None) | Blue (None) | Blue (None) | Blue (None) |
| HIGH 0 to +34.9 points in Current Year | Green (None) | Green (None) | Green (None) | Green (None) | Blue (None) |
| MEDIUM -25 points to less than 0 points in Current Year | Yellow (None) | Yellow (None) | Yellow (None) | Green (None) | Green (None) |
| LOW -25.1 to -95 points in Current Year | Orange (None) | Orange (None) | Orange (None) English Learners Socioeconomically Disadvantaged Hispanic | Yellow (None) All Students (School Placement) | Yellow (None) |
| VERY LOW -95.1 points or lower in Current Year | Red (None) | Red (None) | Red (None) | Orange (None) | Orange (None) |

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

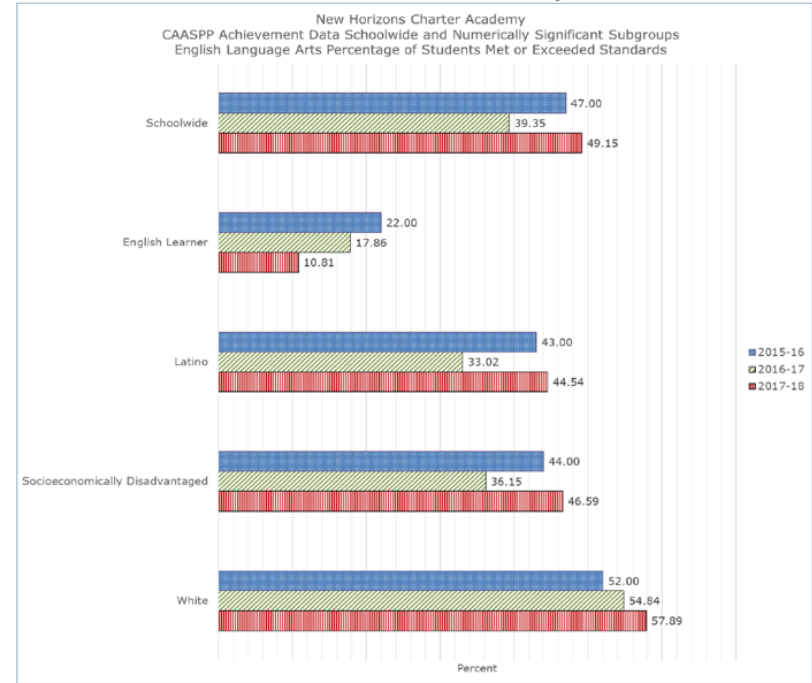
Total Number of Student Groups in Each Performance Level

| All Student Groups | Red | Orange | Yellow | Green | Blue |
|--------------------|-----|--------|--------|-------|------|
| 3 | 0 | 3 | 0 | 0 | 0 |

Multi-Year School Performance Summary Charts New Horizons Charter Academy



Multi-Year School Performance Summary Charts New Horizons Charter Academy



At the end of the 2018 school year, significant gains in both ELA and Mathematics were achieved on the SBAC assessments. All NHCA 3rd through 8th grade students outperformed compared to their previous year, increasing from 47% to 49.15% (2.15% increase) in ELA and significantly from 20% to 42.24% (14.24% increase) in Mathematics. Even greater, the two targeted subgroups that improved consecutively these past two years (16/17 and 17/18) are the Latino (ELA increased 1.54%, Math increased 11.97%), and Socioeconomically Disadvantaged (ELA increased 2.59%, Math increased 12.25%).

The area of greatest need to be addressed is the ELA and Math progress of the English Learner population. In 2016/2017, this subgroup outperformed all nearby, resident schools' EL populations. English Language Arts is the more challenging discipline for English Learners to achieve, yet NHCA's EL subgroup gained 4.14% higher in meeting and exceeding standards in the SBAC assessments than resident schools.

Last year in 2017-2018, instead of the ELA subgroup scoring lower than resident schools, a significant increase of 9.17% in Math was gained, which is greater than the average overall percentage of resident schools.

Through PD and stakeholders' meetings, it has been concluded that this improvement is due in part to our ELA and Math department's adoption of NGSS aligned digital curriculum. Our English teachers use Study Sync, which is NGSS aligned and allows students to engage with text and demonstrate understanding of their content through reading and writing. Content is academically rigorous, thematically unified, and engages students through digital content including videos, interactive texts, audio readings of class content, and a built in ELD component to help engage our ELL students. Similarly, in our Math classes we use McGraw

Hill online curriculum, which is also NGSS aligned and engages students in a similar way with digital problems, math manipulatives, and demonstrations. Based on last year's data, we continue to see the need for a more rigorous curriculum to help our overall student population rise to the challenge of rigorous state testing, and since implementing it, we have seen growth. Our curriculum has contributed to our SBAC growth.

I. Staff PD/Resource Sharing Contributes to Growth

Staff has continued to implement universal standards of writing across content areas. Our Math Title 1 and English Title 1 staff, new Intervention Specialist and new ELD Coordinator analyzes data, passes along resources, and leads PD for our staff, making sure struggling students are completely supported. Our Title I English teacher observes struggling students in three of their core classes (History, Science, and English), and provides resources and PD for our staff about implementing academic tools that might help. Our Math Title 1 Teacher looks at data from benchmark testing, such as FASTBridge and SBAC, helping to roster and monitor progress in our Saturday School programs. She has also helped implement the gradual release model in our math intervention classes so that students who struggle in that content area receive explicit instruction, guided practice, and independent work based on individual needs, tailored intervention.

II. College Readiness and Recognition Contributes to Growth

We currently have 25 graduating 8th Graders and we have a 100 percent graduation rate for 8th Grade. Our Assistant Principal creates a 3-year middle school plan for each student and keeps track of their classes, grades, etc. We believe the individualized attention and the student's role in setting their own goals helped our graduation rate to stay strong and prepares our students for a successful transition to high school. Our staff does much work to involve parents and students in setting goals that prepare students for high school, pathway for success in high school, and outline the A-G path needed for college entrance. Having the added Family & Community Outreach Manager has helped improve parent involvement and participation. We are proud of the parent information nights where students and parents get to learn about middle school, high school and college, financial aid, and the application process, and we are equally proud that our English teachers support all 25 of our 8th graders in writing a personal statement. In essence, every student who graduates from NHCA will be setup for success for possible attendance of a junior college, 4-year university, or vocational program after high school graduation.

III. Internal Assessments

The school has demonstrated developing levels of student achievement. The school administered the DIBELS Assessment to measure student performance in ELA for all Kindergarten through 3rd Grade, where schoolwide 42% were At or Above Benchmark; 20% Below Benchmark; and 38% Well Below Benchmark.

All subgroups, except EL's ELA, have maintained or improved on the SBAC, particularly in both English Language Arts and Mathematics, which were areas of focus within the 2017-2018 professional development goals.

The new ELPAC assessments for English Learners reveal great improvement. In 2016/2017, 20% of the EL subgroup were reclassified, and in 2017-2018, additional increase of 17.1% continued which indicates that our use of bilingual curricular resources on NHCA digital platform model has in fact been supporting English acquisition.

Finally, it is encouraging that NHCA parents and students continue to give the school high overall satisfaction ratings.

Based on the LCFF evaluation rubrics, NHCA has made the greatest progress in the following areas: EL Indicator, Parent Engagement, Implementation of the Standards, Basic Services, Student Engagement and school climate. We plan to continue having classroom aides to help support our EL students and low income students and have increased services to these subgroups by adding an ELD coordinator and Intervention Specialist to assist with implementation of intervention programs. While our Parent Engagement has always been a strength, adding the central office position of Family and Community Outreach Manager

to coordinate with school site administration will continue to bolster parent engagement. NHCA continues to train its staff with the implementation of the state standards and offers common planning time, PLCs, and professional development opportunities.

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

Greatest Needs

Our greatest need, according to the LCFF Evaluation Rubrics are the Academic Indicators (ELA and Math) for English Learners and Students with Disabilities. The following subgroups need to significantly decrease their chronic absenteeism rates: Black/American, Whites, and Hispanic/Latino.

| Ethnicity | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--------------------|-----------------------|---|---------------------------|--------------------------|
| African American | 22 | 21 | 6 | 28.6% |
| Asian | * | * | * | 0.0% |
| Filipino | * | * | * | 0.0% |
| Hispanic or Latino | 192 | 191 | 29 | 15.2% |
| Pacific Islander | * | * | * | 0.0% |
| White | 77 | 75 | 12 | 16.0% |

Report Totals

| Name | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|-----------------------|---|---------------------------|--------------------------|
| New Horizons Charter Academy | 306 | 302 | 47 | 15.6% |
| Los Angeles Unified | 646,075 | 633,498 | 75,426 | 11.9% |
| Los Angeles | 1,548,191 | 1,519,569 | 165,861 | 10.9% |
| Statewide | 6,384,919 | 6,315,131 | 702,531 | 11.1% |

NHCA has invested in research-based curriculum, software and technology to identify, connect, and monitor the truant population, especially those who are chronically absent. The entire staff implements these strategies and lessons in order to engage and support the student and their families, feeling a strong sense of belonging to his/her school community.

Cloud9 curriculum has added to the school's positive student engagement, Positive Behavior Intensive Support Program (PBIS), character building and school climate and we have implemented trainings on teaching and learning with a growth mind set. NHCA has developed alternatives to suspension methodology to include restorative justice and ongoing counseling for students who have demonstrated a need for behavior support strategies. The PBIS model along with a school-based support team leading the implementation of the Restorative Justice framework allows staff to focus on positive behaviors, helping reduce the chronic absenteeism rate.

Suspension Rates

Subgroup Suspension rates in All Students, Socioeconomically Disadvantaged, Hispanic, and English successfully moved from yellow (Declined Significantly by 1.0% or greater) to green (Declined Significantly by 1% or greater from the prior year).

New Horizons Charter Academy (North Hollywood, CA)
[Los Angeles Unified](#)
[Return to Search](#)
[View the Dashboard Report](#)
[View District Five-by-Five Placement](#)

Suspension (Rate Elementary School) Indicator - Student Group Five-by-Five Placement

Reporting Year: 2017 Select a Report: 5x5 Suspension Rate Placement Report (Grades K-12) View Detailed Data

| Level | INCREASED SIGNIFICANTLY BY GREATER THAN 2.0% | INCREASED BY 0.3% TO 2.0% | MAINTAINED DECLINED OR INCREASED BY LESS THAN 0.3% | DECLINED BY 0.3% TO LESS THAN 1.0% | DECLINED SIGNIFICANTLY BY 1.0% OR GREATER |
|-------------------------------------|--|----------------------------|--|------------------------------------|--|
| VERY LOW 0.5% OR LESS | Gray (N/A) | Green (None) | Blue (None) | Blue (None) | Blue (None) |
| LOW GREATER THAN 0.5% TO 1.0% | Gray (N/A) | Yellow (None) | Green (None) | Green (None) | Blue (None) |
| MEDIUM GREATER THAN 1.0% TO 3.0% | Orange (None) | Orange (None) | Yellow (None) | Green (None) | Green White |
| HIGH GREATER THAN 3.0% TO 6.0% | Red (None) | Orange English Learners | Orange (None) | Yellow (None) | Yellow All Students (School Placement) Socioeconomically Disadvantaged Hispanic |
| VERY HIGH GREATER THAN 6.0% | Red (None) | Red (None) | Red (None) | Orange (None) | Yellow (None) |

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

| All Student Groups | Red | Orange | Yellow | Green | Blue |
|--------------------|-----|--------|--------|-------|------|
| 4 | 0 | 1 | 2 | 1 | 0 |

New Horizons Charter Academy (North Hollywood, CA)
[Los Angeles Unified](#)
[Return to Search](#)
[View the Dashboard Report](#)
[View District Five-by-Five Placement](#)

Suspension Rate (Elementary School) Indicator - Student Group Five-by-Five Placement

Reporting Year: 2018 Select a Report: 5x5 Suspension Rate Placement Report (Grades K-12) View Detailed Data

| Level | INCREASED SIGNIFICANTLY by greater than 2.0% from Prior Year | INCREASED by 0.3% to 2.0% from Prior Year | MAINTAINED declined or increased by less than 0.3% from Prior Year | DECLINED by 0.3% to less than 1.0% from Prior Year | DECLINED SIGNIFICANTLY by 1.0% or greater from Prior Year |
|---|--|---|--|--|---|
| VERY LOW 0.5% or less in Current Year | Gray (N/A) | Green (None) | Blue (None) | Blue (None) | Blue (None) |
| LOW Greater than 0.5% to 1.0% in Current Year | Gray (N/A) | Yellow (None) | Green (None) | Green (None) | Blue (None) |
| MEDIUM Greater than 1.0% to 3.0% in Current Year | Orange (None) | Orange (None) | Yellow White | Green English Learners | Green All Students (School Placement) Socioeconomically Disadvantaged Hispanic |
| HIGH Greater than 3.0% to 6.0% in Current Year | Red (None) | Orange (None) | Orange (None) | Yellow (None) | Yellow (None) |
| VERY HIGH Greater than 6.0% in Current Year | Red (None) | Red (None) | Red (None) | Orange (None) | Yellow (None) |

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

| All Student Groups | Red | Orange | Yellow | Green | Blue |
|--------------------|-----|--------|--------|-------|------|
| 4 | 0 | 0 | 1 | 3 | 0 |

New Horizons Charter Academy follows a progressive-discipline models, coupled with alternatives to suspension strategies and multiple systems of support to address its school climate. NHCA has also taken the lead from LAUSD School Climate Bill of Rights and Discipline Foundation Policy. NHCA has been successful in decreasing its suspension event rate from 11.7% (14/15), 5.2% (15/16) to 2% (17/18).

NHCA has implemented a Restorative Justice framework on which all instructional staff are trained. The Restorative Justice Framework included training in Dynamic Mindfulness for teachers and for scholars, which is a practice to support development of emotional control, stress management and response to trauma. As a response to Dynamic Mindfulness work, students can show lower levels of perceived stress, greater levels of self-control and emotional awareness. All of this will contribute to their ability to meaningfully engage in their school day.

Since the 2015-2016 school year, two part-time school-based counselors have been focusing on adolescent needs. Middle school can be a challenging time for students, as they are developing a sense of identity and autonomy, have a high sensitivity to peer pressure, and a reliance on friends to provide guidance and support. Our counselor set the foundation for strong, consistent mental health supports for students and meeting with students individually, building trust these past two years. The counselors have been growing their programs, focusing on the high at-risk students such as the chronically absent population. In addition, group supports for young women and young men. She will be part of the middle school leadership team and thus will be able to check in consistently with instructional staff. She will also lead regular parent workshops that will help parents and guardians provide emotional support and behavioral support to their scholars at home.

Our part-time counselors, who have been indispensable in supporting scholars behaviorally and socio-emotionally. The counselors have also begun cultivating additional in and out of school support services to ensure that scholars receive all necessary positive behavior supports. This additional layer of support has contributed to a significant decrease in suspensions.

PBIS strategies have been instituted and highly effective since the 2014-15 school year, however, continuous improvement involves increased consistency throughout all school programs and events to be successful. The team focused on how to bring more consistency to our behavior systems. NHCA systematically and with care, implements systems for student behavior and can ensure the consistent application, administration character building tracking programs, effective communication between families regarding scholar discipline, and provide significant classroom management and culture coaching for classroom teachers. With a focus on culture, student behavior and implementing systems consistently, PBIS will drive positive supports for scholars.

FASTBridge, was implemented the first two years, then replaced with NWEA. Procedures to proactively identify inconsistencies in the application of culture and behavior systems are monitored and reported. The Assistant Principals provide the Executive Director/Principal with the culture reports The Assistant Principals have added support utilizing the Title 1 Math teacher to provide NWEA and SBAC results. The Executive Director/Principal is then given the data, indicating the types of student behaviors that teachers are seeing and will help identify students who are experiencing behavior challenges and need supports. The report will also identify students who are exhibiting model behaviors and those scholars will be celebrated, as well. Second, the Executive Director/Principal and Assistant Principals will be reviewing culture and behavior data dashboards with grade-level leads in bi-weekly meetings. These dashboards display metrics around teacher NWEA usage, number of possible behavior challenges, and number of behavior strengths, providing data for staff to direct resources and support that is consistent, focused on ways to help our scholars.

In 2016/2017, the two subgroups who did not perform well on SBAC and need our close attention were Special Needs students and African-American; our data shows that compared to our general student population, these sub-groups are struggling:

Currently, in our school-wide intervention classes, we support struggling students through digital intervention content. We use IStation and FrontRow Literacy (for English) and Realize, RevolutionK12, FrontRow and Khan Academy (for math), where direct instruction takes place in small, concentrated amounts, and students receive explicit direct instruction in that content area and have opportunities for guided practice. In our English classes, we use Study Sync and MyPerspectives (ELD component in conjunction with what is being learned in ELA).

Conducting class in this way provides small group support outside of the classroom for those students. Additionally, our Title 1 Specialist English and Title I Math analyze scores and data (SBAC, DIBELS, ELPAC, NWEA), review samples of student work, and follow up frequently with the student's ELA, ELD and MATH teachers to discuss student progress. Interventions include offering additional tutoring, creating action plans for individual students that address areas of need, providing one-on-one instructional support, simplifying the work for EL and Special Needs students, and creating a roster of students who need Saturday school. Moreover, our Special Education Teachers meet with General Education Teachers weekly either during conference periods or during Staff Meetings to discuss student progress and to go over accommodations and support plans. Students are given in-class support by their Resource teacher, who helps them follow along with the curriculum, offers appropriate accommodation, makes modifications to assignments, and checks grades weekly to make sure students are progressing in the class/subject. This year, our Title 1 specialist has offered PD to our staff on a critical thinking and writing strategy that works across grade levels and can be adapted in many content areas. She also provides Strategy Snapshots on a bi-weekly basis to teachers and staff so that their expectations about academic rigor are more unified and connected to EL support. For instance, when students were doing a research project in science, she sent out resources for teachers in Science and History about how to coach kids to look at good sources, cite a source properly, and defend an opinion with evidence in their writing. Finally, twice a year, we provide NHCA wide professional development to our teachers and include training in all areas of need. These symposiums are a way for our teachers to attend workshops that can help enhance their teaching. The most significant step we have taken to address this are to implement a co-teaching/intervention model. Two RSP teachers, our Assistant Principal, and classroom teacher assistants are all working together to provide small group instruction in the classroom. This instruction can be more targeted to the students' needs and is helping to move the students to the next level of understanding in a shorter amount of time. The intervention classes will continue to support our students in ELA and Math, as well as assisting our students who are acquiring English. We plan to continue having classroom aides to help support our EL students and low-income students and have increased services to these subgroups by adding an ELD Coordinator to assist with implementation of intervention programs. This instruction can be more targeted to the students' needs and is helping to move the students to the next level of understanding in a shorter amount of time. After school intervention groups are being created that not only target the lowest performing students but also the students that are on the border between two levels, insuring that they achieve the improvement that they need to get to a higher level. A school wide Writing Diagnostic Test has been implemented and is administered twice a year to track students' growth in writing. Leading up to these tests, teachers are specifically teaching students how to respond to literature in all grade levels. We will continue to offer professional development opportunities, instructional coaching, and PLCs to strengthen instruction, including implementing ELD, STEM and Blended-Learning strategies, providing individualized support for all students and subgroups.

Both groups showed some growth from 2016-17 to 2017-18, but not enough to achieve a yellow or better rating. The actions to address their needs, outlined in the plan below, include ongoing assessment and monitoring of achievement, identifying student in need of 1:1 and small group intervention and providing intervention through instructional aids, online programs, and differentiated classroom instruction. In both cases the subgroups are very small and a small number of very low performing students created a very low average for the groups. Therefore, we are targeting those individual students. Over time we don't expect that this will be as much of an issue when our graduating cohorts have predominantly been with us since Kindergarten or 1st grade.

The Equity Report shows the performance levels for all students on the state indicators are as follows:

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

[Pivot Data by Indicator](#)

| Indicator | All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | African American | American Indian or Alaska Native | Asian | Filipino | Hispanic | Native Hawaiian or Pacific Islander | White | Two or More Races |
|-----------------------|--------------|------------------|--------------|----------|---------------------------------|----------------------------|------------------|----------------------------------|-------|----------|----------|-------------------------------------|--------|-------------------|
| Chronic Absenteeism | Orange | Yellow | None | None | Orange | None | None | None | None | None | Yellow | None | Orange | None |
| Suspension Rate | Green | Green | None | None | Green | None | None | None | None | None | Green | None | Yellow | None |
| English Language Arts | Yellow | Orange | None | None | Orange | None | None | None | None | None | Yellow | None | None | None |
| Mathematics | Yellow | Orange | None | None | Orange | None | None | None | None | None | Orange | None | None | None |

The ELA indicators that were not proficient include: Orange representing English Learners and Socioeconomically Disadvantaged; yellow indicates the Hispanic subgroup. The subgroups that need improvement in Mathematics resemble Orange for English Learners and Socioeconomically Disadvantaged. Chronic Absenteeism subgroups identified were yellow for EL and Hispanic subgroups and orange for SED and the White subgroups.

We will continue target teaching our EL, SED, and Hispanic population and strengthen our English Language Arts and Math program.

1. Increase Language Arts instructional block to include additional guided reading time for 1st / 2nd graders with an additional Intervention Specialist
2. Increase Phonemic Awareness and Decoding in Kindergarten with an all-day Instructional Assistant.
3. Increase classroom libraries to include additional guided reading leveled books.
4. Provide teachers professional development on how to administer running reading records to increase calibration and accuracy.
5. Develop English Language Development grade level curriculum to reflect the new English Language Arts / English Language Development standards.
6. Establish assessment cycles for evaluation of our English Language Development program.
7. Monitor language arts improvement by English Learners.

Strategies for English Learner Instruction and Intervention

New Horizons Charter Academy is dedicated to serving the needs of its English Learners and will support them through a combination of modified instruction, a supportive school culture, and additional academic support as needed. New Horizons Charter Academy trains its staff to meet the needs of its English Learner students. Professional Development led by school administration and central office staff focuses on scaffolding instruction and providing sheltered instruction using SDAIE methods. Differentiation can also be provided through the use of technology. Our EL Specialist Support has also provided professional development in second language acquisition, and in the planning for and writing of language objectives.

New Horizons Charter Academy will also utilize the English Language Development resources that are provided by the textbook publishers that New Horizons Charter Academy may use for the four core curricular areas of language arts, mathematics, history-social science, and science. Many activities may be hands-on rather than solely text based, thereby diminishing the reliance on reading and listening as the only learning modalities.

All Reclassified Fluent English Proficient (“RFEP”) and Long Term English Learner (“LTEL”) students, and students identified as At-Risk are monitored at the end of each reporting period. If a student is not making satisfactory progress after reclassification, the Executive Director/Principal or designee will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- Specialized reading, writing, and/or math instruction
- Before school academic support
- Intervention/Intersession classes
- Summer school

English Learners with disabilities will follow the same methods for identification and reclassification while adhering to appropriate testing accommodations and/or modifications listed in their Individualized Education Programs (IEPs). In addition to the aforementioned criteria for reclassification, the IEP team should also determine if an EL student with a disability has met the English Language Development (“ELD”) goal(s) in his/her IEP.

Monitoring and Evaluation of Program Effectiveness

New Horizons Charter Academy will use the following to monitor and evaluate the effectiveness of our EL program and instruction:

- Individual student improvement on the ELPAC/ELPAC test from year to year
- Individual student improvement on the CAASPP from year to year in grades 3-11
- Individual student improvement on the Scholastic Reading Inventory from IStation from year to year in grades K-8
- School-wide RFEP rate
- School-wide CAASPP sub group reports for grades 3-8

The results of this evaluation will drive our professional development needs, as well as inform us of the effectiveness of our materials and instruction to ensure we are meeting the needs of our English Learners. According to CDE’s 2017-2018 “At-Risk” and Long Term English Learners (LTEL) by Grade report, 12.4% of English Learners were LTELs and 11.7% were in the “At-Risk” category. NHCA has developed the following plan outlined below:

a) Long-Term English Learner (LTELs) and At-Risk of becoming LTELs

New Horizons Charter Academy has worked extensively with our EL population from the time we identify them as English Learners, LTELs or R-FEPs. As you review the attached table, you will see that of our LTEL’s, only 4 students that are LTEL, started with us in 2nd grade. The remaining 14 LTEL’s came to New Horizons Charter Academy in 3rd grade through 7th grade. NHCA has been successful in addressing the English proficiency challenges for 10 LTELs that has been reclassified over the past 2 years. NHCA reclassification rate of 17.1% (17/18) is near the district’s reclassification rate based on the same reclassification criteria outlined in the adopted LAUSD EL Master Plan.

Of the LTEL's that came to NHCA as LTEL's in grades 3 or higher, had many foundational skill deficits which required extensive ELL support, based on review of their past ELPAC test results, report cards and State assessments. NHCA has implemented many of the strategies and training and acquisition of resources outlined in the NHCA LTEL reclassification plan (see attached) and listed below. NHCA follows the criteria closely when determining when to reclassify students and do not reclassify before they meet the outlined expectations in the adopted LAUSD EL Master Plan.

Academic Outcomes Vary

Scores on standardized tests have been rising for all students over the past ten years. However, English Learners scored lower on the SBAC than other subgroups of students. NHCA EL students have outperformed resident schools, including LAUSD for met or exceeded standards on the 17/18 English Language Arte SBAC assessments (10.81% NHCA, 3.36% LAUSD for grades 3rd-8th). However, the state population of English Learners who met or exceeded proficiency levels in ELA achieved at 12.62% which is 1.81% above NHCA's EL sub-group.

| CAASPP 2018 English Learners Progress | | | |
|--|---------------------------------|------------|-------|
| Levels | New Horizons Charter Academy | California | LAUSD |
| 1-Well Developed | 35.3% | 30.6% | 29.5% |
| 2-Moderately Developed | 42.6% | 34.6% | 30.8% |
| 3-Somewhat Developed | 17.6% | 20.2% | 20.0% |
| 4-Beginning Stage | 4.4% | 14.6% | 19.7% |

New Horizons Charter Academy's English Learner's Progress in both Level 1 (Well Developed) and Level 2 (Moderately Developed) are significantly greater than both LAUSD (its feeder district) and the state's achievement.

Challenges facing our LTEL's and preventing their movement to reclassification are discussed below.

Long-term English Learners have distinct language issues:

LTEL's language is imprecise and inadequate for deeper expression and communication, and they lack the vocabulary, syntax, and grammar of native speakers in both languages. Despite the fact that English tends to be the language of preference for these students, the majority are "stuck" at intermediate levels of English oral proficiency or below. LTEL's continue to lack oral and literacy skills needed for academic success. They struggle reading textbooks, have difficulty understanding vocabulary, and are challenged by long, written passages. They lack understanding of academic genres and display weak English syntax, grammar, and vocabulary. NHCA has noticed that LTELs have significant deficits in writing, which LTELs approach as written-down oral language. Because they perform below grade level in reading and writing, and lack academic vocabulary, they struggle in all content areas that require literacy. NHCA students are coming from homes in which a language other than English is spoken, many LTELs use their home language only in limited ways. Fossilized features of the home language are superimposed with English vocabulary in what is commonly referred to as "Spanglish" or "Armenglish." While these dialects may be expressive and functional in many social situations, they do not constitute a strong foundation for the language demands of academic work in Standard English.

Many Long-Term English Language Learners develop habits of non-engagement, passivity, and invisibility in school:

Students without command of the language of the classroom would be reluctant to participate. Over years, non-participation becomes a habit for LTELs, and some remain silent for much of the school day. LTELs have not been explicitly taught the study skills or behaviors associated with academic success and engagement. They are passed from grade to grade by educators who don't know how to engage them and who have varied expectations for their performance. LTELs are often weary of not understanding their class work and doing poorly in school. LTEL students have indicated that there is a sense of malaise/disquiet which begins around fifth grade. LTEL's have internalized a sense of failure, some LTELs no longer see themselves as belonging in school, leading to a low self-esteem and confidence which is drop-out rate four times greater than the average. LTELs struggle with both linguistic and academic challenges, amassing academic deficits in subject matter taught in a language they can't even comprehend.

Several of the LTEL students at NHCA were not students prior to enrolling in our charter school. There are possible gaps in the language development programs and training of teachers that have been involved in the foundational skill development for these students. Often LTEL's have not progressed at a successful rate because of several factors, including inconsistent Language Development Programs; sink or swim attitude, mainstreaming with no services and lack of training of teachers in proper English Language Development practices.

b) Plans for supporting LTEL students toward reclassification.

NHCA has a LTEL Reclassification Plan – to address supports, resources, additional staffing and training. Some of the plans are:

- 1) Specialized ELD curriculum and instruction
- 2) Clustered Placement in heterogeneous and rigorous grade-level content, mixed with English Proficient students and taught using differentiated instructional strategies
- 3) Explicit Academic Language and literacy development across the curriculum
- 4) System for monitoring and triggering supports
- 5) School-wide focus on study-skills, metacognition and leaning strategies
- 6) Data Chats and testing accommodations
- 7) Affirming school climate and relevant text
- 8) Effective Educators know their students and identify LTELs
- 9) Emphasis on oral language and active engagement
- 10) Use of explicit instructions and models
- 11) Focus on academic reading and writing skills
- 12) Focus on key cognitive and language functions required for academic tasks and use of graphic organizers to scaffold these functions
- 13) Build background knowledge, scaffold key concepts, and teach vocabulary
- 14) Make connections, build relevance, affirm language and culture, and maintain rigor

- 15) Continuous checking for understanding and monitoring of progress
- 16) Focus on strategies and programs to prevent creation of LTELs from within our Elementary students – use of school-wide ELD, dedicated, daily, standards-based ELD program
- 17) Increase the time for Science and Social Studies, to avoid the knowledge gaps because of the major focus on English/Math and allow for an increase in academic language in other core subjects.
- 18) By shifting the emphasis to teaching all core subjects, Elementary ELL students will be more successful with foundational academy knowledge going into middle school. This will decrease the academic struggles that typical LTEL's experience.
- 19) Provide hotspots for families that do not have internet access due to socio-economic status. This allows our ELL's and LTEL to access the full range of digital resources that NHCA utilizes.
- 20) Move past the basic level of oral fluency, typical of mainstreamed secondary student programs, which only serves informal and social communication, towards more development of English conventions, discourse formats, language functions, grammar and vocabulary. This shift will increase participation in class and their overall comprehension.
- 21) ELD Coach will assist teachers with understanding how to properly address grouping, pacing, curriculum and instruction to setup LTEL's up for success with access and language development.
- 22) ELD intervention support is differentiated based on students unique language development needs versus putting LTEL's into intervention programs designed for native English speakers or newcomer students. Awareness of distinguishing between the various groups in the intervention support class is critical in supporting language development.
- 23) Affirm home language role in students life and learning by providing home language development whenever possible
- 24) Continuous promotion of active engagement by LTELs by insisting LTELs own their language development progress.
- 25) Surround LTELs with rigorous, relevant curriculum and relationships with supportive adults.

c) NHCA monitors EL performance by doing the following:

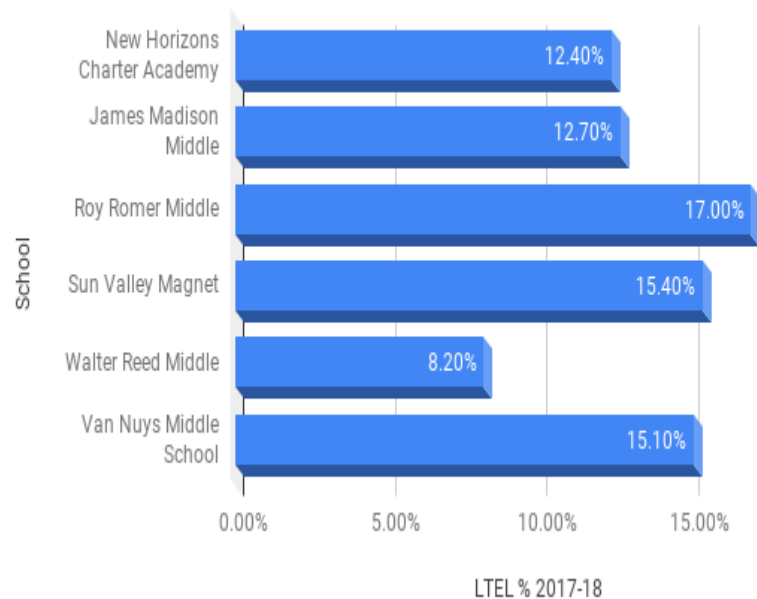
NHCA has an extensive monitoring system of assessments and check-ins to facilitate targeting support with academic deficits:

- 1) Illuminate weekly mini-benchmarks
- 2) Front Row weekly assessments
- 3) Wonders ELD assessments
- 4) IStation monthly assessments
- 5) SIPPS monthly review
- 6) DIBELS – three times a year
- 7) FASTBridge – twice a year
- 8) Students and Parents have Portal access to assessment data which empowers students monitor success areas and area where we need to provide more support

d) LTELs support plans for in-class and out-of-class instructional time.

NHCA has implemented an ELD curriculum aligned with ELD State Standards which is connected with our English Language Arts curriculum wonders. NHCA hired a ELD coach to worked closely with teaching staff to ensure fidelity of the curriculum, literacy and language development. Effective strategies are being used to support our EL's and LTEL's, teachers are made aware of individual student needs. EL Passports are created and specific supports and strategies are outlined based on student ELPAC Level. NHCA utilizes a reading intervention specialist to provide ELD specific support for our LTELs and bringing the right action steps to close the academic and language gaps. NHCA provides LTEL's with 365-day licenses to our curriculum to support English proficiency. NHCA provides additional instruction at our Bi-Monthly Saturday Academies for English Language Arts support. NHCA has a sense of urgency towards English Proficiency for the LTELs we serve based on above mentioned strategies. We are focused on an explicit LTEL systematic approach, which treats LTELs as distinct versus generic.

LTEL % 2017-18 by Middle School



| Grade 1819 | Current Status |
|---------------------|----------------|
| 7th | LTEL |
| 7th | LTEL |
| 7th | LTEL |
| 7th | LTEL |
| 7th | RFEP 11/14/17 |
| 7th | RFEP 12/4/17 |
| 8th | LTEL |
| 8th | LTEL |
| 8th | RFEP 9/17/18 |
| 8th | RFEP 9/17/18 |
| 8th - transferred | RFEP 6/13/18 |
| 9th - NHCA graduate | LTEL |
| 9th - NHCA graduate | LTEL |
| 9th - NHCA graduate | LTEL |
| 9th - NHCA graduate | RFEP 11/14/17 |
| 9th - NHCA graduate | RFEP 12/4/17 |

Of the 18 LTELs, 7 were reclassified (39% rate), 4 graduated, and 1 transferred out of NHCA. That leaves us with 7 LTELs of the 18 that were on our list.

Greatest needs:

Increase math strategies

Increase Higher Order Thinking Skills / Depth of Knowledge strategies Increase Rigor in the instructional program

Increase Next Generation Science Standards access

Needs identified by authorizer (LAUSD):

A1: SBAC SUBGROUP ELA

The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade ELA is at a rate higher than the District average for some subgroups. Latino 44% to the District's average 36%, EL 6% to the District's average 5%, SES 42% to the District's average 36%, SPED 0% to the District's average 12%. The percentage of students who Met or Exceeded Standards in 6th – 8th Grade ELA is at a rate higher than the District average for most subgroups. Latino 47% to the District's average 34%, EL 14% to the District's average 1%, SES 51% to the District's average 34%, SPED 9% to the District's average 8%.

A2: SBAC SUBGROUP MATH

The percentage of students who Met or Exceeded Standards in 3rd – 5th Grade Math is at a rate higher than the District average for some subgroups. Latino 39% to the District's average 30%, EL 31% to the District's average 7%, SES 38% to the District's average 29%, SPED 17% to the District's average 12%. The percentage of students who Met or Exceeded Standards in 6th – 8th Grade Math is at a rate higher than the District average for most subgroups. Latino 35% to the District's average 23%, EL 24% to the District's average 2%, SES 33% to the District's average 23%, SPED 18% to the District's average 5%.

A3: SBAC SCHOOLWIDE ELA

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 5th Grade on the SBAC in ELA is at a rate higher than the District average - 49% to the District's average 42%. The schoolwide percentage of students who Met or Exceeded Standards in 6th – 8th Grade on the SBAC in ELA is at a rate higher than the District average - 49% to the District's average 40%.

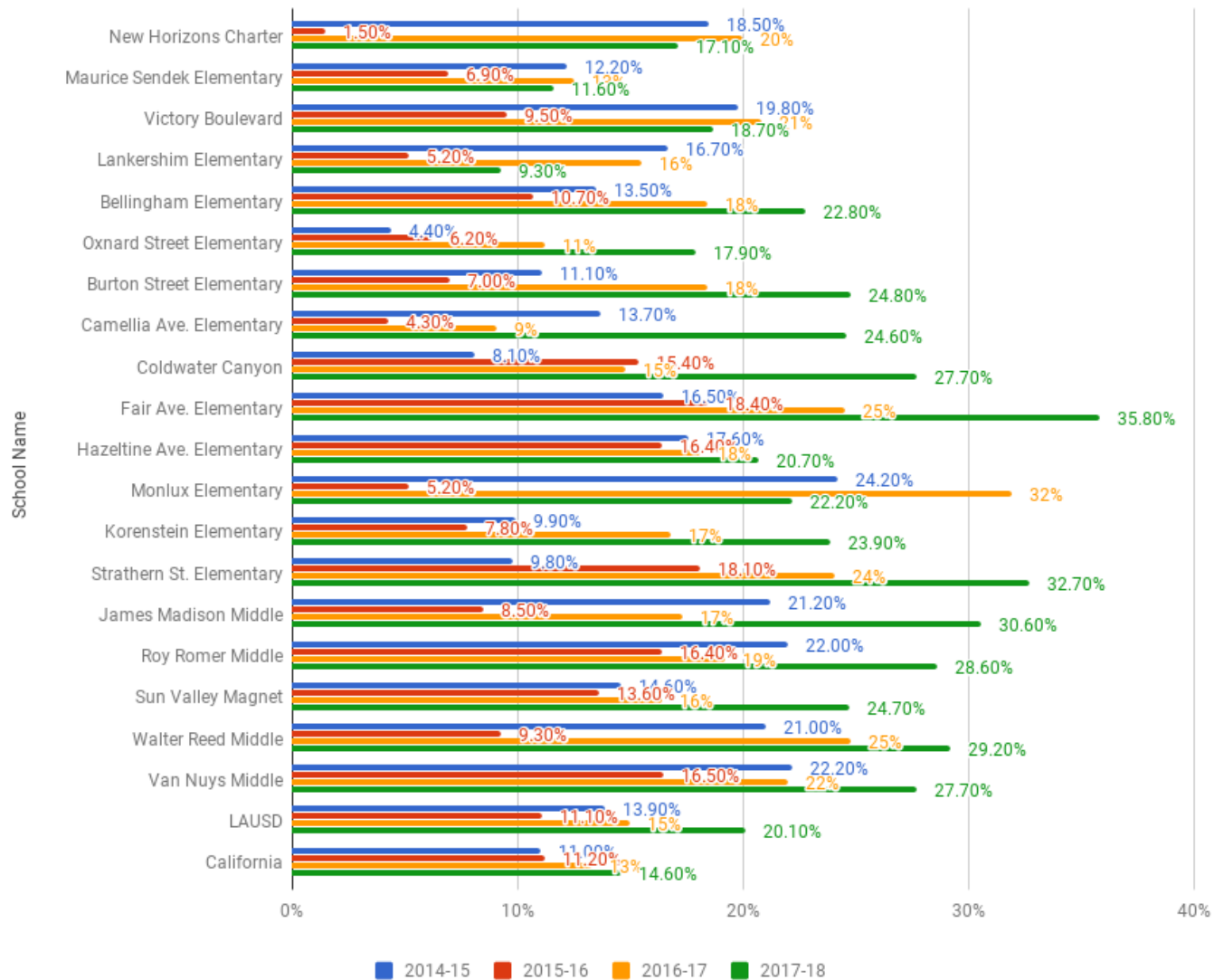
A4: SBAC SCHOOLWIDE MATH

The schoolwide percentage of students who Met or Exceeded Standards in 3rd – 5th on the SBAC in Math is at a rate higher than the District average - 43% to the District's average 36%. The schoolwide percentage of students who Met or Exceeded Standards in 6th-8th on the SBAC in Math is at a rate higher than the District average - 39% to the District's average 29%.

A5: ENGLISH LEARNER RECLASSIFICATION

The school reclassifies English Learners at a rate higher than the State average, 17.10% to the State's average 14.60%

Reclassification Rates 1415, 1516, 1617, 1718



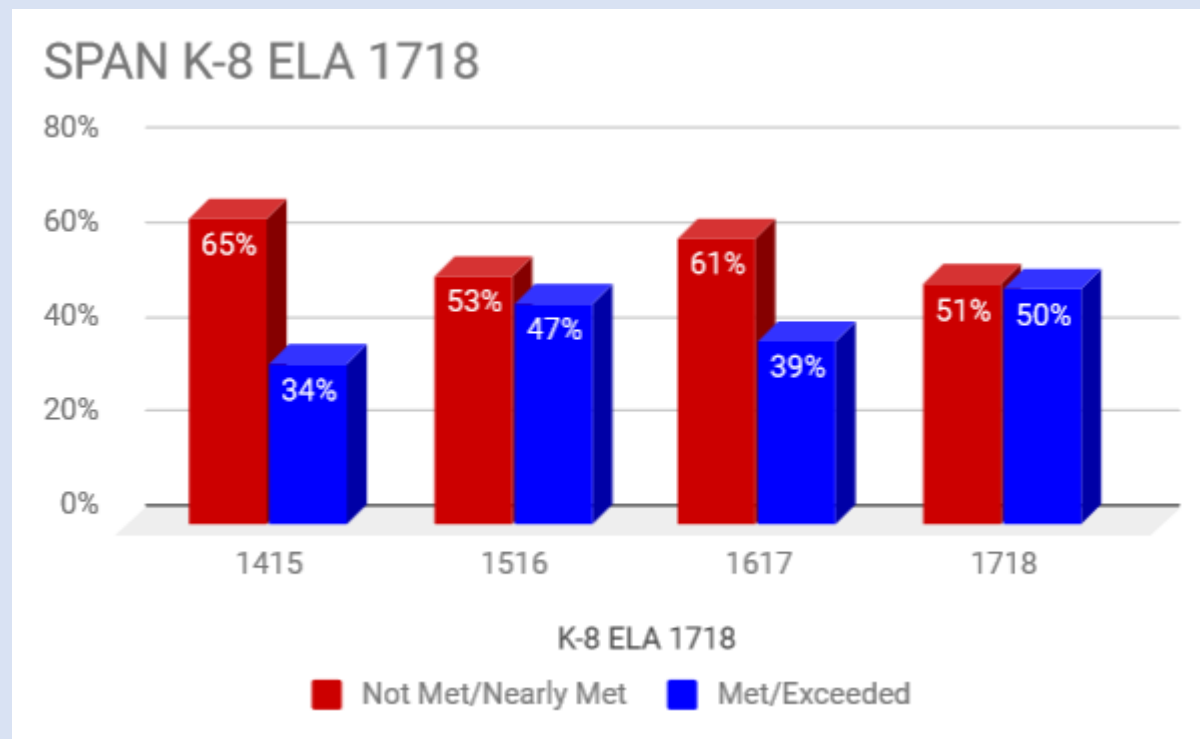
We have projections for our 2018-19 CAASPP results, which show similar results to 2017-18 in both our overall ELA and Math scores. They also indicate an increase at our elementary (3-5) grade levels and a slight decrease at our middle school (6-8) grade levels.

Student growth in both ELA and math can be attributed to explicit vocabulary instruction in all content areas. Teachers have dedicated time within their units to teach, practice, and communicate in the language of the discipline. A focus on vocabulary instruction provides students the opportunity to better access the content and then be able to show their learning/ understanding in writing.

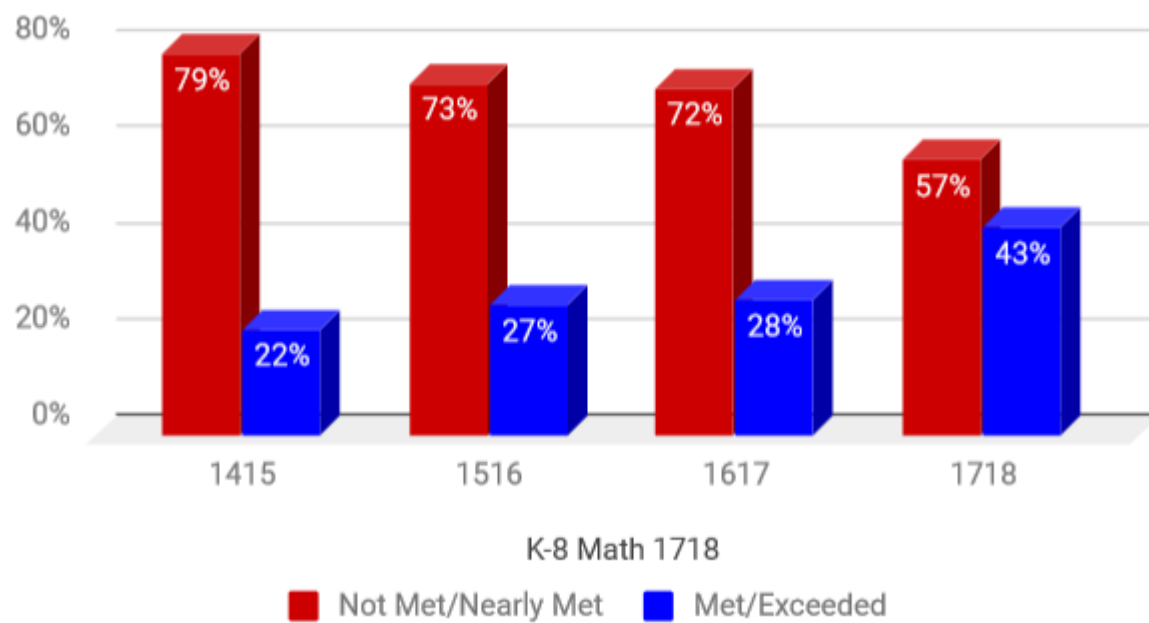
Teachers have also focused time to teach the critical vocabulary of the Common Core (ASCS book for reference of words).

Teachers have utilized CAASPP release questions and practice tests to identify specific elements of the assessments that are challenging for students: vocabulary used in prompts, deconstruction of multi-level questions, and building of stamina.

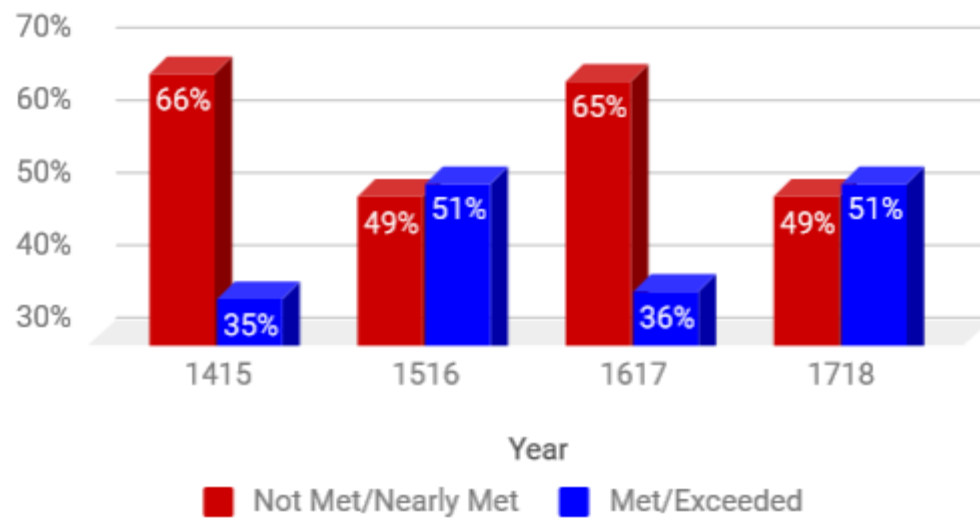
Students have learned how to deconstruct prompts and extract relevant pieces of information as they seek to provide their response. Teacher created assessments mirror the language used on CAASPP assessments which lower student anxieties and allow students to better demonstrate their learning.



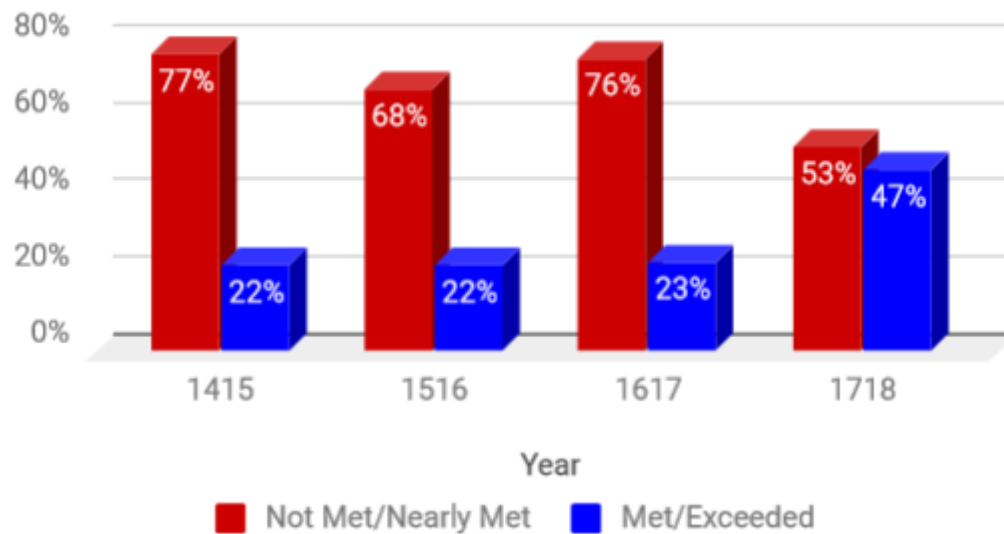
SPAN K-8 Math 1718



Grades 3-5 ELA 1718

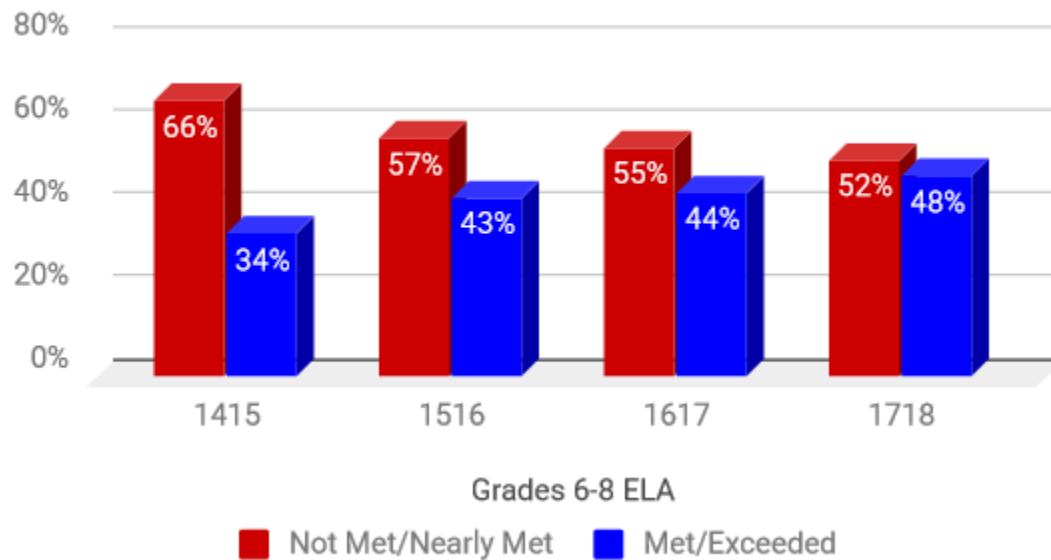


Grades 3-5 Math 1718

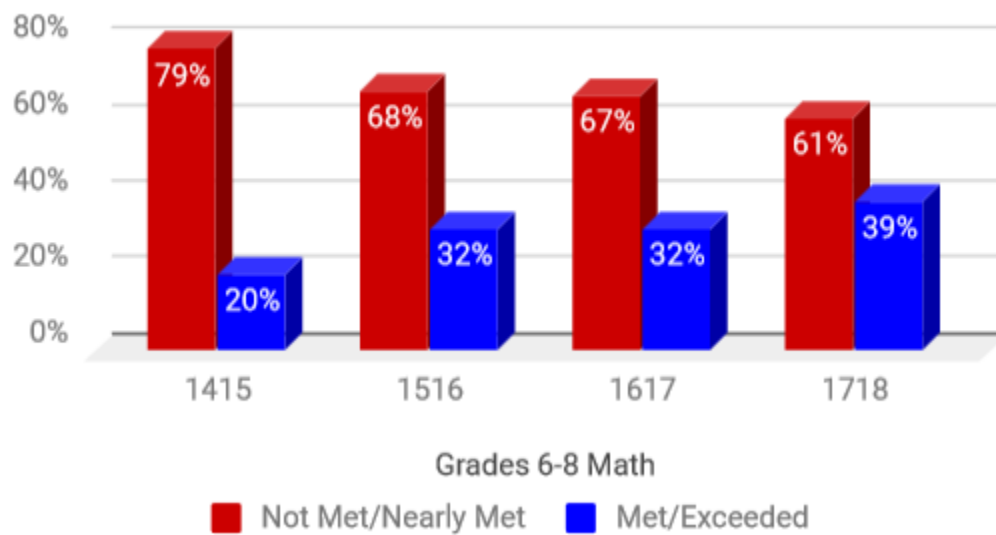


10 score reports from 5th grade have not been received yet therefore have not been added to these graphs. These graphs should be viewed as an estimate of success and not as a final product.

Grades 6-8 ELA 1718



Grades 6-8 Math 1718



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

Performance Gaps

Based on the LCFF Evaluation Rubric the only performance gap was our **English Learners** who decreased in overall ELA 7.5%. All other subgroups increased ranging from 3.5%(whites, ELA) to 25.63% (whites, Math).

Student Group Report for 2018

[Pivot Data by Indicator](#)

| Indicator | All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | African American | American Indian or Alaska Native | Asian | Filipino | Hispanic | Native Hawaiian or Pacific Islander | White | Two or More Races |
|-----------------------|--------------|------------------|--------------|----------|---------------------------------|----------------------------|------------------|----------------------------------|-------|----------|----------|-------------------------------------|--------|-------------------|
| Chronic Absenteeism | Orange | Yellow | None | None | Orange | None | None | None | None | None | Yellow | None | Orange | None |
| Suspension Rate | Green | Green | None | None | Green | None | None | None | None | None | Green | None | Yellow | None |
| English Language Arts | Yellow | Orange | None | None | Orange | None | None | None | None | None | Yellow | None | None | None |
| Mathematics | Yellow | Orange | None | None | Orange | None | None | None | None | None | Orange | None | None | None |

Student groups that are academically behind, students with Special Needs, African-American and English Learners who perform low in English Language Arts and Math are provided with NHCA' intervention classes and programs. Benchmark data (NWEA/SBAC Interim/IStation) is used to roster students into intervention classes. This way, if a student is struggling in both English and Math, they get service in the areas of their greatest need first, preventing overload. Additionally, students with Special Needs teachers and Intervention staff meet to discuss shared students and academic intervention for those Special Needs and English Learner students. This year, the action plans were modified and included; teacher referral of students who need support, meetings between parents, students, and coordinators, placement of students in appropriate tier or intervention, teaching of skills, assessment of mastery, and support for students as they exit intervention. Next year we will be better about implementing the RTI model and tracking student progress. Title I Coordinator will play a larger role in supporting the English Learner students in the classroom, and will have a set schedule of pull-out sessions. That schedule will change based on the intervention needs and student progress.

African-American and socioeconomically disadvantaged groups shifted from two levels below to one level, representing "all students" in Math. The interventions are the same as those described above in "Review of Needs." Also, teachers continue to be provided with intensive professional development on mathematical reasoning and communication to ensure that all students are prepared to understand and communicate complex conceptual math ideas and problems.

State Assessment results demonstrate these needs and changes:

1. Continue providing professional development in CGI (Cognitive Guided Instruction) in all grade levels to increase student math scores.
2. Continue Increasing motivational assemblies, recognizing student achievement in the areas of math, reading
3. Implement newly developed **Pacing Guides** in the areas of Language Arts, Math, ELD and Science.
4. Increase NGSS training for all teachers, focusing on STEAM and CTE content. Continue Providing coaching and mentoring for effective implementation.
5. Continue integrating best **Blended-Learning** strategies, implementing effective CA CCSS/STEAM/CTE curriculum, tailoring each student's learning, providing support for all students including At-Risk, SED, special ed., EL, and GATE/

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

New Horizons Charter Academy is not identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act. This section is not applicable.

New Horizons Charter Academy (North Hollywood, CA)
Los Angeles Unified

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Reporting Year: 2018 ⚙

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018
[Pivot Data by Indicator](#)

| Indicator | All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | African American | American Indian or Alaska Native | Asian | Filipino | Hispanic | Native Hawaiian or Pacific Islander | White | Two or More Races |
|-----------------------|--------------|------------------|--------------|----------|---------------------------------|----------------------------|------------------|----------------------------------|-------|----------|----------|-------------------------------------|--------|-------------------|
| Chronic Absenteeism | Orange | Yellow | None | None | Orange | None | None | None | None | None | Yellow | None | Orange | None |
| Suspension Rate | Green | Green | None | None | Green | None | None | None | None | None | Green | None | Yellow | None |
| English Language Arts | Yellow | Orange | None | None | Orange | None | None | None | None | None | Yellow | None | None | None |
| Mathematics | Yellow | Orange | None | None | Orange | None | None | None | None | None | Orange | None | None | None |

California Department of Education
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Sacramento, CA 95814
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How is a School Identified for CSI?

- Schools with all **Red** with ALL students
- Schools with all **Red/Orange** with ALL students
- Schools with all **Red** but one indicator of any other color
- Schools with 5 or more indicators and majority are **Red**

This criteria does qualify NHSA for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

New Horizons Charter Academy is not identified for comprehensive support and improvement (CSI) under Every Student Succeeds Act. This section is not applicable.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

New Horizons Charter Academy is not identified for comprehensive support and improvement (CSI) under Every Student Succeeds Act. This section is not applicable.

Annual Update

LCAP Year Reviewed: 2018–2019

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

Goal 1

The quality of teachers has an impact on student success. NHCA promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom or in support positions as required by NCLB and the Charter and are highly trained.

State and/or Local Priorities addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| Verification of credential through the CA Commission on Teacher Credentialing | 100% of teachers held ESSA required authorizations 100% students taught by highly qualified teacher (15/15 classrooms) |

Expected

Actual

| | |
|--|--|
| | <p>95% favorable rating on school climate of support and academic learning, 92% favorable on sense of belonging (90% rate the school favorably as a supportive and inviting place to work)</p> <p>90% Retention from 2017-18 to 2018-19 which is 15% higher than the previous year.</p> <p>100% projected retention of credentialed teachers (18/18)</p> |
|--|--|

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <p>PLANNED NHCA will provide professional development for instructional staff in the priority areas listed below. Professional development will support implementation of CCSS and the state's priorities. Topics to be addressed include:</p> <ul style="list-style-type: none"> The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth Strategies for EL students to access core curriculum/attain academic English Implementation of NHCA English Learner Plan CCSS curriculum implementation of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science | <ul style="list-style-type: none"> Effective use of multimedia and technology in the classroom Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions Using CC SBAC interim assessments created by Key Data Systems within Illuminate Data and Assessment Program, revised FASTBridge with NWEA as the Norm-Reference Assessment System for ELA and Math to replace NWEA MAP testing Strategies for SWD to access core curriculum in general classroom in Full-Inclusion Model | <p>BUDGETED</p> <p>\$1,251.720</p> <p>Salaries/ benefits LCFF base Fund (1100 & 3101)</p> <p>\$5,000 Supplemental Fund (5000)</p> | <p>ESTIMATED ACTUAL</p> <p>\$1,311,376</p> <p>Salaries/ benefits LCFF base Fund (1100 & 3101)</p> <p>\$7,200 Supplemental Fund (5000)</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| <p>Standards, and Pearson Social Science</p> <ul style="list-style-type: none"> • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments created by Key Data Systems within Illuminate Data and Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension <p>Maintenance of database system to track teacher credentialing, medical clearances and background clearances.</p> | <ul style="list-style-type: none"> • Positive Behavior and Intensive Support (PBIS), Cloud9 Character Building Program K-8 and alternatives to suspension • Full Implementation of Blended Learning Instructional Model <p>Maintenance of database system to track teacher credentialing, medical clearances and background clearances.</p> | | |

Analysis

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

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

NHCA hired teachers who are fully credentialed and assigned to appropriate classes which has had great impact on student success. NHCA developed and upholds Board policies and procedures, ensuring teachers meet all requirements for placement in the classroom and support positions as required. Teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. NHCA determines annually through a review of personnel data, all are fully credentialed and appropriately assigned. *The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing.* Maintenance of database system to track teacher credentialing, medical clearances and background clearances have been consistently monitored.

Professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world application were planned and provided. Personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities were added.

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

Hiring 100% of teachers holding ESSA required authorizations ensured all students to receive access to CCSS, English, ELD, Mathematics and NEXT Generation Science Standards Curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A teacher on special assignment (TOSA) to coach and support teachers with Blended Learning Technology Integration for ELA, Math, Science and Social Studies instruction.

Professional Development costs exceeded what was originally budgeted by approximately \$15,000. This was in response to a need to better train our teachers in effective co-teaching, additional training for implementation of new curriculum, transitioning to full implementation of Blended Learning Instructional Model and follow up training on effective student engagement.

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

Goal 2

Provide pupils with access to standards-aligned instructional materials and a broad course of study.

All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition: NHCA will fully implement the Common Core in Math by 2014-15 and ELA by 2015-16. NHCA will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Annual Measurable Outcomes

Expected

- 100% will have access to standards-aligned instructional materials.
 - Progress towards this goal will be measured through the SARC report.
 - 100% of students will be enrolled in a broad course of study.
 - 100% of teachers will continue to receive intensive Common Core training with emphasis on differentiated instructional techniques and serving students with special needs/ELs, etc.
- Increase student access to technology and integration in learning.

Actual

- 100% had access to standards-aligned instructional materials.
 - Progress towards this goal was be measured through the SARC report.
 - 100% of students are enrolled in a broad course of study.
 - 100% of teachers continued to receive intensive Common Core training with emphasis on differentiated instructional techniques and serving students with special needs/ELs, etc.
- Increased student access to technology and integration in learning

Expected

Actual

| | |
|--|--|
| | |
|--|--|

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <p>[PLANNED: Professional Development,</p> <p>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving NHCA's unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</p> | <p>Teachers participated in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving NHCA's unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's</p> | <p>BUDGETED</p> <p>Purchase NGSS curriculum basic textbooks – 4000 – 4999 Books and Supplies – LCFF Base: \$20,000</p> | <p>ESTIMATED ACTUAL</p> <p>Purchase NGSS curriculum basic textbooks – 4000 – 4999 Books and Supplies – LCFF Base: \$31,246</p> |

Analysis

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

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

New Horizons Charter Academy School implemented and maintained the following, providing pupils with access to standards-aligned instructional materials and a broad course of study. Common Core materials have been fully provided and implemented in Math

and ELA. NHCA will began transitioning to NGSS in the 2016-17 school year and completed the transition by end of 2017-18 school year. The following actions were taken and provided:

- Supplemental curriculum and materials supporting CCSS
- Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.
- Supported by Success for All, and protocols
- Blended Learning Instructional Model and implementation to fully utilize technology and supplemental programs
- Teachers participated in ongoing professional development on the implementation of Common Core, NGSS and new state assessments
- Additional supports and interventions to all students, including ELs, during after school hours and on Saturday Academies. NHCA provided an Intervention Specialist to focus on early intervention in the forms of student success team meetings and small group and individual intervention with students and plan and organize after school intervention and Saturday Academies for students who need additional academic support.
- Synthesized CAASPP and NWEA student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly reviews progress towards targets.
- “Advisory” classes offered (transition planning and career exploration program) and “College Readiness” classes and programs preparing students for transitioning to High School and college readiness, to ensure career path choices.
- 4 additional classroom teacher aides were provided individual and small group support in classrooms; a Science specialist at the school site and a coordinator of STEM Education to focus on the integration of the NGSS and the CCSS as they relate to Science instruction.

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

Students receive access to CCSS, English, ELD, Mathematics and NEXT Generation Science Standards. This ensures student can gain proficiency in all courses and become college/career ready. Students are able meet or exceed standard on CAASPP-ELA/Literacy and Mathematics assessments. These learning experiences increased critical thinking skills and approaches to problem solving.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salary increase for teacher aides, science specialist, STEM Coordinator, CCSS materials

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

No changes noted to this goal.

Goal 3

NHCA aims to engage student and create a safe and nurturing school climate. Cultivate a positive school culture and system of supports for students' personal and academic growth. School will reduce bullying through consistent implementation of the Schoolwide Discipline Policy and Positive Behavioral Support Policies.

School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____]

Annual Measurable Outcomes

Expected

99% of Facility Assessment Checklist will show good repair. Progress towards this goal will be measured through the Facility Assessment Checklist and SARC report.

The percentage of students attending school 173-180 days per year will increase each year by 2% until 96% attendance of all students and subgroups

Actual

Daily general cleaning by custodial staff will maintain campus cleanliness; logs are completed on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections will be completed, cleanliness spot checks will also be performed

| Expected | Actual |
|---|---|
| <p>in maintained. What was your attendance rate this year? What should it be in 2016-17</p> <p>Suspension Rate was 4% for 2015-2016. NHCA will decrease its suspension rate to 1%</p> <p>Expulsion Rate will be 0%</p> | <p>Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately.</p> <p>The percentage of students attending school 173-180 days per year will increase each year by 1% until 96% attendance of all students and subgroups in maintained. NHCA attendance rate for 2016-17 was 95.7% and attendance rate for 2017-18 was 94.8%.</p> <p>Suspension Rate was 4.4% for 2016-2017. NHCA will decrease its suspension rate to 2%</p> <p>Expulsion Rate will be 0%</p> |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>PLANNED</p> <ul style="list-style-type: none"> NHCA employs a custodial staff that cleans and maintains the facility. Any repairs were made on as needed basis. Continue risk management site inspections of campus by property and liability carrier. | <p>ACTUAL</p> <ul style="list-style-type: none"> NHCA employs a custodial staff that cleans and maintains the facility. Any repairs were made on as needed basis. | <p>BUDGETED</p> <p>Operations, utilities, repairs, janitorial, gardening services - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$266,219</p> | <p>Operations, utilities, repairs, janitorial, gardening services - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$362,355</p> <p>Classified Support and Reading Specialist</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| <ul style="list-style-type: none"> Correct all areas identified in need of repair or replacement. <p>NHCA will continue to implement programs and Interventions targeted to the needs of all students and students with special needs, special education, low academic achievement and chronic absenteeism. These programs and interventions will include:</p> <ul style="list-style-type: none"> ELA, ELD, and Math interventions Attendance improvement strategies Integration of special Ed students in general Ed settings Resource Specialist Program Related Services: language Speech, OT/PT, APE EL/LTEL, Special Ed supports Intervention Specialist in ELA and Math <p>NHCA will continue to utilize a part-time counselor to provide informal and formal counseling services. NHCA counselor will provide training for teachers and paraprofessionals on PBIS strategies and anti-bullying strategies. NHCA will continue to implement an Advisory Class utilizing Cloud9 Character Social-Emotional curriculum to teach students positive behavior and address school climate concerns. The Advisory Class is also</p> | <ul style="list-style-type: none"> Continue risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement. <p>NHCA will continue to implement programs and Interventions targeted to the needs of all students and students with special needs, special education, low academic achievement and chronic absenteeism. These programs and interventions will include:</p> <ul style="list-style-type: none"> ELA, ELD, and Math interventions Attendance improvement strategies Integration of special Ed students in general Ed settings Resource Specialist Program Related Services: language Speech, OT/PT, APE EL/LTEL, Special Ed supports Intervention Specialist in ELA and Math <p>NHCA will continue to utilize a part-time counselor to provide informal and formal counseling services. NHCA counselor will</p> | <p>Classified Support and Reading Specialist 1000-1999</p> <p>Certificated Salaries and Classified Salaries – LCFF Base: \$130,000</p> <p>Hiring outside consultants to provide counseling support services to students - 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$45,000</p> | <p>1000-1999 Certificated Salaries and Classified Salaries – LCFF Base: \$311,259</p> <p>Hiring outside consultants to provide counseling support services to students - 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$53,450</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| <p>used to teach students about academic and behavior goal-setting, social-justice and college-career opportunities.</p> <p>Attendance Manager monitored students' attendance and communicated with families regarding excessive absences and tardies.</p> <ul style="list-style-type: none"> • Parent outreach and communications were utilized to stress the importance of attendance and arriving at school on time each day. Attendance Manager sent home Truancy Letters 1, 2 and 3 and followed up with attendance contracts with excessive, chronic attendance issues. School implemented Social emotional curriculum PBIS Training, and the Responsive Classroom approach to teaching. • Continue to implement in-house suspension and Saturday School Academies. • Assistant Principal and Attendance Manager implemented home visits and increased its monitoring of all student | <p>provide training for teachers and paraprofessionals on PBIS strategies and anti-bullying strategies. NHCA will continue to implement an Advisory Class utilizing Cloud9 Character Social-Emotional curriculum to teach students positive behavior and address school climate concerns. The Advisory Class is also used to teach students about academic and behavior goal-setting, social-justice and college-career opportunities.</p> <p>Attendance Manager monitored students' attendance and communicated with families regarding excessive absences and tardies.</p> <ul style="list-style-type: none"> • Parent outreach and communications were utilized to stress the importance of attendance and arriving at school on time each day. Attendance Manager sent home Truancy Letters 1, 2 and 3 and followed up with attendance contracts with excessive, chronic attendance issues. School implemented Social emotional curriculum PBIS Training, and the | | |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| <p>attendance. Teachers have been trained in the schoolwide Behavior Support Plan as well as implemented the positive behavior supports, Administrators implemented training with teachers and families to manage student behavior issues and concerns. Alternatives to Suspension will be considered prior to administering consequences school will use Family Support Team process that mirrors the School Support Team model.</p> <p>NHCA holds monthly Educational Assemblies regarding topics such as (bullying, cyber safety, drugs, traffic/bike, social justice). Students are also recognized at monthly assemblies for good attendance, academic performance and citizenship.</p> <p>NHCA will build upon its diversity training and celebration of the diversity on NHCA campus by holding events such as Multi-Cultural Day, Cesar Chavez Day, Black History Month, Armenian Pride Day.</p> <p>NHCA will continue with outdoor education field trips to Natural History Museum, Science</p> | <p>Responsive Classroom approach to teaching.</p> <ul style="list-style-type: none"> Continue to implement in-house suspension and Saturday School Academies. Assistant Principal and Attendance Manager implemented home visits and increased its monitoring of all student attendance. Teachers have been trained in the schoolwide Behavior Support Plan as well as implemented the positive behavior supports, Administrators implemented training with teachers and families to manage student behavior issues and concerns. Alternatives to Suspension will be considered prior to administering consequences school will use Family Support Team process that mirrors the School Support Team model. <p>NHCA holds monthly Educational Assemblies regarding topics such as</p> | | |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| <p>Center, Olivera Street Walk, Broad Museum, Art District Walk, Library Visits.</p> <p>NHCA holds Subway Party for advisory class with the highest attendance each quarter.</p> <p>Attendance manager performs Daily attendance check-ins with students who have chronic absenteeism. Regular follow-up letters are sent out for students on attendance contracts.</p> <p>The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, District staff will develop and maintain web presence for understanding and responding to bullying.</p> <p>Teachers will receive support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. The School will hold parent workshops on digital citizenship to promote a safe environment for all students.</p> <p>The School will provide training and support for Advisory and other non-scholastic support for students.</p> <p>The School will support site-based student clubs</p> | <p>(bullying, cyber safety, drugs, traffic/bike, social justice). Students are also recognized at monthly assemblies for good attendance, academic performance and citizenship.</p> <p>NHCA will build upon its diversity training and celebration of the diversity on NHCA campus by holding events such as Multi-Cultural Day, Cesar Chavez Day, Black History Month, Armenian Pride Day.</p> <p>NHCA will continue with outdoor education field trips to Natural History Museum, Science Center, Olivera Street Walk, Broad Museum, Art District Walk, Library Visits.</p> <p>NHCA holds Subway Party for advisory class with the highest attendance each quarter.</p> <p>Attendance manager performs Daily attendance check-ins with students who have chronic absenteeism. Regular follow-up letters are sent out for students on attendance contracts.</p> <p>The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, District staff will develop and maintain web presence for understanding and responding to bullying.</p> | | |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|---|--------------------------|----------------------------------|
| | <p>Teachers will receive support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. The School will hold parent workshops on digital citizenship to promote a safe environment for all students.</p> <p>The School will provide training and support for Advisory and other non-scholastic support for students.</p> <p>The School will support site-based student clubs.</p> | | |

Analysis

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

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

Safe School Community and Student Engagement

NHCA engages students and creates a safe and nurturing school climate by cultivating a positive school culture and system of supports for students' personal and academic growth.

Bullying has been reduced through consistent implementation of the Schoolwide Discipline Policy and Positive Behavioral Support Policies.

Facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing.

NHCA has created a Mobile App to push out communication to parents in a format that is easily accessed by parent cellphones. Messages from central office and teachers use system to schedule conferences and inform parents of ongoing activities, projects and academic requirements for success.

NHCA has implemented CLASS Dojo through all classrooms K – 8 for extensive direct communication between teacher and parent regarding academic performance, classroom management, projects, open forum to share concerns, classroom needs and the ability for the central office to push out communication through this additional format.

NHCA has created additional social media avenues to communicate and engage parents. NHCA has a comprehensive Web page that is connected to a FACEBOOK Page and a Twitter page. Parents use all forms to stay connected with NHCA.

NHCA teachers have continued to develop their Google Classroom pages that allow parents to view daily BLAST lessons and various assignments/projects taught over the course of school year.

NHCA maintains the structured parent involvement meetings around the Parents In Action (PIA) meetings which will be bi-monthly. Parent Monthly meetings include a Parent Forum, where parents can learn about key performance indicators and accompanying data.

A School Site Council (SSC), part of Title I SPSA meets quarterly during the school year.

An English Learners Advisory Committee (ELAC) continues to meet quarterly during the school year to provide information on academic initiatives.

NHCA maintains Illuminate, an information system that provides parents with a home portal, allowing them to access and review students' progress, assessments, and grades. The home portal also serves as a means of communication with teachers.

NHCA has formed a Parent Education and Engagement Committee to develop quarterly parent education and outreach, increase number of parent workshops and seek other partnerships for this purpose. NHCA provides parent education on CCSS and Common Core en Espanol/Armenian, and implemented digital sign-ins for parent meetings, education, and volunteer events to track participation.

Intervention Support

NHCA continues to implement programs and **Interventions** targeted to the needs of all students and students with special needs, special education, low academic achievement and chronic absenteeism. These programs and interventions include: ELA, ELD, and Math interventions; Attendance improvement strategies; Integration of special Ed students in general Ed settings; Resource Specialist Program; Related Services such as language Speech, OT/PT and APE; EL/LTEL, Special Ed supports; Intervention Specialist in ELA and Math.

Attendance and Participation Support

1) A part-time counselor to provides informal and formal counseling services, training for teachers and paraprofessionals on PBIS strategies and anti-bullying strategies. NHCA implemented an Advisory Class utilizing Cloud9 Character Social-Emotional curriculum to

teach students positive behavior and address school climate concerns. The Advisory Class is also taught students about academic and behavior goal-setting, social-justice such as Restorative Justice and college-career opportunities. Outside consultants were hired for specialized trainings and resource access.

- 2) Attendance Manager monitored students' attendance and communicated with families regarding excessive absences and tardiness.
- 3) Parent outreach and communications were utilized to stress the importance of attendance and arriving at school on time each day. Attendance Manager sent home Truancy Letters 1, 2 and 3 and followed up with attendance contracts with excessive, chronic attendance issues. School implemented Social emotional curriculum PBIS Training, and the Responsive Classroom approach to teaching. The team continued in-house suspension and Saturday School Academies. The Assistant Principal and Attendance Manager implemented home visits and increased its monitoring of all student attendance. Teachers have been trained in the schoolwide Behavior Support Plan as well as implemented the positive behavior supports, Administrators implemented training with teachers and families to manage student behavior issues and concerns. Alternatives to Suspension is considered prior to administering consequences school will use Family Support Team process that mirrors the School Support Team model.
- 4) NHCA holds monthly Educational Assemblies regarding topics such as (bullying, cyber safety, drugs, traffic/bike, social justice). Students are also recognized at monthly assemblies for good attendance, academic performance and citizenship.
- 5) NHCA builds upon its diversity training and celebration of the diversity on NHCA campus by holding events such as Multi-Cultural Day, Cesar Chavez Day, Black History Month, Armenian Pride Day.
- 6) NHCA continued outdoor education field trips to Natural History Museum, Science Center, Olivera Street Walk, Broad Museum, Art District Walk, Library Visits.
- 7) NHCA holds Subway Party for advisory class with the highest attendance each quarter.
- 8) Attendance manager performs Daily attendance check-ins with students who have chronic absenteeism. Regular follow-up letters are sent out for students on attendance contracts.
- 9) The website is updated with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, the staff developed and maintain web presence for understanding and responding to bullying.
- 10) Teachers receive support and training in best practices around the new digital citizenship curriculum and implemented the program. Parent workshops on digital citizenship was held to promote a safe environment for all students.
- 11) Training and support for Advisory and other non-scholastic support for students continued.
- 12) The School and staff encourages and supports site-based student clubs.

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

Daily general cleaning by custodial and staff maintains campus cleanliness; logs are completed and on file; bi-annual facility inspections will screen for safety hazards; monthly site inspections are completed and cleanliness spot checks are performed.

Annually, 90% of all items on monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature are corrected within three months. When it was urgent or a safety related, it was corrected immediately.

Attendance rate is 94.8%. This year, percentage of students attending school 173-180 days per year did not increased by 1% until 96% attendance of all students and subgroups. NHCA attendance rate for 2016-17 was 95.7% and attendance rate for 2017-18 was 94.8%, a slight decrease of .9, less than 1%. All school climate and participation strategies must continue to increase at least 1.2% in average daily attendance in order to reach our LCAP goal.

Suspension rates continue to decrease and at is lowest of 2%, lower than the state average. All subgroups moved from the yellow zone to the green zone representing "Declined Significantly by 1.0% or Greater":

New Horizons Charter Academy (North Hollywood, CA)
Los Angeles Unified
Suspension Rate (Elementary School) Indicator - Student Group Five-by-Five Placement
[Return to Search](#)
[View the Dashboard Report](#)
[View District Five-by-Five Placement](#)

Reporting Year: 2018 Select a Report: 5x5 Suspension Rate Placement Report (Grades K-12) [View Detailed Data](#)

| Level | INCREASED SIGNIFICANTLY by greater than 2.0% from Prior Year | INCREASED by 0.3% to 2.0% from Prior Year | MAINTAINED declined or increased by less than 0.3% from Prior Year | DECLINED by 0.3% to less than 1.0% from Prior Year | DECLINED SIGNIFICANTLY by 1.0% or greater from Prior Year |
|--|---|--|---|---|---|
| VERY LOW 0.5% or less in Current Year | Gray (N/A) | Green (None) | Blue (None) | Blue (None) | Blue (None) |
| LOW Greater than 0.5% to 1.0% in Current Year | Gray (N/A) | Yellow (None) | Green (None) | Green (None) | Blue (None) |
| MEDIUM Greater than 1.0% to 3.0% in Current Year | Orange (None) | Orange (None) | Yellow White | Green English Learners | Green All Students (School Placement) Socioeconomically Disadvantaged Hispanic |
| HIGH Greater than 3.0% to 6.0% in Current Year | Red (None) | Orange (None) | Orange (None) | Yellow (None) | Yellow (None) |
| VERY HIGH Greater than 6.0% in Current Year | Red (None) | Red (None) | Red (None) | Orange (None) | Yellow (None) |

Note: Because the local control funding formula (LCFF) treats charter schools as districts, they are not displayed on their district's Five-by-Five Placement report. (The only exception to this rule is when a district oversees only charter schools.)

Total Number of Student Groups in Each Performance Level

| All Student Groups | Red | Orange | Yellow | Green | Blue |
|--------------------|-----|--------|--------|-------|------|
| 4 | 0 | 0 | 1 | 3 | 0 |

Expulsion rate has been successfully maintained at a 0%

All these findings give evidence that student engagement has improved, suspension rates continue to decrease, students are becoming more engaged, thus creating an even more safe and nurturing school climate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

COLA/Statutory cost increase in salaries of Attendance Clerk, Parent Coordinator, Administrators, and Counselor. Increase cost in replenished/updated curriculum?

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

NHCA will provide LCFF Budget Overview for Parents during Parent Education and Engagement Committee meetings.

Goal 4

Knowing that parents play a critical role in a students’ success, NHCA strives to increase parental involvement by providing parents with opportunities to be active and influential in their child’s school life.

State and/or Local Priorities addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL _____

Annual Measurable Outcomes

| Expected | Actual |
|---|--|
| <p>NHCA will hold 3 workshops throughout the year with parents regarding academic initiatives. The number of parents attending these workshops will increase 2% from last year’s baseline, with the expectation that:</p> <ul style="list-style-type: none">• 34% of all parents will receive training.• 54% of parents of English learners will receive training.• 54% of parents of low income students will receive training. <p>NHCA will maintain the ELAC (English Learner Advisory Committee) to provide information on academic initiatives as they are described in the SPSA (Single Plan for Student Achievement) plan.</p> <p>NHCA will hold “Parents In Action” meetings twice a month as well as Parent Monthly Meetings. Overall attendance at these meetings will</p> | <p>NHCA held 4 workshops throughout the year with parents regarding academic initiatives. The number of parents attending these workshops increased 10% from last year’s baseline, with the expectation that:</p> <ul style="list-style-type: none">• 40% of all parents will receive training.• 30% of parents of English learners will receive training.• 44% of parents of low income students will receive training. <p>NHCA will maintain the ELAC (English Learner Advisory Committee) to provide information on academic initiatives as they are described in the SPSA (Single Plan for Student Achievement) plan.</p> <p>NHCA will hold “Parents In Action” meetings once a month as well as Parent Monthly Meetings. Overall attendance at these meetings increased by 15% from the expected number of 138 parents who attended committee and</p> |

Expected

increase by 10% from the expected number of 138 parents who attended committee and school events in 2015-2016.

Progress towards this goal will be measured through parent Sign-in Logs.

Actual

school events in 2015-2016. Each classroom has either 1 or 2 Room Parents committed to being the Liaison between the students, teacher and parents and with school administration. Each class from Kindergarten to 8th Grade sends a room parent representative to the Parent In Action meetings to provide feedback and collaborate with other parents on school-wide goals and services.

Progress towards this goal will be measured through parent Sign-in Logs.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>NHCA will increase Parent Involvement by continuing the following actions:</p> <ul style="list-style-type: none"> NHCA will promote parental involvement through its School-to-Home communication which will be provided in both English and Spanish. Parents will be informed of school events and meetings by weekly bulletins, monthly newsletters, OneCALL Computerized Phone Systems, the school's website, flyers, letters, and purchasing Connect Ed type of system to communicate with parents. NHCA will maintain an in-house Parent Coordinator. NHCA will conduct 3 workshops during the year for parents on how | <p>ACTUAL NHCA will increase Parent Involvement by continuing the following actions:</p> <ul style="list-style-type: none"> NHCA will promote parental involvement through its School-to-Home communication which will be provided in both English and Spanish. Parents will be informed of school events and meetings by weekly bulletins, monthly newsletters, OneCALL Computerized Phone Systems, the school's website, flyers, letters, and purchasing Connect Ed type of system to communicate with parents. Class Dojo implemented throughout K-8 by all teachers | <p>BUDGETED</p> <p>Hiring outside consultants to provide parent liaison support to students - 5000-5999 Services and Other Operating Expenses \$4,800</p> | <p>ESTIMATED ACTUAL</p> <p>Hiring outside consultants to provide parent liaison support to students - 5000-5999 Services and Other Operating Expenses \$7.200</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| <p>to support academic learning at home.</p> <ul style="list-style-type: none"> NHCA will maintain its Room Parent Program, which has two parent liaisons from each classroom. These liaisons will help support the learning environment, and they will discuss concerns and solutions at the parent meetings noted below. NHCA will maintain the structured parent involvement meetings around the Parents In Action (PIA) meetings which will be bi-monthly and the Parent Monthly meetings. Parent Monthly meetings will include a Parent Forum, where parents can learn about key performance indicators and accompanying data. A School Site Council (SSC), part of Title I SPSA, will continue to meet quarterly during the school year. An English Learners Advisory Committee (ELAC) will continue to meet quarterly during the school year to provide information on academic initiatives. Besides the regularly scheduled PIA meetings, Parent Monthly meetings, monthly board meetings, and quarterly SSC and ELAC meetings, NHCA will encourage parents to attend other school events during the year including | <ul style="list-style-type: none"> NHCA will maintain an in-house Parent Coordinator. NHCA will conduct 3 workshops during the year for parents on how to support academic learning at home. NHCA will maintain its Room Parent Program, which has two parent liaisons from each classroom. These liaisons will help support the learning environment, and they will discuss concerns and solutions at the parent meetings noted below. NHCA will maintain the structured parent involvement meetings around the Parents In Action (PIA) meetings which will be bi-monthly and the Parent Monthly meetings. Parent Monthly meetings will include a Parent Forum, where parents can learn about key performance indicators and accompanying data. A School Site Council (SSC), part of Title I SPSA, will continue to meet quarterly during the school year. An English Learners Advisory Committee (ELAC) will continue to meet quarterly during the school year to provide information on academic initiatives. Besides the regularly scheduled PIA meetings, Parent Monthly meetings, monthly board | | |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| <p>Back to School Night, Open House Night, Fundraising events, and other special events.</p> <ul style="list-style-type: none"> NHCA will maintain Illuminate, an information system that provides parents with a home portal, allowing them to access and review students' progress, assessments, and grades. The home portal also serves as a means of communication with teachers. | <p>meetings, and quarterly SSC and ELAC meetings, NHCA will encourage parents to attend other school events during the year including Back to School Night, Open House Night, Fundraising events, and other special events.</p> <ul style="list-style-type: none"> NHCA will maintain Illuminate, an information system that provides parents with a home portal, allowing them to access and review students' progress, assessments, and grades. The home portal also serves as a means of communication with teachers. | | |

Analysis

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

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

NHCA strives to continue increasing parental involvement with opportunities to be active and influential in their child's school life. NHCA consistently held 4 workshops throughout the year with parents regarding academic initiatives. "Parents In Action" meetings were once a month as well as Parent Monthly Meetings. Parental involvement was promoted through its School-to-Home communication in both English and Spanish. Parents were informed of school events and meetings by weekly bulletins, monthly newsletters, OneCALL Computerized Phone Systems, the school's website, flyers, letters. The purchasing and implementation of the Illuminate system to communicate with parents. Class Dojo implemented throughout K-8 by all teachers. Other technological communication resources include: MobileApp, Parent Portal, and the website. Cell phones are provided for parents who do not have the resources in order to provide access for all. communication The in-house Parent Coordinator was maintained. NHCA conducted 3 workshops during the year

for parents on how to support academic learning at home. NHCA maintained its Room Parent Program and two parent liaisons from each classroom that help support the learning environment. They discussed concerns and solutions at the parent meetings. Structured parent involvement meetings around the Parents In Action (PIA) and Parent Monthly meetings, including a Parent Forum, where key performance indicators and data were analyzed, fulfilling the “shared stakeholders” process. A School Site Council (SSC), part of Title I SPSA, continued meeting quarterly during the school year. The English Learners Advisory Committee (ELAC) continued meeting quarterly during the school year to provide information on academic initiatives. Parent Monthly meetings, monthly board meetings, and quarterly SSC and ELAC meetings were held consistently. NHCA encourages parents to attend other school events during the year including Back to School Night, Open House Night, Fundraising events, and other special events. NHCA maintains Illuminate, providing parents with a home portal, allowing them to access and review students’ progress, assessments, and grades. In addition, the home portal also serves as a means of communication with teachers.

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

- NHCA school-wide average increased by at least 30 points in Math and ELA, achieving a “High” Status at least 10 points above Level 3 in both subjects
- All NHCA subgroups with a Low score demonstrated at least a sufficient point increase moved from Low to Medium. Groups already in Medium or above will achieve at least a 10-point increase. The SBAC Participation rate was beyond the EMO 97%. All subgroups were between 98%-99%.
- NHCA school-wide average increased by at least 30 points in Math and ELA, achieving a “High” Status at least 10 points above Level 3 in both subjects
- All NHCA subgroups with a score will demonstrated at least a will achieve at least a 10-point increase subgroups.
- The SBAC Participation rate was above the 97%. All subgroups rate ranged between 98% and 99%.
- EI Proficiency goal was met at 2%
- Reclassification goal was met at 2%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Any change in outside consultant/parent coordinator costs?

Notes: 10% Principal, 15% Teachers, 25% Assistant Principal, 25% ELD Coordinator wage & fringe

Instructional Salaries Increase-Teacher Assistants

Data Analysis Software (Illuminate) and NWEA instead of FASTBridge Assessments-change in cost?

Online adaptive intervention software-

After-School Intervention-Staff salaries and benefit increase?

Statutory cost increase (i.e. FICA Workman's Comp., Medical, State Disability), Step and Column increases, increase in material costs/shipping.

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

Last year Connect Ed. was the communication product researched to potentially purchase. Through LCAP progress monitoring meetings, it was decided to purchase and implement **Illuminate**. In addition, fund, implement and maintain OneCall, Parent Portal, Mobile App. and updated the website. NHCA uses not one, but several tools to improve communication and participation. Instead of FASTBridge, NWEA was implemented for internal assessment benchmarks aligned with SBAC state assessments. More local schools utilize NWEA for benchmark monitoring, reducing variables and discrepancies when NHCA compares achievement progress and state indicators with nearby schools, in even nationally, proving great progress for the year.

Goal 5

NHCA prioritizes student achievement

All students, including all unduplicated students and students with exceptional needs, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of English Language Arts/Literacy and Mathematics and demonstrate growth as individual students.

EL students will advance at least one grade level on the ELPAC (or other available external and internal assessments) each year and NHCA's reclassification rate will meet or exceed the District's rate; ELs will meet annual AMAOs.

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Annual Measurable Outcomes

Expected

R-FEP Rate will be equal or higher than LAUSD.

There will be a 5% increase in the number of English Learners who reclassify as Fully English Proficient.

There will be a 5% increase in the number of students scoring proficient on the ELPAC test.

The percentage of students performing at or below basic will decrease by 5% from the year before.

50% of students will advance one level on the ELPAC.

50% of students will score a 3 or a 4 on the final report card in all subject areas

Actual

The State targets for 2017-18 are based on performance status and growth. A detailed analysis of NHCA performance on the CA dashboard is available under Goal 8 Goals and Actions, below.

Expected

The percentage of students scoring Proficient on SBAC Mathematics will increase from the baseline established in 2014-2015:

- All students: baseline + 3%
- Reclassified Fluent English Proficient Students: baseline + 3%
- English Learners: baseline + 3%
- Low Income Students: baseline + 3%
- Latino Students: baseline + 3%
- African American Students: baseline + 3%
- Students with Disabilities: baseline + 3%

The percentage of students scoring Proficient on SBAC English Language Art will increase from the baseline established in 2014-2015.

- All students: baseline + 3%
- Reclassified Fluent English Proficient Students: baseline + 3%
- English Learners: baseline + 3%
- Low Income Students: baseline + 3%
- Latino Students: baseline + 3%
- African American Students: baseline + 3%
- Students with Disabilities

Actual

| CAASPP 2018 English Learners Progress | | | |
|--|---------------------------------|------------|-------|
| Levels | New Horizons Charter Academy | California | LAUSD |
| 1-Well Developed | 35.3% | 30.6% | 29.5% |
| 2-Moderately Developed | 42.6% | 34.6% | 30.8% |
| 3-Somewhat Developed | 17.6% | 20.2% | 20.0% |
| 4-Beginning Stage | 4.4% | 14.6% | 19.7% |

- NHCA outperformed the district and state when comparing English Learners Progress in the following:
 - Well Developed achieved 4.7% greater than the State and 5.8% greater than the District.
 - Moderately Developed achieved 8% greater than the State and 11.8% greater than the District.

The percentage of students scoring Proficient on SBAC Mathematics will increase from the baseline established in 2014-2015:

- All students: baseline + 3%
- Reclassified Fluent English Proficient Students: baseline + 3%
- English Learners: baseline + 3%
- Low Income Students: baseline + 3%
- Latino Students: baseline + 3%
- African American Students: baseline + 3%
- Students with Disabilities: baseline + 3%

The percentage of students scoring Proficient on SBAC English Language Art will increase from the baseline established in 2014-2015.

- All students: baseline + 3%
- Reclassified Fluent English Proficient Students: baseline + 3%
- English Learners: baseline + 3%
- Low Income Students: baseline + 3%
- Latino Students: baseline + 3%
- African American Students: baseline + 3%
- Students with Disabilities: baseline + 3%

Expected

Actual

| | |
|--|--|
| | |
| | |

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------------------|--|
| <p>PLANNED NHCA will provide professional development for instructional staff in the priority areas listed below. Professional development will support implementation of CCSS and the state's priorities. Topics to be addressed include:</p> <ul style="list-style-type: none"> • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth • Strategies for EL students to access core curriculum/attain academic English • Implementation of NHCA English Learner Plan • CCSS curriculum implementation of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science | <p>ACTUAL NHCA will provide professional development for instructional staff in the priority areas listed below. Professional development will support implementation of CCSS and the state's priorities. Topics to be addressed include:</p> <ul style="list-style-type: none"> • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth • Strategies for EL students to access core curriculum/attain academic English • Implementation of NHCA English Learner Plan and LTEL Reclassification Plan • CCSS curriculum implementation of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science, DiscoveryEducation | <p>BUDGETED \$765,000</p> | <p>ESTIMATED ACTUAL \$792,000</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| <ul style="list-style-type: none"> • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments created by Key Data Systems within Illuminate Data and Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension <p>Curriculum is an important component in the effective implementation of CCSS. NHCA will provide and/or maintain the following:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting CCSS • Textbooks and instructional materials aligned to CCSS curriculum of McGraw-Hill Wonders ELA program, Pearson enVision Math program, FOSS Next Generation Science Standards program, Pearson Social Science program, and their accompanying digital curricula, platforms, and etexts. | <p>TechBooks (NGSS Science and Social Studies 6th-8th Grade), InspireScience/IScience NGSS K-8</p> <ul style="list-style-type: none"> • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments created by Key Data Systems within Illuminate Data and Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension <p>Curriculum is an important component in the effective implementation of CCSS. NHCA will provide and/or maintain the following:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting CCSS • Textbooks and instructional materials aligned to CCSS curriculum of McGraw-Hill Wonders ELA program, Pearson enVision Math program, FOSS Next Generation Science | | |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| Blended Learning and School Transformation Instructional Model (BLAST) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students. BLAST implementation included the use of 160 Chromebooks for students in Kindergarten to 8 th grade and the use of SMARTBoards in all classes from 2 nd to 8 th grade | Standards program, Pearson Social Science program, and their accompanying digital curricula, platforms, and etexts. Blended Learning and School Transformation Instructional Model (BLAST) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students. BLAST implementation included the use of 250 Chromebooks for students in Kindergarten to 8 th grade and the use of SMARTBoards in all classes from 1 st to 8 th grade. | | |

Analysis

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

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

NHCA prioritizes student achievement.

All students, including all unduplicated students and students with exceptional needs, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of English Language Arts/Literacy and Mathematics and demonstrate growth as individual students.

Specific Actions and Services Included:

- Additional EL support through CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week

- Intervention and support via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments
- * Teacher professional development on data analysis, differentiation, and intervention strategies
- * Increased online adaptive instruction to fill skill gaps, 1:1 and small group from teaching assistants, additional professional development for teaching assistants
- * Implemented quarterly benchmark assessments for math, ELA, including: SBAC KDS Interim benchmark assessments and CheckPoint assessments, IStation Reading, NWEA instead of FASTbridge, and Revolution K12 SBAC assessments for Math
- * Analyzed data to pinpoint areas for growth and determine professional development and intervention priorities
- * Provided after school enrichment and intervention, subsidized for FRPL, English

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

EL students significantly advanced at least one grade level on the ELAC (which replaced ELPAC) assessments and other external and internal assessments. NHCA's reclassification rate meet and exceeded the District's rate; ELs also met annual AMAOs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

As mandated by the state, ELPAC assessments were replaced with ELAC which is more streamlined with current CAASPP/SBAC units of measure.

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

No Changes noted.

Goal 6

NHCA aims to increase the percentage of students scoring Proficient and above on CCSS/SBAC benchmark Mathematics and English Language Arts scores established in 2014-2015.

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Annual Measurable Outcomes

Expected

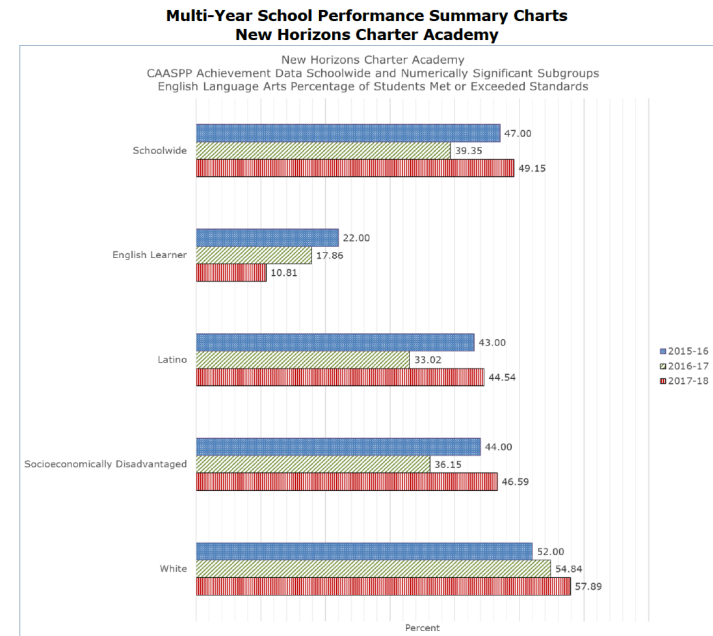
The percentage of students scoring Proficient on SBAC Mathematics will increase from the baseline established in 2014-2015.

- All students: baseline + 2%
- Reclassified Fluent English Proficient Students: baseline + 2%
- English Learners: baseline + 2%
- Low Income Students: baseline + 2%
- Latino Students: baseline + 2%
- African American Students: baseline + 2%
- Students with Disabilities: baseline + 2%

The percentage of students scoring Proficient on SBAC English Language Art will increase from the baseline established in 2014-2015.

- All students: baseline + 2%
- Reclassified Fluent English Proficient Students: baseline + 2%
- English Learners: baseline + 2%
- Low Income Students: baseline + 2%
- Latino Students: baseline + 2%
- African American Students: baseline + 2%

Actual

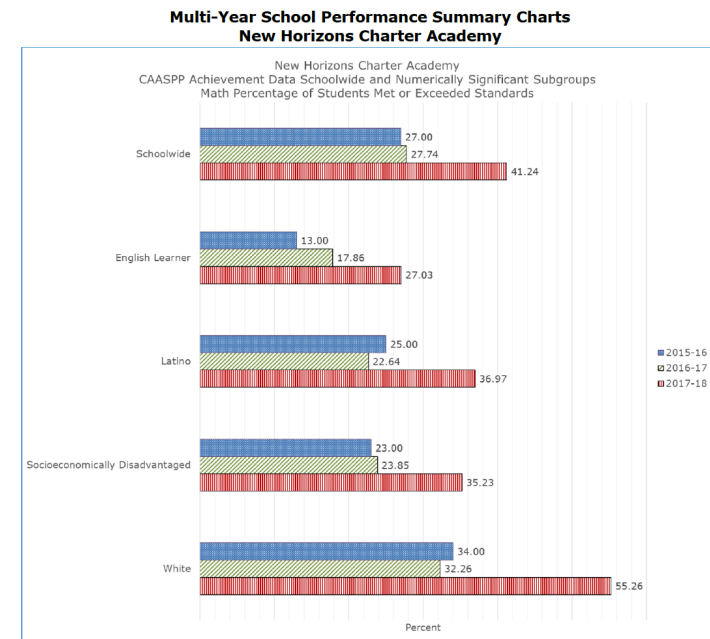


Expected

- Students with Disabilities: baseline + 2%

Progress towards this goal will be measured through SBAC scores, NWEA Assessments, and internal benchmarks.

Actual



The percentage of students scoring Proficient/Advanced on SBAC English Language Art will increase from the baseline established in 2014-2015.

| Mathematics | 14/15 | 17/18 |
|-------------------------------|-------|--------|
| • All students: | 22% | 41.24% |
| • White: | 57% | 55.26% |
| • English Learners: | 3% | 27.03% |
| • Low Income Students: | 17% | 35.23% |
| • Latino Students: | 18% | 36.97% |
| • African American Students: | 11% | 26.87% |
| • Students with Disabilities: | 0% | 17.86% |

| English Language Arts | 14/15 | 17/18 |
|-------------------------------|-------|--------|
| • All students: | 34% | 49.15% |
| • White: | 50% | 57.89% |
| • English Learners: | 22% | 10.81% |
| • Low Income Students: | 29% | 46.59% |
| • Latino Students: | 29% | 44.54% |
| • African American Students: | 22% | 46.87% |
| • Students with Disabilities: | 0% | 5.88% |

Progress towards this goal will be measured through SBAC scores, NWEA (instead of FASTBridge), internal quarterly benchmarks for ELA, Math,

Expected

Actual

Science and Social Studies and KDS developed SBAC interim and Checkpoint assessments quarterly.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| <ul style="list-style-type: none"> Attendance Manager will monitor student attendance and communicate with families. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns. Alternatives to Suspension will be considered prior to administering consequences. | <ul style="list-style-type: none"> Attendance Manager will monitor student attendance and communicate with families. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns. Alternatives to Suspension will be considered prior to administering consequences. | <p>\$842,000</p> | <p>\$943,000</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| <ul style="list-style-type: none"> School will use Family Support Team process that mirrors the School Support Team model. | <ul style="list-style-type: none"> School will use Family Support Team process that mirrors the School Support Team model. Maintain Teacher Assistants 5.75 hours, 5 days a week through K-8 Grade SPAN. | | |

Analysis

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

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

NHCA implemented strategies to increase the percentage of students scoring Proficient and above on CCSS/SBAC benchmark Mathematics and English Language Arts with baseline scores established in 2014-2015. Progress towards this goal was measured through SBAC scores, NWEA Assessments, and internal benchmarks.

Other implementations that improved ELA and Math achievement include:

- Attendance Manager monitored student attendance and communicated with families.
- Parent outreach and communications stressed the importance of attendance and arriving at school on time each day.
- Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching was implemented.
- Teachers were trained in the schoolwide Behavior Support Plan as well as implemented the positive behavior supports. Administrators worked with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension was consistently considered prior to administering consequences.
- The Family Support Team process mirrored the School Support Team model.

- Teacher Assistants were maintained at 5.75 hours, 5 days a week through K-8 Grade SPAN

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

The percentage of students scoring Proficient on SBAC English Language Art and Mathematics increased 2% from the baseline established in 2014-2015. These subgroups include: Reclassified Fluent English Proficient, English Learners, Low Income, Latino and African American/Black. Students with Disabilities reached their goal of a 2% increase in Math. However, SD students decreased in ELA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No Changes necessary

Goal 7

Increase the percent of students attending 173-180 days each school year (96% attendance rate).

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Annual Measurable Outcomes

Expected

The percentage of students attending school 173-180 days per year will increase each year by 2% until 96% attendance of all students and subgroups is maintained.

- All students: 2014-15 baseline + 2%
- Low Income students: 2014-15 baseline + 2%
- English Learners: 2014-15 baseline + 2%
- African American Students: 2014-15 baseline + 2%
- Students with Disabilities: 2014-15 baseline + 2%

Progress towards this goal will be measured through attendance data.

Actual

The percentage of students attending school 173-180 days per year will increase each year by 2% until 96% attendance of all students and subgroups is maintained.

- All students: 2014-15 baseline + 2%
- Low Income students: 2014-15 baseline + 2%
- English Learners: 2014-15 baseline + 2%
- African American Students: 2014-15 baseline + 2%
- Students with Disabilities: 2014-15 baseline + 2%

Progress towards this goal will be measured through attendance data.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| <p>The percentage of students attending school 173-180 days per year will increase each year by 2% until 96% attendance of all students and subgroups is maintained.</p> <ul style="list-style-type: none"> • All students: 2014-15 baseline + 2% • Low Income students: 2014-15 baseline + 2% • English Learners: 2014-15 baseline + 2% • African American Students: 2014-15 baseline + 2% • Students with Disabilities: 2014-15 baseline + 2% | <p>Attendance Manager monitored students attendance and communicated with families regarding excessive absences and tardies.</p> <ul style="list-style-type: none"> • Parent outreach and communications were utilized to stress the importance of attendance and arriving at school on time each day. Attendance Manager sent home Truancy Letters 1, 2 and 3 and followed up with attendance contracts with excessive, chronic attendance issues. School implemented Social emotional curriculum PBIS Training, and | \$121,755 | \$127,300 |

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Progress towards this goal will be measured through attendance data.

the Responsive Classroom approach to teaching.

Continue to implement in-house suspension and Saturday School Academies.

Assistant Principal and Attendance Manager implemented home visits and increased its monitoring of all student attendance. Teachers have been trained in the schoolwide Behavior Support Plan as well as implemented the positive behavior supports, Administrators implemented training with teachers and families to manage student behavior issues and concerns. Alternatives to Suspension will be considered prior to administering consequences school will use Family Support Team process that mirrors the School Support Team model.

2016-2017

| NHCA Chronic Absenteeism | | | | |
|---|----------------|----------------|---------|--|
| All Students | 9.12% | | | |
| Total percentage of students who are chronically absent by subgroup | | | | |
| Subgroups | % of chr. abs. | % of NHCA pop. | % diff. | |
| Asian | 0.00% | 4.18% | 4.18% | |
| African American | 21.43% | 7.67% | -13.76% | |
| Hispanic | 50% | 64.81% | 14.81% | |
| White | 28.57% | 28.34% | -0.23% | |
| EL | 21.43% | 23.34% | 1.91% | |
| SED | 92.86% | 85% | -7.86% | |

2017-2018

| Ethnicity | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--------------------|-----------------------|---|---------------------------|--------------------------|
| African American | 22 | 21 | 6 | 28.6% |
| Asian | * | * | * | 0.0% |
| Filipino | * | * | * | 0.0% |
| Hispanic or Latino | 192 | 191 | 29 | 15.2% |
| Pacific Islander | * | * | * | 0.0% |
| White | 77 | 75 | 12 | 16.0% |

Analysis

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

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

NHCA maintained a high ADA rate that is of above the 96% LCAP goal. In 2017-2018, the average attendance rate was 95.7%. All subgroups demonstrated proportional rates of absenteeism as well.

NHCA monitored Pupil Engagement as measured by: School attendance rates; Chronic absenteeism rates, and School dropout rates.

Middle school graduation rates were less than 1%.

SART meetings were established and conducted 4 times a year.

Parents met with staff and liaisons to proactively discuss codes and policies that entail the repercussions of excessive trancies and absences.

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

NHCA implemented support systems and programs, reducing the absenteeism rating, reaching the average attendance rate goal of 95%. Even greater, all subgroups demonstrated proportional rates of reduced absenteeism. Overall chronic absenteeism maintained the goal of <5%. 95% of students favorably rated key indicators of engagement on student survey, including: culture and climate, educational excellence, climate of support for academic learning (teachers going out of their way to help students), sense of belonging.

The following is from the annual Student Survey Feedback:

- 95% of students rated culture and climate favorably
- 95% rated educational excellence favorably
- 85% favorably rated the climate of support for academic learning (teachers going out of their way to help students)
- 80% favorably rated their sense of belonging

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Change in costs due to salary step and column and statutory costs.

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

The two ethnic subgroups with the greatest need to reduce Chronic Absenteeism is Black/African American and White. Greater gains were expected. Black/African American subgroup rate was 28.6% and White is 16.8%, which is higher than the Hispanic subgroup at 15.2%. The Socioeconomically Disadvantaged is the third subgroup to continue monitoring for improvement, which is in the orange, driving the overall All Students group up to the Orange level.

2017-18 Chronic Absenteeism Rate

New Horizons Charter Academy Report (19-64733-0128371)
Disaggregated by Ethnicity

- + Report Description
- + Report Glossary
- + Report Options and Filters

| Ethnicity | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--------------------|-----------------------|---|---------------------------|--------------------------|
| African American | 22 | 21 | 6 | 28.6% |
| Asian | * | * | * | 0.0% |
| Filipino | * | * | * | 0.0% |
| Hispanic or Latino | 192 | 191 | 29 | 15.2% |
| Pacific Islander | * | * | * | 0.0% |
| White | 77 | 75 | 12 | 16.0% |

Report Totals

| Name | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|--|-----------------------|---|---------------------------|--------------------------|
| New Horizons Charter Academy | 306 | 302 | 47 | 15.6% |
| Los Angeles Unified | 646,075 | 633,498 | 75,426 | 11.9% |
| Los Angeles | 1,548,191 | 1,519,569 | 165,861 | 10.9% |
| Statewide | 6,384,919 | 6,315,131 | 702,531 | 11.1% |

New Horizons Charter Academy (North Hollywood, CA)
Los Angeles Unified

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Reporting Year: 2018

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

[Pivot Data by Indicator](#)

| Indicator | All Students | English Learners | Foster Youth | Homeless | Socioeconomically Disadvantaged | Students with Disabilities | African American | American Indian or Alaska Native | Asian | Filipino | Hispanic | Native Hawaiian or Pacific Islander | White | Two or More Races |
|-----------------------|--------------|------------------|--------------|----------|---------------------------------|----------------------------|------------------|----------------------------------|-------|----------|----------|-------------------------------------|--------|-------------------|
| Chronic Absenteeism | Orange | Yellow | None | None | Orange | None | None | None | None | None | Yellow | None | Orange | None |
| Suspension Rate | Green | Green | None | None | Green | None | None | None | None | None | Green | None | Yellow | None |
| English Language Arts | Yellow | Orange | None | None | Orange | None | None | None | None | None | Yellow | None | None | None |
| Mathematics | Yellow | Orange | None | None | Orange | None | None | None | None | None | Orange | None | None | None |

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NHCA will begin discussing and implementing strategies to increase supporting the White subgroup now that this population has a higher chronic absenteeism rate than the Hispanic subgroup. NHCA has greatly emphasized improving the Hispanic population which is evident in the decrease in Chronic absenteeism and increase in attendance. NHCA will increase and focus strategies to improve both the White and Black population which managing be easier to manage since these are smaller enrollment subgroups than Hispanic.

Goal 8

Decrease the suspension rate at NHCA.

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Annual Measurable Outcomes

Expected

From the 12% suspension rate baseline established in the 2014-2015 school year, NHCA will decrease its suspension rate by 5% each year until it maintains a 1% suspension rate.

Progress towards this goal will be measured through the school's suspension records.

Actual

From the 12% suspension rate baseline established in the 2014-2015 school year, NHCA will decrease its suspension rate by 5% each year until it maintains a 1% suspension rate.

Progress towards this goal will be measured through the school's suspension records.

NHCA through its implementation of PBIS, Cloud9 Character Building program, hiring of a part-time counselor, restorative justice practices, the suspension rate has been decreased 2% in 2017-2018, which is a 1.9% decrease from the previous year.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| <p>NHCA will provide professional development for instructional staff in the priority areas listed below. Professional development will support implementation of PBIS and the state's priorities. Topics to be addressed include:</p> <ul style="list-style-type: none"> • School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the school-wide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences • School will use Family Support Team process that mirrors the School Support Team model. • Restorative Justice Practices • NHCA will continue to utilize a part-time counselor to provide informal and formal counseling services. NHCA counselor will provide training for teachers and paraprofessionals on PBIS strategies and anti-bullying strategies. NHCA will continue to implement an Advisory Class utilizing Cloud9 Character Social-Emotional curriculum to teach students positive behavior and address school climate | <p>NHCA will provide professional development for instructional staff in the priority areas listed below. Professional development will support implementation of PBIS and the state's priorities. Topics to be addressed include:</p> <ul style="list-style-type: none"> • School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching. • Teachers will be trained in the school-wide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns. • Alternatives to Suspension will be considered prior to administering consequences • School will use Family Support Team process that mirrors the School Support Team model. • Restorative Justice Practices • NHCA will continue to utilize a part-time counselor to provide informal and formal counseling services. NHCA counselor will provide training for teachers and paraprofessionals on PBIS strategies and anti-bullying strategies. NHCA will continue to implement an Advisory Class utilizing Cloud9 Character Social-Emotional curriculum to teach students positive | <p>\$39,500</p> | <p>\$43,200</p> |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--------------------------|----------------------------------|
| <p>concerns. The Advisory Class is also used to teach students about academic and behavior goal-setting, social-justice and college-career opportunities.</p> <ul style="list-style-type: none"> NHCA holds monthly Educational Assemblies regarding topics such as (bullying, cyber safety, drugs, traffic/bike, social justice). Students are also recognized at monthly assemblies for good attendance, academic performance and citizenship. The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, District staff will develop and maintain web presence for understanding and responding to bullying. Teachers will receive support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. The School will hold parent workshops on digital citizenship to promote a safe environment for all students. | <p>behavior and address school climate concerns. The Advisory Class is also used to teach students about academic and behavior goal-setting, social-justice and college-career opportunities.</p> <ul style="list-style-type: none"> NHCA holds monthly Educational Assemblies regarding topics such as (bullying, cyber safety, drugs, traffic/bike, social justice). Students are also recognized at monthly assemblies for good attendance, academic performance and citizenship. The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, District staff will develop and maintain web presence for understanding and responding to bullying. <p>Teachers will receive support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. The School will hold parent workshops on digital citizenship to promote a safe environment for all students.</p> | | |

Analysis

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

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

All NHCA students are enrolled in a broad course of study through the following actions:

- 1) Provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.
- 2) Provided students with an array of learning (as described in the school's charter) in science, technology, arts, music, and P.E.
- 3) Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel.
- 4) Increased technology inventory with additional Chromebooks and iPads

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

Progress towards this goal was measured through NHCA's enrollment records which indicates that all students enrolled were provided with a broad course of study including intervention, Blended-Learning, social-emotional curriculum, and technological tools that give access to all cutting-edge and research-based resources.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

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

[Add text here]

Goal 9

[NHCA's students are enrolled in a broad course of study.]

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Annual Measurable Outcomes

Expected

Actual

100% of students will be enrolled in a broad course of study.

100% of students will be enrolled in a broad course of study.

Progress towards this goal will be measured through NHCA's enrollment records

Progress towards this goal will be measured through NHCA's enrollment records

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 9

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--------------------------|----------------------------------|
| NHCA will ensure all students are enrolled in a broad course of study through a review of enrollment data. | <ul style="list-style-type: none"> Provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. | \$128,300 | \$157,300 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|--|--------------------------|----------------------------------|
| | <ul style="list-style-type: none"> • Provided students with an array of learning (as described in the school's charter) in science, technology, arts, music, and P.E. • Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel. • We increased our technology inventory with additional Chromebooks and iPads | | |

Analysis

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

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

All NHCA students are enrolled in a broad course of study through the following actions:

- 1) Provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.
- 2) Provided students with an array of learning (as described in the school's charter) in science, technology, arts, music, and P.E.
- 3) Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel.
- 4) Increased technology inventory with additional Chromebooks and iPads

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

Progress towards this goal was measured through NHCA's enrollment records which indicates that all students enrolled were provided with a broad course of study including intervention, Blended-Learning, social-emotional curriculum, and technological tools that give access to all cutting-edge and research-based resources.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Salary and benefits changes and enrollment created differences.

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

No changes necessary.

Stakeholder Engagement

LCAP Year: 2018-2019

Involvement Process for LCAP and Annual Update

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

NHCA consults with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. NHCA utilizes a diverse model to include stakeholder feedback. This includes individual school site council, ELAC and Parent In Action Committee, comprised of grad- level representatives from our Room Parent Program. Feedback from the Site Council, School Leaders, achievement data and stakeholder surveys support the creation of the LCAP and related goals, along with providing input on the school's overall budget and budget priorities. Site Council works with the Executive Director/Principal and the School Leaders to provide direction to meet the needs of the school and the school community. Site Council was engaged to help identify site-level priorities at monthly meetings, supporting the creation of the LCAP and for all stakeholders, especially parents, to provide input and feedback. Additionally, the School Leaders have regular meeting (coffees, parent education nights, and general meetings) with parents at all grade levels to continuously seek feedback and recommendations on how to improve NHCA programs and levels of engagement.

Stakeholders including parents, parents of foster youth, parents of English learners, community members, and teachers effectively engaged in developing reviewing, and supporting the continuous improvement and implementation of the LCAP. All parents at NHCA were informed of the LCAP process through newsletters and parent meetings that included Coffee and Tea with the Principal, Parent Trainings, School Site Council and the English Learner Advisory Council (ELAC).

The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school's priorities as it related to all facets of an educational process. The New Horizons Charter Academy reviews all internal data on an ongoing basis, benchmarks, Illuminate, Teachers assessments, grades and also the Smarter Balanced Test results, CCSA Accountability Snapshot Reports and the California Dashboard at the state and federal level. The New Horizons Charter Academy holds Parent In Action Meetings monthly to provide an opportunity for parent stakeholders to voice any concerns, engage with school staff, learn about school programs, gain training on functionality of various systems, provide extensive feedback regarding academic, behavior, facilities and school climate issues. New Horizons Charter Academy serves approximately 85% Free-Reduced lunch student population, which has qualified the school as a Title 1 school program. The New Horizons Charter Academy holds quarterly Title 1 meetings to review the LEA Single Plan for Student Achievement, budget and measurable outcomes. Additionally, New Horizons Charter Academy has 25% English Language Learners.

As part of the Title 1 Program, New Horizons Charter Academy has created a School Site Council and an English Learner Advisory Committee (ELAC), which meets quarterly to discuss with its parents of ELL students, the programs and budget associated with meeting the needs of our ELL population. The New Horizons Charter Academy administers school-wide surveys to all stakeholder groups regarding the goals set forth in the LCAP. These surveys are administered in both English and Spanish. All Parent In Action Meetings, Title 1 School Site Council Meetings and ELAC meetings have translation provided. All materials handed out, are translated for our ELL parents. New Horizons Charter Academy utilizes the oneCALL phone announcement system, which provides all stakeholders with weekly and monthly announcements of any meeting or important information that is occurring at New Horizons Charter Academy. These messages are transmitted in the parents correspondence language.

In the spring of 2019, NHCA commissioned surveys of students, staff, faculty and parents to support the school community and to provide data and support for the creation of the LCAP. Results of the survey were shared with parents and school leadership to help identify areas of weakness as well as promising practices that can be expanded. Nearly 90% of all students (grades 1-8) and more than half of all families completed the surveys. The surveys were available in English and Spanish, and were accessible both electronically and on paper.

The first meeting regarding the LCAP was held in October 24th, 2018 to review the 2015-2016 SBAC results. This was the first step in sharing specific data that pertains to goals set-forth in the 17/18 LCAP. The next meeting with the SSC and ELAC committee was held on March 26, 2019 and April 28th, 2019. At this Parent In Action/ SSC/ ELAC meetings, parents were presented a preliminary budget for the 2019/20 school year. The Executive Director/Principal explained what each of the line items were and pointed out that the highlighted portions of the budget were things that could be changed according to stakeholder input. (The un-highlighted items in the budget were things like facilities rent, student meal service, personnel costs, and other contractual items that were not at stakeholder discretion.) The Executive Director/Principal also explained what expenditures from the current budget were aligned with the goals of this year's LCAP. After the explanation of the budget, Parents were invited to comment on the budget and offer suggestions as to how the budget should/could be better aligned with goals and priorities of the school. Parents additionally commented on the budget and made suggestions for expenditures related to actions that support said goals. Parents also had input on the budget to ensure alignment with the actions and goals. Parents agreed to keep the same goals and objectives for the upcoming school year.

At this first meeting, the Executive Director/Principal elicited from parents their funding priorities for the 2018/2019 school year and discussed the priorities for the upcoming school year 2019/2020. The priorities are listed below.

- Shade tarp for the playground
- Music Program
- Library
- Science Projects

- Art Projects
- Counselor
- Parent Education
- Technology

It was explained to parents that all of their priorities were already fully funded for the upcoming year as reflected in the preliminary budget with the exception of the shade tarp and the library. When asked which of the two, library or shade tarp, was a priority, the majority indicated that a shade tarp was preferred over the library. The principal explained that making the shade tarp a priority would not necessarily mean that the shade tarp would be budgeted for the upcoming year. The explanation included rationale for not having a shade tarp, including the fact that the Board would probably not be willing to fund such an expensive project for a school site not owned by the Board and that funding a shade tarp would not necessarily help to close the achievement gap. However as part of creating a school climate that is safe and comfortable for students during breakfast and lunch was important to parents. Parents felt that students would be in a better mood for learning if they were comfortable from the sun.

The Executive Director, Director of Operations and Assistant Principal met on March 21st, 2019 to review the prior-year LCAP and reflect on outcomes and expenditures. From this, a preliminary draft was developed. Stakeholder meetings were held as follows:

- * March 26th, April 28th, and May 13th, 2019 – School-wide Survey on all 9 LCAP Goals from prior year's LCAP was provided to all stakeholder groups (Students, Parents, Certificated and Classified Staff, Administration and Board), these results were shared at Parent In Action, Faculty and Board Meetings.
- * Jan 31, 2019, March 26th, April 28th and May 14th, 2019 : Parent In Action, SSC, ELAC presentation and input (all parents invited, 33 in attendance)
- * February 27, 2019 and May 1st, 2019 : Faculty meeting and input (100% of faculty in attendance)
- * May 21, 2019: Board of Directors meeting and input
- * June 07, 2019: Executive Director incorporated changes based on stakeholder input.
- * June 20, 2019: Board adoption of final LCAP for 2019-20

For each group of stakeholders, the draft LCAP was sent out ahead of time for review, along with an explanation of the **9 priorities**. At the meeting, an overview of LCFF, the LCAP, and the school's budget were presented, and participants were given time to go through and discuss each of the goal areas, focusing on what has been effective, and where they would recommend changes to program expenditures.

Impact on LCAP and Annual Update

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

Talk about changes we are having that will lead

The involvement of all NHCA stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school's 9 priorities as it is related to all facets of the educational process.

Feedback from stakeholders, Parent In Action Committee, School Site Council and ELAC and Board of Directors were used to guide the budgeting process and the LCAP creation, including specific items in the budget to address focus areas of the LCAP such as, site-level spending plans, site-level staffing, parent engagement, communications and school safety. NHCA's staff will review all internal data on an ongoing basis, quarterly benchmarks, DIBELS, IStation assessments, KDS interim/checkpoint SBAC assessments and other internally created documents and processes, Teachers assessments, grades and also the English Language Arts/Literacy and Mathematics Summative Assessments.

The results for the staff, faculty and parent surveys were used to help define focus areas for improvement and provide guidance and direction. All feedback was collected, synthesized, and organized to inform draft LCAP.

Data that will be reviewed include but are not limited to the following:

- School Accountability Report Cards
- English Learner Reports and Reclassification Rates, EL Passports
- Course Grades/Transcripts
- Attendance Reports
- KDS Interim SBAC Assessments
- DIBELS assessment results
- FASTBridge and NWEA assessment results
- IStation ELA/Math assessment results

The following items came out of stakeholder consultations and are addressed in NHCA's 2018-2019 LCAP:

- Clear focus on student academic achievement
- Continued implementation of Common Core State Standards (CCSS)
- Continue to address the needs of all sub-groups, English Learners (EL), Special Needs, and other.
- Focus on providing guided teaching, direct instruction and support to student learning at all levels.
- Supplemental and intervention at all levels of learning.
- Partnership with parents to provide support for their child or children.

- Offer options for parent participation, workshops and school support. Connecting all to community opportunities.
- Involvement of community, foundations and supports to increase student academic achievement parameters (mastery) and economically providing for student access.
- Actively giving students opportunities to visit colleges and universities.
- College readiness for all students

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

☐ New ☐ Modified ☒ Unchanged

Goal 1

Basic Services will be provided to all students.

State and/or Local Priorities addressed by this goal:

- STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
- COE ☐ 9 ☐ 10
- LOCAL _____

Identified Need:

- A. *Students will receive access to CCSS, English, ELD, Mathematics and NEXT Generation Science Standards Curriculum*
- B. *Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development.*
- C. *Provide professional development on the CA Common Core implementation strategies for ELA, ELD and Mathematics, including lesson design and delivery with a focus on critical thinking, problem-solving and real-world applications.*
- D. *Implement personalized intervention strategies and programs, including coaching, co-teaching model of small group instruction for English Learners and students with disabilities in order to meet individual academic needs of specific students.*

E. To ensure school facilities are maintained in good repair, conducive to learning, and do not pose a safety or health risk to students

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|-----------|---------|---------|---------|
| Teacher Rosters- Percentage of teachers who will be appropriately assigned and fully credentialed as required by law and Charter. | 2016-2017 | 100% | 100% | 100% |
| Master Schedule | 2016-2017 | 100% | 100% | 100% |
| Invoice for purchases | 2016-2017 | 100% | 100% | 100% |
| Classroom Materials-NHCA will annually review alignment of instructional materials to standards and keep an inventory of instructional materials and corresponding purchase of materials. NHCA will annually review budget and plan to ensure adequate budget for | 2016-2017 | 100% | 100% | 100% |

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|--|-------------------------|--|--|--|
| instructional materials | | | | |
| Facility inspection documents- NHCA will do annual and monthly facility inspections to screen for safety hazards to minimize minimum number of incidents per year | 1 Incident in 2016-2017 | Fewer than 3 safety related incidents occur, none of which pose a significant threat to student safety | Fewer than 3 safety related incidents occur, none of which pose a significant threat to student safety | Fewer than 3 safety related incidents occur, none of which pose a significant threat to student safety |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

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

Students to be Served:

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

☒ All ☒ Students with Disabilities ☒ [Specific Student Group(s)] EL

Location(s):

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

☐ All schools ☒ Specific Schools: **New Horizons Charter Academy** ☒ Specific Grade spans: TK-8

OR

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

Students to be Served:

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

- ☒ English Learners ☒ Foster Youth
☒ Low Income

Scope of Services:

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

- ☐ LEA-wide ☒ Schoolwide OR
☐ Limited to Unduplicated Student Group(s)

Location(s):

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

- ☐ All schools ☒ Specific Schools: New Horizons Charter Academy ☐ Specific Grade spans: __TK-8__

Actions/Services

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

- ☐ New ☐ Modified ☒ Unchanged

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

- ☐ New ☐ Modified ☒ Unchanged

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

- ☐ New ☐ Modified ☒ Unchanged

2018-19 Actions/Services

- *Annual review of teacher credentials and other certifications- **New Horizons Charter Academy School** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance*
- *CCSS training will be embedded into professional development meetings.*
- *Progress towards this goal will be measured through SARC report, documentation*
- *The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth*

2019-20 Actions/Services

- *Annual review of teacher credentials and other certifications- **New Horizons Charter Academy School** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance*
- *CCSS training will be embedded into professional development meetings.*
- *Progress towards this goal will be measured through SARC report, documentation*
- *The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth*
- *CCSS ELD Strategies for EL students to access core curriculum/attain academic English*

2020-2021 Actions/Services

- *Annual review of teacher credentials and other certifications- **New Horizons Charter Academy School** will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance*
- *CCSS training will be embedded into professional development meetings.*
- *Progress towards this goal will be measured through SARC report, documentation*
- *The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth*
- *CCSS ELD Strategies for EL students to access core curriculum/attain academic English*

2018-19 Actions/Services

- CCSS ELD Strategies for EL students to access core curriculum/attain academic English
- Implementation of **New Horizons Charter Academy School** English Learner Plan and LTEL Reclassification Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom as part of the Blended Learning Instructional delivery model
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC KDS SBAC interim assessments, FASTBridge Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

2019-20 Actions/Services

- Implementation of **New Horizons Charter Academy School** English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom as part of the Blended Learning Instructional delivery model
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC KDS SBAC interim assessments, FASTBridge Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

New Horizonss Charter Academy School will fully implement the Common Core in Math and ELA by 2016-17. New Horizons Charter Academy School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year.

2020-2021 Actions/Services

- Implementation of **New Horizons Charter Academy School** English Learner Plan
- CCSS curriculum implementation of ELA, ELD, Mathematics, NEXT Generation Science Standards, and Social Science
- Effective use of multimedia and technology in the classroom as part of the Blended Learning Instructional delivery model
- Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions
- Using CC KDS SBAC interim assessments, FASTBridge Assessment Program
- Strategies for SWD to access core curriculum in general classroom
- Positive Behavior and Intensive Support (PBIS) and alternatives to suspension
- Maintenance of database system to track teacher credentialing, medical clearances and background clearances-Human Resources.

New Horizons Charter Academy School will fully implement the Common Core in Math and ELA by 2016-17. New Horizons Charter Academy School will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year.

2018-19 Actions/Services

New Horizons Charter Academy School will fully implement the Common Core in Math and ELA by 2015-16. **New Horizons Charter Academy School** will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year.

NHCA will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness.

Annually review and revise, and implement safety plan

Annually review and revise, and implement a drop- off and pick-up plan for the new facility to ensure student safety on the play yard

Maintain custodial staff for daily and nightly cleaning of site

Maintain video monitoring and security system to ensure safety and protection of site

Maintain school-wide emergency intercom and messaging system

NHCA will continue to have part-time Yard Supervisors at every grade level to address health and safety issues, when they arise, within 24 hours, and resolved within 5 business days.

2019-20 Actions/Services

NHCA will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness

Annually review and revise, and implement safety plan

Annually review and revise, and implement a drop- off and pick-up plan for the new facility to ensure student safety on the play yard

Maintain custodial staff for daily and nightly cleaning of site

Maintain video monitoring and security system to ensure safety and protection of site

Maintain school-wide emergency intercom and messaging system

NHCA will continue to have part-time Yard Supervisors at every grade level to address health and safety issues, when they arise, within 24 hours, and resolved within 5 business days.

Collect feedback on facilities through Annual student, parent, and faculty surveys and respond to concerns

Bi-monthly facility walk-through and emergency systems review with teachers, Assistant Principal and Director of Operations

2020-2021 Actions/Services

NHCA will do annual and monthly facility inspections to screen for safety hazards. Daily general cleaning by custodial staff will maintain campus cleanliness

Annually review and revise, and implement safety plan

Annually review and revise, and implement a drop- off and pick-up plan for the new facility to ensure student safety on the play yard

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Maintain school-wide emergency intercom and messaging system

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Collect feedback on facilities through Annual student, parent, and faculty surveys and respond to concerns

Bi-monthly facility walk-through and emergency systems review with teachers, Assistant Principal and Director of Operations

2018-19 Actions/Services

Collect feedback on facilities through Annual student, parent, and faculty surveys and respond to concerns

Bi-monthly facility walk-through and emergency systems review with teachers, Assistant Principal and Director of Operations

2019-20 Actions/Services**2020-2021 Actions/Services****Budgeted Expenditures**

| Year | 2018-19 | 2019-20 | 2020-2021 |
|------------------|--|--|--|
| Amount | \$97,000 | \$101,000 | \$109,000 |
| Source | General-LCFF | General-LCFF | General-LCFF |
| Budget Reference | 5% Executive Director/Principal, Dir of Operations, HR | 5% Executive Director/Principal, Dir of Operations, HR | 5% Executive Director/Principal, Dir of Operations, HR |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

☐ New

☐ Modified

☒ Unchanged

Goal 2

Proficiency for all students will achieve proficiency in English Language Arts, ELD and Mathematics.

By creating problem solvers through a focus on learning experiences, Synergy students and alumni will be equipped with the skills and mindset necessary to persevere in the problem-solving process by using the appropriate tools, techniques, and resources to identify, analyze, and find solutions.

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need:

Students are receiving access to CCSS, English, ELD, Mathematics and NEXT Generation Science Standards.

To ensure student proficiency in all courses.

To ensure our students are college/career ready.

To ensure students meet or exceed standard on CAASPP-ELA/Literacy and Mathematics assessments

Students need learning experiences that build critical thinking skills and approaches to problem solving used both in classrooms and in life.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|--|---|---|---|---|
| Purchase Orders | 100% | 100% | 100% | 100% |
| Textbooks, materials | 100% | 100% | 100% | 100% |
| Academic Indicator ELA | Orange on CA Dashboard for all students and subgroups (2015-16) | . Medium to high status with a maintained or increased change on the CA Dashboard for all students and subgroups. | Medium to high status with a maintained or increased change on the CA Dashboard for all students and subgroups. | Medium to high status with a maintained or increased change on the CA Dashboard for all students and subgroups. |
| EL Indicator | Yellow on CA Dashboard (2015-16) | Maintain blue or green status on CA Dashboard | Maintain blue or green status on CA Dashboard | Maintain blue or green status on CA Dashboard |
| <i>Weekly and mini benchmarks, Quarterly Benchmarks results-reviewed by staff to ensure schoolwide RtI, setting of goals and academic achievement. Formative assessment conducted daily during instruction via Blended Learning-independent station as well as teacher created exit slips-using checking for student understanding on a daily basis.</i> | 95% | 95% | 95% | 95% |

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|--|---|--|--|--|
| Average Distance from Level 3 on CAASPP-ELA/Literacy assessments (Grades 3-8) | <p>2016-17 (Actual):</p> <p>All Students: 23 points below level 3</p> <p>English Learners: 87 points below level 3</p> <p>Socioeconomically Disadvantaged: 30 Points below level 3</p> <p>Students with Disabilities: 115 Points below level 3</p> <p>African-American: 14 Points below level 3</p> <p>Hispanic: 34 points below level 3</p> <p>White: 1 points above level 3</p> | <p>2018-19 (Expected):</p> <p>All Students: 10.0 points below level 3</p> <p>English Learners: 45.0 points below level 3</p> <p>Socioeconomically Disadvantaged: 15.0 points below level 3</p> <p>Students with Disabilities: 70.0 points below level 3</p> <p>Hispanic: 15.0 points below level 3</p> <p>White: 15 points below level 3</p> | <p>2019-20 (Expected):</p> <p>All Students: 10.0 points below level 3</p> <p>English Learners: 40.0 points below level 3</p> <p>Socioeconomically Disadvantaged: 15.0 points below level 3</p> <p>Students with Disabilities: 60.0 points below level 3</p> <p>Hispanic: 15.0 points below level 3</p> <p>White: 15 points below level 3</p> | <p>2020-21 (Expected):</p> <p>All Students: 10.0 points below level 3</p> <p>English Learners: 40.0 points below level 3</p> <p>Socioeconomically Disadvantaged: 15.0 points below level 3</p> <p>Students with Disabilities: 60.0 points below level 3</p> <p>Hispanic: 15.0 points below level 3</p> <p>White: 15 points below level 3</p> |
| Average Distance from Level 3 on CAASPP-Mathematics assessments (Grades 3-8) | <p>2016-17 (Actual):</p> <p>All Students: 40 points below level 3</p> <p>English Learners: 80 points below level 3</p> <p>Socioeconomically Disadvantaged: 46 points below level 3</p> <p>Students with Disabilities: 92 points below level 3</p> <p>Hispanic: 48 points below level 3</p> <p>White: 27 points below level 3</p> | <p>2018-19 (Expected):</p> <p>All Students: 30.0 points below level 3</p> <p>English Learners: 65 points below level 3</p> <p>Socioeconomically Disadvantaged: 35 points below level 3</p> <p>Students with Disabilities: 80 points below level 3</p> <p>Hispanic: 45 points below level 3</p> <p>White: 40 points below level 3</p> | <p>2019-20 (Expected):</p> <p>All Students: 20.0 points below level 3</p> <p>English Learners: 55 points below level 3</p> <p>Socioeconomically Disadvantaged: 22.0 points below level 3</p> <p>Students with Disabilities: 75 points below level 3</p> <p>Hispanic: 30 points below level 3</p> <p>White: 30 points below level 3</p> | <p>2020-21 (Expected):</p> <p>All Students: 20.0 points below level 3</p> <p>English Learners: 55 points below level 3</p> <p>Socioeconomically Disadvantaged: 22.0 points below level 3</p> <p>Students with Disabilities: 75 points below level 3</p> <p>Hispanic: 30 points below level 3</p> <p>White: 30 points below level 3</p> |
| Percentage of students 3 rd – 8 th who have met or exceeded standard | 2016-17 (Actual): 23% | 2018-19 (Expected): 70% | 2019-20 (Expected): 75% | 2020-21 (Expected): 75% |

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|--|----------|---------|---------|---------|
| <i>on both ELA and Mathematics on Smarter Balanced Summative Assessments</i> | | | | |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2

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

Students to be Served:

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

☒ All ☒ Students with Disabilities 100% ☒ Specific Student Group(s) EL, SED, Hispanic

Location(s):

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

☐ All schools ☒ Specific Schools: New Horizons Charter Academy
☒ Specific Grade spans: TK-8

OR

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

Students to be Served:

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

☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services:

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

☐ LEA-wide ☒ Schoolwide OR
☐ Limited to Unduplicated Student Group(s)

Location(s):

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

☐ All schools ☒ Specific Schools: New Horizons Charter Academy ☒ Specific Grade spans: TK-8

Actions/Services

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

☐ New ☐ Modified ☒ Unchanged

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

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2020-21

☐ New ☐ Modified ☒ Unchanged

2018-19 Actions/Services

Curriculum is an important component in the effective implementation of CCSS. **New Horizons Charter Academy School** will provide and/or maintain the following:

- Supplemental curriculum and materials supporting CCSS
- Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.
- Supported by Success for All program, and protocols.

Blended Learning Instructional Model and implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.

Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving **New Horizons Charter Academy School** unduplicated students

2019-20 Actions/Services

Curriculum is an important component in the effective implementation of CCSS. **New Horizons Charter Academy School** will provide and/or maintain the following:

- Supplemental curriculum and materials supporting CCSS
- Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.
- Supported by Success for All, and protocols.

Blended Learning Instructional Model and implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.

Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving **New Horizons Charter Academy School** unduplicated students and students with special needs. As part of our

2020-21 Actions/Services

Curriculum is an important component in the effective implementation of CCSS. **New Horizons Charter Academy School** will provide and/or maintain the following:

- Supplemental curriculum and materials supporting CCSS
- Textbooks and instructional materials aligned to CCSS curriculum of ELA program, Math program, STEAM Lab (Multiple emphasis on Science Engineering to include Robotics, etc.) supporting NEXT Generation Science Standards program, and their accompanying digital curricula, platforms, and etexts.
- Supported by Success for All, and protocols.

Blended Learning Instructional Model and implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students.

Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving **New Horizons Charter Academy School** unduplicated students and students with special needs. As part of our whole scholar approach to education, all students,

2018-19 Actions/Services

and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.

NHCA will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday Academies. Provide an Intervention Specialist to focus on early intervention in the forms of student success team meetings and small group and individual intervention with students and plan and organize after school intervention and Saturday Academies for students who need additional academic support.

NHCA will synthesize CAASPP and FASTBridge student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

NHCA will offer "Advisory" classes (transition planning and career exploration program) and "College Readiness" classes and programs preparing students for transitioning to High School and college readiness, to ensure career path choices.

4 additional classroom teacher aides to provide individual and small group support in classrooms; a Science specialist at the school site and a coordinator of STEM Education to focus on the integration of the NGSS and the CCSS as they relate to Science instruction.

2019-20 Actions/Services

whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.

NHCA will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday Academies. Provide an Intervention Specialist to focus on early intervention in the forms of student success team meetings and small group and individual intervention with students and plan and organize after school intervention and Saturday Academies for students who need additional academic support.

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4 additional classroom teacher aides to provide individual and small group support in classrooms; a Science specialist at the school site and a coordinator of STEM Education to focus on the integration of the NGSS and the CCSS as they relate to Science instruction.

2020-21 Actions/Services

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NHCA will provide additional supports and interventions to all students, including ELs, during after school hours and on Saturday Academies. Provide an Intervention Specialist to focus on early intervention in the forms of student success team meetings and small group and individual intervention with students and plan and organize after school intervention and Saturday Academies for students who need additional academic support.

NHCA will synthesize CAASPP and FASTBridge student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets.

NHCA will offer "Advisory" classes (transition planning and career exploration program) and "College Readiness" classes and programs preparing students for transitioning to High School and college readiness, to ensure career path choices.

4 additional classroom teacher aides to provide individual and small group support in classrooms; a Science specialist at the school site and a coordinator of STEM Education to focus on the integration of the NGSS and the CCSS as they relate to Science instruction.

Budgeted Expenditures

| Year | 2018-19 | 2019-20 | 2020-21 |
|------------------|-------------------------|-------------------------|-------------------------|
| Amount | \$43,000 | \$47,000 | \$51,000 |
| Source | General-LCFF | General-LCFF | General-LCFF |
| Budget Reference | Curriculum, assessments | Curriculum, assessments | Curriculum, assessments |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

☐ New

☐ Modified

☒ Unchanged

Goal 3

Goal 3: *Knowing that parents serve a critical role in a students' success, **New Horizons Charter Academy** strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life. NHCA promotes engagement with parents and guardians to ensure active involvement in their children's education and through this involvement, a better connection is formed and parents feel welcome at school.*

State and/or Local Priorities addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need:

- To seek parent input in making decisions for **New Horizons Charter Academy**
- To promote parental participation in programs and attendance monitoring
- To increase parent access to digital platforms to increase awareness of student progress and developing parents as partners in the quest to increase overall reading and math engagement amongst student body
- Increase parent participation in ESL and Spanish/Armenian workshops.
- Provide better avenues for parents so it may be easier and more appealing to parents to be more involved at **NHCA**.

- Open all lines of communication between teachers, administration and parents to promote and foster a feeling of community and accessibility

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|--|-----------|--------------|--------------|--------------|
| Provide parent access to opportunities for participation and input on decision-making through Parent In Action, SSC and ELAC Meetings, coffee with the Principal | 2016-2017 | 100% | 100% | 100% |
| At least 85% of parents will attend at least two school events each year. 85% will attend parent-teacher conference. | 2016-2017 | At least 85% | At least 85% | At least 85% |
| 95% will attend parent-teacher conference. | 2016-2017 | 95% | 95% | 95% |
| 95% will participate in Survey | 2016-2017 | 95% | 95% | 95% |
| 95% will participate in Illuminate Parent Portal | 2016-2017 | 95% | 95% | 95% |
| 95% will participate in ClassDojo | 2016-2017 | 95% | 95% | 95% |

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|--|---|---|---|---|
| Increase Parent participation in ESL or Spanish/Armenian classes | 80% of the parents that attend the classes will complete the workshops. | 95% | 95% | 95% |
| <p>% of parent favorable ratings on:</p> <ul style="list-style-type: none"> climate of support for learning knowledge and fairness of discipline safety <p>sense of belonging/connectedness (including by subgroup)</p> | <p>% favorable ratings:</p> <p>94% Climate of support for academic learning</p> <p>90% knowledge and fairness of discipline, rules, and norms 81% safety (70% surrounding neighborhood, 92% school grounds)</p> <p>96% sense of belonging/connectedness (92% Af-Am, 98% Hisp, 98% white, 98% ELL, 95% FRL, 100% SPED)</p> | <p>% favorable ratings:</p> <p>95% Climate of support for academic learning</p> <p>95% knowledge and fairness of discipline, rules, and norms 85% safety (70% surrounding neighborhood, 92% school grounds)</p> <p>95% sense of belonging/connectedness (proportional across subgroups)</p> | <p>% favorable ratings:</p> <p>95% Climate of support for academic learning</p> <p>95% knowledge and fairness of discipline, rules, and norms 85% safety (70% surrounding neighborhood, 92% school grounds)</p> <p>95% sense of belonging/connectedness (proportional across subgroups)</p> | <p>% favorable ratings:</p> <p>95% Climate of support for academic learning</p> <p>95% knowledge and fairness of discipline, rules, and norms 85% safety (70% surrounding neighborhood, 92% school grounds)</p> <p>95% sense of belonging/connectedness (proportional across subgroups)</p> |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3

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

Students to be Served:

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

☒ All ☒ Students with Disabilities ☒ [Specific Student Group(s)] _____
Location(s):

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

☐ All schools ☒ Specific Schools: **New Horizons Charter Academy** ☒ Specific Grade spans: 6-8
OR

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

Students to be Served:

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

☒ English Learners ☒ Foster Youth
☒ Low Income
Scope of Services:

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

☐ LEA-wide ☒ Schoolwide OR
☐ Limited to Unduplicated Student Group(s)
Location(s):

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

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____
Actions/Services

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

☒ New ☐ Modified ☐ Unchanged

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

☐ New ☐ Modified ☒ Unchanged

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

☐ New ☐ Modified ☒ Unchanged
2018-19 Actions/Services

NHCA will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

NHCA has created a Mobile App to push out communication to parents in a format that easily accessed by parent cellphones. 90% of parents have a SMARTPhone.

2019-20 Actions/Services

School will provide multiple opportunities for parent involvement in school life and ease of home-school communication; and ensure continued parent representation in decision-making at all levels of school operations.

NHCA has created a Mobile App to push out communication to parents in a format that easily accessed by parent cellphones. 90% of parents have a SMARTPhone.

2020-21 Actions/Services

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NHCA has created a Mobile App to push out communication to parents in a format that easily accessed by parent cellphones. 90% of parents have a SMARTPhone.

2018-19 Actions/Services

NHCA continues to use oneCALL system to relay message from central office and teachers use system to schedule conferences and inform parents of ongoing activities, projects and academic requirements for success.

NHCA has implemented CLASS Dojo through all classrooms K – 8 for extensive direct communication between teacher and parent regarding academic performance, classroom management, projects, open forum to share concerns, classroom needs and the ability for the central office to push out communication through this additional format.

NHCA has create additional social media avenues to communicate and engage parents. NHCA has a comprehensive Web page that is connected to a FACEBOOK Page and a Twitter page. Parents use all forms to stay connected with NHCA.

NHCA teachers have continued to develop their Google Classroom pages that allow parents to view daily BLAST lessons and various assignments/projects taught over the course of school year.

NHCA will maintain the structured parent involvement meetings around the Parents In Action (PIA) meetings which will be bi-monthly and the Parent Monthly meetings. Parent Monthly meetings will include a Parent Forum, where parents can learn about key performance indicators and accompanying data.

A School Site Council (SSC), part of Title I SPSA, will continue to meet quarterly during the school year.

An English Learners Advisory Committee (ELAC) will continue to meet quarterly during the

2019-20 Actions/Services

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2020-21 Actions/Services

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NHCA has create additional social media avenues to communicate and engage parents. NHCA has a comprehensive Web page that is connected to a FACEBOOK Page and a Twitter page. Parents use all forms to stay connected with NHCA.

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A School Site Council (SSC), part of Title I SPSA, will continue to meet quarterly during the school year.

An English Learners Advisory Committee (ELAC) will continue to meet quarterly during the

2018-19 Actions/Services

school year to provide information on academic initiatives.

NHCA will maintain Illuminate, an information system that provides parents with a home portal, allowing them to access and review students' progress, assessments, and grades. The home portal also serves as a means of communication with teachers.

Form a Parent Education and Engagement Committee to develop quarterly parent education and outreach (in person and/or through video vignettes). Increase number of parent workshops and seek other partnerships for this purpose. Provide parent education on CCSS and Common Core en Espanol/Armenian.

Digitize sign-ins for parent meetings, education, and volunteer events to track participation.

2019-20 Actions/Services

year to provide information on academic initiatives.

NHCA will maintain Illuminate, an information system that provides parents with a home portal, allowing them to access and review students' progress, assessments, and grades. The home portal also serves as a means of communication with teachers.

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2020-21 Actions/Services

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NHCA will maintain Illuminate, an information system that provides parents with a home portal, allowing them to access and review students' progress, assessments, and grades. The home portal also serves as a means of communication with teachers.

Form a Parent Education and Engagement Committee to develop quarterly parent education and outreach (in person and/or through video vignettes). Increase number of parent workshops and seek other partnerships for this purpose. Provide parent education on CCSS and Common Core en Espanol/Armenian

Implement digital sign-ins for parent meetings, education, and volunteer events to track participation.

Budgeted Expenditures

| Year | 2018-19 | 2019-20 | 2020-21 |
|------------------|--------------------|--------------------|--------------------|
| Amount | \$5,200 | \$6,300 | \$7,200 |
| Source | General-LCFF | General-LCFF | General-LCFF |
| Budget Reference | General Consulting | General Consulting | General Consulting |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

☐ New

☐ Modified

☒ Unchanged

Goal 4

New Horizons Charter Academy prioritizes student achievement as measured by CAASPP Smarter Balanced, CDE determined measures and English Learner testing. All NHCA subgroups will demonstrate "significant increase" (at least 20 points in ELA, 15 points in Math) on scale scores if below a Medium status rating. Subgroups meeting or exceeding Level 3 will increase their average score by at least 7 points each year until they reach a Very High status (>45 points above Level 3 in ELA, and >35 points above Level 3 in Math), and will then maintain a Very High status. Where achievement gaps exist for unduplicated subgroups, their progress will exceed the growth of the average school-wide score, until gaps are closed at a High Level 3 or above

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need:

Statewide SBAC assessments - Although all subgroups have demonstrated increases from 2014-15 to 2015-16, most significant subgroups are still performing below a Level 3 on average. Our goals reflect the need to move all students to a Level 3 or above within the next two years. Our second priority is to close subgroup gaps. We have found that being socioeconomically disadvantaged, regardless of ethnicity, is a strong predictor of performance. Therefore, we are prioritizing interventions for our lowest performing students, particularly those from a low-income background.

Because our school is new and still growing, and we have had to backfill some student attrition with newcomers as late as 3rd and 4th grade.

- A. *The California Dashboard;*
- B. *The percentage of pupils who have successfully completed*
- C. *The percentage of English Learner pupils who make progress toward English proficiency as measure by the ELPAC/ELPAC*
- D. *English learner reclassification rate*

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-2021 |
|--|---|---|---|--|
| SBAC Scale Scores - English Language Arts- Proficiency | <p>ELA:</p> <ul style="list-style-type: none"> School-wide average is 36.1 points below Level 3 (Medium), with an increase of 18.9 from 2015 to 2016 Low Socio-Economic students are 94 points below Level 3, with an increase of 7.7 from 2015 to 2016 Though not a significant subgroup in 3rd or 4th, on average African American students are 78.4 points below Level 3, with an increase of 8.7 from 2015 to 2016 Though not a significant subgroup in 3rd or 4th, on average white students are 155 points above Level 3, with an increase of 40 | <ul style="list-style-type: none"> NHCA school-wide average will increase by at least 30 points in Math and ELA, achieving a “High” Status at least 10 points above Level 3 in both subjects All NHCA subgroups with a Low score will demonstrate at least a sufficient point increase to move from Low to Medium. Groups already in Medium or above will achieve at least a 10-point increase. <p>The SBAC Participation rate will be at least 97%</p> | <ul style="list-style-type: none"> NHCA school-wide average will increase by at least 30 points in Math and ELA, achieving a “High” Status at least 10 points above Level 3 in both subjects All NHCA subgroups with a score will demonstrate at least a will achieve at least a 10-point increase subgroups. <p>The SBAC Participation rate will be at least 97%</p> | <ul style="list-style-type: none"> NHCA school-wide average will increase by at least 30 points in ELA, achieving a “High” Status at least 10 points above Level 3 in both subjects All NHCA subgroups with a score will demonstrate at least a will achieve at least a 10-point increase subgroups. <p>The SBAC Participation rate will be at least 97%</p> |

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-2021 |
|--------------------------------|--|--|--|--|
| | from 2015 to 2016 <ul style="list-style-type: none"> No other subgroups received scores due to small sample size | | | |
| Mathematics Proficiency | Math: <ul style="list-style-type: none"> School-wide average is 36.1 points below Level 3 (Medium), with an increase of 18.9 from 2015 to 2016 Low Socio-Economic students are 94 points below Level 3, with an increase of 7.7 from 2015 to 2016 Though not a significant subgroup in 3rd or 4th, on average African American students are 78.4 points below Level 3, with an increase of 8.7 from 2015 to 2016 Though not a significant subgroup in 3rd or 4th, on average white students are 155 points above Level 3, with an increase of 40 from 2015 to 2016 No other subgroups received scores due to small sample size | <ul style="list-style-type: none"> NHCA school-wide average will increase by at least 30 points in Math and ELA, achieving a “High” Status at least 10 points above Level 3 in both subjects All NHCA subgroups with a score will demonstrate at least a will achieve at least a 10 point increase subgroups. The SBAC Participation rate will be at least 97% | <ul style="list-style-type: none"> NHCA school-wide average will increase by at least 30 points in Math and ELA, achieving a “High” Status at least 10 points above Level 3 in both subjects All NHCA subgroups with a score will demonstrate at least a will achieve at least a 10 point increase subgroups. The SBAC Participation rate will be at least 97% | <ul style="list-style-type: none"> NHCA school-wide average will increase by at least 30 points in Math, achieving a “High” Status at least 10 points above Level 3 in both subjects All NHCA subgroups with a score will demonstrate at least a will achieve at least a 10-point increase subgroups. The SBAC Participation rate will be at least 97% |
| EL Proficiency | 2016-2017 | 5% | 8% | 10% |
| Reclassification | 2016-2017 | 5% | 8% | 17% |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4

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

Students to be Served:

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

☒ All ☒ Students with Disabilities ☒ [Specific Student Group(s)] _____

Location(s):

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

☐ All schools ☒ Specific Schools: **New Horizons Charter Academy**
☐ Specific Grade spans: 6-8

OR

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

Students to be Served:

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

☐ English Learners ☐ Foster Youth
☐ Low Income

Scope of Services:

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

☐ LEA-wide ☐ Schoolwide OR
☐ Limited to Unduplicated Student Group(s)

Location(s):

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

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

Actions/Services

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

☐ New ☐ Modified ☒ Unchanged

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

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2020-21

☐ New ☐ Modified ☒ Unchanged

2018-19 Actions/Services

Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.

- EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.

- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.

- * Teacher professional development on data analysis, differentiation, and intervention strategies

- * Implement interventions for students falling below proficiency and language learners: increased online adaptive instruction to fill skill gaps, 1:1 and small group intervention support from teaching assistants. Provide additional professional development to teaching assistants on instructional strategy and intervention with struggling students

- * Implement quarterly benchmark assessments for math, ELA, including: SBAC KDS Interim benchmark assessments and CheckPoint assessments, IStation Reading, FASTBridge and RevolutionK12 SBAC assessments for Math.

- * Analyze data to pinpoint areas for growth and determine professional development and intervention priorities.

- * Provide after school enrichment and intervention, subsidized for FRPL, English

2019-20 Actions/Services

- Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.

- EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.

- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.

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- * Implement quarterly benchmark assessments for math, ELA, including: SBAC KDS Interim benchmark assessments and CheckPoint assessments, IStation Reading, FASTBridge and RevolutionK12 SBAC assessments for Math.

- * Analyze data to pinpoint areas for growth and determine professional development and intervention priorities.

- * Provide after school enrichment and intervention, subsidized for FRPL, English language learners, Foster Youth, and students with special needs

2020-21 Actions/Services

- Continue professional development activities initiated in 2016-2017 school year focused on CCSS implementation with ELs.

- EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.

- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD Profile and retell assessments.

- * Teacher professional development on data analysis, differentiation, and intervention strategies

- * Implement interventions for students falling below proficiency and language learners: increased online adaptive instruction to fill skill gaps, 1:1 and small group intervention support from teaching assistants. Provide additional professional development to teaching assistants on instructional strategy and intervention with struggling students

- * Implement quarterly benchmark assessments for math, ELA, including: SBAC KDS Interim benchmark assessments and CheckPoint assessments, IStation Reading, FASTBridge and RevolutionK12 SBAC assessments for Math.

- * Analyze data to pinpoint areas for growth and determine professional development and intervention priorities.

- * Provide after school enrichment and intervention, subsidized for FRPL, English

2018-19 Actions/Services

language learners, Foster Youth, and students with special needs

2019-20 Actions/Services

2020-21 Actions/Services

language learners, Foster Youth, and students with special needs

Budgeted Expenditures

| Year | 2018-19 | 2019-20 | 2020-21 |
|------------------|--|--|--|
| Amount | \$202,000 | \$209,000 | \$212,000 |
| Source | General-LCFF / Title 1 | General-LCFF / Title 1 | General-LCFF / Title 1 |
| Budget Reference | 10% Principal, 15% Teachers, 25% Assistant Principal, 25% ELD Coordinator wage & fringe Instructional Salaries-Teacher Assistants Data Analysis Software (Illuminate) and FASTBridge Assessments Online adaptive intervention software After-School Intervention | 10% Principal, 15% Teachers, 25% Assistant Principal, 25% ELD Coordinator wage & fringe Instructional Salaries-Teacher Assistants Data Analysis Software (Illuminate) and FASTBridge Assessments Online adaptive intervention software After-School Intervention | 10% Principal, 15% Teachers, 25% Assistant Principal, 25% ELD Coordinator wage & fringe Instructional Salaries-Teacher Assistants Data Analysis Software (Illuminate) and FASTBridge Assessments Online adaptive intervention software After-School Intervention |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

☐ New

☐ Modified

☒ Unchanged

Goal 5

Low absenteeism: 95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism
<5% chronic absenteeism.

95% of students favorably rate key indicators of engagement on student survey, including:

- culture and climate
- educational excellence
- climate of support for academic learning (teachers going out of their way to help students)
- sense of belonging

New Horizons Charter Academy will monitor Pupil Engagement as measured by:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;
- D. Middle school graduation rates

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need:

- A. School attendance rates;
- B. Chronic absenteeism rates,
- C. School dropout rates;
- D. Middle school graduation rates

While attendance rates remain above 95%, chronic absenteeism in 2016-17 was 8% - 3% higher than the goal of 5%. Chronic absenteeism was proportional across subgroups, which leads us to believe it is a school-wide systems issue. In January of 2017 we began to tighten our systems for contacting families of chronically absent students, and we believe that implementing those systems earlier in the year will reduce our absenteeism in 2017-18.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|--|--|--|--|--|
| School will continue to maintain a high ADA rate above 96%. | Attendance is ≥96% | 95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism | 95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism | 95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism |
| Chronic absenteeism rates % Favorable ratings on: <ul style="list-style-type: none"> culture and climate educational | Chronic Absenteeism at 8% Student survey feedback: <ul style="list-style-type: none"> 96% of students rated culture and climate favorably 97% rated educational | <5% chronic absenteeism. Student survey feedback: <ul style="list-style-type: none"> 95% of students rated culture and climate favorably 95% rate educational | <5% chronic absenteeism. Student survey feedback: <ul style="list-style-type: none"> 95% of students rated culture and climate favorably 95% rate educational | <5% chronic absenteeism. Student survey feedback: <ul style="list-style-type: none"> 95% of students rated culture and climate favorably 95% rate educational |

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|--|--|--|--|--|
| <p>excellence</p> <ul style="list-style-type: none"> climate of support for academic learning <p>sense of belonging</p> | <p>excellence favorably</p> <ul style="list-style-type: none"> 82% favorably rated the climate of support for academic learning (teachers going out of their way to help students) <p>76% favorably rate their sense of belonging</p> | <p>excellence favorably</p> <ul style="list-style-type: none"> 85% favorably rated the climate of support for academic learning (teachers going out of their way to help students) 80% favorably rate their sense of belonging | <p>excellence favorably</p> <ul style="list-style-type: none"> 85% favorably rated the climate of support for academic learning (teachers going out of their way to help students) <p>80% favorably rate their sense of belonging</p> | <p>excellence favorably</p> <ul style="list-style-type: none"> 85% favorably rated the climate of support for academic learning (teachers going out of their way to help students) <p>80% favorably rate their sense of belonging</p> |
| Middle School dropout rates | <p>2015-16 (Actual): 0%</p> <p>By the end of 2016-17: 0%</p> | ≤ 1% | ≤ 1% | ≤ 1% |
| Establish SART meetings 4 times a year and meet with parents to discuss repercussions of excessive trancies and absences. | 2016-2017 (Actual 2 Meetings) | 100% | 100% | 100% |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 5

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

Students to be Served:

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

☒ All ☒ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s):

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

☐ All schools ☒ Specific Schools: **New Horizons Charter Academy School** ☐ Specific Grade spans: **6-8**

OR

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

Students to be Served:

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

☒ English Learners ☒ Foster Youth
☒ Low Income

Scope of Services:

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

☐ LEA-wide ☒ Schoolwide OR
☐ Limited to Unduplicated Student Group(s)

Location(s):

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

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

Actions/Services

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

☐ New ☐ Modified ☒ Unchanged

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

☐ New ☐ Modified ☒ Unchanged

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

☐ New ☐ Modified ☒ Unchanged

2018-19 Actions/Services

- Attendance Manager will monitor student attendance and communicate with families.

2019-20 Actions/Services

- Attendance Manager will monitor student attendance and communicate with families.

2020-21 Actions/Services

- Attendance Manager will monitor student attendance and communicate with families.

2018-19 Actions/Services

- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum (Cloud9) and SWPBIS Training, and the Responsive Classroom approach to teaching.
- Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.
- Monitor and intervene on attendance and behavior. Calls to parents for chronic absentees (SARB reporting as needed)
- Monthly analysis of attendance and behavior data by subgroup (in Illuminate)
- Establish SARB meetings 4 times a year and meet with parents to discuss repercussions of excessive truancies and absences.
- **NHCA** will recognize students on a monthly basis for good attendance with “Free-Dress” certificate
- Increase perfect attendance celebrations and recognize parents for commitment
- Special education services to students

2019-20 Actions/Services

- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum (Cloud9) and SWPBIS Training, and the Responsive Classroom approach to teaching.
- Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.
- Monitor and intervene on attendance and behavior. Calls to parents for chronic absentees (SARB reporting as needed)
- Monthly analysis of attendance and behavior data by subgroup (in Illuminate SIS System)
- Establish SARB meetings 4 times a year and meet with parents to discuss repercussions of excessive truancies and absences.
- **NHCA** will recognize students on a monthly basis for good attendance with “Free-Dress” certificate
- Increase perfect attendance celebrations and recognize parents for commitment
- Special education services to students with emotional and behavioral

2020-21 Actions/Services

- Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
- School will implement Social emotional curriculum (Cloud9) and SWPBIS Training, and the Responsive Classroom approach to teaching.
- Teachers will be trained in the schoolwide Behavior Support Plan as well as implement the positive behavior supports; Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered prior to administering consequences.
- School will use Family Support Team process that mirrors the School Support Team model.
- Monitor and intervene on attendance and behavior. Calls to parents for chronic absentees (SARB reporting as needed)
- Monthly analysis of attendance and behavior data by subgroup (in Illuminate SIS System)
- Establish SARB meetings 4 times a year and meet with parents to discuss repercussions of excessive truancies and absences.
- **NHCA** will recognize students on a monthly basis for good attendance with “Free-Dress” certificate
- Increase perfect attendance celebrations and recognize parents for commitment
- Special education services to students

2018-19 Actions/Services

| |
|---|
| <ul style="list-style-type: none"> with emotional and behavioral challenges as required by IEP In-house counseling support Administer, analyze, and respond to results of annual student and staffSEL surveys from FASTBridge |
| <p>Provide an engaging and supportive program:</p> <ul style="list-style-type: none"> Provide all students with an engaging, applied project- and internship-based program of study Student life: special activities, fieldtrips, and weekly all-school assemblies Continue to implement school spirit days and events |
| <p>Building Teacher Capacity:</p> <ul style="list-style-type: none"> Teacher professional development on behavior management and SEL competencies |

2019-20 Actions/Services

| |
|---|
| <ul style="list-style-type: none"> challenges as required by IEP In-house counseling support Administer, analyze, and respond to results of annual student and staffSEL surveys from FASTBridge |
| <p>Provide an engaging and supportive program:</p> <ul style="list-style-type: none"> Provide all students with an engaging, applied project- and internship-based program of study Student life: special activities, fieldtrips, and weekly all-school assemblies Continue to implement school spirit days and events |
| <p>Building Teacher Capacity:</p> <ul style="list-style-type: none"> * Teacher professional development on behavior management and SEL competencies |

2020-21 Actions/Services

| |
|---|
| <ul style="list-style-type: none"> with emotional and behavioral challenges as required by IEP In-house counseling support Administer, analyze, and respond to results of annual student and staffSEL surveys from FASTBridge |
| <p>Provide an engaging and supportive program:</p> <ul style="list-style-type: none"> Provide all students with an engaging, applied project- and internship-based program of study Student life: special activities, fieldtrips, and weekly all-school assemblies Continue to implement school spirit days and events |
| <p>Building Teacher Capacity:</p> <ul style="list-style-type: none"> * Teacher professional development on behavior management and SEL competencies |

Budgeted Expenditures

| Year | 2018-19 | 2019-20 | 2020-21 |
|------------------|--|--|--|
| Amount | \$108,000 | \$115,000 | \$121,000 |
| Source | General-LCFF | General-LCFF | General-LCFF |
| Budget Reference | <p>Absentee data and behavioral analysis on Illuminate</p> <p>Annual Satisfaction Survey</p> <p>4303: Special Activities / Field Trips</p> | <p>Absentee data and behavioral analysis on Illuminate</p> <p>Annual Satisfaction Survey</p> <p>4303: Special Activities / Field Trips</p> <p>10% Principal, 20% Pupil Services Clerk, 25% Assistant Principal</p> | <p>Absentee data and behavioral analysis on Illuminate</p> <p>Annual Satisfaction Survey</p> <p>4303: Special Activities / Field Trips</p> <p>10% Principal, 20% Pupil Services Clerk, 25% Assistant Principal</p> |

| Year | 2018-19 | 2019-20 | 2020-21 |
|------|---|--------------------------------------|--------------------------------------|
| | 10% Principal, 20% Pupil Services Clerk, 25% Assistant Principal 5102 Special Education SPED services | 5102 Special Education SPED services | 5102 Special Education SPED services |

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

☐ New

☐ Modified

☒ Unchanged

Goal 6

Low Pupil Suspension Rates: Pupil suspension rates remain <1.5% (Low or Very Low) and either maintained or decline. Pupil expulsion rates remain <1%. Suspension and Expulsion rates are proportional across sub-groups.

95% of students favorably rate key indicators of engagement on student survey, including:

- culture and climate
 - educational excellence
 - climate of support for academic learning (teachers going out of their way to help students)
 - sense of belonging
- School Climate applicable to the following:
- A. Pupil suspension rates;
- B. Pupil expulsion rate; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

State and/or Local Priorities addressed by this goal:

STATE ☒ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need:

In the 2016-17 school year suspensions decreased from 12% to 3.9%. The suspension rate remains above our target, and the school will continue to use alternative (restorative justice) discipline methods to minimize suspensions. There have been no expulsions in the history of the school.

While attendance rates remain above 95%, chronic absenteeism in 2016-17 was 14% - 9% higher than the goal of 5%. Chronic absenteeism was proportional across subgroups, which leads us to believe it is a school-wide systems issue. In January of 2017 we began to tighten our systems for contacting families of chronically absent students, following up with Truancy Letters 1, 2 and 3 and we believe that implementing those systems earlier in the year will reduce our absenteeism in 2018-19.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|--|---|---|---|
| Pupil suspension rates | Suspensions at .94% (3/20) | Pupil suspension rates remain <1.0% (Low or Very Low) and either maintained or decline | Pupil suspension rates remain <1.0% (Low or Very Low) and either maintained or decline | Pupil suspension rates remain <1.0% (Low or Very Low) and either maintained or decline |
| Pupil expulsion rate; | 2016-2017 at 0% | Pupil expulsion rates remain <1%. Suspension and Expulsion rates are proportional across sub-groups | Pupil expulsion rates remain <1%. Suspension and Expulsion rates are proportional across sub-groups | Pupil expulsion rates remain <1%. Suspension and Expulsion rates are proportional across sub-groups |
| Other local measures, including surveys of pupils, parents, and teachers on the sense | Student survey feedback: <ul style="list-style-type: none">96% of students rated culture and climate favorably97% rated | Student survey feedback: <ul style="list-style-type: none">95% of students rated culture and climate favorably95% rate | Student survey feedback: <ul style="list-style-type: none">95% of students rated culture and climate favorably95% rate | Student survey feedback: <ul style="list-style-type: none">95% of students rated culture and climate favorably95% rate |

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|--|---|---|---|
| of safety and school connectedness % Favorable ratings on Survey: <ul style="list-style-type: none"> culture and climate educational excellence climate of support for academic learning sense of belonging | educational excellence favorably <ul style="list-style-type: none"> 82% favorably rated the climate of support for academic learning (teachers going out of their way to help students) 76% favorably rate their sense of belonging | educational excellence favorably <ul style="list-style-type: none"> 85% favorably rated the climate of support for academic learning (teachers going out of their way to help students) 80% favorably rate their sense of belonging | educational excellence favorably <ul style="list-style-type: none"> 85% favorably rated the climate of support for academic learning (teachers going out of their way to help students) 80% favorably rate their sense of belonging | educational excellence favorably <ul style="list-style-type: none"> 85% favorably rated the climate of support for academic learning (teachers going out of their way to help students) 80% favorably rate their sense of belonging |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 6

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

Students to be Served:

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

☒ All ☒ Students with Disabilities ☒ [Specific Student Group(s)]

Location(s):

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

☐ All schools ☒ Specific Schools New Horizons Charter Academy
☒ Specific Grade spans: 6-8

OR

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

Students to be Served:

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

☒ **English Learners** ☒ **Foster Youth**
☒ **Low Income**

Scope of Services:

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

☐ **LEA-wide** ☒ **Schoolwide** OR
☐ **Limited to Unduplicated Student Group(s)**

Location(s):

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

☐ **All schools** ☐ **Specific Schools** _____
☐ **Specific Grade spans:** _____

Actions/Services

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

☐ **New** ☐ **Modified** ☒ **Unchanged**

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

☐ **New** ☐ **Modified** ☒ **Unchanged**

Select from New, Modified, or Unchanged for 2020-21

☐ **New** ☐ **Modified** ☒ **Unchanged**

2018-19 Actions/Services

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.

NHCA will provide **professional development** for instructional staff in the priority areas listed below. Professional development will support implementation of PBIS and the state's priorities. Topics to be addressed include:

- School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.

2019-20 Actions/Services

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.

NHCA will provide **professional development** for instructional staff in the priority areas listed below. Professional development will support implementation of PBIS and the state's priorities. Topics to be addressed include:

- School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.

2020-2021 Actions/Services

School will offer an academically engaging learning environment for all; have a culture of high expectations and high support, a nurturing environment, and connected school community. Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.

NHCA will provide **professional development** for instructional staff in the priority areas listed below. Professional development will support implementation of PBIS and the state's priorities. Topics to be addressed include:

- School will implement Social emotional curriculum SWPBIS Training, and the Responsive Classroom approach to teaching.

2018-19 Actions/Services

- Teachers will be trained in the school-wide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered prior to administering consequences
- School will use Family Support Team process that mirrors the School Support Team model.
- Restorative Justice Practices
- NHCA will continue to utilize a part-time counselor to provide informal and formal counseling services. NHCA counselor will provide training for teachers and paraprofessionals on PBIS strategies and anti-bullying strategies. NHCA will continue to implement an Advisory Class utilizing Cloud9 Character Social-Emotional curriculum to teach students positive behavior and address school climate concerns. The Advisory Class is also used to teach students about academic and behavior goal-setting, social-justice and college-career opportunities.
- NHCA holds monthly Educational Assemblies regarding topics such as (bullying, cyber safety, drugs, traffic/bike, social justice). Students are also recognized at monthly assemblies for good attendance, academic performance and citizenship.
- The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying

2019-20 Actions/Services

- Teachers will be trained in the school-wide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered prior to administering consequences
- School will use Family Support Team process that mirrors the School Support Team model.
- Restorative Justice Practices
- NHCA will continue to utilize a part-time counselor to provide informal and formal counseling services. NHCA counselor will provide training for teachers and paraprofessionals on PBIS strategies and anti-bullying strategies. NHCA will continue to implement an Advisory Class utilizing Cloud9 Character Social-Emotional curriculum to teach students positive behavior and address school climate concerns. The Advisory Class is also used to teach students about academic and behavior goal-setting, social-justice and college-career opportunities.
- NHCA holds monthly Educational Assemblies regarding topics such as (bullying, cyber safety, drugs, traffic/bike, social justice). Students are also recognized at monthly assemblies for good attendance, academic performance and citizenship.
- The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it.

2020-2021 Actions/Services

- Teachers will be trained in the school-wide Behavior Support Plan as well as implement the positive behavior supports, Administrators will work with teachers and families to manage student behavior issues and concerns.
- Alternatives to Suspension will be considered prior to administering consequences
- School will use Family Support Team process that mirrors the School Support Team model.
- Restorative Justice Practices
- NHCA will continue to utilize a part-time counselor to provide informal and formal counseling services. NHCA counselor will provide training for teachers and paraprofessionals on PBIS strategies and anti-bullying strategies. NHCA will continue to implement an Advisory Class utilizing Cloud9 Character Social-Emotional curriculum to teach students positive behavior and address school climate concerns. The Advisory Class is also used to teach students about academic and behavior goal-setting, social-justice and college-career opportunities.
- NHCA holds monthly Educational Assemblies regarding topics such as (bullying, cyber safety, drugs, traffic/bike, social justice). Students are also recognized at monthly assemblies for good attendance, academic performance and citizenship.
- The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying

2018-19 Actions/Services

and strategies for preventing it.
Furthermore, District staff will develop and maintain web presence for understanding and responding to bullying.

Teachers will receive support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. The School will hold parent workshops on digital citizenship to promote a safe environment for all students.

2019-20 Actions/Services

Furthermore, District staff will develop and maintain web presence for understanding and responding to bullying.

Teachers will receive support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 3. The School will hold parent workshops on digital citizenship to promote a safe environment for all students.

2020-2021 Actions/Services

and strategies for preventing it.
Furthermore, District staff will develop and maintain web presence for understanding and responding to bullying.

Teachers will receive support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 4. The School will hold parent workshops on digital citizenship to promote a safe environment for all students.

Budgeted Expenditures

| Year | 2018-19 | 2019-20 | 2020-21 |
|------------------|--|--|--|
| Amount | \$39,000 | \$42,000 | \$45,000 |
| Source | General-LCFF | General-LCFF | General-LCFF |
| Budget Reference | 10% Principal, 20% Pupil Services Clerk, 25% Assistant Principal | 10% Principal, 20% Pupil Services Clerk, 25% Assistant Principal | 10% Principal, 20% Pupil Services Clerk, 25% Assistant Principal |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

☐ New

☐ Modified

☒ Unchanged

Goal 7

All students access a broad course program of study described in EC sections 51210 and 51220(a)-(i) including technology, music and art, All students, including ELs are accessing CCSS- aligned curriculum, taught by teachers who have CLAD certification. Programs and services are developed and provided to unduplicated pupils and to individuals with exceptional needs.

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need:

All students, particularly the most vulnerable (special needs and ELL) need highly qualified effective teachers and a broad and rich course of study that exposes them to the arts and to relevant real world experience.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|--|--|---|---|---|
| % students taught by fully credentialed teachers | 85% | 100% of students, including EL students taught CCSS-aligned content by teachers with ESSA certification | 100% of students, including EL students taught CCSS-aligned content by teachers with ESSA certification | 100% of students, including EL students taught CCSS-aligned content by teachers with ESSA certification |
| Frequency of non-core "specials" offered to students | 75% students receiving music or STEM once a week | 100% students receiving music or performance arts or STEM once a week | 100% students receiving music or performance arts or STEM once a week | 100% students receiving music or performance arts or STEM once a week |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 7

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

Students to be Served:

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

☒ All ☒ Students with Disabilities ☒ [Specific Student Group(s)] 6-8

Location(s):

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

☐ All schools ☒ Specific Schools: _____ ☒ Specific Grade spans: 6-8

OR

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

Students to be Served:

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

☐ English Learners ☐ Foster Youth
☐ Low Income

Scope of Services:

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

☐ LEA-wide ☐ Schoolwide OR
☐ Limited to Unduplicated Student Group(s)

Location(s):

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

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

Actions/Services

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

☒ New ☐ Modified ☐ Unchanged

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

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2020-21

☐ New ☐ Modified ☒ Unchanged

2018-19 Actions/Services

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).

- Technology/Hardware/Software:

Increase and replace broken chromebooks, desk tops, from TK – 5th grade classes.

Purchase missing or broken headsets for all classrooms.

Continue with school wide licensing in FrontRow, IStation, RAZKids, and FASTBridge.

Utilize IStation and FrontRow for after school intervention for EL's and RSP students in the Learning Center.

Utilize assessment results from SBAC, FASTBridge and IStation for reclassification data.

We will increase software for classroom technology in the areas of math, language arts, assessments, and writing.

We will purchase and implement IStation and FASTBridge for all grade levels, DIBELS (K-3). This online assessment tool will be administered 3 times a year. This resource will provide us with benchmark information throughout the year.

We will purchase licensing for IStation, FrontRow, RAZKids and our Wonders curriculum for all students TK-5. This online

2019-20 Actions/Services

Universal Access is available and provided to all students. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content).

- Technology/Hardware/Software:

Increase and replace broken chromebooks, desk tops, from TK – 5th grade classes.

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2020-21 Actions/Services

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We will purchase and implement IStation and FASTBridge for all grade levels, DIBELS (K-3). This online assessment tool will be administered 3 times a year. This resource will provide us with benchmark information throughout the year.

We will purchase licensing for IStation, FrontRow, RAZKids and our Wonders curriculum for all students TK-5. This online

2018-19 Actions/Services

assessment will record student responses in the areas of listening, speaking, reading, and writing.

We will purchase IStation and FrontRow for all the classrooms to continue assessing student comprehension levels.

We will renew subscription to RAZ Kids and HeadSprout for the primary grades. These on line assessment tools will assess students in math and language arts.

Core Materials:

Classrooms will continue to replenish reading leveled materials for all grade levels and reading levels within the classrooms.

Classrooms will update their Readers and Writers materials. Guided reading materials were purchased for all classrooms.

Library and individual classroom will increase their Spanish and English materials, resources, and core materials K-3rd.

Math materials will be replenished in all classrooms and consumables will be reordered for EnVision Math.

All 3rd through 8th grade classrooms utilized IStation, FrontRow, Wonders, KDS Interim Assessments, MyPerspectives to prepare and provide students strategies for SBAC testing.

Modification to our implementation of our ELD program and LTEL Reclassification Plan to ensure alignment with ELPAC and ELA/ELD standards.

2019-20 Actions/Services

assessment will record student responses in the areas of listening, speaking, reading, and writing.

We will purchase IStation and FrontRow for all the classrooms to continue assessing student comprehension levels.

We will renew subscription to RAZ Kids and HeadSprout for the primary grades. These on line assessment tools will assess students in math and language arts.

Core Materials:

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Classrooms will update their Readers and Writers materials. Guided reading materials were purchased for all classrooms.

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Modification to our implementation of our ELD program and LTEL Reclassification Plan to ensure alignment with ELPAC and ELA/ELD standards.

Provide STEM, performance art, theater art and music once a week for 45 minutes to all students

2020-21 Actions/Services

assessment will record student responses in the areas of listening, speaking, reading, and writing.

We will purchase IStation and FrontRow for all the classrooms to continue assessing student comprehension levels.

We will renew subscription to RAZ Kids and HeadSprout for the primary grades. These on line assessment tools will assess students in math and language arts.

Core Materials:

Classrooms will continue to replenish reading leveled materials for all grade levels and reading levels within the classrooms.

Classrooms will update their Readers and Writers materials. Guided reading materials were purchased for all classrooms.

Library and individual classroom will increase their Spanish and English materials, resources, and core materials K-3rd.

Math materials will be replenished in all classrooms and consumables will be reordered for EnVision Math.

All 3rd through 8th grade classrooms utilized IStation, FrontRow, Wonders, KDS Interim Assessments, MyPerspectives to prepare and provide students strategies for SBAC testing.

Modification to our implementation of our ELD program and LTEL Reclassification Plan to ensure alignment with ELPAC and ELA/ELD standards.

Provide STEM, performance art, theater art and music once a week for 45 minutes to all students

2018-19 Actions/Services

Provide STEM, performance art, theater art and music once a week for 45 minutes to all students

All students engaged in one inquiry project per quarter

Implement 1:2 ratio of technology devices (laptop or tablet): students

Provide Extended School Year program for qualifying students

Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.

2019-20 Actions/Services

All students engaged in one inquiry project per quarter

Implement 1:1 ratio of technology devices (laptop or tablet): students

Provide Extended School Year program for qualifying students

Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.

2020-21 Actions/Services

All students engaged in one inquiry project per quarter

Implement 1:1 ratio of technology devices (laptop or tablet): students

Provide Extended School Year program for qualifying students

Process will be in place for school to ensure students transferring are supported and immediately enrolled in a CA school. Process will be in place to review the students within the cohort to ensure proper accounting and placement.

Budgeted Expenditures

| Year | 2018-19 | 2019-20 | 2020-21 |
|------------------|--|--|--|
| Amount | \$33,000 | \$39,000 | \$43,000 |
| Source | General-LCFF | General-LCFF | General-LCFF |
| Budget Reference | Instructional Salaries Books And Supplies Purchase technology equipment to achieve 1:2 ratio Special Education | Instructional Salaries Books And Supplies Purchase technology equipment to achieve 1:1 ratio Special Education | Instructional Salaries Books and Supplies Purchase technology equipment to achieve 1:1 ratio Special Education |

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

☐ New

☐ Modified

☒ Unchanged

Goal 8

ELL ACHIEVEMENT: ELL Students making increasing progress toward English proficiency each grade level: 30% K, 40% of 1st, 50% of 2nd, 75% of 3rd, 85% of 4th, and 95% of 5th to 8th grade students progress at least one level on the ELPAC (or equivalent state assessment) annually. Equivalent % per grade level student progress toward RFEP each year. 100% of K cohort at level 4 on ELPAC and/or RFEP by 5th grade.

State and/or Local Priorities addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need:

NHCA's goal is to ensure that all ELL students' progress toward RFEP each year. However, in the early grades, we are building students' literacy foundations in Spanish, and don't expect dramatic improvements on the ELPAC until they are in 3rd grade receiving substantial English Language instruction. Thus, the primary need for ELLs in the early grades is building their basic phonemic awareness, literacy and numeracy skills in Spanish/Armenian, and then transitioning those skills to English over time.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|--|---|---|--|
| % of students progressing a level on the ELPAC in each grade level | <p>Percent Progressing by Grade Level 2016-17</p> <p>K 15%</p> <p>1 60%</p> <p>2 15%</p> <p>3 60%</p> <p>4 100%</p> <p>5 to 8 - 100%</p> | <p>Students' progress at least one level on the ELPAC (or equivalent state assessment) as follows:</p> <p>30% K</p> <p>40% of 1st</p> <p>50% of 2nd</p> <p>75% of 3rd</p> <p>85% of 4th</p> <p>95% of 5th grade</p> <p>Any students still at a level 1 or below in 2nd grade will move at least 2 levels by grade 3.</p> <p>100% of K cohort achieves at least a 3 on the ELPAC by 4th grade and a 4 by 5th grade</p> <p>Equivalent % per grade level student progress toward RFEP each year.</p> | <p>Students' progress at least one level on the ELPAC (or equivalent state assessment) as follows:</p> <p>30% K</p> <p>40% of 1st</p> <p>50% of 2nd</p> <p>75% of 3rd</p> <p>85% of 4th</p> <p>95% of 5th grade</p> <p>Any students still at a level 1 or below in 2nd grade will move at least 2 levels by grade 3.</p> <p>100% of K cohort achieves at least a 3 on the ELPAC by 4th grade and a 4 by 5th grade</p> <p>Equivalent % per grade level student progress toward RFEP each year.</p> | <p>Students' progress at least one level on the ELPAC (or equivalent state assessment) as follows:</p> <p>30% K</p> <p>40% of 1st</p> <p>50% of 2nd</p> <p>75% of 3rd</p> <p>85% of 4th</p> <p>95% of 5th grade</p> <p>Any students still at a level 1 or below in 2nd grade will move at least 2 levels by grade 3.</p> <p>100% of K cohort achieves RFEP by 5th grade.</p> <p>Modification to our implementation of our ELD program and LTEL Reclassification Plan to ensure alignment with ELPAC and ELA/ELD standards.</p> |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 8

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

Students to be Served:

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

☒ All ☒ Students with Disabilities ☒ [Specific Student Group(s)] _____

Location(s):

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

☐ All schools ☒ Specific Schools: **New Horizons Charter Academy**
☒ Specific Grade spans: 6-8

OR

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

Students to be Served:

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

☒ English Learners ☒ Foster Youth
☒ Low Income

Scope of Services:

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

☐ LEA-wide ☐ Schoolwide OR
☐ Limited to Unduplicated Student Group(s)

Location(s):

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

☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

Actions/Services

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

☐ New ☐ Modified ☒ Unchanged

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

☐ New ☐ Modified ☒ Unchanged

Select from New, Modified, or Unchanged for 2020-21

☐ New ☐ Modified ☒ Unchanged

2018-19 Actions/Services

Identify language learners and track progress

- Systematically collect homelanguage survey and implement ELL diagnostic

2019-20 Actions/Services

Identify language learners and track progress

Systematically collect home language survey and implement ELL diagnostic

2020-21 Actions/Services

Identify language learners and track progress

Systematically collect home language survey and implement ELL diagnostic

2018-19 Actions/Services

Administer the ELPAC annually to all ELL students and internal assessments (IStation and SBAC interim) tri-annually to all ELL students

- Identify lagging older students (2nd/3rd grade at a Level 1 or 2) for targeted intervention
- Teacher professional development on language development strategies. Teachers will continue to receive Readers and Writers coaching, training, and follow up through professional development and coaching days.
- Stipend an ELL Teacher lead as a trainer of trainers to support ELL implementation strategies school-wide
- Continue with targeted support for low-income language learners (5 teach aids to support instruction)
- Research and possibly adopt online intervention software to support English Language Development
- Technology/Hardware/Software:

Increase and replace broken chromebooks, desk tops, from TK – 5th grade classes.

Purchase missing or broken headsets for all classrooms.

Continue with school wide licensing in FrontRow, IStation, RAZKids, and NWEA instead of FASTBridge..

Utilize IStation and FrontRow for after school intervention for EL's and RSP students in the Learning Center.

Utilize assessment results from SBAC, NWEA and IStation for reclassification data.

We will increase software for classroom technology in the areas of math, language arts,

2019-20 Actions/Services

Administer the ELPAC annually to all ELL students and internal assessments (IStation and SBAC interim) tri-annually to all ELL students

Identify lagging older students (2nd/3rd grade at a Level 1 or 2) for targeted intervention

Teacher professional development on language development strategies. Teachers will continue to receive Readers and Writers coaching, training, and follow up through professional development and coaching days.

Stipend an ELL Teacher lead as a trainer of trainers to support ELL implementation strategies school-wide

Continue with targeted support for low-income language learners (5 teach aids to support instruction)

Research and possibly adopt online intervention software to support English Language Development

- Technology/Hardware/Software:

Increase and replace broken chromebooks, desk tops, from TK – 5th grade classes.

Purchase missing or broken headsets for all classrooms.

Continue with school wide licensing in FrontRow, IStation, RAZKids, and NWEA.

Utilize IStation and FrontRow for after school intervention for EL's and RSP students in the Learning Center.

Utilize assessment results from SBAC, NWEA and IStation for reclassification data.

We will increase software for classroom technology in the areas of math, language arts, assessments, and writing.

We will purchase and implement IStation and

2020-21 Actions/Services

Administer the ELPAC annually to all ELL students and internal assessments (IStation and SBAC interim) tri-annually to all ELL students

Identify lagging older students (2nd/3rd grade at a Level 1 or 2) for targeted intervention

Teacher professional development on language development strategies. Teachers will continue to receive Readers and Writers coaching, training, and follow up through professional development and coaching days.

Stipend an ELL Teacher lead as a trainer of trainers to support ELL implementation strategies school-wide

Continue with targeted support for low-income language learners (5 teach aids to support instruction)

Research and possibly adopt online intervention software to support English Language Development

- Technology/Hardware/Software:

Increase and replace broken chromebooks, desk tops, from TK – 5th grade classes.

Purchase missing or broken headsets for all classrooms.

Continue with school wide licensing in FrontRow, IStation, RAZKids, and NWEA.

Utilize IStation and FrontRow for after school intervention for EL's and RSP students in the Learning Center.

Utilize assessment results from SBAC, NWEA and IStation for reclassification data.

We will increase software for classroom technology in the areas of math, language arts, assessments, and writing.

2018-19 Actions/Services

assessments, and writing.

We will purchase and implement IStation and NWEA for all grade levels, DIBELS (K-3). This online assessment tool will be administered 3 times a year. This resource will provide us with benchmark information throughout the year.

We will purchase licensing for IStation, FrontRow, RAZKids and our Wonders curriculum for all students TK-5. This online assessment will record student responses in the areas of listening, speaking, reading, and writing.

We will purchase IStation and FrontRow for all the classrooms to continue assessing student comprehension levels.

We will renew subscription to RAZ Kids and HeadSprout for the primary grades. These on line assessment tools will assess students in math and language arts.

Core Materials:

Classrooms will continue to replenish reading leveled materials for all grade levels and reading levels within the classrooms.

Classrooms will update their Readers and Writers materials. Guided reading materials were purchased for all classrooms.

Library and individual classroom will increase their Spanish and English materials, resources, and core materials K-3rd.

Math materials will be replenished in all classrooms and consumables will be reordered for EnVision Math.

2019-20 Actions/Services

NWEA for all grade levels, DIBELS (K-3). This online assessment tool will be administered 3 times a year. This resource will provide us with benchmark information throughout the year.

We will purchase licensing for IStation, FrontRow, RAZKids and our Wonders curriculum for all students TK-5. This online assessment will record student responses in the areas of listening, speaking, reading, and writing.

We will purchase IStation and FrontRow for all the classrooms to continue assessing student comprehension levels.

We will renew subscription to RAZ Kids and HeadSprout for the primary grades. These on line assessment tools will assess students in math and language arts.

Core Materials:

Classrooms will continue to replenish reading leveled materials for all grade levels and reading levels within the classrooms.

Classrooms will update their Readers and Writers materials. Guided reading materials were purchased for all classrooms.

Library and individual classroom will increase their Spanish and English materials, resources, and core materials K-3rd.

Math materials will be replenished in all classrooms and consumables will be reordered for EnVision Math.

All 3rd through 8th grade classrooms utilized IStation, FrontRow, Wonders, KDS Interim

2020-21 Actions/Services

We will purchase and implement IStation and NWEA for all grade levels, DIBELS (K-3). This online assessment tool will be administered 3 times a year. This resource will provide us with benchmark information throughout the year.

We will purchase licensing for IStation, FrontRow, RAZKids and our Wonders curriculum for all students TK-5. This online assessment will record student responses in the areas of listening, speaking, reading, and writing.

We will purchase IStation and FrontRow for all the classrooms to continue assessing student comprehension levels.

We will renew subscription to RAZ Kids and HeadSprout for the primary grades. These on line assessment tools will assess students in math and language arts.

Core Materials:

Classrooms will continue to replenish reading leveled materials for all grade levels and reading levels within the classrooms.

Classrooms will update their Readers and Writers materials. Guided reading materials were purchased for all classrooms.

Library and individual classroom will increase their Spanish and English materials, resources, and core materials K-3rd.

Math materials will be replenished in all classrooms and consumables will be reordered for EnVision Math.

2018-19 Actions/Services

All 3rd through 8th grade classrooms utilized IStation, FrontRow, Wonders, KDS Interim Assessments, MyPerspectives to prepare and provide students strategies for SBAC testing.

Modification to our implementation of our ELD program and LTEL Reclassification Plan to ensure alignment with ELPAC and ELA/ELD standards

2019-20 Actions/Services

Assessments, MyPerspectives to prepare and provide students strategies for SBAC testing.

Modification to our implementation of our ELD program and LTEL Reclassification Plan to ensure alignment with ELPAC and ELA/ELD standards.

2020-21 Actions/Services

All 3rd through 8th grade classrooms utilized IStation, FrontRow, Wonders, KDS Interim Assessments, MyPerspectives to prepare and provide students strategies for SBAC testing.

Modification to our implementation of our ELD program and LTEL Reclassification Plan to ensure alignment with ELPAC and ELA/ELD standards.

Budgeted Expenditures

| Year | 2018-19 | 2019-20 | 2020-21 |
|------------------|--|--|--|
| Amount | \$97,000 | \$103,000 | \$107,000 |
| Source | General-LCFF | General-LCFF | General-LCFF |
| Budget Reference | RFEP Data Analysis Software Teacher professional Development (See Goal 1) Online Adaptive Intervention Costs (See Goal 5) See Instructional Salaries Technology/Renewals/ student materials (4100/4200/4305) | RFEP Data Analysis Software Teacher profession (See Goal 1) Online Adaptive Intervention Costs (See Goal 5) See Instructional Salaries Technology/Renewals/ student materials (4100/4200/4305) | RFEP Data Analysis Software Teacher professional Development (See Goal 1) Online Adaptive Intervention Costs (See Goal 5) See Instructional Salaries Technology/Renewals/ student materials (4100/4200/4305) |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019–2020**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 587,134

20.1 %

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

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

NHCA has identified categories of actions and expenditures that will be effective for those students falling into unduplicated categories. Given our commitment to providing an equitably rigorous, rich, and world-class learning experience for all students, most of our actions and expenditures are being applied on a charter-wide basis.

We are committed to meeting the needs of all of our students. As a result, we have expenditures for specific actions that support these student populations, including:

- Technology for academic intervention and support
- After school enrichment and intervention programs
- Rich student life activities including field trips at no cost to FRPL students
- Counseling support for students (beginning in 2015-16) Free and reduced priced breakfast and lunch service
- We have focused on these categories of expenditures as the most effective use of funds to meet our goals for unduplicated pupils. For the first three categories (technology, after school, and student life), these are services that benefit all students and are core parts of our academic program, and which we believe are also of particular benefit to the unduplicated subgroups of students, as

they provide the rich, supportive, and differentiated learning experience that should be accessible to all students, regardless of background. The additional categories of expenditures, (counseling and free or reduced meals) are particularly critical to students from low-income households who may need nourishment available to support their readiness to learn, and/or for students who have experienced substantial adverse childhood experiences (ACES) and may need additional support in order to develop appropriate social and emotional skills, and meet the behavioral and academic performance expectations at the school.

- NHCA will improve student achievement and pupil outcomes by strengthening the learning experiences provided for students both inside and outside the classroom. This includes aligning the K-8 sequence for all subjects, improving the delivery of instruction, increasing student engagement, and connecting field trips to classroom learning. There will also be a coordinated effort to focus on developing critical thinking skills across the curriculum to help ensure that all students are college and career ready. Increased and/or improved services provided to help achieve this goal include keeping class sizes lower than the average district class size in grades Kindergarten through fifth. An Intervention Specialist will coordinate all efforts that address the needs of students not achieving grade level standards including organizing student success team meetings, providing small group and individual intervention with students, and planning and organizing after school intervention and summer school for students who need additional academic support. The Intervention Specialist will also provide professional development and support to both K-4 (Lankershim Campus) and 5th – 8th Grades at Co-Location Campus at Fair Ave., also additional classroom/teacher aides will provide instructional support both in and out of the classroom and the school's co-teaching model. A highly qualified teacher assistant will serve as the school's STEM specialist and with the support of the Assistant Principal, will focus on the integration of the NGSS and the CCSS as they relate to Science instruction.
- NHCA will continue to provide services to English Learners by proficiency level outlined in the English Learner Passport and provide ELD instruction aligned to the CA ELD standards and framework. NHCA will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan.
- NHCA teachers will provide instruction using integrated ELD instructional strategies as outlined in research-based strategies such as SDAIE to all students, including ELs. NHCA will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. NHCA will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. NHCA will ensure that teachers participate in PD on ELD instructional strategies and work closely with our additional ELD coordinator who will provide differentiated coaching with our different grade-level teams.
- In order to foster pupil engagement and school climate, NHCA will focus on developing the whole child. NHCA will teach self-advocacy, grit and persistence, ability to self-monitor, responsibility, organizational skills, study skills, and resiliency/coping skills. NHCA will create safe spaces for students to discuss issues to reduce the impact of outside stressors and behavioral and emotional needs that could impede the learning process. As a result, students will develop a growth mindset to engage in learning successfully. To accomplish this goal, increased and/or improved services include providing counseling to assist students and families with additional counseling and resources and provide socio-emotional support. Additionally, teachers will receive stipends

to lead additional student programs such as student government to teach leadership skills and assemblies to provide for additional enrichment.

- To promote parent involvement that both seeks parent input in making decisions for the school and increases parent participation NHCA parents will participate in Parent In Action meetings, SSC, ELAC and Parent workshops, and events to educate themselves, including parenting skills classes and computer/technology classes. Parents will use new skills and knowledge to support their children and families. Parents will also learn to be advocates for quality education for all students through our Room Parent Program. To coordinate these efforts, NHCA will coordinate with our Director of Operations to develop support for Student and Family Services at the school site and a Family and Community Outreach Liaison at central office who will coordinate trainings and meetings to educate and engage parents, as well as inform them of additional resources within the community.
- NHCA staff will implement restorative practices and PBIS to build positive communities and increase school connectedness. NHCA will provide academic supports and remediation, Life Skills classes, counseling, and social/emotional support to our students. Our teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. NHCA will ensure that staff participate in PD on restorative practices and PBIS. Our Dean of Students and Behavior Counselor/School Psychologist will monitor student behavior and social/emotional progress.

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Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

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

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

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?