

LCFF Budget Overview for Parents

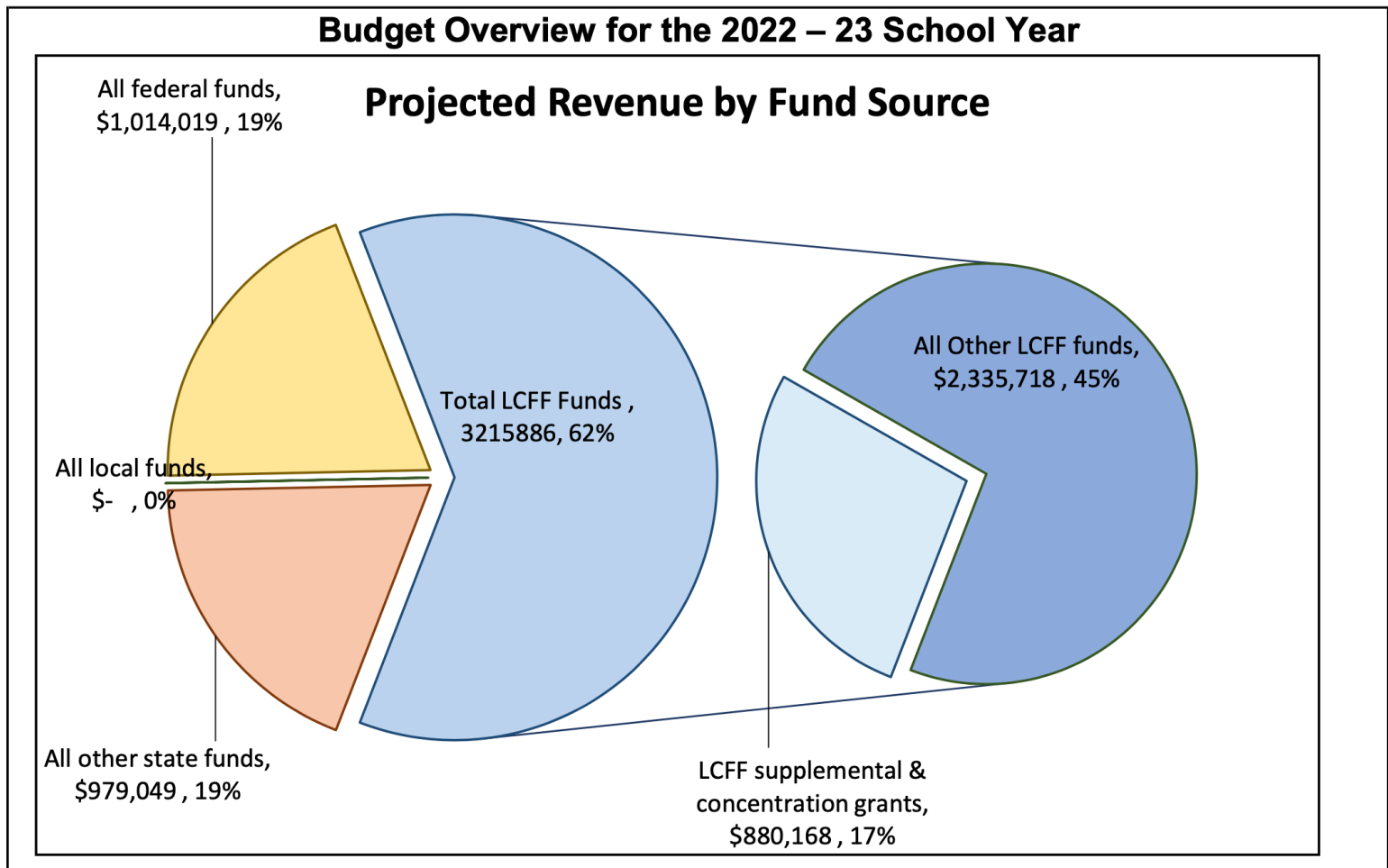
Local Educational Agency (LEA) Name: New Horizons Charter Academy

CDS Code: 19-64733-0128041

School Year: 2022 – 23

LEA contact information: Richard Thomas, 818-655-9603, rthomas@nhcharteracademy.com

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

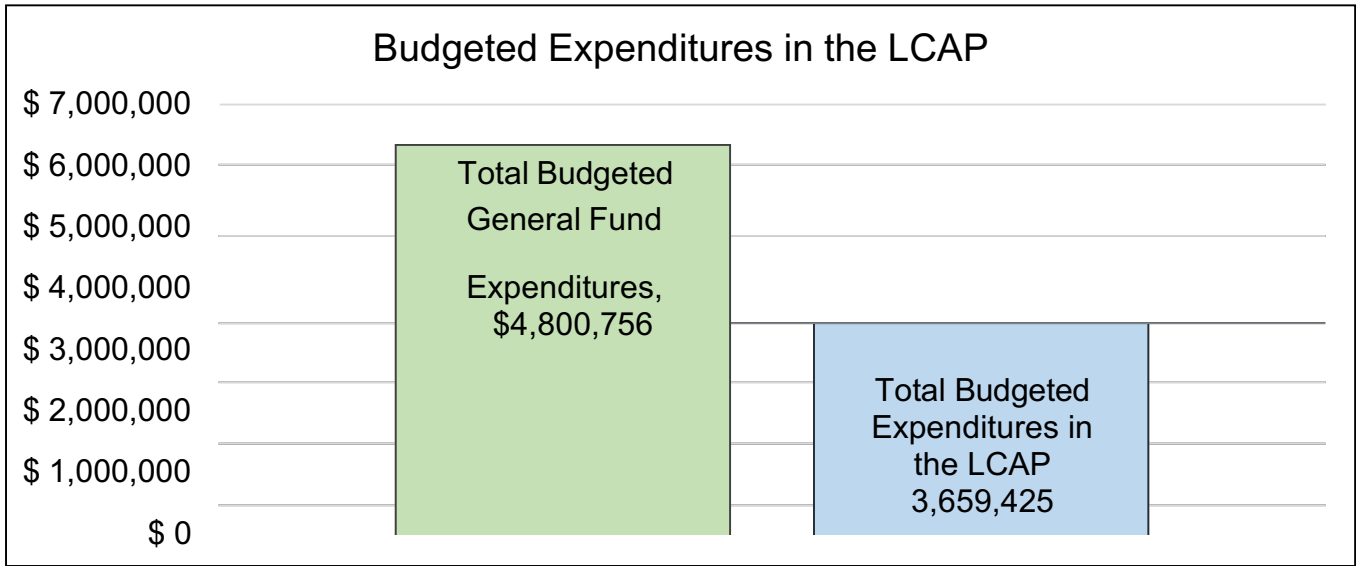


This chart shows the total general purpose revenue New Horizons Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for New Horizons Charter Academy is \$5,208,954.00, of which \$3,215,886.00 is Local Control Funding Formula (LCFF), \$979,049.00 is other state funds, \$0.00 is local funds, and \$1,014,019.00 is federal funds. Of the \$3,215,886.00 in LCFF Funds, \$880,168.00 is generated based on the enrollment of highneeds students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much New Horizons Charter Academy plans to spend for 2022 – 23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: New Horizons Charter Academy plans to spend \$4,800,756.00 for the 2022 – 23 school year. Of that amount, \$3,659,425.41 is tied to actions/services in the LCAP and \$1,141,330.59 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Business Office Expenses, Special Education and Nutrition program expsenses, legal and oversight fees, insurance, equipment leases

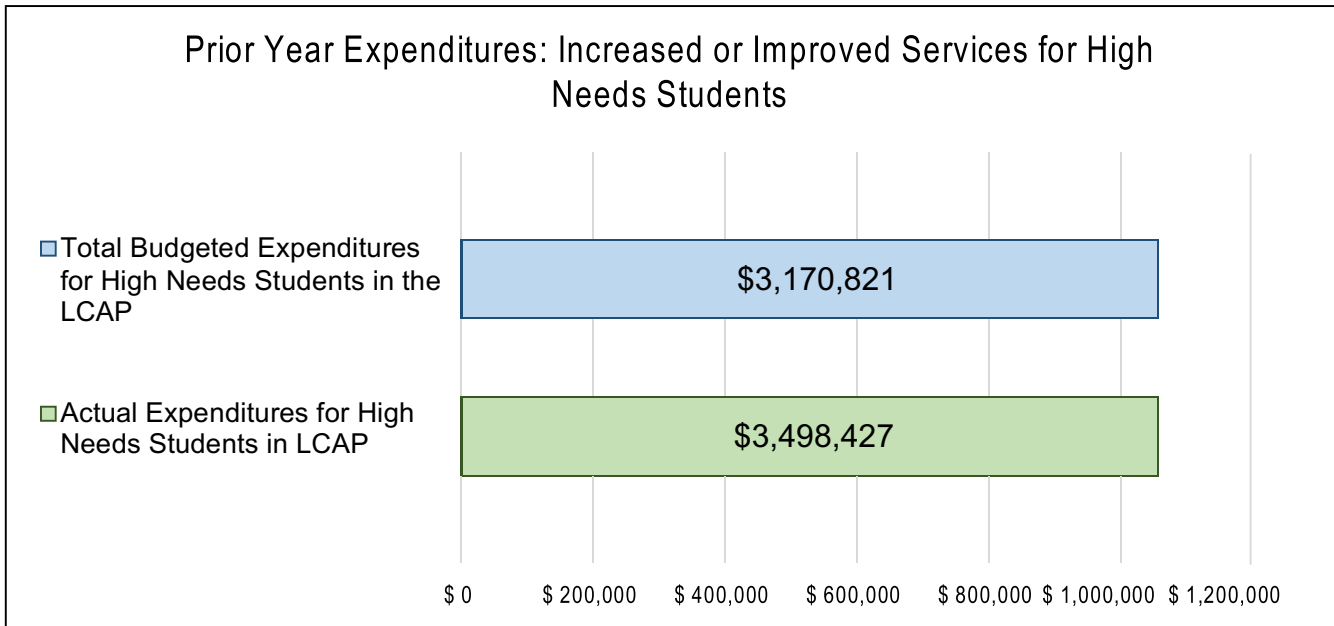
Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year

In 2022 – 23, New Horizons Charter Academy is projecting it will receive \$880,168.00 based on the enrollment of foster youth, English learner, and low-income students. New Horizons Charter Academy must describe how it intends to increase or improve services for high needs students inthe LCAP. New Horizons Charter Academy plans to spend \$3,659,425.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt, a response is not required.]

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021 – 22



This chart compares what New Horizons Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what New Horizons Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021 – 22, New Horizons Charter Academy Academy's LCAP budgeted \$3,170,821.00 for planned actions to increase or improve services for high needs students. New Horizons Charter Academy actually spent \$3,498,427.00 for actions to increase or improve services for high needs students in 2021 – 22. The difference between the budgeted and actual expenditures of \$327,606.00 had the following impact on New Horizons Charter Academy's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt, a response is not required.]

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Horizons Charter Academy	Richard Thomas, Executive Director/Principal	rthomas@nhcharteracademy.com 818-655-9602

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

New Horizons Charter Academy engaged its educational partners on the use of funds for this year throughout 2020-21 through the following meetings: expense input meetings with classified and credential staff, Instructional and Safety Task Force Committees, School Site Council, ELAC, Parent In Action Meeting, Coffee with the principal, and Student Leadership. In addition, stakeholders are able to provide input through surveys, phone calls, online newsletters, parent Schoology accounts, and anonymous drop boxes at each site. Further details of educational partner engagement can be found in the 2021-22 Local Control and Accountability Plan here: <http://www.nhcharteracademy.com> (p.6-8).

Additional funds not included in the 2021-22 Local Control and Accountability Plan (LCAP). Elementary & Secondary School Emergency Relief (ESSER) II; Elementary & Secondary School Emergency Relief (ESSER) III; Expanded Learning Opportunities Grant; 5.07% megaCOLA applied to the LCFF base grants.

The 2021-22 LCAP was presented at a public hearing on June 22, 2021 and then approved by the governing board on June 22, 2021 at a public meeting. The revised LCAP was approved by the governing board on October 26, 2021.

New Horizons Charter Academy will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement

opportunities in the first half of 2022. The school plans to engage with our educational partners on the use of additional funds provided through the Budget Act of 2021 that were not included in the 2021-22 LCAP during our January 25, 2022 board meeting and at our regular monthly Coffee with the Principal event on January 25th, 2022.

RTI Intervention teacher use of funding engagement will also occur at Coffee with the Principal January 25th, 2022 regular monthly event.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

NHCA is a single school site LEA, and the one campus has an enrollment of students who are low-income, English Learners, and/or foster youth that is greater than 75 percent. NHCA is using the additional concentration grant add-on funding received to increase the number of staff who provide direct services to students by hiring an additional RTI Intervention teacher to provide additional Tier II direct services to 1st-8th grade students through 30 minute sessions three times each week to support English language literacy.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

NHCA believes that stakeholder input drives the development of the plan. NHCA consulted parents, pupils, school personnel including principals, teachers, and the special education administrator, local bargaining units, and the community over the course of the year conducting meetings and administering surveys to all employees, students, and parents.

NHCA does not serve any tribes. There are not any Civil Rights organizations, including disability rights organizations connected to our school community. The NHCA governing board is composed of a diverse group of community members who are part of other organizations that represent the interests of underserved students, such as the Alliance for Children's Rights. The school maintains a partnership with the Regional Center and their staff provides input as to how best to meet the mental health needs of underserved students.

To consult its various stakeholders, NHCA utilized its developing school improvement process: a one-year cycle that involves both internal and external stakeholders in active reflection on the current state of the school and its goals, with the aim of refining the current plan. The goal of the process—to build consensus around a strategic plan that addresses the needs of NHCA's students—is always clear to stakeholders. This process has been characterized by information-sharing between stakeholders that is clear, accurate, and transparent and by the multitude of opportunities for stakeholders to express their opinions. A corollary to NHCA's commitment to stakeholder communication has been the provision of reliable data and objective evidence to serve as the basis for productive discussions and data-based decisions. Teachers and administrators have worked closely to analyze results from the NWEA MAP assessments in reading, language, and math, the CAASPP ELA and math assessments, and DIBELS Assessments, unit summative assessments from Wonders and Pearson, and NHCA's intervention and enrichment programs. Faculty and administrators have used weekly staff meetings and weekly grade level meetings to discuss data and their implications—discussions that have informed the school's developing plans.

While administrators have received input during these sessions with faculty, NHCA has established other formal opportunities for teachers to provide their input. NHCA has explicitly dedicated time during its early-start Tuesday and Wednesday collaborative meetings and pupil-free days to collecting faculty input on organizational plans. NHCA has also regularly surveyed its faculty on

various topics ranging from student

discipline to NHCA's professional development program. Teachers have continued to hold reserved seats on NHCA's School Site Council, English Learner's Parent Advisory Council, and Curriculum Council, which provided explicit input on the LCAP. Teachers have also had the opportunity to provide input with their direct access to NHCA's Executive Director/Principal, who maintains an open-door policy and has hosted listening forums with the faculty. As for the school's assistant principals, they have significant input into the LEA's strategic plans since the school and LEA exist as one. Their input is accounted for in regular meetings of the leadership team. For parents and community members, NHCA has arranged and invited parents to a variety of forums focused on presenting school improvement data and collecting input. During several open forums and regular Coffee with the Principal and Parent In Action meetings, administrators and parents have reviewed school-wide student data, contextualizing these results in light of the school's mission and plans. These sessions have provided parents with opportunities to dialogue about progress and make suggestions for improvement.

Parents and other stakeholders have been invited to monthly meetings of the school's Board of Directors as well as all meetings of the school's various councils. All these meetings have remained public and continue to reserve time for open commentary. In addition to forums and meetings, NHCA engages in regular communications with families to update them on their students and the school, with parents receiving phone calls, texts and emails, Letters from the Principal, and progress reports every five weeks. NHCA sees its families as important partners and regularly invests in the development of these relationships. As a result, students' teachers become trusted avenues for families to convey their concerns, who in turn have served as their advocates. Similarly, parents have provided input through the school's Parent and Family Coordinator, who has advocated for parents and shared their concerns with school leaders as they have developed. As with faculty, NHCA has also conducted a survey explicitly aligned to the LCAP for families. NHCA also provides an avenue for students to express their voice, supporting a student leadership group. In addition to planning school events and fundraisers, this group voices and champions student initiatives and interests under the guidance of a faculty advisor, who has regularly established communication channels with school administrators. The ESSER III Expenditure plan was discussed at the October 29th, 2021 SSC meeting and the SSC recommended board approval. The ESSER III Expenditure plan was approved by the governing board on October 26, 2021.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

New Horizons Charter Academy is successfully implementing efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act by providing additional nursing services. This nurse assistant has been well-trained and able to implement clear protocols with regards to health reviews, Covid-19 testing, social distancing, cleaning and sanitizing, and the use of personal protective equipment (PPE) to prevent virus transmission. Consistency in implementation of protocols across campuses, staff members, grade-levels, and classrooms has contributed to the success in bringing students back to school safely this year. There has not been a disruption to continuity of in-person instructional services as of this writing on 1/11/2022.

Progress on implementation of each New Horizons Charter Academy ESSER III expenditure plan action:

Testing Process for Employees and Students and Nursing Services: NHCA is testing all students and staff every week for COVID-19. Prior to November, all students and vaccinated staff tested every other two weeks. The full time nurse and assistant

coordinate the testing program and associated contact tracing. We have been successful ensuring all students test regularly and any close contacts of infected students are tested in the time period required by the public health department. We are proud of the work collaborating with the teacher's union to come to an agreement on teacher COVID-19 testing protocols. One challenge with the process has been adjusting to changing guidelines and protocols from the County and ensuring prompt, clear communication with all staff, teachers, families, and students about the updated protocols.

Tutoring Services: NHCA has successfully provided ELA and math tutoring to approximately 115 students so far this year through Teacher Led Tutor program, twice weekly, Think Together Afterschool online tutoring platform and Saturday Academies. Students in all grades are eligible for 2-4 hours of weekly ELA and math tutoring. English Language Learners and Students with IEPs are eligible to receive additional tutoring hours if requested. The only challenge occurred during the initial roll out when parents were concerned about the tutoring occurring virtually after their child spent over a year in the distance learning format. Once students got started with the program, parent feedback has been overwhelmingly positive.

Professional Development: All teachers are participating in ongoing professional development focusing on the integration of language strategies across the curriculum. All teachers participated in GLAD strategies professional development and there is evidence of implementation of these strategies in lesson plans and classroom observations. All teachers are also receiving one-on-one math coaching through WestEd around fostering academic conversations and increasing the amount of student talk versus teacher talk during each math lesson. Classroom observations demonstrate implementation of academic conversations about mathematics. It is too soon to identify academic successes as a result of the professional development, however the fact that the teachers are finding value in the professional development is definitely a success. A challenge in implementation has been with the logistics of developing a professional development calendar that provides enough time for teacher collaboration around implementation of these new strategies. Since the school calendar does not have any pupil free days and substitute teachers are scarce, the school has had to create rotation schedules to ensure teachers have the opportunity to collaborate and observe other teachers.

Technology Services and Educational Software: NHCA has purchased additional student MacBooks, 12 teacher MacBooks, 80 hotspots, and additional technology infrastructure to increase bandwidth across the campus. Increased bandwidth has allowed additional use of educational software tools like ISTATION testing and Freckle on campus. The availability of the hardware and software has allowed students on independent study to be able to use these tools while at home. The challenge has been with supply chain delays that have made the delivery of purchased equipment take longer than anticipated.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

New Horizons Charter Academy is using the fiscal resources received for the 2021-22 school year with a specific focus on ensuring the academic and social emotional recovery of our students after spending a year or more in a distance learning format. The LCAP prioritizes providing high-quality, standards-aligned instruction with specific supports for our highest need students. Based on our annual update reflections, the plan addresses learning loss through implementation of assessments and a multi-tiered system of academic supports. After returning to school in the Fall, local assessment data indicated a great diversity in student needs and the school pivoted to a small group learning model to ensure each lesson provided appropriate differentiation to meet each student's needs. The ESSER III expenditure plan provides additional supports to address learning loss for students with tutoring, professional development, and additional educational software that supplement the related LCAP actions (Goal 1, Action 2-4, p.10). The additional professional development is focused on language standards, but even more so on providing high quality differentiated instruction in literacy centers and small group math instruction. This has required a huge shift in the instructional model and the purchase of additional technology, staff, and instructional materials. The teachers have invested a huge amount of time to set up the procedures and routines in their classrooms to successfully provide small group instruction, to collaborate with their peers to analyze the data and make instructional plans that best meet the needs of each student.

Ensuring our students return to in-person instruction in the safest manner possible, while addressing their social emotional needs is also prioritized in the LCAP this year. The ESSER III expenditure plan Testing Process for Employees and Students and Nursing Services actions supplement the actions previously outlined in the LCAP Safe and Clean Campus action (Goal 1, Action 1, p.13).

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Horizons Charter Academy	Richard Thomas, Executive Director/Principal	rthomas@nhcharteracademy.com 818-655-9602

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

New Horizons Charter Academy (hereafter “NHCA”) is a small TK-8th grade charter school located in North Hollywood, a community northwest of downtown Los Angeles. NHCA is operated by the Dharma Educational Institute, a California nonprofit corporation, which also operates New Horizons Charter Academy charter school, a TK-8 elementary and secondary school originally founded in 2013. Currently: NHCA, opened in 2013, serves approximately 300 students in TK-8. From our student population, 85% of students qualify for Free or Reduced-Price Lunch (FRPL), 54% are English Learners (EL), 12.1% are Students with Disabilities (SWD), 1% are Foster/Homeless Youth (F/HY), 55% are Hispanic/Latino, 19% are Armenian, 5% are White, 7% are African American, and 1% are Asian.

As part of NHCA’s vision, students participate in a dual language program, which promotes the development of bilingual and multicultural competencies for all students. The charter school’s environment is safe, nurturing, and developmental. Parents, students, and community members feel welcomed and have ownership of the learning environment. NHCA’s educational program has been flexible enough to allow staff to find creative, unique ways to meet the needs of all students, so that all students succeed, irrespective of individual differences and despite the effects of poverty in their community. New Horizons Charter Academy constantly looks for ways to address community needs with a supportive, responsive staff and program. Research notes that high-poverty; high-achieving schools share common characteristics: support of the whole child, data collection and analysis, accountability, relationship building, and an enrichment mindset.

These principles drive many of the school’s programs including the data and assessment, advisory, and extracurricular programs as well as NHCA’s multi-tiered system of supports, the Student Assistance Program.

Across all grades, NHCA focus on engaging students through student-centered, constructivist problem-based learning approaches that actively engage each of our students in the learning process. Our students are scholars, activists, and creators whodemonstrate commitment to our values of social justice and leadership.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for New Horizons Charter Academy which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The plans included in the LCAP address these requirements by focusing on three broad goals: Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student subgroups and general population based on the California Dashboard within the framework of a comprehensive English language arts program; Work collaboratively with students, staff, families, and community to increase resources in order to provide a safe and supportive schooling experience that attends to all the different academic and social-emotional needs of the students; Ensure the school site has an inclusive and welcoming climate for all students and their families, so that all students are in their classes ready to learn.

The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity.

The identification of the process for evaluating and monitoring the implementation of the LCAP and the progress toward accomplishing the established goals will include discussing the actions and services with the use of supplemental funds at the school level through the English Learner Advisory Council. The English Learner Advisory Council will meet four times per year to inform the process. Parents, classified staff, certificated staff and an administrator will make up the council. The number of parents will exceed or be equal to the number of total staff members. The council will discuss academic performance, supplemental services and areas to make improvements with Title funds as part of the School Plan included in the LCAP conversations at the meeting in the fall and at the meeting in the spring. The teachers, staff, students and parents also participate in an annual survey which provides feedback on the goals and services. The teachers, staff and administrators actively participate in the decision making process throughout the year and during LCAP workshops. The decisions will take into account the needs of New Horizons Charter Academy based on student achievement data to include SBAC, ELPAC, and interim assessment data such as NWEA MAP, cumulative assessments, and attendance and student demographic data to include the significant subgroups of Latino, Black or African American, White, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data will be used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

NHCA is very proud of the work of our students, staff, and families as they have worked together to address the challenges faced during the pandemic. This year we were able to quickly identify student culture and academic needs, and as a result shifted the instructional model to include small group instructional times throughout the week to meet these needs. Adding assessments has also helped monitor progress throughout the year. The additional support staff in classrooms has been helpful in providing small group and individual instruction based on that assessment data. We are proud of how well students are using IStation to support reading growth. We awarded nearly 60 certificates to students at our last awards ceremony to celebrate this progress. At the mid-year, the NWEA, DIBELS and IStation data showed at least half a year's reading growth and the number of students in the urgent intervention level has decreased significantly. We will continue this instructional model and assessment schedule next year to ensure continued growth.

The PBIS program has been supportive with students understanding and meeting expectations, which has been crucial for the school to get back on track with in-person instruction. We will continue implementation of the PBIS program next year, but will continue with Year 2 implementation due to some expected staff turnover.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Since the 2020 and 2021 CA Dashboard was suspended due to the pandemic, we have only 2019 data to reflect on.

While we are pleased by the 2019 gains in our CAASPP scores, we recognize that there is considerable room for growth in our scores.

Based on a review of performance on the state and local indicators measured by the California Dashboard, a review of our internal benchmark data, NWEA MAP and DIBELS, and a review of educational partner input, NHCA has identified the following needs:

Increase in English Language Arts Proficiency: While students have demonstrated growth in this subject, NHCA recognizes that additional support is needed to increase student proficiency for both the general population and significant subgroups. CAASPP scores indicate a growth from 49.49.26% Met and Exceeded in 2018 to 53.61% Met and Exceeded in 2019. A closer analysis of our data indicates two specific areas of concern: Reading Comprehension and Research/Inquiry. The Reading Domain remained relatively the same from 2018 to 2019. While there was a slight positive increase from below standard to near standard, there was no increase in the “above standard” level. This indicates that students are having difficulty analyzing a range of informational and literary texts. Similarly, our data indicates that the Research/ Inquiry domain is also an area in need for improvement. Although there was a positive shift from the “Below Standard” to “Near Standard”, there was also a slight increase from the “Above Standard” level from 2018 to 2019 (Above Standard increased from 19.37% to 24.07%). This data indicates that students are having difficulty investigating topics, analyzing, integrating, and presenting information.

Increase in Mathematics Proficiency: Despite the growth that NHCA noted in the 2019 CAASPP results, we recognize there is room for improvement in this subject. Overall, we note that growth in Mathematics has been slower than that of ELA. Taking a deeper dive into our data, we note that the area of Concepts and Procedures presents itself as the greatest challenge for our students with an overall Met or Exceeded of 41.24% of

in 2018 and an overall of 37.72% performing Met and Exceeded standards in 2019. These results indicate that our students are having difficulty explaining and applying mathematical concepts.

Increase in student reclassification rate: As discussed above, NHCA's EL reclassification rates are not equivalent to a typical elementary school in that we are a whole school blended learning program. Our students have specific ELD learning in English each day, compared to a typical elementary school in which EL students are immersed in an English-only or predominantly English program. As such, we do not expect our ELs to reclassify as rapidly as they would at a typical elementary school and instead expect that ELs who come to NHCA in Kindergarten and remain continuously enrolled will reclassify by 5th grade. That said, our faculty regularly analyzes ELPAC scores, breaking down the scores by grade level and by the four domains of Listening, Speaking, Reading, and Writing, in the context of our instructional strategies and curricula. Teachers communicate ELPAC results with the individual students, so that they understand where they are, and what they need to accomplish to be reclassified. At the end of 2018-19, based on the spring 2019 ELPAC results, for example, the data showed that K-2nd graders were stronger in Listening Performance, while 3rd -5th graders were stronger in Speaking Performance.

To address the concerns, NHCA has directed resources towards purchasing additional reading books in English for the IStation program, allotted time for instructional aides to provide small group tutoring and purchased EL components to supplemental programs. Funds have also been allotted to provide professional development in language acquisition for second language learners.

For 2021-22, we have identified needs in attendance and plan to hire additional attendance support staff to ensure regular communication with parents about the importance of attendance, attendance tracking, communication about absences, and enhanced communication and implementation of attendance support plans with families of students in danger of becoming chronically absent. We have also identified needs in English Learner progress and will provide additional support for development of foundational language skills for English Learners. We are also seeing a need in our youngest students for support with foundational skills in reading and math. We will provide support staff to address these needs during small group instruction. We will continue to have the volunteer read aloud program next year. We also have identified needs in Spanish foundational skills and plan to adopt the ELD Wonders curriculum to address this need.

While we have little science data to reflect upon, we know that Science is an area of need and plan to expand STEM during the school day. Next year due to expected staff turnover, we will need to provide professional development for teachers and staff through LACOE on PBIS program implementation to ensure we are able to maintain the gains that we made this year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2022 LCAP provides our plan for improvement and development. We have designed three goals which encompass the breadth of our program. The previous four goal structure was modified to three goals to better align our outcomes, actions, and goals.

Goal 1: Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student subgroups and general population based on the California Dashboard within the framework of a blending learning

program by providing high quality instruction, high quality ELA language curriculum and instructional materials, tutoring services, intervention, academic progress monitoring, professional development, technology and digital resources, English Learner Support, and Special Education services.

Goal 2: Work collaboratively with students, staff, families, and community to increase resources in order to provide a supportive schooling experience that attends to all the different academic and social-emotional needs of the students by providing family events, workshops, and family and community outreach.

Goal 3: Ensure the school site has a safe, inclusive and welcoming climate for all students and their families, so that all students are in their classes ready to learn by providing a PBIS program, enrichment activities, a nutrition program, student uniforms, mental health support, and an attendance clerk.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NHCA is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NHCA is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NHCA is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

NHCA believes that educational partner input drives the development of the plan. NHCA consulted parents, pupils, school personnel including principals, teachers, and the special education administrator, and the community over the course of the year conducting meetings and administering surveys to all employees, students, and parents.

NHCA developed a Task Force to respond to the needs of our community during the COVID-19 global pandemic. NHCA sent out surveys and video recordings to staff, students and families to gather input on items that indicated the unique needs of our children specific to individual student needs. Information sent to parents was translated into Spanish and Armenian and made available on several platforms, including School Website, Google, ClassDojo, MobileAPP, oneCALL, YouTube, Facebook, Instagram and Twitter. Surveys were sent out to families through google, email, text messages to ensure families could access the content. In addition, staff was available at NHCA for parents that preferred to meet in-person following social distancing norms outside of the building.

Teachers, school counselors, and support staff created personalized websites for students to access (Google Classroom). NHCA has staff fluent in Spanish and Armenian and regularly communicates with families through phone calls, text messaging, emails, and the oneCALL and MobileAPP, Communication Platform. Counselors and additional support staff were notified if a teacher, principal, or parent-reported a student experiencing any forms of anxiety. Classified and certificated staff continued locating and resolving lists of “unreachable” students to provide assistance and engage them in distance learning. NHCA staff continue to assist with technology needs for students experiencing homelessness, including providing iPads and WiFi Hotspots as needed to ensure full access to distance learning.

The following are aspects of the ESSER III Plan that stakeholders influenced

- Identify/revise essential standards for each grade/course;
- Ensure all students have access to grade-level essential standards;
- Identify students who need additional support to mitigate pupil-learning loss;
- Schedule additional instructional time for students experiencing pupil-learning loss;
- Provide students with mental health services and supports;

- Students were provided with 8 additional Saturday school days to address learning loss;
- Offer students comprehensive afterschool programs;
- Ensure all students have access to summer learning or summer enrichment opportunities.

NHCA does not serve any tribes. There are not any Civil Rights organizations, including disability rights organizations connected to our school community. The NHCA governing board is composed of a diverse group of community members who are part of other organizations that represent the interests of underserved students, such as the Alliance for Children's Rights. The school maintains a partnership with Regional Center and their staff provides input as to how best to meet the mental health needs of underserved students.

To consult its various stakeholders, NHCA utilized its developing school improvement process: a one-year cycle that involves both internal and external stakeholders in active reflection on the current state of the school and its goals, with the aim of refining the current plan. The goal of the process—to build consensus around a strategic plan that addresses the needs of NHCA's students—is always clear to stakeholders. This process has been characterized by information-sharing between stakeholders that is clear, accurate, and transparent and by the multitude of opportunities for stakeholders to express their opinions. A corollary to NHCA's commitment to stakeholder communication has been the provision of reliable data and objective evidence to serve as the basis for productive discussions and data-based decisions. Teachers and administrators have worked closely to analyze results from the NWEA MAP assessments in reading, language, and math, the CAASPP ELA and math assessments, DIBELS, IStation and Wonder and Pearson unit summative assessments, and NHCA's intervention and enrichment programs. Faculty and administrators have used weekly staff meetings and weekly grade level meetings to discuss data and their implications—discussions that have informed the school's developing plans. While administrators have received input during these sessions with faculty, NHCA has established other formal opportunities for teachers to provide their input. NHCA has explicitly dedicated time during its early start Tuesdays and Wednesday collaborative meetings and pupil-free days to collecting faculty input on organizational plans.

Teachers have continued to hold reserved seats on NHCA's School Site Council, English Learner's Parent Advisory Council, and Curriculum Council, Parent in Action, which provided explicit input on the LCAP. Teachers have also had the opportunity to provide input with their direct access to NHCA's Executive Director/Principal, who maintains an open-door policy and has hosted listening forums with the faculty. As for the school's principals and other administrators, they have significant input into the LEA's strategic plans since the school and LEA exist as one. Their input is accounted for in regular meetings of the leadership team. For parents and community members, NHCA has arranged and invited parents to a variety of forums focused on presenting school improvement data and collecting input. During several open forums and regular Coffee with the Principal meetings, Parent In Action meetings, administrators and parents have reviewed school-wide student data, contextualizing these results in light of the school's mission and plans. These sessions have provided parents with opportunities to dialogue about progress and make suggestions for improvement. Parents and other stakeholders have been invited to monthly meetings of the school's Board of Directors as well as all meetings of the school's various councils. All these meetings have remained public and continue to reserve time for open

commentary. In addition to forums and meetings, NHCA engages in regular communications with families to update them on their students and the school, with parents receiving phone calls, texts and emails, Letters from the Principal, and progress reports every five weeks. NHCA sees its families as important partners and regularly invests in the development of these relationships. As a result, students' teachers become trusted avenues for families to convey their concerns, who in turn have served as their advocates. Similarly, parents have provided input through the school's Parent and Family Coordinator, who has advocated for parents and shared their concerns with school leaders as they have developed.

The school engaged with education partners about the use of funding during our January 26, 2022 board meeting and at our regular monthly Coffee with the Principal event on January 27th, 2022. Specifically addressed was how to best use funding to support the RTI Intervention model for intervention.

NHCA presented the LCAP to the SSC on May 31st for their feedback. A public hearing was held on June 28, 2022 and the LCAP was approved by the board on June 28, 2022.

A summary of the feedback provided by specific educational partners.

Parents express appreciation for all of the hard work of teachers, staff, and administrators. Parents are very satisfied with the program. They would like to see the music program return next year and security services to be provided on campus to ensure the campus is safe from intruders. They also express that the playgrounds need to be remodeled.

Teachers/Staff/Administrators would like a return to field trips and on-campus parent activities.

Students would like regular field trips to resume.

[SELPA or Special Education Administrator](#)

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Goal 3, Action 3 includes "Weekly Music and Visual Arts Education Program" in response to parent feedback about wanting the music program to be used as a part of education programming. It also includes "Student educational enrichment field trips" in response to staff and student feedback about the desire for regular field trips to resume.

Return to field trips and on -campus parent activities

Goals and Actions

Goal 1

Goal #	Description
Goal #1	Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student subgroups and general population based on the California Dashboard within the framework of a blended learning program.

An explanation of why the LEA has developed this goal.

Students must have access to a rigorous program of curriculum and instruction aligned to CCSS, NGSS, and other California adopted state standards, be monitored in their progress toward mastery of these standards and receive differentiated support to ensure they are ready for future academic success. The ELD language program contributes to the creation of culturally proficient learning environments conducive to the success of student populations like NHCA’s while also allowing the school to build upon the academic skills students may already have in Spanish.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to state-adopted instructional materials for use at both school and home	100% Data Year: 2020-21 Source: SARC	100% Data Year: 2021-22 Source: SARC			100% Data Year: 2023-24 Source: SARC

Grade level quarterly plans reflect implementation of curriculum aligned to CCSS, NGSS, ELD and other California adopted state standards. (added in 2022)	English and Math standards. Full implementation and sustainability. ELD and NGSS standards 100% implementation. History-Social Science-Initial implementation Data Year: 2021-22 Source: Local	Quarterly plans for all grade levels reflect 100% implementation of State adopted standards in all core subjects Data Year: 2021-22 Source: Local			Quarterly plans for all grade levels reflect 100% implementation of State adopted standards in all core subjects Data Year: 2023-24 Source: Local Indicators
% of students enrolled in a broad course of study including unduplicated students and students with disabilities (modified in 2022)	100% Data Year: 2020-21 Source: Local	100% Data Year: 2021-22 Source: Local			100% Data Year: 2023-24 Source: Local
CAASPP ELA Achievement: % of students meeting/exceeding standards for all students and all numerically significant subgroups (Moved from Goal 3)	All Students: 53.7% SED: 40.98% EL: 12.2% SWD: 24% Hispanic/Latino: 42.9% White: 57.9%	All Students: 55% SED: 43% EL: 14% Hispanic/Latino: 45% White 59.5% Data Year: 2020-21			All Students: 55% SED: 45% EL: 15% SWD: 26% Hispanic/Latino: 47% Data Year: 2022-23

	Data Year: 2018-19	Data Source: Dataquest			Data Source: Dataquest
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	Data Source: Dataquest				
CAASPP Math Achievement: % of students meeting/exceeding standards for all students and all numerically significant subgroups (Moved from Goal 3)	All Students: 38% SED: 35% EL: 10% SWD: 13% Hispanic/Latino: 32% White: 42% Data Year: 2018-19 Data Source: Dataquest	All Students: 40% SED: 38% EL: 12% Hispanic/Latino: 35% Data Year: 2020-21 Data Source: Dataquest			All Students: 42% SED: 41% EL: 17% SWD: 16% Hispanic/Latino: 38% Data Year: 2022-23 Data Source: CA Dataquest
CAASPP ELA: Distance from Standard (DFS) for all students and all numerically significant subgroups (Moved from Goal 3)	All Students: -13.2 SED: -17.1 EL: -26.2 SWD: -37.8 Hispanic/Latino: -22.2 White: -9.8 Data Year: 2018-19 Data Source: CA Dashboard	SED: -15.0 EL: -22.3 SWD: -32.3 Data Year: 2020-21 Source: Estimate from CAASPP file			All Students: -8.2 SED: -11.6 EL: -19 SWD: -30.8 Hispanic/Latino: -19.7 Data Year: 2022-23 Data Source: CA Dashboard

CAASPP Math: Distance from Standard (DFS) for all students and all numerically significant subgroups (Moved from Goal 3)	All Students: -34.2 SED: -38.8 EL: -37.9 SWD: -42.4 Hispanic/Latino: -33.8 White: -19.6	SED: -33.6 EL: -32 SWD: -39.0 Source: Estimate from CAASPP file			All Students: -29.2 SED: -31.8 EL: -29.4 SWD: -27.4 Hispanic/Latino: -30.8 Data Year: 2022-23
	Data Year: 2018-19 Data Source: CA Dashboard				Data Source: CA Dashboard
NWEA MAP: % of students meeting growth targets in Reading and Math (added in 2022)	47% Students Meeting Projected Fall to Spring Growth in Math 49% Students Meeting Projected Fall to Spring Growth in Reading Data Year: 2021-22 Data Source: NWEA MAP	N/A Added in 2022			
ISTATION: % of students at grade level (added in 2022)	37%	N/A Added in 2022			

% of English Learners making progress on the ELPAC (ELPI) (Moved from Goal 3)	34.2% Data Year: 2018-19 Data Source: CA Dashboard	ELPAC not calculated for 2021 ELPAC Summative Level 3 or 4: 38.7% (Proficient: 9%) Data Year: 2020-21 Data Source: DataQuest Summative ELPAC			45% Data Year: 2022-23 Data Source: CA Dashboard
English Learner Reclassification Rate (Moved from Goal 3)	8.0% Data Year: 2019-20 Data Source: Dataquest	11.6% Data Year: 2019-20 Data Source: Dataquest			19% Data Year: 2022-23 Data Source: Dataquest
% of teachers properly credentialed and appropriately assigned (added in 2022)	95% properly credentialed Data Year: 2021-22 Data Source: Local	N/A Added in 2022			100% properly credentialed 0 misassigned Data Year: TBD Data Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and Instructional Materials	Provide standards-aligned curriculum and instructional materials for all students for use at home and at school to promote dual language acquisition and content knowledge development.	\$48,000	Y

2	Tutoring Services	NHCA will provide ELPAC and CAASPP boot camps to provide students additional tutoring to support growth on the state academic assessments. NHCA will also provide additional tutoring services to students after school.	\$323,000	Y
3	Intervention	<p>NHCA provides additional support to students during the school day with RTI Intervention center, led by Intervention teacher and supported by teachers and paraprofessionals that support small group and individual instruction during the school day. NHCA also maintains small class sizes to ensure students receive the support needed for academic growth.</p> <ul style="list-style-type: none"> • Student Assistance Program • Small class sizes averaging 21 students with small group instruction and individual support provided to students. (All with over 21 have TA) • Learning Center/ RTI program (ELA) • Small group and 1:1 after school Tutoring (<i>online</i>) 	\$93,323	Y
4	Academic Progress Monitoring	<p>Monitor academic progress of significant subpopulations (including RFEPs). This will include (but not be limited to):</p> <ol style="list-style-type: none"> 1. implementation of internal benchmarks (ISTATION Literacy and NWEA) 2. Analyze student data from internal benchmarks and digital programs 3. Analyze data for tutoring program effectiveness 4. Review ELPAC data with teachers, students, and parents 5. Implement ICA (Interim CAASPP Assessments) at least twice a year 	\$9,532	Y

		<p>6. Teachers offer periodic meeting with parents to review quarterly report cards and student's assessments</p> <p>Instructional faculty will participate in periodic school-wide, grade-level, and classroom data analysis to guide instruction</p>		
5	Professional Development	Provide on-going professional development to support effective teaching practices and the implementation of the Common Core and other state adopted standards.	\$109,488	Y
6	Technology and Digital Resources	<p>Maintain the technology and digital resources that will allow NHCA to differentiate instruction, develop students' 21st Century skills, and meet state standards, such as</p> <ol style="list-style-type: none"> 1. IStation Reading Program 2. Freckle Literacy & Math 3. Learning A-Z: Raz Kids 4. BrainPop 5. AERIS Digital Report Cards 6. TeacherspayTeachers Digital Resources for teachers 	\$187,219	Y
7	High-Quality Instruction	Maintain a stable and effective staff and faculty, recruiting and retaining high-quality appropriately credentialed teachers and staff, and contracted services to support students with special needs	\$2,943,713	N
8	English Learner Support and Reclassification	<p>Provide intervention, designated and integrated ELD instruction, and similar academic support during the school day for English Learners. This will include (but not be limited to):</p> <ul style="list-style-type: none"> ● Continuation of a RTI Tier II pullout program for ELA ● In-class instructional aide to support English Learner 	\$301,755	Y

		<ul style="list-style-type: none"> • Monitor ELPAC summative assessments and review with teachers, parents, and students • Host annual reclassification ceremony for students meeting criteria • Professional Development for teachers on designated and integrated ELD strategies • Administrator and ELD coordinator will attend annual ELPAC training with Los Angeles County of Education 		
9	Special Education	NHCA will coordinate special education services by a RSP teacher, instructional aides, and external service providers to provide all of the services required in each student's IEP.	\$428,272	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except we did not purchase new Science and Social Studies curriculum. We did implement a STEM curricular program that was aligned to the NGSS standards and was well received by teachers and students.

Successes with the action implementation process include having enough tech to provide students devices for tutoring at home and during the after school program. We also used devices for our coding classes. We were able to provide a new set of computers for teachers. Professional Development has been a successful mix of in-person and virtual sessions. We provided professional development for STEM this year as well that was well-received by teachers.

Some challenges with implementation this year were with regard to return to in person instruction and needing to reintroduce curricular resources to students and reinforce existing programs rather than adopting more. It was also a challenge switching the use of some digital tools from virtual instruction to in person instruction. The volunteer read-aloud program is still being provided virtually. The shortage of teachers has made implementation of our academic program challenging. We continue to post positions and recruit but it has been challenging. The Special Education team has also faced challenges completing pending evaluations and addressing all of the requests for new evaluations this year.

Original Goal 3 “Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student subgroups and general population based on the California Dashboard”

Overall the actions designed to support achievement of the goal were implemented as planned.

Successes with the action implementation process include strong monitoring of English Learner progress with individualized plans using monthly ISTATON data and use of the instructional aides to provide small group and individual instruction under direction of the teacher.

Teachers conferenced with students and students in grades 3-5 are aware of ELD level and levels for each ELPAC domain, so they can better understand their individualized instruction plan. Changing the frequency of ISTATON testing to monthly has helped monitor progress and adjust small group instruction accordingly.

Staff turnover has made implementation of consistent supports challenging. Student attendance has made continuity of instruction

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Core Curriculum and Instructional materials expenditures were less than budgeted due to the fact that we did not purchase a new Social Studies curriculum this year. The Professional Development expenditures were more than budgeted due to the ability to fund additional professional development opportunities through pandemic-related funding. Faculty and Staff expenditures were more than budgeted due to the higher costs associated with hiring and retaining staff and shifting of staffing to better meet student needs.

An explanation of how effective the specific actions were in making progress toward the goal.

The Curriculum and Instructional Materials action has been successful as evidenced by 100% of students with access to state-adopted instructional materials for use at both school and home. The Professional Development action has been successful as evidenced by quarterly plans for all grade levels reflecting 100% implementation of State adopted standards in all core subjects. The Technology and Digital Resources action has been successful as evidenced by the school being able to provide new devices to teachers and purchase enough devices so that students have access to them at home and during the after school tutoring program. The Faculty and Staff action has been partially effective as it has been very difficult to hire qualified staff during the staffing shortage.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The 2021 Goal 1 “Provide a broad and rigorous course of study in alignment with the CCSS, NGSS, and other California adopted state standards within the framework of a blended learning language program.” has been combined with the 2021 Goal 3 “Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student subgroups and general population based on the California Dashboard” to better align the actions, desired outcomes, and overall goal. The new Goal 1 “Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student

subgroups and general population based on the California Dashboard within the framework of a two-way Spanish-English dual language program.” incorporates all of the Goal 3 academic outcome metrics. The Goal 3 CAASPP metrics were combined so that each metric includes all students and all numerically significant subgroups to help the reader more easily compare achievement/growth between subgroups.

The metric “% of teachers properly credentialed and appropriately assigned” was added to ensure NHCA is tracking all required metrics. The metric “% of students with access to a broad course of study” was modified to add “including unduplicated students and students with disabilities” to ensure it is stated that all of our classes are fully inclusive.

The metrics NWEA MAP: % of students meeting growth targets in Reading and Math” and “ISTATION”, “DIBELS”: % of students at grade level” were addedto capture local assessment progress. These metrics were ambiguously included in Goal 2 as “Small Group Tutoring” and that metric was removed and these metrics added here for clarity and alignment.

The actions “Academic Progress Monitoring” and “ English Learner Support and Reclassification” were moved from Goal 3. Action 6 Technology and Digital Resources now incorporates the previous Goal 3’s Adaptive Digital Academic Resources action.

Action 2 Tutoring Services, Action 3 Intervention, and Action 9 Special Education have been added to the LCAP this year. These have all been components of our program previously. To better describe the totality of our program of instructional supports, ensure transparency, and allow for higher quality analysis of the effectiveness of our actions, we have added these actions.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal 2

Goal #	Description
2	Work collaboratively with students, staff, families, and community to increase resources in order to provide a supportive schooling experience that attends to all the different academic and social-emotional needs of the students.

An explanation of why the LEA has developed this goal.

In addition, students exist as members of family units who they rely upon for support. However, the conditions of socio-economically disadvantaged communities often prevent some families from effectively doing so. In these cases, the school will need to assist students by way of helping their families with the understanding that student outcomes are highly dependent on family circumstances.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Small group Tutoring (Remove in 2022)	Internal Benchmarks (NWEA, ISTATON)- 40% proficient	45% proficient based on NWEA at mid-year Data Year: 2021-22 Source: Local			Internal Benchmarks- 55% Proficient Data Year: 2023-24 Source: Local
Monthly campus walkthroughs (Remove in 2022)	four walkthroughs at the beginning, middle, and end of the school year	four walkthroughs at the beginning, middle, and end of the school year Data Year: 2021-22 Source: Local			Monthly checks for: -campus safety -emergency supplies Data Year: 2023-24 Source: Local
School social media and two-way communication outlets: -ParentSquare -Facebook -Instagram -ClassDojo	150 followers on Instagram 90% of families are connected to Class Dojo 90% of families connected to MobileAp 310 followers on Facebook	95% connected on ClassDojo, MobileApp 98%, 300 IG Followers, 362 FBfollowers Data Year: 2021-22 Source: Local			Increase followers and connected families by 5% each year from baseline Data Year: 2023-24 Source: Local
PBIS School-wide expectations for all common areas and classrooms	-Developed school-wide expectations for Distance Learning and	Developed school-wide expectations for all common areas, classrooms,			Developed school-wide expectations for all common areas, classrooms,

(Remove in 2022)	school-wide campus expectations	implemented with 100% fidelity on a daily basis Data Year: 2021-22 Source: Local			implemented with 100% fidelity on a daily basis Data Year: 2023-24 Source: Local
Student of the Month (moved to Goal 3)	Minimum 1 student per grade level meets criteria for Student of the Month. Host at least 7 assemblies	1-2 students per class meets the criteria for Student of the Month each of the 9 assemblies hosted Data Year: 2021-22 Source: Local			One student per class meets the criteria for Student of the Month each of the 9 assemblies hosted Data Year: 2023-24 Source: Local
Food survey (students) (Remove in 2022)	Receive feedback from individual students on food satisfaction; 65% satisfaction	No food survey data available Data Year: 2021-22 Source: Local			Establish a well-developed survey to measure meal satisfaction amongst the students; receive 80% satisfaction Data Year: 2023-24 Source: Local
Parent Survey	50% maximum participation in parent surveys	61% Data Year: 2021-22 Source: Local			85% parent participation in home surveys Data Year: 2023-24 Source: Local
Student Assistance Program (SAP) (Remove in 2022)	Conduct 3 meetings per year for every SAP with teacher, family, and administration	Maintain Data Year: 2021-22 Source: Local			maintain Data Year: 2023-24 Source: Local

% Participation Teacher-Parent Conferences (moved from Goal 3)	80% Parent participation	90% Parent participation Data Year: 2021-22 Source: Local			100% parent participation Data Year: 2023-24 Source: Local
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Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Events	Host family events that provide opportunities for families to come to campus and build community with the school and other NHCA families. Some events that we have held in the past and hope to be able to continue to host in the future include our Fall Festival, Winter Performance, Halloween Parade, Winter Carnival, Fiesta Night, as well as the traditional Back to School Night and Open House events.	\$750	N
2	Family Workshops	Provide families with workshops about: -supporting their children in learning -Learning in a dual-language immersion program -Growth mindset -being inclusive; diversity -resources in the community	\$500	N
3	Family and Community outreach	Maintain a program of parent and community outreach that solicits feedback and participation and provides services, training and information. This will include (but not be limited to): 1. use of electronic communication systems and social media (e.g. MobileApp, Facebook, Class Dojo, Instagram) 2. conducting annual educational partnerat surveys – <i>not yet</i> 3. hosting regular educational partnerat partnerat meetings and forums (e.g. “Coffee with the Principal”, Parent In Action Meetings) 4. assisting families in need with school uniforms 5. providing family services through community partners	\$5,500	Y

		6. hosting community service, outreach, and recruiting events 7. increasing ways families and educational partnerators can provide feedback 8. recruit parents/ guardians to participate in school councils (ELAC, SSC, PIA)		
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Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall the actions designed to support achievement of the goal were implemented as planned, except we were not able to hire a music teacher due to staffing shortages. All field trips had to occur virtually due to the pandemic.

Our PBIS program (2021 Action 3) implementation will remain in Year 2 of PBIS implementation next year due to an anticipated change in staff to ensure all staff members receive the same training. The PBIS program has been implemented slowly to ensure students know the expectations, but the student store has been open and students are participating in the program. We have not yet implemented a student leadership group, but instead implemented a weekly responsibilities chart where students can sign-up for roles such as taking care of the playground and then these students are rewarded at the end of each week.

The Interventions and Enrichments (2021 Action 4) Robotics and STEM components morphed into a new STEM program opportunity. The Next Generation Science Standards-aligned STEM program has been very successful with the students. They participated in a final project showcase and students were very engaged. The same program provided professional development for teachers so they could follow up on the work throughout the year.

The after school program has been successfully implemented and is aligned with the academic and enrichment goals of the school.

Returning to in-person instruction after spending more than a year in either a distance learning or hybrid format has been challenging. It has taken a lot of time to reteach and reinforce positive behavior expectations and school routines. Attendance challenges due to the pandemic has impacted participation in many of our programs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The Intervention and Enrichment expenditures were less than budgeted due to the difficulty in staffing these positions this year and not being able to take field trips. The student incentive costs were less than budgeted due to suspending our perfect attendance incentives and not being able to provide other incentives due to the pandemic.

An explanation of how effective the specific actions were in making progress toward the goal.

The safe and clean campus action was effective as evidenced by the facility meeting the good repair standard as indicated on the SARC and in monthly walkthroughs. The Parent and Community Outreach action was effective as evidenced by the %/# of parents participating in the school social media and two-way communication outlets, and the 61% of parents participating in the annual survey.. The PBIS program, the student incentive program, and the interventions and enrichments actions are effective as evidenced by the development of school-wide expectations for all common areas, classrooms, implemented with 100% fidelity on a daily basis, and the student of the month assemblies. The interventions and enrichments action has been somewhat effective in that we have continued to conduct 3 meetings per year for every SAP with teacher, family, and administration and we see continued growth in NWEA MAP and ISTATON and DIBELS data.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The word safety has been removed from Goal 2 because the actions and outcomes related to safety are encompassed in Goal 3. The metrics small group tutoring, monthly campus walkthroughs, school social media and two-way communication outlets, PBIS School-wide expectations for all common areas and classrooms, Student Assistance Program (SAP) were removed to be replaced by less ambiguous metrics that make clearer the alignment between what is being measured and the state priorities and aligned to the appropriate goals and actions. Small group tutoring has been replaced and moved to Goal 1 as NWEA MAP:% of students meeting growth targets in Reading and Math and STAR: % proficient. The metric Monthly campus walkthroughs has been replaced and moved to Goal 3 as Facilities in Good Repair? The metric PBIS School-wide expectations for all common areas and classrooms was removed because it fits better with the action of the PBIS program in Goal 3 with the associated metrics of suspension and expulsion rates. Food survey has been removed as a metric because it does not align with the goals and actions.

The Safe and Clean Campus action has been moved to Goal 3 to better align goals, outcomes, and actions.

The Parent and Community Outreach action has been renamed Family and Community Outreach. The previous Goal 4 Family outreach action has been moved to Goal 2 and renamed Family Workshops. The action Family Events has been added as an important component of the work we do to connect and build community with our students' families.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal 3

Goal #	Description
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3	Ensure the school site has a safe, inclusive, and welcoming climate for all students and their families, so that all students are in their classes ready to learn.
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An explanation of why the LEA has developed this goal.

NHCA strives to ensure that students feel safe so that they attend school on a daily basis. Research indicates that students' social and emotional wellbeing are precursors to academic achievement and strengthened through family involvement. Schools that are both socially and physically secure allow students to perform to the best of their abilities. Chronic absenteeism has been a growing concern and identified as a need within our school community. Being at school is the most important factor to drive student achievement so as an organization, NHCA must strive to increase its student attendance.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Perfect Attendance Incentives (removed in 2022)	80 students recognized on a monthly basis	N/A during the pandemic			138 students recognized on a monthly basis
Chronic Absenteeism for all students and all numerically significant subgroups	11.7%	All Students: 9.7% EL: 10.7% SED: 10.7% SWD: 18.5% Hispanic/Latinx: 15.7% Data Year: 2020-21 (distance learning)			7.7% chronic absenteeism Data Year: 2022-23 Data Source: DataQuest
Average Daily Attendance	95%	93.35% Data Year: 2020-21			Increase Average Daily attendance to 96.5%

		Data Source: SIS Attendance Reports 93.26% Data Year: 2021-22 Data Source: P2 Report			Data Year: 2023-24 Data Source: P2 Report
Suspension Rate for all students and all numerically significant subgroups	0%	0% Data Year: 2020-21 Data Source: DataQuest			<1% Data Year: 2022-23 Data Source: DataQuest
Expulsion Rate for all students and all numerically significant subgroups	0%	0% Data Year: 2020-21 Data Source: DataQuest			0% Data Year: 2022-23 Data Source: DataQuest
Middle School Dropout Rate Added 2022	0% Data Year 2020-21 Data Source: CALPADS: 8.1c	N/A (added in 2022)			0% Data Year: 2022-23 Data Source: CALPADS 8.1c
% of Parents and students that feel that the school is safe (Moved from Goal 2)	N/A during pandemic	Student survey not administered in 2022			TBD
% of students that feel a sense of connectedness to the school (Moved from Goal 2)	Met	Student survey not administered in 2022			TBD

Facilities in Good Repair? (added in 2022)	Overall Good Data Year: 2021-22	N/A (added in 2022)			Overall Good Data Year: 2023-24
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Source: SARC

Source: SARC

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safe and Clean Campus	<p>Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to):</p> <ol style="list-style-type: none"> 1. leasing the school's campus 2. evaluating the school's comprehensive safety plan 3. conducting monthly safety drills 4. conducting regular walk-throughs and site inspections refining processes for reporting concerns with facilities 5. contract additional cleaning and disinfecting cleaning services 	\$732,812	N
2	PBIS Implementation	<p>Implement a school-wide PBIS program and alternatives to suspension as a component of the school's MTSS plan. This will include (but not limited to):</p> <ul style="list-style-type: none"> • Create a PBIS team composed of certificated and classified staff • PBIS training through LACOE for all staff • Implementation of a monthly incentive program including, but not limited to activities, participation in game rooms, field trips, snacks and student of the month recognition. • Establish school-wide expectations and promote them through posters and signs around the school • School mandala and expectations • Create a student leadership group to coordinate activities • GoGaurdian, a classroom management and mental health tool 	\$4,000	Y
3	Enrichment Activities	NHCA will provide enrichment opportunities for all students including but not limited to:	\$179,332	N

		<ul style="list-style-type: none"> • Schoolwide STEM program provided weekly for 15 weeks robotics, coding, engineering • Student educational enrichment field trips • Weekly Music and Visual Arts Education Program – After School Program • Sex health education for middle school students, and increased non-athletic extracurricular activities and programming in the arts • Paxton-Patterson enrichment classes including cooking, robotics, legos, STEM (subject to change by vendor) 		
4	Nutrition Program	Provide a healthy nutritious breakfast and lunch for all students.	\$301,519	N
5	Student uniforms	Provide uniforms for students whose families cannot afford to purchase	\$3,700	Y
6	Mental Health	Provide mental health support for students with access to counseling services.	\$10,822	Y
7	Attendance Support	Provide attendance support to students by the following actions <ul style="list-style-type: none"> • communicate the importance of regular attendance to families and students • track daily attendance and communicate with families when a student is absent • track students who are in danger of becoming chronically absent and meet with families 	\$0	Y

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was Goal 4 in the 2021 LCAP. The 2021 Goal 3 analysis can be found under the 2022 Goal 1. 2021 Goal 1 and 2021 Goal 3 were merged into Goal 1 in 2022 to better align actions, outcomes, and goals.

Overall the actions designed to support achievement of the goal were implemented as planned, except we were not able to hire music or art teacher due to staff shortages. All field trips were held virtually due to the pandemic.

Our PBIS program (2021 Action 3) implementation will remain in Year 2 of PBIS implementation next year due to anticipated change in staff to ensure all staff members receive the training.

The after school program has been successfully implemented and is aligned with the academic and enrichment goals of the school.

Successes with the action implementation process include regular parent participation from the core group of parents has continued. We have increased parent communication by sending out reminders every Sunday. Student incentives have been successful at supporting positive behaviors. We have also had donations of uniforms, so we haven't had to purchase all of them.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2021 Goal 3 Analysis

The socio-emotional health and development (2021 Action 2) expenditures were higher than budgeted because we were able to hire a counselor to support students with mental health challenges. The Parent and Community Outreach (2021 Action 6) expenditures were lower than budgeted due to the difficulties hosting in-person family events due to the pandemic.

The student incentive costs were less than budgeted due to suspending our perfect attendance incentives and not being able to provide other incentives due to the pandemic. The student uniforms costs were less than budgeted because we had uniforms donated this year..

An explanation of how effective the specific actions were in making progress toward the goal.

The Safe Campus action has effective as evidenced by facilities in overall good repair on facilities inspection and the lack of COVID transmission on campus.

The SEL Supports, PBIS, Nutrition and student empowerment actions have been successful as evidenced by 0% suspensions or expulsions, a 0% middle school dropout rate and overall promotion of positive behaviors.

The Student Incentive Program has not been as successful as hoped in maintaining high attendance this year because the school was not able to implement fully due to the pandemic. It has been successful at promoting positive behaviors though. These actions have not been effective with attendance and chronic absenteeism rate when combined with COVID19 safety protocols which have required students to remain at home from school at first signs of COVID19 symptoms and quarantines when in close contact with someone who tested positive for COVID19.

The student uniforms action was successful because all students had uniforms.

Family outreach was successful in maintaining a core group of parent participants. Other measures of the success of parent outreach can be found in Goal 2.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The Parent and Family Engagement was removed from this goal and modified to measure parent participation in the annual survey as a more precise metric of family engagement and included with the 2022 Goal 2. The perfect attendance incentives metric has been removed because of the difficulty promoting this during the pandemic. Instead the school will track chronic absenteeism for all students and all numerically significant subgroups and average daily attendance. An attendance support action has been added to ensure that students have the support they need to attend school regularly. The description of the suspension and expulsion rate metric has been expanded to include all students and all numerically significant subgroups to ensure we are tracking for equitable outcomes. Survey data tracking whether parents and students feel the school is safe has been moved from Goal 2 and described more thoroughly here. Survey data tracking whether students feel connected to the school community has been moved from Goal 2 and described more thoroughly here.

The Safe and Clean campus and Nutrition program actions were moved here from the 2021 Goal 2 to better align Goals, outcomes, and actions. The Student Incentive action was combined with the PBIS program because it is a component of the PBIS program. The Enrichment activities action was separated from the Intervention and Enrichments action in the 2021 Goal 3 and included here for better alignment. The mental health action was added because it has become a very necessary and integral support for our students.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$880,168	\$132,025

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
37.68%	0%	\$0	37.68%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

A- Academic Growth and Achievement

Needs

In reviewing the 2019 ELA and Math performance of our English Learners and socioeconomically disadvantaged students, we find our Socioeconomically disadvantaged students and English learners scored in the Yellow level. NHCA had medium performance in 2019 on the English Learner Progress Indicator, with 32.2% of students making progress towards English language proficiency. In 2021, the English Learner Progress Indicator was not produced by the CDE. On the 2021 ELPAC 38.7% of our English Learners scored at Levels 3 or 4. In2020-21, the English Learner reclassification rate was 8.0%

Actions

Based on a review of data, we have designed the 2021-2024 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have planned for extensive professional development in English language acquisition strategies and data analysis for both teachers and school leaders. We have selected a variety of curricular and instructional resources, supported by appropriate technology, that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. This is coupled with a comprehensive assessment system that monitors student progress towards meeting grade level standards and informs our comprehensive system of intervention. The academic support begins with small group instruction in the classroom and then extends to students who need the support of the Learning Center. We have also designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates.

Goal 1, Action 1 Curriculum and Instructional Materials

Goal 1, Action 2 Tutoring Services

Goal 1, Action 3 Intervention

Goal 1, Action 4 Academic Progress Monitoring

Goal 1, Action 5 Professional Development

Goal 1, Action 6 Technology and Digital Resources

Goal 1, Action 8, English Learner Support and Reclassification

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as distance from the standard on the CAASPP ELA and Math assessments, and maintenance of our English Learner Progress and Reclassification rates. Current targets aim growth within the next two years for both ELA and Math (see expected outcomes in Goal 1), and growth in the English Learner Progress Indicator to 65% and to increase our reclassification rate to 19%. We plan to use interim assessment data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In order to reach our achievement goals and academic growth, NHCA must reach out and bring our parents into our support efforts to attain our goals and growth for their students. We know that parents of English Learners and socioeconomically-disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning and language development. Our Socioeconomically disadvantaged students and our English Learners have a 0% suspension rate across since 2019. In 2019, our Chronic Absence rate was 8.9% for our Socioeconomically disadvantaged students and 7.7% for our English learners.

Actions

Based on the data, we see positive signs of the impact of our efforts to foster a positive culture and climate in support of students both

holistically and academically. NHCA has identified specific components which provide additional efforts with support in family and community outreach and Positive Behavior Intervention Supports (PBIS). NHCA has continued to provide school uniforms as a way of establishing belonging to our schools' mission and vision and promotes attendance and investment in our mandala values.

Goal 2, Action 3 Family and Community Outreach

Goal 3, Action 2 PBIS Program

Goal 3, Action 5 Student Uniforms

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the New Horizons Charter Academy school community. We will also measure progress toward a high attendance and low chronic absenteeism (see above).

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

NHCA is increasing services 37.68% for unduplicated students through the following LEA-wide actions:

Goal 1, Action 1 Curriculum and Instructional Materials	\$48,000 = 1.52%
Goal 1, Action 2 Tutoring Services	\$200,000 = 6.98%
Goal 1, Action 3 Intervention	\$55,000 = 1.21%
Goal 1, Action 4 Academic Progress Monitoring	\$9,355 = 0.33%
Goal 1, Action 5 Professional Development	\$101,000 = 3.21%
Goal 1, Action 6 Technology and Digital Resources	\$189,000 = 5.83%
Goal 1, Action 8 English Learner Support and Reclassification	\$289,732 = 10.98%
Goal 2, Action 3 Family and Community Outreach	\$5,500 = 0.15%
Goal 3, Action 2 PBIS Program	\$4,000 = 0.11%
Goal 3, Action 5 School Uniforms	\$3,700 = 0.10%

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NHCA is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action(s): Goal 1, Action 2 Tutoring Services NHCA will provide ELPAC and CAASPP bootcamps to provide students additional tutoring to support growth on the state academic assessments.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	New Horizons Charter Academy 1:21
Staff-to-student ratio of certificated staff providing direct services to students	N/A	New Horizons Charter Academy 1:14

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,110,174	\$ 990,750	\$ -	\$ 1.325,725	5,426,659	\$ 2,150,973	\$ 1,362,729

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Core Curriculum and Instructional materials	ALL	\$ 41,000	\$ -	\$ -	\$ -	\$ 41,000
1	2	Tutoring Services	ALL	\$ -	\$ -	\$ -	\$ 831,398	\$ 831,398
1	3	Intervention	ALL	\$ -	\$ -	\$ -	\$ 149,912	\$ 149,912
1	4	Academic Progress Monitoring	ALL	\$ 8,681	\$ -	\$ -	\$ -	\$ 8,681
1	5	Professional Development	ALL	\$ 6,000	\$ -	\$ -	\$ 132,231	\$ 138,231
1	6	Technology and Digital Resources	ALL	\$ 135,028	\$ -	\$ -	\$ -	\$ 135,028

1	7	High-Quality Instruction	ALL	\$ 936,607	\$ -	\$ -	\$ -	\$ 936,607
1	8	English Learner Support and Reclassification	ALL	\$ -	\$ -	\$ -	\$ 21,518	\$ 21,518
1	9	Special Education	SPED	\$ 193,593	\$ 254,645	\$ -	\$ 70,301	\$ 518,539
2	1	Safe and Clean Campus	ALL	\$ 719,626	\$ -	\$ -	\$ -	\$ 719,626
2	2	PBIS Program	ALL	\$ 2,500	\$ -	\$ -	\$ -	\$ 2,500
2	3	Enrichment Activities	ALL	\$ -	\$ 152,612	\$ -	\$ -	\$ 152,612
2	4	Nutrition Program	ALL	\$ -	\$ 31,104	\$ -	\$ 259,718	\$ 290,822
2	5	Student Uniforms	ALL	\$ 1,500	\$ -	\$ -	\$ -	\$ 1,500
2	6	Mental Health	ALL	\$ -	\$ -	\$ -	\$ -	\$ -
2	7	Attendance Support	ALL	\$ -	\$ -	\$ -	\$ -	\$ -
3	1	Family Events	ALL	\$ -	\$ -	\$ -	\$ -	\$ -
3	2	Workshops	ALL	\$ -	\$ -	\$ -	\$ -	\$ -
3	3	Family and Community Outreach	ALL	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1,	Totals by Type	Total LCFF Funds
\$ 2,335,718	\$ 880,168	37.68%	0.00%	37.68%	\$ 3,659,425	37.68%	37.68%	Total:	\$ 3,215,886
								LEA-wide Total:	\$ 3,215,886
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF	Planned Percentage of Improved Services (%)
1	1	Core Curriculum and Instructional materials	Yes	LEA-wide	N/A	Elementary	\$ 41,000	0.00%
1	4	Academic Progress Monitoring	Yes	LEA-wide	All	Elementary	\$ 8,681	0.00%
1	5	Profesional Development	Yes	LEA-wide	N/A	Elementary	\$ 6,000	0.00%
1	6	Technology and Digital Resources	Yes	LEA-wide	All	Elementary	\$ 135,028	0.00%
2	2	PBIS Program	Yes	LEA-wide	All	Elementary	\$ 2,500	0.00%
2	5	Student Uniforms	Yes	LEA-wide	All	Elementary	\$ 1,500	0.00%
3	3	Family and Community Outreach	Yes	LEA-wide	All	Elementary	\$ 10,000	0.00%

2021–22 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	(\$ 3,170,821.00)	(\$ 3,498,427)

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Core Curriculum and Instructional materials	Yes	(\$ 56,000)	(\$ 43,000)
1	2	Professional Development	Yes	(\$ 169,758)	(\$ 214,186)
1	3	Technology and Digital Resources	No	(\$ 230,543)	(\$ 223,746)
1	4	Faculty and Staff	No	(\$ 1,959,486)	(\$ 2,865,990)
2	1	Safe and Clean Campus	No	(\$ 591,351)	(\$ 586,851)
2	2	Parent and Community Outreach	No	(\$ 7,500)	(\$ 5,500)
2	3	PBIS Program	No	(\$ -)	(\$ -)
2	4	Intervention and Enrichment	Yes	(\$ 1,376,813)	(\$ 1,047,919)
2	5	Student Incentive Program	No	(\$ 26,500)	(\$ 2,500)
2	6	Nutrition Program	No	(\$ 360,000)	(\$ 360,000)
3	1	Academic Progress Monitoring	Yes	(\$ 8,000)	(\$ 8,681)
4	2	Student incentive Program	No	(\$ 3,000)	(\$ -)
4	3	Student Uniforms	Yes	(\$ 1,500)	(\$ -)
4	4	Family Outreach	No	(\$ 4,000)	(\$ -)
				(\$ -)	
				(\$ -)	
				(\$ -)	(\$ -)

2021–22 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
(\$ 784,591)	(\$ 3,170,821)	(\$ 3,498,427)	(\$ 327,606)	37.26%	37.26%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Core Curriculum and Instructional materials	Yes	(\$ 56,000)	(\$ 43,000.00)	0.00%	0.00%
1	2	Professional Development	Yes	(\$ 50,000)	(\$ 50,000.00)	0.00%	0.00%
2	4	Intervention and Enrichment	Yes	(\$ 946,467)	(\$ 946,467.00)	0.00%	0.00%
3	1	Academic Progress Monitoring	Yes	(\$ 8,000)	(\$ 8,681.00)	0.00%	0.00%
4	3	Student Uniforms	Yes	(\$ 1,500)		0.00%	0.00%

2021–22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
(\$ 2,105,777)	(\$ 784,591)	0.00%	37.26%	(\$ 3,498,427)	37.26%	37.26%	\$0.00 - No Carryover	0.00% - No Carryover