

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
New Hope Charter School	Herinder Pegany Executive Director	hpegany@epic-leadership.org 916-704-8317

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General Information

A description of the LEA, its schools, and its students.

New Hope Charter School (NHCS) is an independent, site-based, public charter school that opened in August of 2021. We serve approximately 140 scholars in 7th-grade on our campus, which is co-located with Glenwood Elementary School. New Hope Charter School is authorized by the Robla School District (RSD), which is located within the city of Sacramento, north of the central city. NHCS and Robla School District leaders have worked diligently and intentionally since 2019 to create a partnership built on relational trust. We have chosen to work collaboratively because this is what is in the best interest of our students and families. Nearly all NHCS students come from the Robla School District's five elementary schools. Students at NHCS and in the five Robla elementary schools come from large multi-family complexes, from tree-lined single family home neighborhoods and from homes with acreage that is also home to horses and sheep. The community houses a number of fast food franchises, gas stations, small businesses and a new drug store. There is no large grocery store, no hospital, no social service agencies, only one city park and no real cultural/community center. The families in Robla are representative of the varied people who live in the state of California. It is a community that is ethnically and racially diverse, linguistically diverse and socio-economically diverse. Children who attend our schools come from homes where families speak a variety of languages. Thirty-seven percent of our students are English Learners and over twenty languages are present in the community. The challenge of poverty is the reality for many of our families. Approximately ninety percent of our students qualify for free or reduced meals at school. This fact also indicates that these families face the issues that confront all who live in poverty: transportation problems, unemployment, instability in housing and a lack of access to support resources. Recent data shows that nearly a quarter of the families in the area fit the definition of homeless. Most do not lack housing, but are living in temporary housing, cohabitating with extended family or friends.

Reflections: Successes

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

Unfortunately, many school districts and charter schools have a contentious relationship, which is not good for students. New Hope Charter School and Robla School District intentionally built a positive and productive relationship. A perfect example of our partnership is the work that Robla School District and NHCS have done to keep our students and staff safe in response to COVID-19. We are very proud of our response to the circumstances of COVID-19. Opening a new school is a daunting task. COVID-19 challenges have multiplied this challenge. However, NHCS and Robla School District have maintained consistent, open and honest communication and collaboration during this unique first year of operation for New Hope Charter School. The NHCS Executive Director and the RSD Superintendent continue to meet weekly to stay aligned on our shared goals for Robla students. The well-established strong relationships between district, families and NHCS served as the foundation of trust needed to navigate the anxiety-filled weeks of our initial year. District leaders and specialists make themselves available to NHCS to share resources and best practices for supporting the diverse academic and social-emotional learning needs of our students.

Another shared success is NHCS's participation in the Robla Resilience Project - an ongoing professional learning activity for all staff focused on systemic racism, cultural sensitivity and anti-racist practices. All NHCS employees sit next to their district colleagues in this work to ensure that Robla School District and New Hope Charter School are taking action to deal with systemic racism in our district and community.

As New Hope Charter School leaders designed our school program, we examined District data from the 2019 California School Dashboard and current Robla Benchmark data. An analysis of the California School Dashboard indicates that Robla's greatest success in meeting state targets was in the area of Math. The district saw an overall gain of 7.8 points towards Meeting Standard. The student group that saw the largest gains was Students with Disabilities: 26.4 points gained followed by White: 11.4 points, Asian and Pacific Islander student groups: 9.6 points gained, and English learners 7.2 points gained. Building on that success, New Hope has adopted curricular tools that allowed for continued differentiation and individualization to serve students' needs.

NHCS has designed support for our unduplicated student count through services such as: English Learner Support Teachers, an Instructional Coach, Intervention Specialists, Intervention Assistants, Enrichment Teachers, and a mental health Counselor, and a Social Worker. We have focused Professional Learning Time on effective instruction to meet the needs of English learners throughout the day (Integrated) and Designated English language development time. The pandemic created the need to build our capacity to teach remotely (independent study) and we have been able to provide teachers with professional learning on effective remote instruction and expanding their use of technology.

NHCS administrators and teachers alike understand the importance of examining data, in a wide variety of forms, to inform discussions about how to further improve our work with students and the community. We will continue in this practice. We have built into our system regular opportunities for examining data, reflecting on data and analyzing data. Analysis takes place in all areas of our work especially those that are part of our LCAP goals: student achievement, school climate and parent involvement. We continue to implement systems for an improvement cycle, to identify problems areas and work to generate solutions.

Reflections: Identified Need

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

New Hope Charter School's Local Control Accountability Plan adheres to three stated goals: (1) Academic Performance: Through the implementation of the Common Core State Standards, provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted populations and support closing the achievement gap for certain groups of students. (2) School Climate: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students, and (3) Parent Involvement: Increase parent, family and community involvement in the education of all students. In addition to these goals stakeholders have identified the need to add an additional goal that will continue our work with Robla School District in the areas of systemic racism, cultural sensitivity and anti-racist practices. The events of this past year, including social unrest throughout the community, has heightened the need for the addition of this fourth goal. We will continue to partner with the community to provide professional learning and additional supports in this area.

The lack of resources in our community to meet these needs can present obstacles to students' ability to learn, achieve, participate fully in school activities, gain in language skills, and acquire positive social skills. These obstacles can be especially impactful in the lives of students who are in our target population groups: English learners, students living in poverty, and foster youth. Because we have high concentrations of these groups of students at New Hope Charter School, services can be provided to all students school-wide.

New Hope Charter School acknowledges that while we are moving in a positive direction in our first year, there is still progress to be made on our student's academic performance data. As we reflect on the 2020-21 school year shutdown and its potential impact on learning loss we look to the future. NHCS established a Post Pandemic Task Force to analyze and reflect on student outcomes from Robla School District's 2019-20 LCAP as well as local data collected during the 2020-21 school year. Members include key administrators, counselor, and teacher leaders. The task force has identified four areas of concern to address in the 2021-24 school years. These areas include social emotional issues, learning gaps, assessments and resource availability including staffing and materials.

LCAP Highlights

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

The highlights of the 2021-24 LCAP focus on addressing the identified needs of students brought about by the 2020 COVID-19 pandemic and school closures. NHCS will focus on refining our local assessments to accurately identify areas of need and monitor student progress on a weekly, quarterly and yearly basis. We will expend resources to address learning loss that was accelerated by the pandemic and potentially distance learning. We are increasing our provisions for addressing social emotional needs of students and staff that may have resulted from school closures and state Shelter in Place orders. Most notably, we have added actions to our LCAP under a fourth LCAP goal to address systemic racism, cultural sensitivity and anti-racist practices.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

New Hope Charter School's leadership team has created a timeline to address the development of the 2021-2024 LCAP and to ensure all stakeholders have the opportunity to engage in the development process. The process has been designed to allow time for each advisory group (parent/community, advisory councils, English learner committees, special education advisors, teachers, principals, administrator and students) to provide input, review and approve the plan. This timeline includes a scheduled public hearing at least 30 days prior to the regular Board Meeting in which the Board of Trustees adopts the LCAP and district budget.

In February/March, NHCS administrators will begin engaging stakeholders, including parent /community meetings scheduled quarterly to provide LCAP updates and current financial data. Opportunities for stakeholder feedback will be provided. The Executive Director and Business Manager will attend these meetings to address stakeholder questions and provide any additional clarification sought. Due to the pandemic, stakeholder meetings will be conducted via Zoom. Parent advisory committee meetings will be provided in English and in Spanish with Russian and Hmong translators available, as needed. Public meeting announcements are sent out via email and text messages to all staff and families and posted on social media. Access to the meetings are provided through a link made available in the announcement and on the NHCS website. Stakeholders are encouraged to provide feedback and comments regarding specific actions and expenditures at these meetings. In addition they can submit their comments and concerns via an email link provided on the NHCS website. Comments and concerns are responded to by the NHCS Executive Director.

LCAP Engagement Timeline

Community Sharing

- April 6, 2022 Share out LCAP Update Infographic with Engagement Outline via social media sites, global email distribution and hard copies sent home with students in English and Spanish.
- April 11, 2022 LCAP Update to the New Hope Charter School Board
- April 18, 2022 LCAP Update at NHCS English Learner Advisory Committee Meeting and Parent Advisory Committee Meeting
- April 25, 2022 LCAP team members begin the data review process, budget and review current actions and services
- May 2-18, 2022 Seek Input from Stakeholders on LCAP Draft (School Site Council, School site staff meeting, English Learner Advisory Committee, Parent Meetings, Student Council)
- May 21, 2022 Present the LCAP draft for review to the NHCS English Learner Advisory Committee and Parent Advisory Committee Meeting
- May 23, 2022 LCAP Public Hearing
- June 27, 2022 LCAP Presented for Adoption

A summary of the feedback provided by specific stakeholder groups.

In an effort to seek feedback during our planning year (2020-21) and first year of operation (2021-22), NHCS has conducted a number of parent, community (including engaging our Robla School District partners) and staff meetings to seek stakeholder input. Survey results indicate that a large percentage of stakeholder's are concerned about the social-emotional well-being and loss of learning of our students due to school closures. Another area of concern was social unrest and racial inequality. This was expressed during the staff meetings and Robla Resilience Project meetings attended by the Executive Director and NHCS employees. This feedback prompted a new goal being added to our LCAP that addresses systemic racism, cultural sensitivity, and anti-racist practices.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Goal one: Academic Achievement continues to be the utmost concern of staff members and parents alike. The Post Pandemic Task Force met and identified additional resources and funding needed to address the learning loss that occurred during the pandemic most notably for English Learners, Homeless Students, Foster Youth and socio-economically disadvantaged students. Distance Learning also made it challenging to collect data on our students (currently in 7th-grade) from their 5th- and 6th-grade academic years. The suspension of the California School Dashboard has also made it difficult to assess student yearly progress. The lack of state data and committee work focused on student achievement and potential learning loss has prompted NHCS to adopt the LCAP goals of our partner school District and the inclusion on local metrics to measure student academic performance. For 2021-22, End of the Year ELA and math Benchmark data will be included. Data gaps and reflection on our local assessment tools by stakeholders has prompted NHCS to reflect on the data we collect.

Stakeholder-expressed concerns regarding the social and emotional well-being of our students over the events of the past year. There was an increase in requests for additional social worker and school psychologist services. This prompted the addition of actions and funds allocated under Goal 2: School Climate. There will be an increase in staff training as well increased services for students and parents included under this goal.

Following the best practices of Robla School District, community concerns and social unrest along with feedback from participants in the Robla Resilience Project has prompted the addition of a fourth goal for NHCS: Equity vs. Equality - creating a learning environment that focuses on equity for all and establishing school (and district-wide) zone of anti- racism. Additional funds will be set aside for professional learning and personnel under this new goal.

Goals and Actions

Goal

Goal #	Description
1	Academic Performance: Through the implementation of the Common Core State Standards, provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted populations and support closing the achievement gap for certain groups of students such as: low income students, students with disabilities, foster youth, homeless students and English learners.

An explanation of why the LEA has developed this goal.

The state of California recognizes the CA School Dashboard as a means to measure and communicate student achievement in the areas of mathematics, English language arts, and English language development. Stakeholders across our school community agreed that while necessary, these measures were not sufficient to describe the broad-reaching skills, competencies, qualities, and mindsets that our young people will need to succeed in school and prepare for future success. In addition the California School Dashboard is limited to grades 3+ and is currently not up to date. As such, a need for local benchmark assessments in grades 7-8 and beyond will be utilized to measure student progress in meeting state academic standards. (State Priorities: 1, 2, 4, 7, 8)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Review	Full compliance (100%) for all areas: Facilities, Credentials/Assignments, Materials				Facilities: Full compliance (100%) Credentials/Assignments: Full compliance (100%) Materials: Full compliance (100%)
CAASPP – ELA Dashboard	-30.2 points distance from Standard				-18.2 points distance from Standard (12 point gain)

CAASPP – Math Dashboard	-44.3 points distance from Standard				-29.3 points distance from Standard (15 point gain)
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8 th -grade California Science Test (CAST)	18.1% Met or Exceeded Standard				36% Met or Exceeded Standard
English Language Learner Annual Growth (Data derived from Pre-Built Illuminate ELPAC Score Comparison Report)	37.5% English Language Learners making Annual Growth				42% English Language Learners making Annual Growth
English Learner Reclassification (CALPADS Census date Data)	5.1% Reclassified				10% Reclassified
English Learner Progress Indicator	46.9% Making Progress towards English Lang. Prof.				55% Making Progress towards English Lang. Prof.
Fitness Gram	14% Passed All 6 Components of the Fitness Gram				30% Passed All 6 Components of the Fitness Gram
Efficacy Tool: Self-Reflection for Priority 2, the implementation of academic standards (ELA/ELD, Math, History & NGSS)	An Average of 4 or higher in each of the 5 areas				An Average of 4 or higher in each of the 5 areas

ELA - End of Year grades 7-8 Benchmark Assessments	12% Met or Exceeded				70% Met or Exceeded
Math - End of Year grades 7-8 Benchmark Assessment	11% Met or Exceeded				70% Met or Exceeded

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - ELA English Learner Subgroup	-33.8 points distance from Standard				-18.2 points distance from Standard (15.6 point gain)
CAASPP - Math English Learner Subgroup	-45.7 points distance from Standard				-29.3 points distance from Standard (16.4 point gain)
Special Education Students are provided with access to quality instructional materials that align with district core curriculum to ensure opportunities for appropriate academic growth.	40% of staff have fully aligned material resources				100% of staff have fully aligned material resources
CAASPP - ELA Students with Disabilities Subgroup	-91.9 points distance from Standard				-51.9 points distance from Standard (40 point gain)
CAASPP - Math Students with Disabilities Subgroup	-106.2 points distance from Standard				-56.2 points distance from Standard (50 point gain)

Access to standards-based curriculum in ELA, math, Science, physical education, visual arts, technology and performing arts for all pupils including Students with Disabilities, English Learners, Foster Youth and Low Income Students (Priority 7)	No barriers Identified				No barriers Identified
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Actions

Action #	Title	Description	Total Funds	Contributing
1	CCSS Implementation & Professional Learning	Provide funding to allow NHCS community to make decisions about what services would best serve students and staff in support of CA Common Core State Standards. Funds will be used to purchase supplemental materials (including classroom library books) to support the Common Core in English Language Arts, and mathematics and ELD; to provide professional development in the Common Core; and to create field trip experiences for students to supplement learning. Funds will provide at least four days of professional development each year to deepen all teachers, including special education and support teachers, knowledge of: effective Common Core instruction in all core subjects (ELA, math, Social studies, Science, English language Development, physical education, etc.); effective use of assessments. Utilizing the enrichment teacher schedule to allow for teachers to meet in Professional Learning Communities (PLC's) on a weekly basis to extend the professional learning beyond a single day event.	\$97,288	Yes
2	Instructional Coaches	Provide one Instructional Coach per grade level to support classroom teachers in utilizing effective instructional practices that meet student academic and social emotional needs as well as recognize classroom diversity and cultural awareness. Coaches provide professional learning on instructional practices specifically designed to address the needs of English learners, low-income students, foster youth and students with disabilities.	\$137,090	Yes

Action #	Title	Description	Total Funds	Contributing
3	Access to Technology	Provide instructional technology and training for classroom teachers, intervention staff, and students to enhance instruction and learning.	\$118,222	Yes

4	Counselor	Provide a 1.0 FTE Counselor per grade level to support mental health and social-emotional needs of students.	\$76,316	Yes
5	Facilitator	Provide a 1.0 F.T.E. Facilitator for the Teacher Professional Growth Project to begin the transition to a teacher evaluation system based in growth and professional learning.	\$120,250	Yes
6	Intervention Assistants	Provide Intervention Assistants to allow opportunities for more focused small group instruction by the classroom teacher and/or support students just below desired achievement levels all at grade levels.	\$80,114	Yes
7	Summer School	Provide Summer School Program specifically designed to address the needs of African American students performing below grade level standards. This program will be in partnership with either New Hope Community Development Corporation or the Roberts Family Development Center – Freedom School.	\$10,980	Yes
8	Intervention Teacher	Provide 1 Intervention Teacher per grade level to provide small group instruction for students performing below grade level standards.	\$55,037	Yes
9	Music & Theater Arts Programs	Provide instrumental music enrichment opportunities through Martucci Music and Northern California School of the Arts to provide access to community based programs and exposure for under-privileged children to the arts and higher learning opportunities. These programs will be offered to ALL students both during school and after school. Research indicates that students who are provided with access to enriching activities perform better on standardized tests. This has been especially evident in underserved populations.	\$96,223	Yes

Action #	Title	Description	Total Funds	Contributing
10	English Language Development	Provide highly-qualified English Language Development (ELD) Teachers to design, implement and provide Designated and Integrated English language development instruction and assessment. ELD Teachers allow for more focused student groups, additional English language development intervention and the monitoring and support of reclassified EL students that may need additional English and/or academic supports.	\$259,282	Yes
11	Bilingual Community Outreach	Provide 3 Bilingual Community Outreach personnel to assist students increase Parent Involvement, primary language outreach to families, and translation services.	\$140,147	Yes
12	Director of Dual Language Immersion Program (DLI)/Spanish Teacher	The Director of World Languages leads the development of a dual language immersion program(s) for grades 7-8. This program will link (beginning in 2024-25) to Robla School District's K-6 Spanish Dual Language Immersion Program as we purchase curriculum and hire staff.	\$130,000	Yes
13	DLI Intervention Assistant	One Spanish speaking Intervention Assistant to support students in the Dual Language Immersion Program (DLI)	\$0	Yes
14	Professional Learning English Language Development standards and instruction	Provide ELD Coordinator for professional learning on the English Language Development standards, effective instructional strategies and English Language Proficiency Assessment for California (ELPAC) administration.	\$106,432	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for 2021-22 actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	School Climate: Enhance the current learning environment to ensure that New Hope Charter School provides a physically and emotionally safe environment that is culturally responsive to all students.

An explanation of why the LEA has developed this goal.

Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve students with different motivation for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life. New Hope Charter School identifies that students must first feel safe in order to learn. We utilizes a multi-tiered system of support (MTSS) process to continuously monitor and provide services to students with social emotional and mental health needs. The NHCS team, with input from stakeholders, is focused on developing proactive approaches to help students develop coping mechanisms to regulate emotions and learn social skills. The mental health team, in addition to supporting classroom teachers, provides a variety of mental health services that include group social skill development, individualized counseling and emergency mental health services (suicide prevention assessments/counseling/staff training).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	95%				95%
Reduce overall suspension Rates	Overall: 2.1% (72 total) <i>Based on Robla SD 2020-21 data</i>				Overall: 1.0%
Reduce disproportionate suspension rates	African American: 19 total (-6.1%) Hispanic: 13 total (-1.16%)				African American: 1.0% Hispanic: 1.0%

	<i>Based on Robla SD 2020-21 data</i>				
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey	Healthy Kids Survey: Students Feel Connected to their School: 72%				75%
Healthy Kids Parent Survey: Parents felt School is a Safe Place for Children	Healthy Kids Survey: Parents felt school is a safe place for children 51% <i>Based on Robla SD 2020-21 data</i>				75%
Healthy Kids Parent Survey: Parents felt Connected and school is a welcoming place	Healthy Kids Survey: School allows input and welcomes parent contributions: 46% <i>Based on Robla SD 2020-21 data</i>				75%
Healthy Kids Survey: Staff felt Work Environment is Supportive and Inviting	Healthy Kids Survey: Staff felt Work Environment is Supportive and Inviting: 55% <i>Based on Robla SD 2020-21 data</i>				75%

Expulsion Rate	Expulsion Rate: 0%				Expulsion Rate: 0%
Reduce Overall Chronic Absenteeism	Overall: 12.9%				10.0%
Healthy Kids Staff Survey: Staff felt the NHCS supports safety at School	88%				92%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey	Healthy Kids Survey: Students Feel Safe at School: 75%				Healthy Kids Survey: Students Feel Safe at School: 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Positive Behavioral Interventions and Supports (PBIS)	Implementation of Positive Behavioral Interventions and Supports (PBIS) program at NHCS. PBIS is an evidence-based three- tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. PBIS services and programs also address bullying prevention and provide conflict resolution strategies which result in fewer student suspensions. The PBIS program leaders also monitor student attendance closely and take appropriate action, including Student Attendance Review Team and Student Attendance Review Board, as well continue to provide incentives to students with improved attendance.	\$5,000	Yes

2	Director of School Culture	A Director of School Culture (collaborates with Counselor, Teachers, Executive Director, and Principal) leads the implementation of Positive Behavioral Interventions and Supports (PBIS) at NHCS.	\$84,793	Yes
3	Student Mentor Program	The PBIS team leaders will provide mentoring to targeted students identified as needing additional social emotional support in their everyday school interactions with peers and adults in an effort to address chronic absenteeism issues and build school connectedness.	\$0	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for 2021-22 actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Parent Involvement: Increase parent, family, and community involvement in the education of all students.

An explanation of why the LEA has developed this goal.

Students whose parents are involved in their education get better grades and have higher test scores. A study of parents highly involved in the educational process showed that their children were more likely to improve in reading and math. This remains true as students move into and through the middle school grades. Studies have also shown that kids are less likely to skip school, less disruptive in class, and more likely to do their homework when their parents are involved. Stakeholder engagement activities such as committee meetings and parent surveys assist in the identification of parent workshop topics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement measured by HKS California School Parent Survey (HKS) (Table A12.1): 'School encourages me to be an active partner with school in educating my child'	94% Feel the school encourages them to be an active partner in educating their child. <i>Based on Robla SD 2020-21 data.</i>				94%
Percentage of parents that attended a school or class event HKS-CSPS (Table A12.2)	76% of parents have attended a school or class event. <i>Based on Robla SD 2020-21 data</i>				85%

Provide specially designed opportunities for Parent Involvement of unduplicated and	Provide specially designed opportunities for Parent Involvement of unduplicated and				5 activities
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
special needs students	special needs students: (5 activities) 1 Parent Empowerment Dinner Teaching Pyramid Program 1 Special Education Parent/Family Forums ESL for Adults class Home Visit				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Empowerment Workshops	Workshops provided in the evening with a meal have allowed greater parent involvement and the opportunity to connect parents with prominent educational and community figures.	\$0	Yes
2	Parent Training for Students with Disabilities	Provide training/education for parents of students with disabilities on the topics of supporting student social emotional wellness and the importance of the school-home connections for student achievement, specific for students with exceptional needs.	\$0	Yes

3	English as a Second Language classes	Provide English as a Second Language classes for parents	\$0	Yes
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Action #	Title	Description	Total Funds	Contributing
4	Parent Communication	Provide multiple approaches to communication with parents, including the TalkingPoints text messaging system, School Newsletters, the NHCS website, school websites and Aequitas Q student information system, and explore engagement through social media with the assistance of a media consultant	\$2,000	Yes
5	Parent Education	Provide training/education for parents and school community groups on the importance of attendance for academic achievement.	\$0	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for 2021-22 actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	New Hope Charter School will create a school-wide environment that values equity, inclusion and respect for all students, staff and families and which is reflected in the words and actions of all.

An explanation of why the LEA has developed this goal.

New Hope Charter School serves a very diverse community. Families who send their children to our school have a variety of national origins, languages, cultures and belief systems. Our students come in all colors. The employees of New Hope Charter School have worked diligently to create strong bonds with our students and their families. These relationships serve as the foundation for all of the work that is accomplished in our school. NHCS also recognizes that the history of the United States is full of a variety of perspectives. Many of these perspectives have not received the attention they deserve. This lack of diversity has led to systemic practices that are based upon racial and ethnic biases and inequities in opportunities for groups of people. Building on the best practices of our partner District, NHCS wishes to examine itself as a system and educate its workforce in an open approach to welcoming the views of others and taking action to end exclusion. While we have always worked towards equity and inclusion, this goal focuses us more deeply on using this lens in all the work that we do.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate - reduce disproportionate suspension rates to equivalent of overall suspensions	African American: 6.1% Pacific Islander: 1.8% Hispanic: 1.6% <i>Based on Robla SD 2020-21 data</i>				African American: 1.0% Pacific Islander: 1.0% Hispanic: 1.0%
Chronic Absenteeism - reduce disproportionate chronic absenteeism rates to equivalent of	African American: 24.4% Asian: 22.4% Pacific Islander: 26.9%				African American: 10% Asian: 10% Pacific Islander: 10% Two or More Races :

Overall Chronic Absenteeism	Two or More Races : 22.4% <i>Based on Robla SD 2020-21 data</i>				10%
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Resilience Participation Survey Results measuring Shift in Thinking regarding cultural responsive attitudes	Knowledge: 0 Skills: 0 Confidence: 0				<p>Knowledge:80% of employees will express knowledge about concepts taught in the Robla Resilience Project</p> <p>Skills:80% of employees will exhibit skill in strategies taught in the RRP</p> <p>Confidence:80% of employees will express confidence in use of skills and language taught in the RRP.</p>
Staff Diversity - increase the diversity of our staff to reflect our student population	<p>Certificated Staff: African American 5% Hispanic or Latino 17%</p> <p>Classified Staff: African American 5% Hispanic or Latino</p>				<p>Certificated Staff: African American 8% Hispanic or Latino 19%</p> <p>Classified Staff: African American 8% Other Hispanic or</p>

	34%				Latino 37%
	<i>Based on Robla SD 2020-21 data</i>				
ELA - CAASPP Increase the performance of specific student groups to equivalent of Overall Average distance from Standard:	African American: -55.7 points distance from Standard Hispanic: -34.5 points distance from Standard <i>Based on Robla SD 2020-21 data</i>				African American: -18.2 points distance from Standard Hispanic: -18.2 points distance from Standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• 30.2					
Math - CAASPP Increase the performance of specific student groups to equivalent of Overall Average distance from Standard: -44.3	African American: -71.7 points distance from Standard Hispanic: -50.8 points distance from Standard				African American: -29.3 points distance from Standard Hispanic: -29.3 points distance from Standard

Actions

Action #	Title	Description	Total Funds	Contributing
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1	Resilience	In partnership with Robla School District and additional community partners, provide professional learning for all staff in support of building a welcoming and inclusive school/district environment	\$0	Yes
2	Parent Empowerment Dinners	In partnership with Robla School District and additional community partners, provide three parent dinners with guest speakers. Each dinner will focus on one of three prominent ethnic community members: Asian, Hispanic, and African American communities	\$0	Yes
3	Professional Learning Opportunities	In partnership with Robla School District and additional community partners, provide professional learning activities with the specific purpose of staff attending additional cultural sensitivity and racial bias educational opportunities.	\$0	Yes
4	Culturally-Diverse Materials	Provide classroom and site instructional materials that are more reflective of our diverse school population.	\$2,500	Yes

Action #	Title	Description	Total Funds	Contributing
5	Field Trips/Assemblies	Provide students with experiences more reflective of their home cultures and exposure to visits to universities.	\$2,000	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for 2021-22 actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

These services are principally directed towards unduplicated students who are also under performing. NHCS has implemented a Title I schoolwide programs as the percentage of students that qualify for Free or Reduced Priced Meals exceeds 90%. The number of English learners at NHCS is 33.5%. Reviewing student academic data indicates that students need additional support in meeting grade level standards. Review of suspension, attendance data and data collected on students referred to the school counselor indicates that students would benefit from increased and improved services in the area of social emotional support and building positive school climates. New Hope Charter School is home to a culturally and linguistically diverse community. We recognize the need to build our parent to school relationships and support parents in meeting their students' academic and social emotional needs. By supporting our parents we are intern supporting our students and building positive school - community relationships.

- Goal 1 Action 2: Instructional Coaches: Provide teacher professional learning support on strategies to meet the needs of English learners, Foster Youth and Socio- economically Disadvantaged students
- Goal 1 Action 6: Intervention Assistants: Provide additional academic supports to targeted students in small group settings under the direction of the Intervention Teachers. These services are principally directed towards unduplicated students who are also under performing
- Goal 1 Action 7: Summer School: A summer learning opportunity to extend the academic supports for underperforming students
- Goal 1 Action 8: Intervention Teachers: Provide additional academic supports to targeted students in small group settings. These services are principally directed towards unduplicated students who are also under performing
- Goal 1 Action 9: Music and Theater Arts Programs: Provide instrumental music and theater arts enrichment opportunities through Martucci Music and Northern California School of the Arts to provide access to community based programs and exposure for under-privileged children

to the arts and higher learning opportunities

- Goal 1 Action 10: English Language Development: Provide Highly Qualified English Language Support Teachers to assist in providing Designated and Integrated English language development. Additional teachers allows for more focused student groups, additional language intervention and the tracking and support of reclassified ELL students
- Goal 1 Action 11: Bilingual Community Outreach to assist students in CCSS, increase Parent Involvement, primary language outreach to families, and translation services
- Goal 1 Action 12: Director of Dual Language Immersion Program (DLI/Spanish Teacher: Director to build a 7th-8th grades Spanish Dual Language Immersion Program with that will link (in 2024-25) to Robla's K-6 program and purchase curriculum
- Goal 1 Action 13: Intervention Assistant to support students in the Dual Language Immersion Program (DLI)
- Goal 1 Action 14: English Language Development (ELD) standards and instruction: Professional Learning on the English Language Development standards, effective instructional strategies and English Language Proficiency Assessment for California (ELPAC) administration.
- Goal 2 Action 1: Positive Behavioral Interventions and Supports (PBIS): Implementation of Positive Behavior and Interventions Supports (PBIS) program at each school site. PBIS creates schools where all students succeed
- Goal 2 Action 2: Director of School Culture assists the school principal in the implementation of Positive Behavioral Interventions and Supports (PBIS).
- Goal 2 Action 3: Student Mentor Program: PBIS team leaders will provide mentoring to targeted students identified as needing additional social emotional support in their everyday school interactions with peers and adults in an effort to address chronic absenteeism issues and build school connectedness.
- Goal 3 Action 1: Parent Empowerment Workshops: Workshops provided in the evening with a meal have allowed greater parent involvement and the opportunity to connect parents with prominent educational and community figures
- Goal 3 Action 2: Parent Training for Students with Disabilities: Provide training for parents including those for unduplicated pupils and students with disabilities to deepen parents understanding of Common Core standards
- Goal 3 Action 3: English as a Second Language Classes for parents
- Goal 3 Action 4: Parent Communication: Provide multiple approaches to communication with parents, including the TalkingPoints text messaging system, School Newsletters, the NHCS website, school websites and Aequitas Q student information system, and explore engagement through social media with the assistance of a media consultant
- Goal 3 Action 5: Parent Education: Provide training/education for parents and school community groups on the importance of attendance for academic achievement especially in the early years of learning
- Goal 4 Action 1: Resilience: In partnership with Robla School District and additional community partners, provide professional learning for all staff in support of building a welcoming and inclusive school/district environment
- Goal 4 Action 2: Parent Empowerment Dinners with guest speakers. Each dinner will focus on one of three prominent ethnic community members: Asian, Hispanic, and African American communities
- Goal 4 Action 3: Professional Learning Opportunities funding with the specific purpose of staff attending additional cultural sensitivity and racial bias educational opportunities

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

- Goal 4 Action 4: Culturally-diverse Materials: provide classroom and site materials that are more reflective of our diverse school population
- Goal 4 Action 5: Field Trips/Assemblies that provide students with experiences more reflective of their home cultures and visits to universities.

In addition to maintaining effective actions such as small class sizes, additional enrichment support in Arts, Technology and PE and supplemental supports for English learners, foster youth and low income students mentioned above, NHCS has a goal to improve equity. Teacher professional development continues to be a strong focus at NHCS. The addition of Instructional Coaches allows us to focus strengthening first instruction in the classroom. Intervention teachers, intervention assistants and tutorial supports will provide us the opportunity for more small group intervention that targets students' individual needs for academic success. The Director of Culture and the implementation of Positive Behavioral Interventions and Supports will bring additional behavioral supports needed for our students. Our participation in Robla's Parent Empowerment Dinners as well as workshops and training for parents bring culturally responsive content to support our families. The addition of goal 4 brings and the actions related to it bring increased services to school staff, students and the community. All these services total expenditure cost is greater than the required amount.

