



Local Control and Accountability Plan

Los Angeles Unified School District

New Horizons Charter Academy

2016 - 2017

Introduction: Our goal at **New Horizons Charter Academy** is to serve a student population that represents the natural population of our surrounding area in ethnicity, race, socio-economics and ability. Our current population represents children who are gifted, who are typically developing, and those who have disabilities. At NHCA, 88% of students receive Free and Reduced Price Lunch (FRPL), 39% of students are classified as English Learners (EL) and 9% of students are classified as Students With Disabilities (SWD). Our SWD population consists of students with mild to moderate needs including students eligible for special education services due to Autism, Speech or Language Impairment, Specific Learning Disability, and Other Health Impaired.

School Profile (School Year 2015-16)

New Horizons Charter Academy (NHCA) is a Los Angeles Unified School District public charter school that will serve students from grades Kindergarten through eighth grade. New Horizons Charter Academy was envisioned as a public institution to address the

urgent need to alleviate the overflow of students to the neighboring elementary and middle schools in the North Hollywood catchment area.

NHCA is an independent charter school founded by Dr. Susan Kumar in 2013. Designed to be a K-8 public charter school, NHCA began the 2013-14 school year with 136 students in a K-6 setting. This year marks our first eighth grade class with a total student population of 240 students. Current projections indicate that **NHCA** is on track to expand our K-8 program in 2016-17 with an expected student population of approximately 300 students.

Introduction:

LEA: New Horizons Charter Academy Contact: Richard Thomas, Principal, rthomas@nhcharteracademy.com, 818-655-9602 LCAP Year: 2016-17

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>NHCA utilizes a diverse model to include stakeholder feedback. This includes individual school site council, ELAC and Parent In Action Committee comprised of grade level representatives from our Room Parent Program. Feedback from the site council, School Leaders, achievement data and stakeholder surveys support the creation of the LCAP and related goals, along with providing input on the school's overall budget and budget priorities. The school site council works with the Executive Director/Principal and the School Leaders to provide direction to meet the needs of the school and the school community. The site councils were engaged to help identify site-level priorities at monthly meetings and met to support the creation of the LCAP and to provide input and feedback. Additionally, the School Leaders have regular meeting (coffees, parent education nights, and general meetings) with parents at all grade levels to</p>	<p>Feedback from stakeholders, Parent In Action Committee, School Site Council and ELAC and Board of Directors were used to guide the budgeting process and the LCAP creation, including specific items in the budget to address focus areas of the LCAP such as, site-level spending plans, site-level staffing, parent engagement, communications and school safety.</p> <p>The results for the staff, faculty and parent surveys were used to help define focus areas for improvement and provide guidance and direction.</p>

continuously seek feedback and recommendations on how to improve our programs and levels of engagement.

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

The involvement of all stakeholders has been a tiered process that provides the opportunity for all; teachers, administrators, Board Members, parents, community members and others to closely review data and discuss the school's priorities as it related to all facets of an educational process. The New Horizons Charter Academy reviews all internal data on an ongoing basis, benchmarks, Illuminate, Teachers assessments, grades and also the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) at the state and federal level. The New Horizons Charter Academy holds Parent In Action Meetings monthly to provide an opportunity for parent stakeholders to voice any concerns, engage with school staff, learn about school programs, gain training on functionality of various systems, provide extensive feedback regarding academic, behavior, facilities and school climate issues. New Horizons Charter Academy serves approximately 88% Free-Reduced lunch student population, which has qualified the school as a Title 1 school program. The New Horizons Charter Academy holds quarterly Title 1 meetings to review the LEA Single Plan for Student Achievement, budget and measurable outcomes. Additionally, New Horizons Charter Academy has 39% English Language Learners. As part of the Title 1 Program, New Horizons Charter Academy has created a School Site Council and an English Learner Advisory Committee (ELAC), which meets quarterly to discuss with its parents of ELL students, the programs and budget associated with meeting the needs of our ELL population. The New Horizons Charter Academy administers school-wide surveys to all

The following items came out of stakeholder consultations and are addressed in NHCS' 2016-2017 LCAP:

- Clear focus on student academic achievement
- Continued implementation of Common Core State Standards (CCSS)
- Continue to address the needs of all sub-groups, English Learners (EL), Special Needs, and other.
- Focus on providing guided teaching, direct instruction and support to student learning at all levels.
- Supplemental and intervention at all levels of learning.
- Partnership with parents to provide support for their child or children.
- Offer options for parent participation, workshops and school support. Connecting all to community opportunities.
- Involvement of community, foundations and supports to increase student academic achievement parameters (mastery) and economically providing for student access.
- Actively giving students opportunities to visit colleges and universities.
- College readiness for all students

stakeholder groups regarding the goals set forth in the LCAP. These surveys are administered in both English and Spanish. All Parent In Action Meetings, Title 1 School Site Council Meetings and ELAC meetings have translation provided. All materials handed out, are translated for our ELL parents. New Horizons Charter Academy utilizes the oneCALL phone announcement system, which provides all stakeholders with weekly and monthly announcements of any meeting or important information that is occurring at New Horizons Charter Academy. These messages are transmitted in the parents correspondence language.

In the spring of 2016, NHCA commissioned surveys of students, staff, faculty and parents to support the school community and to provide data and support for the creation of the LCAP. Results of the survey were shared with parents and school leadership to help identify areas of weakness as well as promising practices that can be expanded. Nearly 90% of all students (grades 1-8) and more than half of all families completed the surveys. The surveys were available in English and Spanish, and were accessible both electronically and on paper.

The first meeting regarding the LCAP was held May 18, 2016. At this Parent Tea meeting, parents were presented a preliminary budget for the 2016/17 school year. The Executive Director/Principal explained what each of the line items were and pointed out that the highlighted portions of the budget were things that could be changed according to stakeholder input. (The un-highlighted items in the budget were things like facilities rent, student meal service, personnel costs, and other contractual items that were not at stakeholder discretion.) The Executive Director/Principal also explained what expenditures from the current budget were aligned with the goals of this year's LCAP. After the explanation of the budget, Parents were invited to comment on the budget and offer suggestions as to how the budget should/could be better aligned with goals and priorities of the school. Parents additionally commented on the budget and made suggestions for expenditures related to actions that support said goals. Parents also had input on the budget

<p>to ensure alignment with the actions and goals. Parents agreed to keep the same goals and objectives for the upcoming school year.</p> <p>The Executive Director and Assistant Principal met on May 11, 2016 and May 17th, 2016 to review the prior-year LCAP and reflect on outcomes and expenditures. From this, a preliminary draft was developed. Stakeholder meetings were held as follows:</p> <ul style="list-style-type: none"> * May 12th – School-wide Survey on all 9 LCAP Goals from prior year’s LCAP was provided to all stakeholder groups (Students, Parents, Certificated and Classified Staff, Administration and Board), these results were shared at Parent In Action, Faculty and Board Meetings. * May 18, 2016: Parent In Action presentation and input (all parents invited, 33 in attendance) * May 24 and 25, 2016: Faculty meeting and input (100% of faculty in attendance) * May 26, 2016: Board of Directors meeting and input * June 9, 2016: Executive Director incorporated changes based on stakeholder input. * June 23, 2016: Board adoption of final LCAP for 2016-17 <p>For each group of stakeholders, the draft LCAP was sent out ahead of time for review, along with an explanation of the 9 priorities. At the meeting, an overview of LCFF, the LCAP, and the school’s budget were presented, and participants were given time to go through and discuss each of the goal areas, focusing on what has been effective, and where they would recommend changes to program expenditures.</p>	
<p>Annual Update: New Horizons Charter Academy used the following quantitative data for goal setting process:</p>	<ul style="list-style-type: none"> • Clear focus on student academic achievement • Support in Common Core State Standards (CCSS)

- Attendance rate
- Suspension Rate
- Graduation Rate
- Monitoring data
- Data on teacher assignments
- Instructional materials use rate
- English Learner reclassification rate
- Parent Surveys
- Academic Performance Index (API)-Suspended Use of the following: NWEA MAPs, internal benchmarks connected to Common Core ELA Wonders, Mathematics envision, FOSS-Science, and Pearson Social Science
- Adequate Yearly Progress (AYP)- Suspended Use of NWEA MAPs
- Quarterly School Benchmarks

Data to be collected to measure academic gains:

- Annual SBAC assessments as directed by CDE
- Tri-annual NWEA Early Grades Assessment proficiency and growth scores

Diagnostic portfolio of assessments:^[1]_[SEE]
 Scholastic*CORE*Phonics*Survey*(English/Spanish)*^[1]_[SEE]
 Reading*Results*phonological*awareness*(English/Spanish)*^[1]_[SEE]
 Words*Their*Way*Spelling*Inventory*(English/Spanish)*^[1]_[SEE]
 Teacher*College*Reading*and*Writing*Project*A*Assessments*(English)* ○
 Pearson*EDL2*Reading*fluency*and*comprehension*(Spanish)*^[1]_[SEE]
 Stanford*FLOSEM*Second*Language*Oral*Proficiency*Assessments* (Additional formal assessments will take the form of traditional tests, timed essays, multi-step projects, portfolios, close of unit assessments, and grade level and subject specific rubrics.

- Continue to address the needs of all sub-groups, English Learners (EL), Special Needs, and other.
- Focus on providing guided teaching, direct instruction and support to student learning at all levels.
- Supplemental and intervention at all levels of learning.
- Partnership with parents to provide support for their child or children.
- Offer options for parent participation, workshops and school support. Connecting all to community opportunities.
- Involvement of community, foundations and supports to increase student academic achievement parameters (mastery) and economically providing for student access.
- Actively giving students opportunities to visit colleges and universities.
- College readiness for all students

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1: The quality of teachers has an impact on student success. NHCA promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, meet all other requirements for placement in the classroom or in support positions as required by NCLB and the Charter and are highly trained.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	In order to best serve its students, NHCA must maintain an effective and qualified workforce and to hold all necessary credentials for the course or courses they teach. All stakeholders expect that all faculty and support staff will have the appropriate credentials and certifications.			
Goal Applies to:	Schools:	NHCA		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	100% of teachers will be fully credentialed and appropriately assigned. 100% of teachers will complete the TCRP Evaluation. 100% of administrators will complete the Principal Evaluation. 100% Compliance with NCLB and Authorizer requirements for credentialing and certification Annual review of teacher credentials and other certifications CCSS training will be embedded into professional development meetings. Progress towards this goal will be measured through SARC report, documentation of participants in TCRP and Principal Evaluation, and the board approved professional development schedule.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>NHCA will provide professional development for instructional staff in the priority areas listed below. Professional development will support implementation of CCSS and the state's priorities. Topics to be addressed include:</p> <ul style="list-style-type: none"> • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth • Strategies for EL students to access core curriculum/attain academic English • Implementation of NHCA English Learner Plan • CCSS curriculum implementation of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments created by Key Data Systems within Illuminate Data and Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension <p>Maintenance of database system to track teacher credentialing, medical clearances and background clearances.</p>	<p>School-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$904,389 Salaries/ benefits LCFF base Fund (1100 & 3101)</p> <p>\$5,000 Supplemental Fund (5000)</p>
<p>NHCA will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers. Annual review of faculty, staff, and vendor Department of Justice and TB clearance.</p>	<p>School-wide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>No cost</p>

--	--	--	--

GOAL:	<p>Goal 2: Provide pupils with access to standards-aligned instructional materials and a broad course of study. All students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition: NHCA will fully implement the Common Core in Math by 2014-15 and ELA by 2015-16. NHCA will begin to transition to NGSS in the 2016-17 school year and complete the transition by end of 2017-18 school year</p> <p>Teachers will participate in ongoing professional development on the implementation of Common Core, NGSS and new state assessments, with a particular focus on serving NHCA's unduplicated students and students with special needs. As part of our whole scholar approach to education, all students, including all unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs as outlined in the school's charter.</p>	<p>Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7 <u>x</u> 8 <u>x</u> COE only: 9__ 10__</p> <p>Local : Specify _____</p>
--------------	--	---

Identified Need :	<p>NHCA provides pupils with access to standards-aligned instructional materials so that students can be successful in their academic endeavors. NHCA is committed to providing access to standards-aligned Instructional materials, including fully implementing the Common Core in ELA and Math, and NGSS across all grades.</p> <p>To provide access to a broad course of study.</p>
--------------------------	---

Goal Applies to:	<p>Schools: NHCA</p> <p>Applicable Pupil Subgroups: All</p>
-------------------------	---

LCAP Year 1: 2016-17

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
NHCA will monitor progress towards this goal by reviewing the SARC report. Provide students with the basic materials and Common Core aligned curricula that they need to access for learning and mastering CCSS. Purchase new texts and adopt appropriate NGSS-aligned instructional materials (including online curriculum).	School-wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Purchase NGSS curriculum basic textbooks – 4000 – 4999 Books and

			Supplies – LCFF Base: \$20,000
NHCA will ensure all students are enrolled in a broad course of student through a review of enrollment data	School-wide	<u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	None
NHCA will hire, retain, and appropriately assign fully-credentialed teachers to provide a broad course of study to all student	School-wide	<u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	1100 Certificated Salaries – LCFF Base: \$904,389

<p>Curriculum is an important component in the effective implementation of CCSS. NHCA will provide and/or maintain the following:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting CCSS • Textbooks and instructional materials aligned to CCSS curriculum of McGraw-Hill Wonders ELA program, Pearson enVision Math program, FOSS Next Generation Science Standards program, Pearson Social Science program, and their accompanying digital curricula, platforms, and etexts. • Blended Learning and School Transformation Instructional Model (BLAST) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students. BLAST implementation included the use of 200 Chromebooks for students in Kindergarten to 8th grade and the use of SMARTBoards in all classes from 1st to 8th grade. 	<p>School-wide</p>	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>Purchase basic textbooks – 4000 – 4999 Books and Supplies – LCFF Base: \$15,000</p>
--	--------------------	--	--

GOAL:	<p>Goal 3: NHCA aims to engage student and create a safe and nurturing school climate. Cultivate a positive school culture and system of supports for students' personal and academic growth. School will reduce bullying through consistent implementation of the Schoolwide Discipline Policy and Positive Behavioral Support Policies.</p> <p>School facilities are clean and maintained in good repair with daily spot check and Site Inspection Lists with > 90% of items in compliance or good standing</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
--------------	---	--

Identified Need :	<p>A safe, clean, and operational educational setting helps promote students' success. To provide and maintain school facilities that are safe, clean and in good repair.</p> <p>To reduce number of student suspensions and expulsions, reduce bullying, and increase sense of connectedness to school by students, families and school community.</p> <p>Increase the percent of students attending 173-180 days each school year (96% attendance rate)</p> <p>Out of school suspension rate of less than 5%</p> <p>Expulsion rate of less than 1%.</p>
--------------------------	---

Goal Applies to:	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>NHCA</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Schools:	NHCA	Applicable Pupil Subgroups:	All
Schools:	NHCA				
Applicable Pupil Subgroups:	All				

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>99% of Facility Assessment Checklist will show good repair. Progress towards this goal will be measured through the Facility Assessment Checklist and SARC report.</p> <p>The percentage of students attending school 173-180 days per year will increase each year by 2% until 96% attendance of all students and subgroups in maintained. What was your attendance rate this year? What should it be in 2016-17</p> <p>Suspension Rate was 4% for 2015-2016. NHCA will decrease its suspension rate to 1%</p> <p>Expulsion Rate will be 0%</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
NHCA employs a custodial staff that cleans and maintains the facility. Any repairs were made on as needed basis.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Operations, utilities, repairs, janitorial, gardening

<p>Continue risk management site inspections of campus by property and liability carrier.</p> <p>Correct all areas identified in need of repair or replacement.</p>		<p><u> </u>Other Subgroups:(Specify)_____</p>	<p>services - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$266,219</p>
<p>NHCA will continue to implement programs and Interventions targeted to the needs of all students and students with special needs, special education, low academic achievement and chronic absenteeism. These programs and interventions will include:</p> <ul style="list-style-type: none"> • ELA, ELD, and Math interventions • Attendance improvement strategies • Integration of special Ed students in general Ed settings • Resource Specialist Program • Related Services: language Speech, OT/PT, APE • EL/LTEL, Special Ed supports • Intervention Specialist in ELA and Math 	<p>School-wide</p>	<p><u> X</u>_ALL</p> <p>-----</p> <p>OR:</p> <p><u> X</u>_Low Income pupils <u> X</u>_English Learners</p> <p><u> X</u>_Foster Youth <u> X</u>_Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>Classified Support and Reading Specialist 1000-1999 Certificated Salaries and Classified Salaries – LCFF Base: \$130,000</p>
<p>NHCA will continue to utilize a part-time counselor to provide informal and formal counseling services. NHCA counselor will provide training for teachers and paraprofessionals on PBIS strategies and anti-bullying strategies. NHCA will continue to implement an Advisory Class utilizing Cloud9 Character Social-Emotional curriculum to teach students positive behavior and address school climate concerns. The Advisory Class is also used to teach students about academic and behavior goal-setting, social-justice and college-career opportunities.</p> <p>Attendance Manager monitored students attendance and communicated with families regarding excessive absences and tardies.</p>	<p>School-wide</p>	<p><u> X</u>_ALL</p> <p>-----</p> <p>OR:</p> <p><u> X</u>_Low Income pupils <u> X</u>_English Learners</p> <p><u> X</u>_Foster Youth <u> X</u>_Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>Hiring outside consultants to provide counseling support services to students - 5000-5999 Services and Other Operating Expenses - Other State</p>

<p>• Parent outreach and communications were utilized to stress the importance of attendance and arriving at school on time each day. Attendance Manager sent home Truancy Letters 1, 2 and 3 and followed up with attendance contracts with excessive, chronic attendance issues. School implemented Social emotional curriculum PBIS Training, and the Responsive Classroom approach to teaching. Continue to implement in-house suspension and Saturday School Academies.</p> <p>Assistant Principal and Attendance Manager implemented home visits and increased its monitoring of all student attendance. Teachers have been trained in the schoolwide Behavior Support Plan as well as implemented the positive behavior supports, Administrators implemented training with teachers and families to manage student behavior issues and concerns. Alternatives to Suspension will be considered prior to administering consequences school will use Family Support Team process that mirrors the School Support Team model.</p>			<p>Revenues: \$45,000</p>
<p>NHCA holds monthly Educational Assemblies regarding topics such as (bullying, cyber safety, drugs, traffic/bike, social justice). Students are also recognized at monthly assemblies for good attendance, academic performance and citizenship.</p> <p>NHCA will build upon its diversity training and celebration of the diversity on NHCA campus by holding events such as Multi-Cultural Day, Cesar Chavez Day, Black History Month, Armenian Pride Day.</p> <p>NHCA will continue with outdoor education field trips to Natural History Museum, Science Center, Olivera Street Walk, Broad Museum, Art District Walk, Library Visits.</p> <p>NHCA holds Subway Party for advisory class with the highest attendance each quarter.</p> <p>Attendance manager performs Daily attendance check-ins</p>			

<p>with students who have chronic absenteeism. Regular follow-up letters are sent out for students on attendance contracts.</p> <p>The School will update the website with information and resources on bullying, and provide workshops educating stakeholders on the definition of bullying and strategies for preventing it. Furthermore, District staff will develop and maintain web presence for understanding and responding to bullying.</p> <p>Teachers will receive support and training in best practices around the new digital citizenship curriculum and implement the curriculum in Year 1. The School will hold parent workshops on digital citizenship to promote a safe environment for all students.</p> <p>The School will provide training and support for Advisory and other non-scholastic support for students.</p> <p>The School will support site-based student clubs.</p>			
---	--	--	--

GOAL:	Goal 4: Knowing that parents play a critical role in a students' success, NHCA strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
--------------	---	--

Identified Need : Parental involvement increases the likelihood of students' success.

Goal Applies to: Schools: NHCA

Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>NHCA will hold 3 workshops throughout the year with parents regarding academic initiatives. The number of parents attending these workshops will increase 2% from last year's baseline, with the expectation that:</p> <ul style="list-style-type: none"> • 34% of all parents will receive training. • 54% of parents of English learners will receive training. • 54% of parents of low income students will receive training. <p>NHCA will maintain the ELAC (English Learner Advisory Committee) to provide information on academic initiatives as they are described in the SPSA (Single Plan for Student Achievement) plan.</p> <p>NHCA will hold "Parents In Action" meetings twice a month as well as Parent Monthly Meetings. Overall attendance at these meetings will increase by 10% from the expected number of 138 parents who attended committee and school events in 2015-2016.</p> <p>Progress towards this goal will be measured through parent Sign-in Logs.</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
NHCA will increase Parent Involvement by continuing the following actions: <ul style="list-style-type: none"> • NHCA will promote parental involvement through its School-to-Home communication which will be provided in both English and Spanish. Parents will be informed of school events and meetings by weekly bulletins, monthly newsletters, OneCALL Computerized Phone Systems, the school's website, flyers, letters, and purchasing Connect Ed type of system to communicate with parents. 	School-wide	<u> X ALL</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Hiring outside consultants to provide parent liaison support to students - 5000-5999 Services and Other Operating Expenses

<ul style="list-style-type: none"> • NHCA will maintain an in-house Parent Coordinator. • NHCA will conduct 3 workshops during the year for parents on how to support academic learning at home. • NHCA will maintain its Room Parent Program, which has two parent liaisons from each classroom. These liaisons will help support the learning environment, and they will discuss concerns and solutions at the parent meetings noted below. • NHCA will maintain the structured parent involvement meetings around the Parents In Action (PIA) meetings which will be bi-monthly and the Parent Monthly meetings. Parent Monthly meetings will include a Parent Forum, where parents can learn about key performance indicators and accompanying data. • A School Site Council (SSC), part of Title I SPSA, will continue to meet quarterly during the school year. • An English Learners Advisory Committee (ELAC) will continue to meet quarterly during the school year to provide information on academic initiatives. • Besides the regularly scheduled PIA meetings, Parent Monthly meetings, monthly board meetings, and quarterly SSC and ELAC meetings, NHCA will encourage parents to attend other school events during the year including Back to School Night, Open House Night, Fundraising events, and other special events. • NHCA will maintain Illuminate, an information system that provides parents with a home portal, allowing them to access and review students' progress, assessments, and grades. The home portal also serves as a means of communication with teachers. 			\$4,500
--	--	--	---------

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL:	<p>Goal 5: NHCA prioritizes student achievement</p> <p>All students, including all unduplicated students and students with exceptional needs, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of English Language Arts/Literacy and Mathematics and demonstrate growth as individual students.</p> <p>EL students will advance at least one grade level on the CELDT (or other available external and internal assessments) each year and NHCA's reclassification rate will meet or exceed the District's rate; ELs will meet annual AMAOs.</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2_x 3__ 4_X 5__ 6__ 7__ 8_X</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
--------------	---	---

Identified Need :	<p>1) Not all students have made one year of progress on the CAASPP.</p> <p>2) Fewer than 75% of students advance one level each year on the CAASPP.</p> <p>3) Some students are not reclassifying within the 4-5 year time span.</p> <p>4) Not all students are achieving a 3 or 4 in report card markings for all subjects by the end of the year.</p> <p>5) Maintain and increase R-FEP Rate.</p> <p>6) To increase number of English Learners (EL) demonstrating EL proficiency and the number reclassified as Fluent English Proficient.</p> <p>In order for students to achieve academic success, they must be proficient in reading, writing, and speaking English.</p> <p>NHCA aims to increase the percentage of student scoring proficient and above on CCSS - SBAC benchmark Mathematics and English Language Arts scores established in 2014-15.</p>
--------------------------	--

ELA (2014-15)	Grade	Tested	Not Met	Nearly Met	Proficient	Advanced
	3	21	35%	30%	22%	13%
	4	17	35%	24%	41%	0%
	5	16	50%	25%	19%	6%
	6	21	38%	29%	19%	14%

	7	10	50%	20%	30%	
--	---	----	-----	-----	-----	--

Math (2014-15)	Grade	Tested	Not Met	Nearly Met	Proficient	Advanced
	3	21	54%	25%	17%	0%
	4	17	24%	53%	24%	0%
	5	16	53%	12%	12%	18%
	6	21	62%	14%	10%	14%
	7	10	50%	40%	10%	

Goal Applies to: Schools: NHCA
 Applicable Pupil Subgroups: All with a significant emphasis on EL students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- R-FEP Rate will be equal or higher than LAUSD.
- There will be a 5% increase in the number of English Learners who reclassify as Fully English Proficient.
- There will be a 5% increase in the number of students scoring proficient on the CELDT test.
- The percentage of students performing at or below basic will decrease by 5% from the year before.
- 50% of students will advance one level on the CELDT.
- 50% of students will score a 3 or a 4 on the final report card in all subject areas

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

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

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

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
------------------	------------------	--	-----------------------

<p>NHCA will provide professional development for instructional staff in the priority areas listed below. Professional development will support implementation of CCSS and the state's priorities. Topics to be addressed include:</p> <ul style="list-style-type: none"> • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth • Strategies for EL students to access core curriculum/attain academic English • Implementation of NHCA English Learner Plan • CCSS curriculum implementation of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent 	<p>School-wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$20,000 (as noted in Goal 1)</p>
<ul style="list-style-type: none"> • Questions • Using CC SBAC interim assessments created by Key Data Systems within Illuminate Data and Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension 			
<p>Curriculum is an important component in the effective implementation of CCSS. NHCA will provide and/or maintain the following:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting CCSS • Textbooks and instructional materials aligned to CCSS curriculum of McGraw-Hill Wonders ELA program, Pearson enVision Math program, FOSS Next 	<p>School-wide</p>	<p><u> X </u> ALL ----- OR: __Low Income pupils <u> X </u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>\$35,000 (as noted in Goal 2 above)</p>

<p>Generation Science Standards program, Pearson Social Science program, and their accompanying digital curricula, platforms, and etexts.</p> <ul style="list-style-type: none"> Blended Learning and School Transformation Instructional Model (BLAST) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students. BLAST implementation included the use of 160 Chromebooks for students in Kindergarten to 7th grade and the use of SMARTBoards in all classes from 2nd to 7th grade. 			
<p>The goal of Instruction will be to ensure that all students have equal access and support to be successful in the core curriculum and CCSS. NHCA will emphasize differentiation and pacing to enable all students to understand and learn. New models will allow teachers to maximize learning for all students. The school will continue to implement:</p>	<p>School-wide</p>	<p><u> X </u> ALL ----- OR: <u> </u> Low Income pupils <u> X </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify) _____</p>	<p>\$740,000</p>

<ul style="list-style-type: none"> • Interdisciplinary instruction • Use of inquiry based lesson design • Use of technology to support instruction • Phase in of EL Standards • Inclusive models to integrate Students with Disabilities in general classroom • Project-Based Learning • Blended Learning Instructional Model that is aligned with CCSS curriculum of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science. • TCRP process to monitor best practices of instruction • Understanding by Design Framework for developing lesson plans and backward planning • Weekly review and feedback by principal of teacher lessons plans • ELD embedded instruction in McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science • ELD and SBI instruction based on high number of EL students • An expanded after-school tutoring and reading labs reading labs program 			
<p>NHCA will provide all students and instructional staff with access to academic assessments to monitor student progress or CCSS and ELD. Assessments will continue to include:</p> <ul style="list-style-type: none"> • Universal Screener assessments for student placement in ELA and Math • Progress monitoring assessment tools • ELD Assessment Tools • Quarterly Internal Benchmarks aligned to the CCSS curriculum of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science • Winter and Spring testing of Northwest Evaluation System (NWEA) Assessments, which pulls questions 	School-wide	<p><u> X </u> ALL ----- OR: <u> </u>Low Income pupils <u> X </u>English Learners <u> </u>Foster Youth <u> </u>Redesignated fluent English proficient <u> </u>Other Subgroups:(Specify)_____</p>	\$8,500

<ul style="list-style-type: none"> from the SMARTER Balanced test bank. Testing results were reviewed and analyzed by teachers and administration. Common Core SBAC interim assessments created by Key Data Systems within the Illuminate Data and Assessment Program 			
<p>NHCA will continue to implement programs and Interventions targeted to the needs of all students and students with special needs, special education, low academic achievement and chronic absenteeism. These programs and interventions will include:</p> <ul style="list-style-type: none"> ELA, ELD, and Math interventions Attendance improvement strategies Integration of special Ed students in general Ed settings Resource Specialist Program Related Services: language Speech, OT/PT, APE EL/LTEL, Special Ed supports Intervention Specialist in ELA and Math 	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$133,000
<p>NHCA will maintain small Class Sizes in Kindergarten through 7th grade by maintaining a kindergarten with no more than 20 students; grades 1st through 5th had no more than 24 students; and grades 6th through 7th had no more than 35 students.</p>	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$24,000
<p>The school implemented the New Horizons Charter Academy English Learner Plan supporting English Learners and Standard English Learners. The plan is based upon the expectations set forth in LAUSD’s English Learner Master Plan. To better serve the school’s diverse population, NCHA hired Title I Highly Qualified Teacher Assistants, who provided support in implementing NHCA’s English Learner Plan.</p>	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$85,000

--	--	--	--

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal 1: The quality of teachers has an impact on student success. NHCA promotes student success by ensuring all teachers are fully credentialed, appropriately assigned, and highly trained.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	--

Goal Applies to:	Schools: NHCA	Applicable Pupil Subgroups: All
------------------	---------------	---------------------------------

Expected Annual Measurable Outcomes:	<p>100% of teachers will be fully credentialed and appropriately assigned. 100% of teachers will complete the TCRP Evaluation. 100% of administrators will complete the Principal Evaluation. CCSS training will be embedded into professional development meetings.</p> <p>Progress towards this goal will be measured through SARC report, documentation of participants in TCRP and Principal Evaluation, and the board approved professional development schedule.</p>	Actual Annual Measurable Outcomes:	
--------------------------------------	---	------------------------------------	--

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
NHCA will provide professional development for instructional staff in the priority areas listed below. Professional development will support implementation of CCSS and the state's priorities. Topics to be addressed include: <ul style="list-style-type: none"> • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth • Strategies for EL students to access core curriculum/attain academic English • Implementation of NHCA English Learner Plan • CCSS curriculum implementation of McGraw-Hill 	\$16,650	<ul style="list-style-type: none"> • Based on review of data from internal benchmark Assessments and SBAC tests scores and Suspension Rate, NHCA added a Dean with a focus on instruction position to site team • Teachers released from classroom assignment to create common formative assessments and to analyze results of common formative assessments. • Additional laptop purchases to support classroom implementation of CCSS and NGSS. 	\$50,000 LCFF Base Fund

<p>Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science</p> <ul style="list-style-type: none"> • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments created by Key Data Systems within Illuminate Data and Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension 		<ul style="list-style-type: none"> • Technology integrators are paid a stipend to provided classroom support for teachers • Charter School staff participates in cultural proficiency training. • Special Education staff trained on how to write Individual Education Plan goals aligned to the CCSS and NGSS. • All site administrators insure that all teachers deliver effective CCSS- aligned instruction in E/LA and math. • Using the PLC process, all site administrators and teachers monitor the academic progress of all students and provide support to insure grade-level mastery in ELA and math. • Staff is provided professional development in differentiated instruction. • Data Team provide teacher support, as requested by teacher. • All staff trained on appropriate modifications for students with disabilities when taking the state assessment. • Use of bilingual teachers will enabled primary language support for EL students. Offering primary language support allowed students to transfer skills and knowledge from one language to another speeding up the process of English language acquisition. 	
<p>Scope of service:</p>	<p>School-wide</p>	<p>Scope of service:</p>	<p>School-wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	

NHCA will determine annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers.		No cost	<p>Actions were implemented this year that supported this goal which includes a rigorous hiring process.</p> <p>Charter determines annually through a review of personnel data the percentage of fully credentialed and appropriately assigned teachers." The corresponding expenditure would be to hiring process.</p>	
Scope of service:	School-wide		Scope of service:	School-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		<p>Addition of Dean based on results of surveys and data analysis. All teachers will continue to be fully credentialed and correctly assigned as reported in documentation prepared for the LAUSD site visits.</p> <p>100% of teachers will continue to fully implement the common core. PD budget allows for trainings/workshops/seminars in areas of need identified by the principal and teacher need surveys.</p>		

Original GOAL from prior year LCAP:	Goal 2: Provide pupils with access to standards-aligned instructional materials.	Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	---

Goal Applies to:	Schools: NHCA	Applicable Pupil Subgroups: All
------------------	---------------	---------------------------------

Expected Annual Measurable Outcomes:	100% will have access to standards-aligned instructional materials. Progress towards this goal will be measured through the SARC report.	Actual Annual Measurable Outcomes:	100% ELA Common Core implementation, 100% math implementation, and NGSS implementation has begun.
--------------------------------------	--	------------------------------------	---

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Curriculum is an important component in the effective implementation of CCSS. NHCA will provide and/or maintain the following:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting CCSS • Textbooks and instructional materials aligned to CCSS curriculum of McGraw-Hill Wonders ELA program, Pearson enVision Math program, FOSS Next Generation Science Standards program, Pearson Social Science program, and their accompanying digital curricula, platforms, and etexts. <p>Blended Learning and School Transformation Instructional Model (BLAST) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students. BLAST implementation included the use of 200</p>	\$18,000	<p>Students were provided access to standards-aligned materials and additional instructional materials as outlined in our charter petition.</p> <p>100% of students have access to standards-aligned materials and additional instructional materials as outlined in our petition.</p> <p>Purchase and use of the following: NWEA MAPs, Illuminate internal benchmarks connected to Common Core ELA Wonders and Pearson ELA, CCSS enVision and Digits Mathematics, NGSS-InspiceScience and IScience from McGraw-Hill and FOSS-Kits for Science, and Pearson Social Science.</p>	\$18,000 LCFF Base Fund

Chromebooks for students in Kindergarten to 8 th grade and the use of SMARTBoards in all classes from 1 st to 8 th grade.				
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goals 2 and 9 were combined based on feedback in LCAP meetings to create broader goals.		

Original GOAL from prior year LCAP:	Goal 3: Maintain the school facility in good repair.	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	---

Goal Applies to:	Schools: NHCA	Applicable Pupil Subgroups: All
------------------	---------------	---------------------------------

Expected Annual Measurable Outcomes:	99% of Facility Assessment Checklist will show good repair. Progress towards this goal will be measured through the Facility Assessment Checklist and SARC report.	Actual Annual Measurable Outcomes:	NHCA was able to maintain the facilities in good repair as indicated by SARC Facility Checklist. NHCA facility is in excellent condition. Adequate Classrooms, support spaces, specialty spaces (wet labs, art), security systems, and painting and repairs
--------------------------------------	--	------------------------------------	---

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
NHCA employs a custodial staff that cleans and maintains the facility. Any repairs were made on as needed basis.	Facility: \$25,400	Annually, 90% of all items on Monthly site instruction checklists are compliant, 90% of bi-annual Facility Inspection checklists are compliant/good standing and 100% of identified Required Corrections of a minor nature will be corrected within three months. When it was urgent or a safety related corrections it was corrected immediately. 1. Create Maintenance, Repair and Renovation scheduling process, procedures and protocols 2. Conduct audit of facilities.	\$15,000

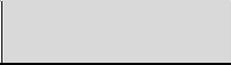
				3. Increase staffing in Maintenance and Operations in areas identified as needed by audit. 4. Evaluated student instructional needs relating to classroom space.	
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goals 3, 7 and 8 were combined based on stakeholder feedback to create broader goals Increase the space available to all students to support the project-based instructional model of the school. Provide a safe and supportive school environment to students and staff.			

Original GOAL from prior year LCAP:	Goal 4: Knowing that parents play a critical role in a students' success, NHCA strives to increase parental involvement by providing parents with opportunities to be active and influential in their child's school life.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: NHCA	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>NHCA will hold 3 workshops throughout the year with parents regarding academic initiatives. The number of parents attending these workshops will increase 2% from last year's baseline, with the expectation that:</p> <ul style="list-style-type: none"> • 32% of all parents will receive training. • 52% of parents of English learners will receive training. • 52% of parents of low income students will receive training. <p>NHCA will maintain the ELAC (English Learner Advisory Committee) to provide information on academic initiatives as they are described in the SPSA (Single Plan for Student Achievement) plan.</p> <p>NHCA will hold "Parents In Action" meetings twice a month as well as Parent Monthly Meetings. Overall attendance at these meetings will increase by 10% from its baseline of 125 parents who attended committee and school events in 2014-2015.</p> <p>Progress towards this goal will be measured through parent Sign-in Logs.</p>		<p>Actual Annual Measurable Outcomes:</p> <p>At least 75% of parents attended at least one school event each year and 85% attended parent-teacher conference.</p> <p>45% of parents received training. 60% of parents of English Language Learners received training. 70% of parents of low-income students received training.</p> <p>NHCA held quarterly ELAC meetings to provide parents informative data regarding re-classification, CELDT test progress, supplemental ELA and Math Programs targeted toward improving English Proficiency.</p> <p>NHCA had over 175 parents attend Parent-In-Action monthly meeting during 2015-2016 school year.</p> <p>NHCA achieved >85% positive results on Annual Student, Teacher, and Parent Satisfaction Surveys.</p> <p>NHCA looks to increase student connectedness and enhance the school climate through implementation of Responsive Classroom and/or</p>

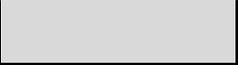
		Developmental Designs practices to further meet the needs of the “whole” student.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>NHCA will increase Parent Involvement by continuing the following actions:</p> <ul style="list-style-type: none"> NHCA will promote parental involvement through its School-to-Home communication which will be provided in both English and Spanish. Parents will be informed of school events and meetings by weekly bulletins, monthly newsletters, OneCALL Computerized Phone Systems, the school’s website, flyers, letters, and purchasing Connect Ed type of system to communicate with parents. NHCA will maintain an in-house Parent Coordinator. NHCA will conduct 3 workshops during the year for parents on how to support academic learning at home. NHCA will maintain its Room Parent Program, which has two parent liaisons from each classroom. These liaisons will help support the learning environment, and they will discuss concerns and solutions at the parent meetings noted below. NHCA will maintain the structured parent involvement meetings around the Parents In Action (PIA) meetings which will be bi-monthly and the Parent Monthly meetings. Parent Monthly meetings will include a Parent Forum, where parents can learn about key performance indicators and accompanying data. A School Site Council (SSC), part of Title I SPSA, will continue to meet quarterly during the school year. An English Learners Advisory Committee (ELAC) will continue to meet quarterly during the school year to provide information on academic initiatives. 	\$4,500	<p>Parent Involvement:</p> <ul style="list-style-type: none"> Increased number of parents attending school events and meetings by publishing weekly bulletins, monthly newsletters and continue to use system to communicate with parents. Parent Coordinator. Conducted 3 workshops annually for parents on how to support academic learning at home. Created a committee of stakeholders. Used Parent Resource Center to coordinate outreach among school and to provide opportunities for parents to learn how best to meet their pupils’ needs Used Parent Resources to increase outreach and awareness about learning differences Continued funding Outreach and Awareness consultant Developed action plans to address indicators for parent involvement <p>Administrators developed a calendar to include</p>	\$5,000 LCFF Base Funds

<ul style="list-style-type: none"> Besides the regularly scheduled PIA meetings, Parent Monthly meetings, monthly board meetings, and quarterly SSC and ELAC meetings, NHCA will encourage parents to attend other school events during the year including Back to School Night, Open House Night, Fundraising events, and other special events. NHCA will maintain Illuminate, an information system that provides parents with a home portal, allowing them to access and review students' progress, assessments, and grades. The home portal also serves as a means of communication with teachers. 		<p>Family Meetings; Collaboratively Design Objectives and Agendas for Family Members. 4 Total Family Meetings/2 Student Led Conferences</p> <p>Parents received frequent and clear communications about school meetings and events through multiple modes of communication: website, teacher websites, Google email, newsletters, Illuminate Parent Portal, annual Handbook and an annual calendar of meetings and events.</p> <ul style="list-style-type: none"> The Parent Center was staffed with part-time during the school year and parents were invited to monthly parent events including annual Open House, Parent Orientation Meetings, Student Awards Assemblies and class and school performances. Parents attended at least 2 annual parent-teacher conferences. All parents were encouraged to run for elected positions on the Board of Directors, the governance committee and the Parent Advisory Committee, and to attend meetings of these groups. 	
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__Other Subgroups:(Specify)_____



__Other Subgroups:(Specify)_____



What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

New Horizons Charter Academy is 100% compliant, to address Goal 4, though next year's LCAP will include the actions taken to maintain this goal. The charter found that the 2015-2016 LCAP reflect actions and their accompanying expenditures that are already being or implemented to support this goal (custodial staff salaries). To increase access for meetings and trainings.

Original GOAL from prior year LCAP:	Goal 5: NHCA prioritizes the need for English Learners to make progress towards English proficiency.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	--

Goal Applies to:	Schools: NHCA	Applicable Pupil Subgroups: All
------------------	---------------	---------------------------------

Expected Annual Measurable Outcomes:	<p>There will be a 10% increase in the number of English Learners who reclassify as Fully English Proficient.</p> <p>There will be a 5% increase in the number of students scoring proficient on the CELDT test.</p>	Actual Annual Measurable Outcomes:	<p>School will use ILP and Cohort monitoring system to develop and review 3 years goal for all incoming students to achieve a cohort reclassification rate of 95% by the end of 8th grade. EL students will receive in-class instructional support which includes one-on-one teacher support; small group instruction; use of SDAIE and ELD instructional strategies and extended day instruction as needed. Student data will be monitored and reviewed by Administrators and grad level teams. ILP's will be developed in coordination of each EL student.</p> <p>RFEP rates are equal or higher than LAUSD.</p>
--------------------------------------	--	------------------------------------	--

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
NHCA will provide professional development for instructional staff in the priority areas listed below. Professional development will support implementation of CCSS and the state's priorities. Topics to be addressed include: <ul style="list-style-type: none"> • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth 	\$16,650 (as noted in Goal 1 above)	NHCA had a re-classification rate of 18%. There was a 7% increase in the number of ELL students scoring proficient on the CELDT. There were 25 EL students who became English Proficient. NHCA utilized supplemental curriculum IStation, Read Naturally, SIPPS and Wonders programs to provide intensive instruction with reading and ELA	\$16,000

<ul style="list-style-type: none"> Strategies for EL students to access core curriculum/attain academic English Implementation of NHCA English Learner Plan CCSS curriculum implementation of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science Effective use of multimedia and technology in the classroom Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions Using CC SBAC interim assessments created by Key Data Systems within Illuminate Data and Assessment Program Strategies for SWD to access core curriculum in general classroom Positive Behavior and Intensive Support (PBIS) and alternatives to suspension 		<p>content. NHCA provided Saturday Academies to provide intensive instruction in ELA. NHCA hired a reading specialist to provide support for ELL students with ELA. NHCA utilized Illuminate assessments to isolate greatest areas of need.</p>	
Scope of service:	School-wide	Scope of service:	School-Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Curriculum is an important component in the effective implementation of CCSS. NHCA will provide and/or maintain the following: <ul style="list-style-type: none"> Supplemental curriculum and materials supporting CCSS Textbooks and instructional materials aligned to CCSS curriculum of McGraw-Hill Wonders ELA 	\$18,000 (as noted in Goal 2 above)	NHCA purchased Chromebooks to provide access to supplemental software programs used by ELL and Special Needs students and Title 1 Targeted students. NHCA purchased SMARTBoards for 2 first grade classrooms as a tool for assisting teacher with instructional	\$18,000

<p>program, Pearson enVision Math program, FOSS Next Generation Science Standards program, Pearson Social Science program, and their accompanying digital curricula, platforms, and etexts. Blended Learning and School Transformation Instructional Model (BLAST) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students. BLAST implementation included the use of 200 Chromebooks for students in Kindergarten to 8th grade and the use of SMARTBoards in all classes from 1st to 8th grade.</p>		<p>practices. EL students were provided additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and direct ELD instruction 4 days/week.</p> <ul style="list-style-type: none"> • Provided appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with ELD folders and retell assessments (ELDRA). Used Guided Reading Strategies, or similar program; assess Lexile Levels. Purchased and used of the following: NWEA MAPs, internal benchmarks connected to Common Core ELA Wonders, Mathematics envision, FOSS-Science, and Pearson Social Science 	
<p>Scope of service:</p>	<p>School-wide</p>	<p>Scope of service:</p>	<p>School-Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	
<p>The goal of Instruction will be to ensure that all students have equal access and support to be successful in the core curriculum and CCSS. NHCA will emphasize differentiation and pacing to enable all students to understand and learn. New models will allow teachers to maximize learning for all students. The school will continue to implement:</p> <ul style="list-style-type: none"> • Interdisciplinary instruction • Use of inquiry based lesson design • Use of technology to support instruction 	<p>\$617,513</p>	<p>NHCA provided CCSS instructions utilizing CCSS aligned curriculum, technology through BLAST instructional model.</p>	<p>\$680,490 LCFF Base Funds</p>

<ul style="list-style-type: none"> • Phase in of EL Standards • Inclusive models to integrate Students with Disabilities in general classroom • Project-Based Learning • Blended Learning Instructional Model that is aligned with CCSS curriculum of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science. • TCRP process to monitor best practices of instruction • Understanding by Design Framework for developing lesson plans and backward planning • Weekly review and feedback by principal of teacher lessons plans • ELD embedded instruction in McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science • ELD and SBI instruction based on high number of EL students • An expanded after-school tutoring and reading labs reading labs program 				
Scope of service:	School-wide		Scope of service:	School-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
NHCA will provide all students and instructional staff with access to academic assessments to monitor student progress or CCSS and ELD. Assessments will continue to include: <ul style="list-style-type: none"> • Universal Screener assessments for student placement in ELA and Math • Progress monitoring assessment tools 		\$10,500	NHCA utilized IStation as an universal screener for Reading, writing and Math. NHCA also utilized Illuminate SBAC interim assessments to monitor progress within ELA and Math. Quarterly Benchmarks were administered through Illuminate in ELA, Math, Science and Social Science.	

<ul style="list-style-type: none"> • ELD Assessment Tools • Quarterly Internal Benchmarks aligned to the CCSS curriculum of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science • Winter and Spring testing of Northwest Evaluation System (NWEA) Assessments, which pulls questions from the SMARTER Balanced test bank. Testing results were reviewed and analyzed by teachers and administration. • Common Core SBAC interim assessments created by Key Data Systems within the Illuminate Data and Assessment Program 			
Scope of service:	School-wide	Scope of service:	School-Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
NHCA will continue to implement programs and Interventions targeted to the needs of all students and students with special needs, special education, low academic achievement and chronic absenteeism. These programs and interventions will include: <ul style="list-style-type: none"> • ELA, ELD, and Math interventions • Attendance improvement strategies • Integration of special Ed students in general Ed settings • Resource Specialist Program • Related Services: language Speech, OT/PT, APE • EL/LTEL, Special Ed supports • Intervention Specialist in ELA and Math 	\$133,000	NHCA utilized supplemental curriculum IStation, Read Naturally, SIPPS and Wonders programs to provide intensive instruction with reading and ELA content. NHCA provided Saturday Academies to provide intensive instruction in ELA. NHCA hired a reading specialist to provide support for ELL students with ELA. NHCA utilized Illuminate assessments to isolate greatest areas of need.	\$130,000

Scope of service:	School-wide		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
NHCA will maintain small Class Sizes in Kindergarten through 8 th grade by maintaining a kindergarten with no more than 20 students; grades 1 st through 5 th had no more than 24 students; and grades 6 th through 8 th had no more than 35 students	\$24,000				
Scope of service:	School-wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
The school implemented the New Horizons Charter Academy English Learner Plan supporting English Learners and Standard English Learners. The plan is based upon the expectations set forth in LAUSD's English Learner Master Plan. To better serve the school's diverse population, NCHA hired Title I Highly Qualified Teacher Assistants , who provided support in implementing NHCA's English Learner Plan.	\$85,000		NHCA hired 7 Highly-Qualified Teacher Assistants to support the implementation of the EL Plan.		\$82,000 LCFF Base Fund
Scope of service:	School-wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
To better serve the school’s diverse population, NCHA hired Title I Highly Qualified Teacher Assistants , who provided support for students with disabilities, special education students. These Teacher Assistants also supported implementing NHCA’s English Learner Plan, interventions, instruction, and assessment.	\$85,000 (as noted directly above)	NHCA hired high-quality teacher assistants at all grade levels from Kindergarten to 8 th Grade to provide support to our highest needs students.	\$135,000
Scope of service:	School-wide	Scope of service:	School-Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<i>Goals 5 and 6 were combined based on stakeholder feedback to create broader goals</i>		

Original GOAL from prior year LCAP:	Goal 6: NHCA aims to increase the percentage of students scoring Proficient and above on CCSS/SBAC benchmark Mathematics and English Language Arts scores established in 2014-2015.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	NHCA	
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All	SBAC Results are not released to public.
	<p>The percentage of students scoring Proficient on SBAC Mathematics will increase from the baseline established in 2014-2015.</p> <ul style="list-style-type: none"> • All students: baseline + 2% • Reclassified Fluent English Proficient Students: baseline + 2% • English Learners: baseline + 2% • Low Income Students: baseline + 2% • Latino Students: baseline + 2% • African American Students: baseline + 2% • Students with Disabilities: baseline + 2% <p>The percentage of students scoring Proficient on SBAC English Language Art will increase from the baseline established in 2014-2015.</p> <ul style="list-style-type: none"> • All students: baseline + 2% • Reclassified Fluent English Proficient Students: baseline + 2% • English Learners: baseline + 2% • Low Income Students: baseline + 2% • Latino Students: baseline + 2% • African American Students: baseline + 2% • Students with Disabilities: baseline + 2% <p>Progress towards this goal will be measured through SBAC scores, NWEA Assessments, and</p>		Actual Annual Measurable Outcomes:

internal benchmarks.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>NHCA will provide professional development for instructional staff in the priority areas listed below. Professional development will support implementation of CCSS and the state's priorities. Topics to be addressed include:</p> <ul style="list-style-type: none"> • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth • Strategies for EL students to access core curriculum/attain academic English • Implementation of NHCA English Learner Plan • CCSS curriculum implementation of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science • Effective use of multimedia and technology in the classroom • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments created by Key Data Systems within Illuminate Data and Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension 	<p>\$16,650 (as noted in Goal 1 & 5 above)</p>	<p>Retain highly qualified teachers and recruit as necessary</p> <ul style="list-style-type: none"> • Add intervenCon classes for ELA and Math ^[SEP] • Provide after school intervention for students not meeting grade-level standards. • Use relevant computer software to enhance curriculum and provide benchmark testing • Add intervention classes for ELA and Math • Provide professional development and training in effective strategies for all students <p>Provide two instructional coaches</p>	<p>Salaries and benefits: \$680,490 ^[SEP] Intervention classes: \$36,868 ^[SEP] Educational Software: \$20,000 ^[SEP] Professional Development: \$15,000 • Intervention: \$31,000</p>

Scope of service:	School-wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>Curriculum is an important component in the effective implementation of CCSS. NHCA will provide and/or maintain the following:</p> <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting CCSS • Textbooks and instructional materials aligned to CCSS curriculum of McGraw-Hill Wonders ELA program, Pearson enVision Math program, FOSS Next Generation Science Standards program, Pearson Social Science program, and their accompanying digital curricula, platforms, and etexts. <p>Blended Learning and School Transformation Instructional Model (BLAST) implementation to fully utilize technology and supplemental programs to increase access to curriculum, differentiated instruction, gather real-time data and provide leveled instructional resources for students. BLAST implementation included the use of 160 Chromebooks for students in Kindergarten to 7th grade and the use of SMARTBoards in all classes from 2nd to 7th grade.</p>		\$18,000 (as noted in Goal 2 & 5 above)	NHCA purchased CCSS aligned curriculum, to support implementation of CCSS ELA and Math instruction.		\$20,000
Scope of service:	School-wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
<p>The goal of Instruction will be to ensure that all students have equal access and support to be successful in the core curriculum and CCSS. NHCA will emphasize differentiation and pacing to enable all students to understand and learn. New models will allow teachers to maximize learning for all students. The school will continue to implement:</p> <ul style="list-style-type: none"> • Interdisciplinary instruction • Use of inquiry based lesson design • Use of technology to support instruction • Phase in of EL Standards • Inclusive models to integrate Students with Disabilities in general classroom • Project-Based Learning • Blended Learning Instructional Model that is aligned with CCSS curriculum of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science. • TCRP process to monitor best practices of instruction • Understanding by Design Framework for developing lesson plans and backward planning • Weekly review and feedback by principal of teacher lessons plans • ELD embedded instruction in McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science • ELD and SBI instruction based on high number of EL students • An expanded after-school tutoring and reading labs program 		<p>\$617,513 (as noted in Goal 5 above)</p>	<p>Provided highly qualified educational support personnel (RSP teachers, Psychologist, Counselor, Speech Pathologist, Who will implement data-driven instruction and differentiation based on student need through continuous monitoring of instruction and student achievement data.</p> <ul style="list-style-type: none"> • Provided GATE differentiated instruction, depth and complexity for students identified via yearly gifted identification. • Provided technology support and resources for instructional staff to continuously monitor student achievement through paper and online benchmark assessments, ELD Folders, SST meetings, and other assessments and protocols. • Provided additional support and intervention services for students including counseling/psycho-social support, afterschool tutoring and enrichment. 		
Scope of service:	School-wide		Scope of service:	School-Wide	
<u> X </u> ALL		<u> x </u> ALL			
OR:		OR:			

<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>NHCA will provide all students and instructional staff with access to academic assessments to monitor student progress or CCSS and ELD. Assessments will continue to include:</p> <ul style="list-style-type: none"> • Universal Screener assessments for student placement in ELA and Math • Progress monitoring assessment tools • ELD Assessment Tools • Quarterly Internal Benchmarks aligned to the CCSS curriculum of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science • Winter and Spring testing of Northwest Evaluation System (NWEA) Assessments, which pulls questions from the SMARTER Balanced test bank. Testing results were reviewed and analyzed by teachers and administration. • Common Core SBAC interim assessments created by Key Data Systems within the Illuminate Data and Assessment Program 		<p>\$10,500 (as noted in Goal 5 above)</p>	<p>NHCA provided all students with:</p> <ul style="list-style-type: none"> • Illuminate Quarterly Benchmarks • IStation universal screener in ELA and Math • Mini-Benchmarks in Wonders-ELA and enVision Math • Illuminate SBAC Interim Assessments • ReadNaturallyLive • SIPPS 		<p>Educational Software: \$30,000</p>
<p>Scope of service:</p>	<p>School-wide</p>		<p>Scope of service:</p>	<p>School-Wide</p>	
<p><input checked="" type="checkbox"/> ALL</p>			<p><input type="checkbox"/> ALL</p>		
<p>OR:</p> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<p>OR:</p> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
<p>NHCA will continue to implement programs and Interventions targeted to the needs of all students and students with special needs, special education, low</p>		<p>\$133,000 (as noted in Goal 5 above)</p>			

academic achievement and chronic absenteeism. These programs and interventions will include: <ul style="list-style-type: none"> • ELA, ELD, and Math interventions • Attendance improvement strategies • Integration of special Ed students in general Ed settings • Resource Specialist Program • Related Services: language Speech, OT/PT, APE • EL/LTEL, Special Ed supports • Intervention Specialist in ELA and Math 				
Scope of service:	School-wide		Scope of service:	School-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
NHCA will maintain small Class Sizes in Kindergarten through 8 th grade by maintaining a kindergarten with no more than 20 students; grades 1 st through 5 th had no more than 24 students; and grades 6 th through 8 th had no more than 35 students.		\$24,000 (as noted in Goal 5 above)	NHCA was able to meet this goal for small class sizes. 6 th through 8 th grade class sizes did not have more than 29 students throughout the school year.	
Scope of service:	School-wide		Scope of service:	School-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
The school implemented the New Horizons Charter		\$85,000		

Academy English Learner Plan supporting English Learners and Standard English Learners. The plan is based upon the expectations set forth in LAUSD's English Learner Master Plan. To better serve the school's diverse population, NCHA hired Title I Highly Qualified Teacher Assistants , who provided support in implementing NHCA's English Learner Plan.		(as noted in Goal 5 above)		
Scope of service:	School-wide		Scope of service:	School-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
To better serve the school's diverse population, NCHA hired Title I Highly Qualified Teacher Assistants , who provided support for students with disabilities, special education students. These Teacher Assistants also supported implementing NHCA's English Learner Plan, interventions, instruction, and assessment.		\$85,000 (as noted directly above and in Goal 5)		
Scope of service:	School-wide		Scope of service:	School-Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goals 5 and 6 were combined based on stakeholder feedback to create broader goals		

Original GOAL from prior year LCAP:	Goal 7: Increase the percent of students attending 173-180 days each school year (96% attendance rate).	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--	--

Goal Applies to:	Schools: NHCA	Applicable Pupil Subgroups: All
------------------	---------------	---------------------------------

Expected Annual Measurable Outcomes:	<p>The percentage of students attending school 173-180 days per year will increase each year by 2% until 96% attendance of all students and subgroups is maintained.</p> <ul style="list-style-type: none"> • All students: 2014-15 baseline + 2% • Low Income students: 2014-15 baseline + 2% • English Learners: 2014-15 baseline + 2% • African American Students: 2014-15 baseline + 2% • Students with Disabilities: 2014-15 baseline + 2% <p>Progress towards this goal will be measured through attendance data.</p>	Actual Annual Measurable Outcomes:	NHCA attained the goal of 96% ADA rate.
--------------------------------------	--	------------------------------------	---

LCAP Year: 2016-17

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
NHCA will continue to implement programs and Interventions targeted to the needs of all students and students with special needs, special education, low academic achievement and chronic absenteeism. These programs and interventions will include:	\$133,000 (as noted in Goal 5 & 6 above)	Attendance Manager monitored students attendance and communicated with families regarding excessive absences and tardies. <ul style="list-style-type: none"> • Parent outreach and communications were utilized to stress the importance of 	

<ul style="list-style-type: none"> • ELA, ELD, and Math interventions • Attendance improvement strategies • Integration of special Ed students in general Ed settings • Resource Specialist Program • Related Services: language Speech, OT/PT, APE • EL/LTEL, Special Ed supports <p>Intervention Specialist in ELA and Math</p>		<p>attendance and arriving at school on time each day. Attendance Manager sent home Truancy Letters 1, 2 and 3 and followed up with attendance contracts with excessive, chronic attendance issues. School implemented Social emotional curriculum PBIS Training, and the Responsive Classroom approach to teaching.</p> <p>Continue to implement in-house suspension and Saturday School Academies.</p> <p>Assistant Principal and Attendance Manager implemented home visits and increased its monitoring of all student attendance. Teachers have been trained in the schoolwide Behavior Support Plan as well as implemented the positive behavior supports, Administrators implemented training with teachers and families to manage student behavior issues and concerns.</p> <p>Alternatives to Suspension will be considered prior to administering consequences school will use Family Support Team process that mirrors the School Support Team model.</p>	
<p>Scope of service:</p>	<p>School-wide</p>	<p>Scope of service:</p>	<p>School-Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a</p>	<p>Goals 3, 7 and 8 were combined based on stakeholder feedback to create broader goals</p>		

result of reviewing past progress
and/or changes to goals?

Original GOAL from prior year LCAP:	Goal 8: Decrease the suspension rate at NHCA.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	NHCA		
Expected Annual Measurable Outcomes:	From the 12% suspension rate baseline established in the 2014-2015 school year, NHCA will decrease its suspension rate by 5% each year until it maintains a 1% suspension rate. Progress towards this goal will be measured through the school's suspension records.	Actual Annual Measurable Outcomes:	Schools suspension rate was less than 5%. Expulsion rate was 0%.	
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>NHCA will provide professional development for instructional staff in the priority areas listed below. Professional development will support implementation of CCSS and the state's priorities. Topics to be addressed include:</p> <ul style="list-style-type: none"> • The College-Ready Promise (TCRP) Observation and Evaluation Process for teacher growth • Strategies for EL students to access core curriculum/attain academic English • Implementation of NHCA English Learner Plan • CCSS curriculum implementation of McGraw-Hill Wonders ELA, Pearson enVision Math, FOSS Next Generation Science Standards, and Pearson Social Science • Effective use of multimedia and technology in the 	<p>\$16,650 (as noted in Goal 1, 5, & 6 above)</p>	<p>NHCA held professional development training on School Discipline Policy and Positive Behavior Intensive Support Program to provides strategies for teachers to use with students. NHCA utilized various alternatives to suspension to attempt to find better ways to mitigate behavior. NHCA implemented the Cloud9 Socio-Emotional curriculum to focus on positive behavior strategies and behavior models.</p>	<p>\$15,000 LCFF Base Fund</p>	

classroom <ul style="list-style-type: none"> • Instructional Shifts for ELA/Math, Speaking/Listening Standards, CC Lesson Design, Big Ideas, Essential Questions, Academic Conversations/Discourse, Close Reading Strategies, and Text Dependent Questions • Using CC SBAC interim assessments created by Key Data Systems within Illuminate Data and Assessment Program • Strategies for SWD to access core curriculum in general classroom • Positive Behavior and Intensive Support (PBIS) and alternatives to suspension 					
Scope of service:	School-wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
NHCA will continue to implement programs and Interventions targeted to the needs of all students and students with special needs, special education, low academic achievement and chronic absenteeism. These programs and interventions will include: <ul style="list-style-type: none"> • ELA, ELD, and Math interventions • Attendance improvement strategies • Integration of special Ed students in general Ed settings • Resource Specialist Program • Related Services: language Speech, OT/PT, APE • EL/LTEL, Special Ed supports • Intervention Specialist in ELA and Math 			\$133,000 (as noted in Goal 5, 6, & 7 above)	NHCA successfully implemented a variety of interventions and targeted Rti methods to intervene with chronic absenteeism and referrals to the office. Additional Dean of Students assisted in implementation of intervention programs.	

Scope of service:	School-wide		Scope of service:	
__X__ ALL			__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Goals 3, 7 and 8 were combined based on stakeholder feedback to create broader goals		

Original GOAL from prior year LCAP:	Goal 9: NHCA's students are enrolled in a broad course of study.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local : Specify _____
-------------------------------------	---	--

Goal Applies to:	Schools: NHCA	Applicable Pupil Subgroups: All
------------------	---------------	---------------------------------

Expected Annual Measurable Outcomes:	100% of students will be enrolled in a broad course of study. Progress towards this goal will be measured through NHCA's enrollment records.	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Annual Inventory of Materials and Budget • Teacher Participation in CCSS-Aligned Professional Development • Student:Computer/Tablet Ratio 1:1
--------------------------------------	---	------------------------------------	---

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
NHCA will ensure all students are enrolled in a broad course of study through a review of enrollment data.	No cost	<p>Provided highly qualified and experienced teachers that utilize data-driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students. Provided students with an array of learning (as described in the school's charter) in science, technology, arts, music, and P.E. Provide psychomotor program (regularly scheduled physical education and physical fitness program), equipment and trained personnel.</p> <p>We increased our technology inventory with additional Chromebooks and iPads</p>	\$10,000

Scope of service:	School-wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
NHCA will hire, retain, and appropriately assign fully-credentialed teachers to provide a broad course of study for all students.		Teacher salaries: \$617,513			
Scope of service:	School-wide		Scope of service:	School-Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Goals 9 and 2 were combined based on stakeholder feedback to create broader goals				

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>450,604</u>
<p>The LCFF supplemental fund allocation is budgeted Charter-wide for expenditures to increase student achievement in meeting Common Core State Standards. LCFF funds are targeted to support personnel including instructional/intervention specialists, instructional technology, and professional development in the areas of: English language development, Common Core State Standards and 21st Century Learning innovations. Funds were allocated based on their unduplicated numbers of English learners, low income pupils, and foster youth to ensure that schools can make decisions to employ support personnel, provide professional development, and purchase instructional materials, including technology, to meet the needs of the targeted subgroups. School staff and School Site Councils will align their Single Plans for Student Achievement to support the goals and actions in the approved Local Control Accountability Plan. LCFF allocated funds will be effectively utilized to support the goals and actions and services described in the LCAP to support all students and targeted subgroups.</p> <p>NHCA will offer a variety of programs and supports that are aligned with the LCAP goals. These include: Rti Intervention Program teachers, Saturday School, an arts program, recruitment and retention of teachers, one-week orientation for teachers, Chromebooks and professional development for staff, which includes strategies for EL’s in learning common core standards. School-wide implementation of these practices will not only have an impact on the learning environment and the climate of the school as a whole, but will also have a disproportionately positive impact on the targeted subgroups.</p> <p>NHCA recognizes that by providing services identified without limitations, NHCA will serve all students, especially focus students. The full list of expenditures are aligned with the goals of the NHCA LCAP and addresses the needs of our NHCA English Learners, low income students and foster youth.</p> <p>Funds will be used in 2016-2017 to provide the following supplemental programs and services to our unduplicated students:</p> <ul style="list-style-type: none"> • one FTE EL teacher will be provided to deliver English Language Development classes (\$50,187.25) • one .5 FTE English/Writing coach will be dedicated to unduplicated count students (\$21,797.90) 	

- one .5 FTE Math coach will be dedicated to unduplicated count students (\$21,797.90)
- one .5 FTE Counselor will provide additional academic intensive support and engagement services (\$38,188.49)

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

26.37	%
-------	---

NHCA serves 83% of unduplicated students. Our LCAP actions and services exceed the minimum proportionality percentage for the actions and services we are providing our students.

Supplemental and concentration LCFF funds allow our schools to support low income, foster youth, and English learner populations. We are committed to meeting the needs of all of our students. As a result, we have expenditures for specific actions that support these student populations, including:

- Technology for academic intervention and support
- After school enrichment and intervention programs
- Rich student life activities including overnight field trips at no cost to FRPL students
- Counseling support for students
- Free and reduced priced breakfast and lunch service
- Personnel to support students in identified subgroups – Response to Intervention / Positive Behavior Interventions Supports
- Provide professional development in the areas of identified need and goals
- Instructional Materials to support the implementation of Common Core State Standards
- Improve family engagement through translators and community engagement

We have focused on these categories of expenditures as the most effective use of funds to meet our goals for unduplicated pupils. For the first three categories (technology, after school, and student life), these are services that benefit all students and are core parts of our academic program, and which we believe are also of particular benefit to the unduplicated subgroups of students, as they provide the rich, supportive, and differentiated learning experience that should be accessible to all students, regardless of background. The additional categories of expenditures, (counseling and free or reduced meals) are particularly critical to students from low-income households who may need nourishment available to support their readiness to learn, and/or for students who have experienced substantial adverse childhood experiences (ACES) and may need additional support in order to develop appropriate social and emotional skills, and meet the behavioral and academic performance expectations at the school.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is

defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

