

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: New Heights Charter School

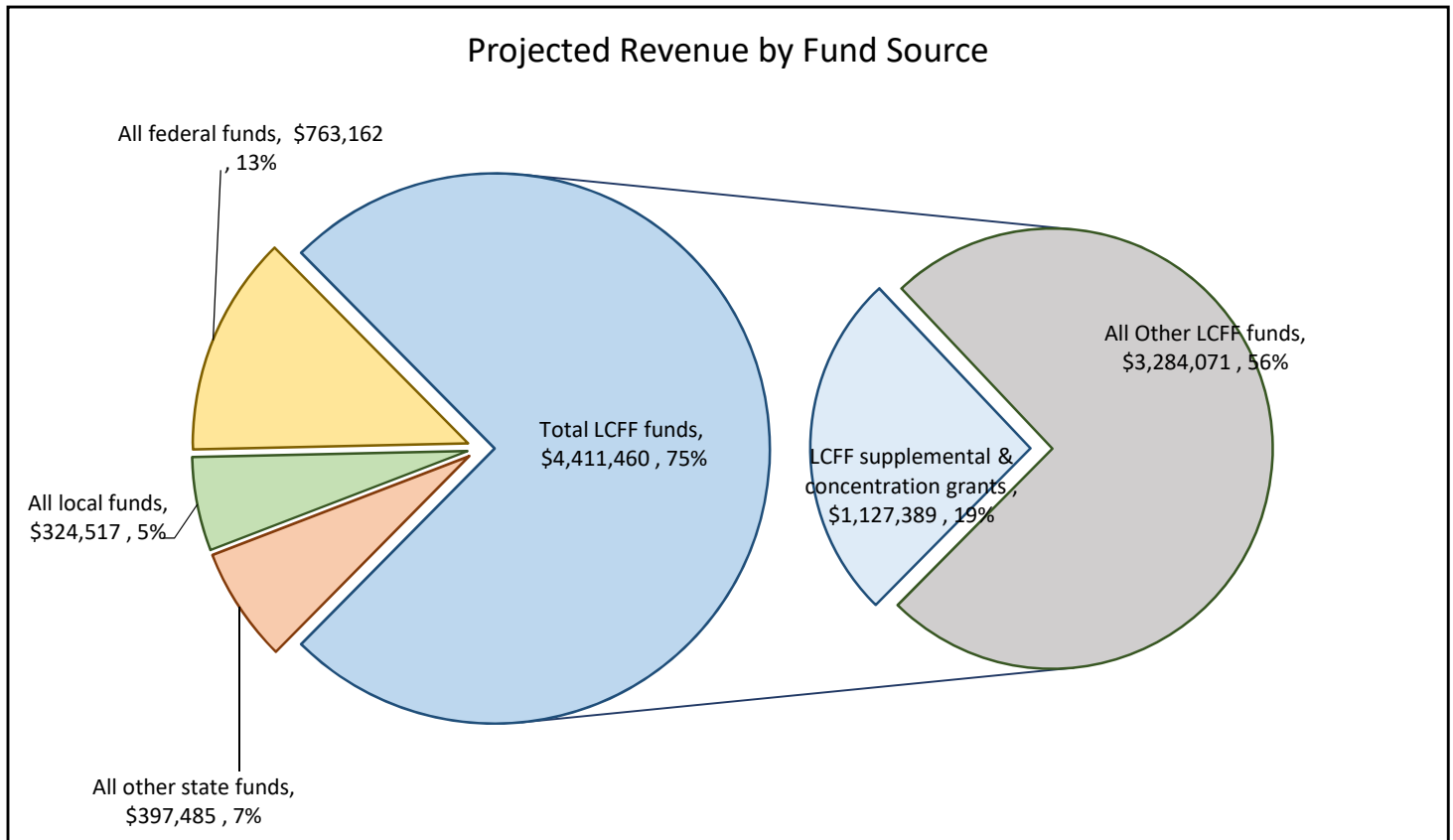
CDS Code: 19 64733 0111211

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Amy Berfield, 323-508-0155, aberfield@newheightscharter.org

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

## Budget Overview for the 2019-20 LCAP Year

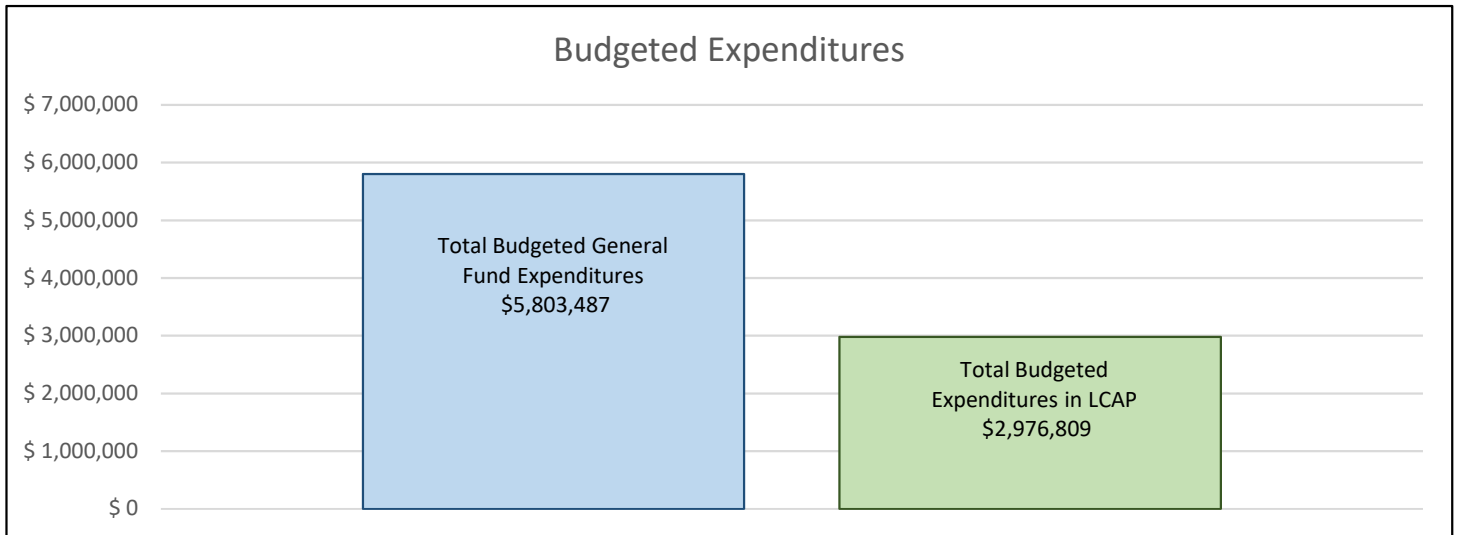


This chart shows the total general purpose revenue New Heights Charter School expects to receive in the coming year from all sources.

The total revenue projected for New Heights Charter School is \$5,896,624.00, of which \$4,411,460.00 is Local Control Funding Formula (LCFF), \$397,485.00 is other state funds, \$324,517.00 is local funds, and \$763,162.00 is federal funds. Of the \$4,411,460.00 in LCFF Funds, \$1,127,389.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much New Heights Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

New Heights Charter School plans to spend \$5,803,487.00 for the 2019-20 school year. Of that amount, \$2,976,809.00 is tied to actions/services in the LCAP and \$2,826,678.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

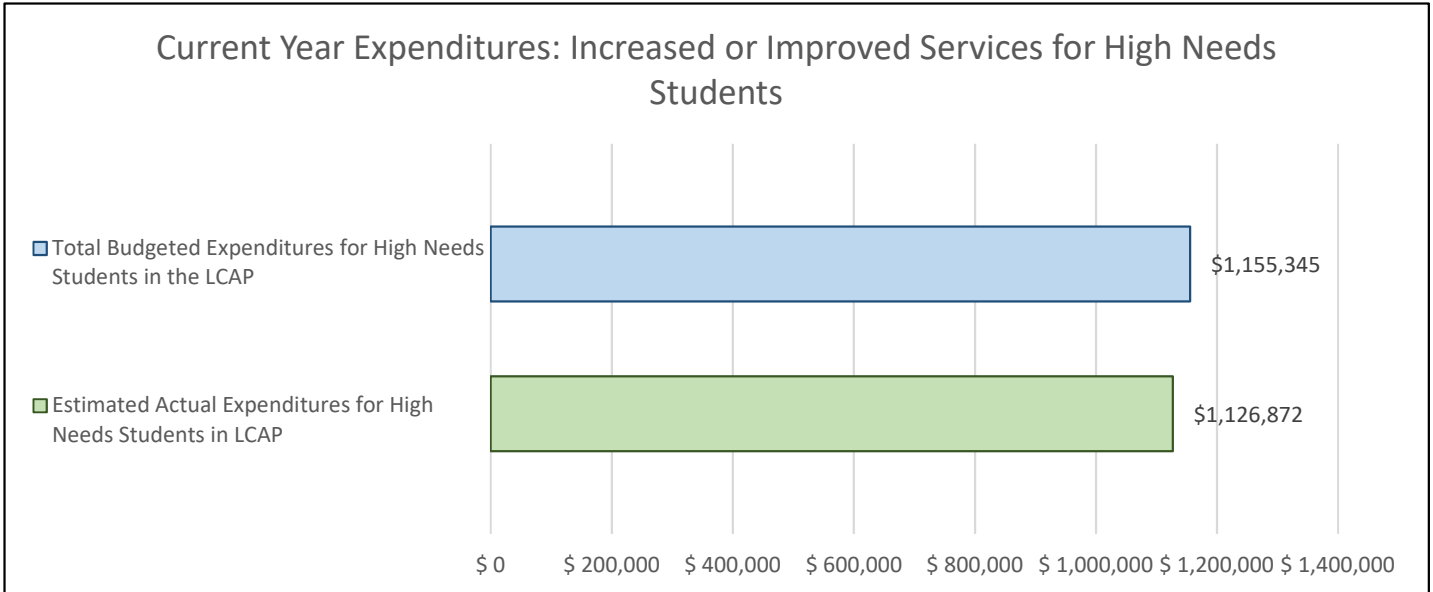
In addition to the expenditures outlined in the LCAP, the New Heights 2019-20 budget includes funding for facilities (rent, utilities, repairs), school leadership and operations staff, general liability insurance, and professional consultants (audit firm, back office support, CALPADs support, the nutrition program, and the after school program).

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, New Heights Charter School is projecting it will receive \$1,127,389.00 based on the enrollment of foster youth, English learner, and low-income students. New Heights Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, New Heights Charter School plans to spend \$1,258,467.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, New Heights Charter School's LCAP budgeted \$1,155,345.00 for planned actions to increase or improve services for high needs students. New Heights Charter School estimates that it will actually spend \$1,126,872.00 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$28,473.00 had the following impact on New Heights Charter School's ability to increase or improve services for high needs students:

The budget was based on a higher enrollment than New Heights achieved in the 2018-19 school year. New Heights Supplemental & Concentration grant funds for 2018-19 based on its actual enrollment total \$1,073,522. New Heights spent more than this amount in 2018-19 (\$1,126,872). The actions and services and the overall increased or improved services for high needs students were implemented as planned.

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

New Heights Charter

Contact Name and Title

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Executive Director

Email and Phone

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# 2017-20 Plan Summary

## The Story

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

### **NEW HEIGHTS PHILOSOPHY: HEALTH, CREATIVITY, AND THE POWER OF IDEAS**

New Heights was founded in 2006 based on the idea that students' academic, social, emotional, and physical development are interrelated. New Heights classrooms are organized around a cohesive set of research-based practices about teaching and learning. The dedicated faculty work together closely to provide an engaging, personalized educational experience for students.

**A SHORT HISTORY OF NEW HEIGHTS:** New Heights is both a public school and a nonprofit organization. The school is in its 13th year of operation and currently serves African and Latino students in South Los Angeles (25% African American and 75% Latino). Over 60% of our students live below the poverty line and 97% qualify for free or reduced lunch. New Heights is a Transitional Kindergarten-8<sup>th</sup> grade school that operates a before and after school program, serving students from 7:00 am – 6:30 pm.

**WASC ACCREDITATION:** New Heights Charter School has earned full Western Association of Schools and Colleges (WASC) Accreditation due to the school's dedicated and intelligent teachers and staff, strong and continuous leadership, coherent vision and educational plan, ongoing, high-quality professional development, and collaborative, problem-solving school culture that supports learning and risk-taking.

**LAUSD Oversight:** For the 2018-19 school years, New Heights received high scores from LAUSD based on the following scales:

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Student Achievement and Educational Performance: 3

Organizational Management, Programs, and Operations: 4

Fiscal Operations: 4

Governance: 4

**FAMILY INVOLVEMENT:** Families participate by attending school wide family events, parent/teacher/student conferences, student publishing celebrations, exhibitions of student work, and volunteering in the classroom or on one of the school committees.

**ACADEMIC PERFORMANCE:** New Heights students outperformed all surrounding LAUSD neighborhood schools in both English Language Arts and Mathematics on the state tests of student achievement.

## LCAP Highlights

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

New Heights Charter School has designed our LCAP plan to address the following goals:

**GOAL 1 DESCRIPTION:** New Heights leadership and staff will improve achievement in reading, particularly for English Language Learners and Students with disabilities, focused specifically on reading comprehension. We will achieve this by increasing teachers' skills in using assessment data to strategically teach necessary reading skills.

**GOAL 2 DESCRIPTION:** New Heights staff and leadership will focus on math (all grades) in future professional development in order to deepen teachers' "pedagogical content knowledge" -- a deep understanding of how best to represent the core ideas of a subject to students. This professional development will include increasing teachers' content knowledge of math and increasing teachers' skills in helping students develop number sense as well as problem-solving skills.

**GOAL 3 DESCRIPTION:** The goal is to increase parent engagement in their children's education and their understanding of the Common Core so that parents can support their children's social, emotional, and academic development. We will look to increased school attendance, especially for low performing students, as well as parent participation in the educational activities provided by the school.

## Review of Performance

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

## Greatest Progress

### **Data Implications:**

While the school wide data for both ELL and Math was "stagnant" in 1718, we noticed the following areas of strength:

1. Students at New Heights demonstrated significant growth in reclassification rates: 26.6% in 1718 as compared to 13.6% in 1617.
2. African American students increased performance in math. The gap between African American students' performance in math has been historically greater, but our most recent data shows that this gap is narrowing in math.
3. Students continued to perform significantly better in ELA and Math than their peers at resident school in all sub-groups, including students with disabilities and English Language Learners.

4. The number of students identified as chronically absent has reduced significantly: 42 students in 201617 or 9.5% and 32 students in 201718 or 6.1% percent.

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

### Greatest Needs

The scores for students remained stagnant school wide in ELA and Math. Students with disabilities were "orange" in both ELA and Math, while African American students were "orange" in ELA.

All students	2015	2016	2017	2018
ELA	38%	48%	51%	51%
Math	26%	35%	48.6%	48%
English Language Learners	2015	2016	2017	2018
ELA	6%	23%	28%	23%
Math	10%	28%	36%	29%
African American Students	2015	2016	2017	2018
ELA	30%	38%	44%	45%
Math	16%	31%	39.6%	44%

#### Subgroup performance levels in ELA

##### Students with Disabilities

ELA Performance	2015	2016	2017	2018
Exceed	3%	3%	5%	5%
Met	3%	10%	13%	15%
Nearly Met	30%	48%	45%	37%
Not Met	65%	40%	37%	43%

#### Subgroup performance levels in Math

Math Performance of ELL Subgroup	2015	2016	2017	2018
Exceeded	0%	2%	8%	7%
Met	10%	26%	28%	22%
Nearly Met	29%	38%	32%	36%
Not Met	62%	35%	31%	35%

#### African American

Math Performance	2015	2016	2017	2018
Exceed	5%	15%	17%	13%
Met	11%	16%	23%	31%
Nearly Met	36%	41%	38%	29%
Not Met	48%	28%	22%	27%

## Special Ed

Math Performance	2015	2016	2017	2018
Exceed	3%	3%	13%	7.5%
Met	3%	10%	13%	7.5%
Nearly Met	22%	43%	29%	37.5%
Not Met	73%	45%	45%	47.5%

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

### Performance Gaps

Students with disabilities were "orange" in Mathematics, while school wide students were "green". In addition, students with disabilities were "orange" in chronic absenteeism and overall students were "green". New Heights is taking steps to support students with disabilities in the following ways:

#### MATH SUPPORT:

1. Resource teachers engage in professional development, alongside teachers, with the school's math coach to develop deep content knowledge in math.
2. Resource teachers and general education teachers are engaging in a co-teaching approach to help support students with disabilities in our general education setting.

#### ATTENDANCE SUPPORT:

1. The Student and Family Support Team has developed a system for tracking students who are at-risk of becoming chronically absent, including students with disabilities.
2. Resource teachers, general education teachers, Student and Family Support Staff (school counselors), and office staff all work together to help contact parents, meet with parents and students, engage in problem-solving with families, and track attendance.

## Comprehensive Support and Improvement

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

### Schools Identified

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

N/A

### Support for Identified Schools

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

### Monitoring and Evaluating Effectiveness

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

# Annual Update

## LCAP Year Reviewed: 2018-19

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

### Goal 1

Increase the percent of students who are able to comprehend grade-level text (fiction and nonfiction) based on internal measures or SBAC. (Maintain SBAC proficiency at 3% points above or below 50%.)

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>2% increase on internal benchmark for Reading or 2% increase on percent of students who meet standards based on SBAC ELA test.</b></p> <p><b>2018-19</b> Maintain SBAC ELA proficiency at 3% points above or below 50%  OR  Maintain proficiency based on internal reading assessments at 3% points above or below 50%</p>	<p>The school has met this goal. The 1718 school wide ELA score was 51%.</p>



## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers will implement standards-aligned curriculum and assessments. New Heights will purchase standards-align materials for teachers to implement in the classroom.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers implemented standards-aligned curriculum and assessments. New Heights purchased standards-align materials for teachers to implement in the classroom.</p>	<p>\$26,669 - LCFF - 4000-4999 Books and Supplies - 4110 Curriculum Purchases (Amplify, Math, TCI)</p> <p>\$654,532 - LCFF - 1000-1999 Certificated Salaries - Teacher salaries</p> <p>\$60,514 - Other State Revenues - 1000-1999 Certificated Salaries - Teacher salaries funding by unrestricted lottery</p> <p>\$214,513 - LCFF - 3000-3999 Employee Benefits - teacher benefits</p>	<p>\$25,331 - LCFF - 4000-4999 Books and Supplies</p> <p>\$630,394 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries</p> <p>\$59,318 - Other State Revenues - 1000-1999 Certificated Salaries - Lottery Funded Teacher Salaries</p> <p>\$226,204 - LCFF - 3000-3999 Employee Benefits - teacher benefits</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will offer on-going professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS based on schoolwide data and sub-group data.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS offered on-going professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS based on schoolwide data and sub-group data.</p>	<p>\$39,140 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Stipends for Teacher PD prior to the start of the school year.</p>	<p>\$33,863 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Stipends for Teacher PD prior to the start of the school year</p> <p>\$6,095 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits related to PD Stipend costs</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in literacy w/special emphasis on language.Coaching support includes classroom demonstrations of new instructional approaches, coaching/feedback on new instructional approaches, coaching during unit/lesson design, and analysis of student work followed by differentiated lesson planning.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS provided coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in literacy w/special emphasis on language.Coaching support included classroom demonstrations of new instructional approaches, coaching/feedback on new instructional approaches, coaching during unit/lesson design, and analysis of student work followed by differentiated lesson planning.</p>	<p>\$14,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Growing Educators</p> <p>\$3,707 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - BTSA Support</p> <p>\$293 - LCFF - 5000-5999 Services and Other Operating Expenses - BTSA Support</p>	<p>\$14,750 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Growing Educators</p> <p>\$3,075 - Federal Revenues - Title II - 5000-5999 Services and Other Operating Expenses - BTSA Support</p>

#### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS offered on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction.</p>	<p>\$35,277 - LCFF - 2000-2999 Classified Salaries - Technology Specialist</p> <p>\$5,000 - LCFF - 5000-5999 Services and Other Operating Expenses - Tech Verb</p> <p>\$62,820 - LCFF - 5000-5999 Services and Other Operating Expenses - Internet</p> <p>\$43,200 - LCFF - 1000-1999 Certificated Salaries - Teaching Coach</p>	<p>\$29,970 - LCFF - 2000-2999 Classified Salaries - Technology Specialist</p> <p>\$36,248 - LCFF - 5000-5999 Services and Other Operating Expenses - Internet</p> <p>\$30,315 - LCFF - 1000-1999 Certificated Salaries - Teaching Coach</p>

#### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation in the context of a co-teaching model of push-in support for students with special needs.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>For Students with Disabilities, NHCS provided professional learning opportunities to special education teachers, general education teachers, and teaching partners on Common Core implementation in the context of a co-teaching model of push-in support for students with special needs.</p>	<p>\$81,143 - Other Federal Funds - 1000-1999 Certificated Salaries - 3 FTE Resource Teachers (portion paid for with federal IDEA)</p> <p>\$119,576 - Other State Revenues - 1000-1999 Certificated Salaries - 3 FTE Resource Teachers (portion paid for with state AB 602)</p> <p>\$60,215 - Other State Revenues - 3000-3999 Employee Benefits - Benefits for 3 FTE Resource Teachers</p> <p>\$151,450 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Contracted Special Ed Services</p>	<p>\$78,102 - Other Federal Funds - 1000-1999 Certificated Salaries - 3 FTE Resource Teachers (portion paid for with federal IDEA)</p> <p>\$113,634 - Other State Revenues - 1000-1999 Certificated Salaries - 3 FTE Resource Teachers (portion paid for with state AB 602)</p> <p>\$57,521 - Other State Revenues - 3000-3999 Employee Benefits - Benefits for 3 FTE Resource Teachers</p> <p>\$149,890 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Contracted Special Ed Services</p>

#### Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS faculty will engage in a learning/reflection cycle that includes analysis of student performance, identification of strengths/needs, and planning for future lessons to address students' strengths/needs during teacher release time and collaborative learning</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS faculty engaged in a learning/reflection cycle that includes analysis of student performance, identification of strengths/needs, and planning for future lessons to address students' strengths/needs during teacher release time and collaborative learning</p>	<p>\$3,605 - LCFF - 4000-4999 Books and Supplies - Illuminate Assessment Software</p> <p>\$126,112 - LCFF - 1000-1999 Certificated Salaries - Teacher Planning Time (\$40.97 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks)</p> <p>\$37,833 - LCFF - 3000-3999 Employee Benefits - Teacher Planning Time/Drama Teaching Partner</p> <p>\$20,260 - LCFF -</p>	<p>\$123,619 - LCFF - 1000-1999 Certificated Salaries - Teacher Planning Time</p> <p>\$37,086 - LCFF - 3000-3999 Employee Benefits - Teacher Planning Time - Related Benefits Costs</p> <p>\$15,133 - LCFF - 5000-5999 Services and Other Operating Expenses - Drama Consultant</p>

time.	time.	5000-5999 Services and Other Operating Expenses - Drama consultant
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**Action 7**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS will implement a comprehensive literacy support system for students. Teaching Partners will work with teachers and students to identify students in need, differentiate instruction, and provide response to intervention.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS implemented a comprehensive literacy support system for students. Teaching Partners worked with teachers and students to identify students in need, differentiate instruction, and provide response to intervention.</p>	<p>\$266,768 - LCFF - 2000-2999 Classified Salaries - 11 Teaching Partners            \$74,350 - LCFF - 2000-2999 Classified Salaries - Literacy &amp; Language/EL Intervention Teaching Partner Time            \$87,530 - LCFF - 3000-3999 Employee Benefits - Teaching Partner Benefits</p>	<p>\$252,892 - LCFF - 2000-2999 Classified Salaries - Teaching Partners \$70,525 - LCFF - 2000-2999 Classified Salaries - Literacy &amp; Language/EL Intervention Teaching Partner Time            \$80,854 - LCFF - 3000-3999 Employee Benefits - Teaching Partner Benefits</p>

**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS will offer a month long summer school for students below grade level in reading and math.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS offered a month-long summer school for students below grade level in reading and math.</p>	<p>\$11,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Summer School Staff Costs            \$5,500 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Summer School Staff Costs</p>	<p>\$12,691 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Summer School Staff Costs            \$10,082 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Summer School Staff Costs            \$29,100 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits associated with summer school staff costs</p>

**Analysis**

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

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

The overall implementation of the actions and services described above to achieve the articulated goal was smooth with very few challenges. The actions can be organized into three main categories: professional learning through coaching, time and staff for data analysis, and summer school. A reflection on these three general areas yields the following: 1. Professional learning with coaches was most successful when differentiated to meet teachers' or grade level teams' personalized needs. 2. The time and staff for data analysis helped to formalize a protocol for reviewing student work. This year teachers are starting to learn how to analyze students oral language in order to plan for future ELD instruction. 3. Having a few general education and resource teachers teaching summer school increased student attendance and performance. Teachers were also asked to track progress toward performance goals.

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

The school's analysis of internal data on reading from Fountas and Pinnell's Benchmark Reading Assessment shows that New

Heights students are moving up in reading levels. Students are also showing improvement in writing as measured by our internal rubric. Students maintained their schoolwide performance in ELA when measured by the SBAC assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

There are no major changes to this goal, actions or services. The only minor change is an increased emphasis on oral language as a way to improve reading (and writing), thereby increasing performance on the states ELA measure.

## Goal 2

Increase the percent of students who are achieving math common core standards at grade level based on internal measures or SBAC. (Maintain SBAC proficiency at 3% points above or below 48%.)

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>2018-19</b> Maintain proficiency based on internal math assessments at 3% points above or below 45%.</p> <p>OR</p> <p>Maintain proficiency based on the SBAC Math assessment at 3% points above or below 45%.</p>	<p>The school met this goal with students achieving Math proficiency at 48%.</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will provide standards-aligned curriculum and assessments in math.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS provided standards-aligned curriculum and assessments in math.</p>	<p>\$3,914 - LCFF - 4000-4999 Books and Supplies - Math Curriculum                      \$654,532 - LCFF - 1000-1999 Certificated Salaries - teacher pay (repeated expenditure)                      \$60,514 - Other State Revenues - 1000-1999 Certificated Salaries - teacher salaries from unrestricted lottery (repeated expenditure)                      \$214,513 - LCFF - 3000-3999 Employee Benefits - teacher benefits (repeated expenditure)</p>	<p>\$3,036 - LCFF - 4000-4999 Books and Supplies - Math Curriculum                      \$630,394 - LCFF - 1000-1999 Certificated Salaries - teacher pay (repeated expenditure)                      \$59,318 - Other State Revenues - 1000-1999 Certificated Salaries - Lottery funded teacher salaries (repeated expenditure)                      \$226,204 - LCFF - 3000-3999 Employee Benefits - teacher benefits (repeated expenditure)</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will offer professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS offered professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS.</p>	<p>\$39,140 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Stipends for teacher professional development prior to the start of school year. (repeated expenditure)</p>	<p>\$33,863 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Stipends for teacher professional development prior to the start of school year. (repeated expenditure)                      \$6,095 - Federal Revenues - Title I - 3000-3999 Employee Benefits - Benefits related to PD Stipend costs (repeated expenditure)</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS provided coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.</p>	<p>\$35,640 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Math PD</p>	<p>\$30,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Math PD</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction and assessment.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS offered on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction and assessment.</p>	<p>\$35,277 - LCFF - 2000-2999 Classified Salaries - Technology Specialist (repeated expenditure) \$25,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - Blended Learning Coaching</p>	<p>\$29,970 - LCFF - 2000-2999 Classified Salaries - Technology Specialist (repeated expenditure) \$25,000 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - PML</p>
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**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation within the co-teaching model of push-in support for students with special needs.</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>For Students with Disabilities, NHCS provided professional learning opportunities to special education teachers and teaching partners on Common Core implementation within the co-teaching model of push-in support for students with special needs.</p>	<p>\$81,143 - Other Federal Funds - 1000-1999 Certificated Salaries - Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA) (repeated expenditure) \$119,576 - Other State Revenues - 1000-1999 Certificated Salaries - Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602) (repeated expenditure) \$60,215 - Other State Revenues - 3000-3999 Employee Benefits - Employee Benefits; Benefits for 3 FTE Resource Teachers (repeated expenditure) \$151,450 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Contracted Special Ed Services (repeated expenditure)</p>	<p>\$78,102 - Other Federal Funds - 1000-1999 Certificated Salaries - 3 FTE Resource Teachers (portion paid for with federal IDEA) (repeated expenditure) \$113,634 - Other State Revenues - 1000-1999 Certificated Salaries - 3 FTE Resource Teachers (portion paid for with state AB 602) (repeated expenditure) \$57,521 - Other State Revenues - 3000-3999 Employee Benefits - Benefits for 3 FTE Resource Teachers (repeated expenditure) \$149,890 - Other State Revenues - 5000-5999 Services and Other Operating Expenses - Contracted Special Ed Services (repeated expenditure)</p>

**Action 6**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS faculty will be provided with teacher release time and collaborative learning time in order to engage in analysis of student performance followed by identification of strengths and gaps in student learning to inform future lessons.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS faculty were provided with teacher release time and collaborative learning time in order to engage in analysis of student performance followed by identification of strengths and gaps in student learning to inform future lessons.</p>	<p>\$3,650 - LCFF - 4000-4999 Books and Supplies - Illuminate Assessment Software (repeated expenditure) \$126,112 - LCFF - 1000-1999 Certificated Salaries - Teacher Planning Time (\$40.97 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks) (repeated expenditure)</p>	<p>\$123,619 - LCFF - 1000-1999 Certificated Salaries - Teacher Planning Time (repeated expenditure) \$37,086 - LCFF - 3000-3999 Employee Benefits - Teacher Planning Time - Related Benefits Costs (repeated expenditure)</p>

### Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS will implement a comprehensive math assessment system, including pre/post assessments, interim assessments, and regular progress monitoring with the support of Teachers, Teaching Partners, and technology staff.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS implemented a comprehensive math assessment system, including pre/post assessments, interim assessments, and regular progress monitoring with the support of Teachers, Teaching Partners, and technology staff.</p>	<p>\$284,618 - LCFF - 2000-2999 Classified Salaries - 11 Teaching Partners and intervention partner (repeated expenditure)</p>	<p>\$252,892 - LCFF - 2000-2999 Classified Salaries - Teaching Partners (repeated expenditure)</p>

### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement a month-long summer school program for students who struggle in math based on student assessments. (Summer School also focuses on reading.)</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implemented a month-long summer school program for students who struggle in math based on student assessments. (Summer School also focuses on reading.)</p>	<p>\$11,000 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Summer School Staff Costs (repeated expenditure)</p> <p>\$5,500 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Summer School Staff Costs (repeated expenditure)</p>	<p>\$12,961 - Federal Revenues - Title I - 1000-1999 Certificated Salaries - Summer School Staff Costs (repeated expenditure)</p> <p>\$10,082 - Federal Revenues - Title I - 2000-2999 Classified Salaries - Summer School Staff Costs (repeated expenditure)</p>

### Analysis

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

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

The overall implementation of the actions and services described above to achieve the articulated goal was smooth with very few challenges. The actions can be organized into three main categories: professional learning through coaching, time and staff for data analysis, and summer school. A reflection on these three general areas yields the following:

1. Professional learning with coaches was most successful when differentiated to meet teachers' or grade level teams' personalized needs.
2. The time and staff for data analysis helped to formalize a protocol for reviewing student work. This past year, the math coach focused on helping teachers analyze data and then plan for future instruction as well as future assessment.
3. Having a few general education and resource teachers teaching summer school increased student attendance and performance. Teachers were also asked to track progress toward performance goals.

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

The school's analysis of internal data from internal interim math tests shows that New Heights students are improving their competency in math. Students maintained their SBAC scores schoolwide, with African American students showing improvement from the previous year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



There were no material differences between budgeted expenditures and estimated actual expenditures aside from technology costs which were lower.

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

There are no major changes to this goal, actions or services.

### Goal 3

Increase student and parent engagement and understanding of the demands of the Common Core as it relates to critical thinking, thoughtful speech, and thoughtful listening.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

#### Annual Measurable Outcomes

Expected	Actual
<p><b>2018-19</b> ADA: 95%</p> <p>Chronic Absence: 9.5%</p> <p>Parent Participation: &gt;60%</p> <p>NOTE: 2017-18 Data was calculated incorrectly for Chronic Absence. The actual percentage was 9.5%.</p>	<p>ADA: 95%</p> <p>Chronic Absence: not reported yet</p> <p>Parent Participation: &gt;60%</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The Student Support Coordinator will:</p> <ul style="list-style-type: none"> <li>regularly analyze attendance data and work with parents to reduce absenteeism.</li> <li>continue to improve systems for identifying, contacting, and supporting students who miss school as well as systems for communicating attendance issues to families early in the school year.</li> <li>provide personalized support to students/families with chronic absenteeism.</li> <li>review and improve systems for supporting families of students with chronic absenteeism</li> <li>conduct home visits as needed to support student attendance at school.</li> <li>continue to educate/inform parents regarding the problems of poor attendance, the state's definitions of habitual and chronic absence, and the consequences of failure to adhere to the attendance support plans created between families and our staff.</li> </ul>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The Student and Family Support Coordinator:</p> <ul style="list-style-type: none"> <li>regularly analyzed attendance data (weekly) and worked with parents to reduce absenteeism.</li> <li>continued to improve systems for identifying, contacting, and supporting students who miss school as well as systems for communicating attendance issues to families early in the school year.</li> <li>provided personalized support to students/families with chronic absenteeism.</li> <li>reviewed and improved systems for supporting families of students with chronic absenteeism</li> <li>conducted home visits (or asked other staff to visit) as needed to support student attendance at school.</li> <li>continued to educate/inform parents regarding the problems of poor attendance, the state's definitions of habitual and chronic absence, and the consequences of failure to adhere to the attendance support plans created between families and our staff.</li> </ul>	<p>\$47,880 - LCFF - 1000-1999 Certificated Salaries - Student &amp; Family Support Coordinator \$100,125 - LCFF - 2000-2999 Classified Salaries - Student &amp; Family Support Coordinator \$0 - LCFF - 2000-2999 Classified Salaries - Student &amp; Family Support Team Teaching Partner \$48,769 - LCFF - 3000-3999 Employee Benefits - Student &amp; Family Support Team</p>	<p>\$29,972 - LCFF - 1000-1999 Certificated Salaries - Student &amp; Family Support Coordinator \$134,858 - LCFF - 2000-2999 Classified Salaries - Student &amp; Family Support Coordinator \$46,037 - LCFF - 3000-3999 Employee Benefits - Student &amp; Family Support Team \$13,321 - Federal Revenues - Title IV - 2000-2999 Classified Salaries - Student &amp; Family Support Coordinator</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The Parent Coordinator will: design and implement education sessions for parents/guardians focused on building understanding of the demands of the Common Core, use multiple strategies to support parents to attend educational sessions at school, communicate regularly</p>	<p><b>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The Parent Coordinator designed and implemented education sessions for parents/guardians focused on building understanding of the demands of the Common Core, she used multiple strategies to support parents to attend educational sessions at school,</p>	<p>\$20,000 - LCFF - 2000-2999 Classified Salaries - Parent Coordinator</p>	<p>\$20,000 - LCFF - 2000-2999 Classified Salaries - Parent Coordinator \$5,000 - LCFF - 3000-3999 Employee Benefits - Parent Coordinator</p>

with parents/guardians through school website, phone outreach, texting, and mailings, and provide translation services at school events and translated materials for parents/guardians.	communicate regularly with parents/guardians through school website, phone outreach, texting, and mailings, and provided translation services at school events and translated materials for parents/guardians.		
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**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teachers will use the training in trauma-informed stress reduction activities and/or growth mindset to increase students and parents abilities to have the confidence and perseverance to learn difficult academic concepts (Common Core) and handle difficult social situations.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teachers used their training in trauma-informed stress reduction activities and/or growth mindset to increase students and parents abilities to have the confidence and perseverance to learn difficult academic concepts (Common Core) and handle difficult social situations.</p>	<p>\$3,100 - Federal Revenues - Title I - 5000-5999 Services and Other Operating Expenses - A Thousand Joys</p>	<p>- no expense</p>

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>New Heights uses a self contained model for grades K-8 to maintain strong teacher student relationships and ensure school attendance. In addition New Heights has small class size (average 24) in grades 4-8 to ensure strong teacher-student relationships.</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>New Heights uses a self contained model for grades K-8 to maintain strong teacher student relationships and ensure school attendance. In addition New Heights has small class size (average 24) in grades 4-8 to ensure strong teacher-student relationships.</p>	<p>\$0 - Other State Revenues - 1000-1999 Certificated Salaries - Teacher Salaries (Portion funded by Unrestricted Lottery Funds) \$342,113 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries</p>	<p>\$335,896 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries</p>

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Support students, during transitions and</p>	<p><b>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</b></p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Staff worked to support students during</p>	<p>\$100,125 - LCFF - 2000-2999 Classified Salaries - Student &amp; Family Support Team (repeated expenditure)</p>	<p>\$134,858 - LCFF - 2000-2999 Classified Salaries - Student &amp; Family Support Team (repeated expenditure)</p>

outdoor time, to build their social skills and ensure a safe environment that promotes learning.

transitions and outdoor time to build their social skills and ensure a safe environment that promotes learning.

## Analysis

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

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

The overall implementation of the actions/services was conducted according to the plan. The Student and Family Support Team regularly analyzed attendance data and called/met with parents to problem-solve issues related to poor attendance. One challenge of implementation is getting some individual parents to attend their scheduled meetings with staff.

The Parent Coordinator designed and implemented education sessions for parents/guardians focused on building understanding of the Common Core. The sessions were well-designed and received positive feedback. The session topics included: Internet Safety, Setting-Up a Homework Station at Home, Financial Literacy, and Ways to get Involved in your Child's Education.

New Heights contracted with Power My Learning to run two workshops for parents on how to use the internet at home to support learning, how to use the Power My Learning platform to support oral language development and how to keep your child safe on the internet.

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

The most effective actions related to this goal were the increase in parent involvement and the decrease in chronic absenteeism. More than sixty percent of parents participated in 2 or more school events during the school year, not counting the 99% attendance at the two Parent - Teacher Conferences held during the year. Chronic absenteeism reduced due to the efforts of the team to track and address attendance issues, starting early in the school year. However, there are still too many students who are habitually truant and additional strategies are needed to better educate families about the problems associated with missing even three days of school each year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Total salaries applicable to carrying out the actions attributable to this goal were higher than budgeted.

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

There are no major changes to this goal, actions or services.

# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

Stakeholders of the New Heights Charter School community, including parents and pupils, parents of unduplicated pupils and unduplicated pupils; community members; and child welfare agencies and other foster youth stakeholders have been engaged and involved in developing, reviewing, and supporting implementation of the LCAP plan. The following structures provided avenues for this participation and allowed for engagement in a timely manner:

**Charter School Parent Meetings:** These meetings were held throughout the school year to inform parents, staff, and community members regarding the LCAP priorities and plan. The Executive Director educated participants regarding the goals, actions, and proposed budget for LCAP activities. These meetings also provided an opportunity for information to be shared regarding ELL, low income, and foster students and our goals to prepare students for college and post-secondary success.

**School Site Council Meetings:** These meetings provided an avenue for input on LCAP goals as well as a forum to share progress reports on meeting LCAP goals.

**Family Education:** Parent Education Sessions and Family Nights led by New Heights' faculty and community members provide an opportunity to present information regarding the Common Core standards, share student progress, and share the school's progress in meeting LCAP goals. Parents participated in Family Literacy, a six-week session to learn about parent empowerment and participation, college knowledge, digital literacy, family math, family literacy, and English lessons.

**Faculty and Staff Meetings:** Faculty, staff, and school leadership discuss the impact of LCAP implementation, progress, and problem-solving to meet goals. Stakeholders provide input to the plan as well as analyze data regarding the plan's goals.

**Charter School Governing Board Meetings:** The Board provides input to the LCAP plan, feedback on changes/updates to the plan, progress made on the plan, and final approval of plan and budget. Stakeholders provided feedback to the LCAP plan throughout the process. In general, the feedback was to continue on the course chosen. Stakeholders (parents, teachers, staff) showed eagerness to continue the school's emphasis on language development, reading comprehension, math fluency and problem-solving, as well as student and family support, especially with attendance issues.

Pupils are very involved in providing feedback toward the improvement of their school. Each year, a Student Survey is given that tracks students' views on a variety of issues ranging from school climate, academics, school safety, relationships of students, relationships of students and school staff/teachers, and students' perceptions of parent engagement. In addition, classrooms at New Heights have a morning meeting that provides students opportunities to share their thoughts on a variety of issues that impact the school. Middle grades students have a particular leadership role in the school, providing input on a variety of school functions, and determining topics for awareness campaigns for the rest of the school.

Stakeholders of New Heights have all been involved in the growth and development of New Heights Charter School and have specifically contributed to the progress toward the goals set forth in the LCAP plan.

Here is an annual update on the specific activities related to this work:

### **Charter School Parent Advisory Community Meetings**

September 5 and 12, 2018

Informed parents, staff, and community stakeholders met regarding the LCAP priorities and plan for 2018-19. Executive Director educated parents regarding the goals, actions, and budget for LCAP.

January 9 and 16, 2019

Discussed LCAP priorities and plan specifically as it relates to ELL, low income students, foster students and chronic absences.

May 1 and 8, 2019

Gathered input from parents and community stakeholders regarding school's progress on meeting LCAP goals, especially Goal #3.

### **School Site Council Meetings**

October 19, 2017

Shared student and school progress on LCAP goals and gathered input for future LCAP plans.

May 17, 2018

Presented revised draft LCAP to council for input.

### **Family Education Nights**

September 11 (Upper Campus) and September 18 (Lower Campus), 2018

The family night, attended by parents, presented information regarding Common Core standards in literacy and the New Heights' instructional approach to helping students master the standards.

These meetings were led by New Heights' faculty members and staff also provided an opportunity to share progress, through sharing students' Fountas and Pinnell Benchmark Reading Assessment Levels, with parents regarding the school's efforts to achieve the LCAP goals set forth for literacy instruction.

April 23rd, 2019

This science-focused meeting helped to update parents regarding LCAP goals and progress as well as educate parents about NextGen science standards.

### **Faculty and Staff Meetings**

September 6, 2018: Faculty, staff, and school leadership discussed impact of implementation of new Common Core Standards on Student Achievement, Student

Engagement, and School Climate. Faculty also prepared for first Family Night with parents.

October 18, 2018: Faculty, staff, and school leadership discussed progress toward LCAP goals set forth for Student Achievement, Student Engagement, and School Climate. Specifically, faculty and staff reviewed reading, writing and math data to analyze progress to date and set future goals for students as well as design instruction to meet students' needs.

February 28, 2019: Faculty, staff, and school leadership discussed impact of implementation of new Common Core Standards on Student Achievement, Student Engagement, and School Climate. Specifically, faculty and staff reviewed reading, writing and math data to analyze progress to date and set future goals for students as well as design instruction to meet students' needs.

March 21, 2019: Faculty, staff, and school leadership met to discuss input from other stakeholders and draft an annual update plan.

April 25, 2019: Faculty, staff and school leadership met to finalize annual update plan for Board review in May. Stakeholders used internal data to review progress.

May 9, 2019: Faculty, staff, and school leadership met to integrate Board feedback and finalize update plan.

#### **Charter School Governing Board Meetings**

September 26, 2018: Board reviewed goals for 2017-18 and confirmed budget allocations are in line with LCAP goals.

April 17, 2019: Board discusses progress to date with LCAP plan.

May 19, 2019: Board provides input to Annual Update of LCAP and reviews draft LCAP.

June 19, 2019: Presented final LCAP plan to Board of Directors for approval. Board approved New Heights LCAP plan

Pupils are very involved in providing feedback toward the improvement of their school. Each year, a Student Survey is given that tracks students' views on a variety of issues ranging from school climate, academics, school safety, relationships of students, relationships of students and school staff/teachers, and students' perceptions of parent engagement. In addition, classrooms at New Heights have a morning meeting that provides students opportunities to share their thoughts on a variety of issues that impact the school. Seventh and eighth grade students have a particular leadership role in the school, providing input on a variety of school functions, and determining topics for awareness campaigns for the rest of the school.

## **Impact on LCAP and Annual Update**

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

The consultations described above made an impact on the LCAP for the upcoming year. In general, the feedback was to continue on the course chosen. Stakeholders (parents, teachers, staff) showed eagerness to continue the school's emphasis on language development, reading comprehension, math fluency and problem-solving, as well as student and family support, especially with chronic attendance issues.

Stakeholder input led to the following ideas which are now integrated into the school's LCAP plan for the upcoming year:

1. Based on teacher input and community input, the school will work with families to analyze attendance issues and provide appropriate support related to the cause of the attendance issues.
2. Based on feedback from teachers, the school started to differentiate professional development distinguishing needs of new and more experienced teachers.
3. Based on parent and board input, the school continued to engage in new methods to increase student attendance for students with chronic attendance issues.

# Goals, Actions, & Services

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

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

Unchanged Goal

## Goal 1

Increase the percent of students who are able to comprehend grade-level text (fiction and nonfiction) based on internal measures or SBAC. (Maintain SBAC proficiency at 3% points above or below 50%.)

### State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
 Local Priorities:

### Identified Need:

Students at New Heights Charter School need to improve their reading comprehension of fiction and non-fiction texts. The data shows that 51% of students are proficient. ELL students and students with disabilities have significant room for improvement as shown in the chart below.

All students	2015	2016	2017	2018
ELA	38%	48%	51%	51%
English Language Learners	2015	2016	2017	2018
ELA	6%	23%	28%	23%
African American Students	2015	2016	2017	2018
ELA	30%	38%	44%	45%

### Subgroup performance levels in ELA

#### English Learners

ELA Performance of ELL Subgroup	2015	2016	2017	2018
Exceeded	0%	0%	3%	6%
Met	6%	23%	25%	17%
Nearly Met	35%	52%	41%	45%
Not Met	58%	26%	31%	32%

#### Special Ed

ELA Performance	2015	2016	2017	2018
Exceed	3%	3%	5%	5%
Met	3%	10%	13%	15%
Nearly Met	30%	48%	45%	37%
Not Met	65%	40%	37%	43%

### Expected Annual Measurable Outcomes

Metrics/Indicators      Baseline      2017-18      2018-19      2019-20



SBAC or internal measures	51% Proficient in ELA school wide	51% Proficient in ELA school wide	Maintain SBAC proficiency at 3% points above or below 50%.	Maintain SBAC proficiency at 3% points above or below 50%.
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# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Unchanged Action
Teachers will implement standards-aligned curriculum and assessments. New Heights will purchase standards-align materials for teachers to implement in the classroom.	Teachers will implement standards-aligned curriculum and assessments. New Heights will purchase standards-align materials for teachers to implement in the classroom.	Teachers will implement standards-aligned curriculum and assessments. New Heights will purchase standards-align materials for teachers to implement in the classroom.

## Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$24,000	\$26,669	\$6,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; 4110 Curriculum Purchases (Amplify, Math, TCI)	4000-4999 Books and Supplies; 4110 Curriculum Purchases (Amplify, Math, TCI)	4000-4999 Books and Supplies; 4110 Curriculum Purchases (Amplify, Math, TCI)
Amount	\$0	\$654,532	\$719,985
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; Teacher salaries	1000-1999 Certificated Salaries; Teacher salaries
Amount	\$0	\$60,514	\$66,565
Source		Other State Revenues	Other State Revenues
Budget Reference		1000-1999 Certificated Salaries; Teacher salaries funding by unrestricted lottery	1000-1999 Certificated Salaries; Teacher salaries funding by unrestricted lottery
Amount	\$0	\$214,513	\$221,390
Source		LCFF	LCFF

Budget  
Reference

3000-3999 Employee Benefits;  
teacher benefits

3000-3999 Employee Benefits;  
teacher benefits

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

NHCS will offer on-going professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

NHCS will offer on-going professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS based on schoolwide data and sub-group data.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

NHCS will offer on-going professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS based on schoolwide data and sub-group data.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$35,640	\$39,140	\$40,314
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries; Stipends for Teacher PD prior to the start of the school year.	1000-1999 Certificated Salaries; Stipends for Teacher PD prior to the start of the school year.	1000-1999 Certificated Salaries; Stipends for Teacher PD prior to the start of the school year.

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Unchanged Action	Unchanged Action
NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in literacy w/special emphasis on language.Coaching support includes classroom demonstrations of new instructional approaches, coaching/feedback on new instructional approaches, coaching during unit/lesson design, and analysis of student work followed by differentiated lesson planning.	NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in literacy w/special emphasis on language.Coaching support includes classroom demonstrations of new instructional approaches, coaching/feedback on new instructional approaches, coaching during unit/lesson design, and analysis of student work followed by differentiated lesson planning.	NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in literacy w/special emphasis on language.Coaching support includes classroom demonstrations of new instructional approaches, coaching/feedback on new instructional approaches, coaching during unit/lesson design, and analysis of student work followed by differentiated lesson planning.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$25,000	\$14,000	\$14,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses; Growing Educators	5000-5999 Services and Other Operating Expenses; Growing Educators	5000-5999 Services and Other Operating Expenses; Growing Educators
Amount	\$1,933	\$3,707	\$3,707
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	5000-5999 Services and Other Operating Expenses; BTSA Support	5000-5999 Services and Other Operating Expenses; BTSA Support	5000-5999 Services and Other Operating Expenses; BTSA Support
Amount	\$5,267	\$293	\$400
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; BTSA Support	5000-5999 Services and Other Operating Expenses; BTSA Support	5000-5999 Services and Other Operating Expenses; BTSA Support

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$33,280	\$35,277	\$36,335
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Technology Specialist	2000-2999 Classified Salaries; Technology Specialist	2000-2999 Classified Salaries; Technology Specialist
Amount	\$5,000	\$5,000	\$5,150
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Tech Verb	5000-5999 Services and Other Operating Expenses; Tech Verb	5000-5999 Services and Other Operating Expenses; Tech Verb
Amount	\$58,000	\$62,820	\$64,704
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Internet	5000-5999 Services and Other Operating Expenses; Internet	5000-5999 Services and Other Operating Expenses; Internet

**Action 5**

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Unchanged Action	Unchanged Action
For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation in the context of a co-teaching model of push-in support for students with special needs.	For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation in the context of a co-teaching model of push-in support for students with special needs.	For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation in the context of a co-teaching model of push-in support for students with special needs.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$81,527	\$81,143	\$89,257
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	1000-1999 Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA)	1000-1999 Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA)	1000-1999 Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA)
Amount	\$104,519	\$119,576	\$138,158
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602)	1000-1999 Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602)	1000-1999 Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602)
Amount	\$69,063	\$60,215	\$62,022
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Benefits for 3 FTE Resource Teachers	3000-3999 Employee Benefits; Benefits for 3 FTE Resource Teachers	3000-3999 Employee Benefits; Benefits for 3 FTE Resource Teachers
Amount	\$109,000	\$151,450	\$155,994
Source	Other State Revenues	Other State Revenues	Other State Revenues

Budget  
Reference

5000-5999 Services and Other Operating  
Expenses;  
Contracted Special Ed Services

5000-5999 Services and Other Operating  
Expenses;  
Contracted Special Ed Services

5000-5999 Services and Other Operating  
Expenses;  
Contracted Special Ed Services



**Action 6**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Unchanged Action	Modified Action
NHCS faculty will engage in a learning/reflection cycle that includes analysis of student performance, identification of strengths/needs, and planning for future lessons to address students' strengths/needs during teacher release time and collaborative learning time.	NHCS faculty will engage in a learning/reflection cycle that includes analysis of student performance, identification of strengths/needs, and planning for future lessons to address students' strengths/needs during teacher release time and collaborative learning time.	NHCS faculty will engage in a learning/reflection cycle that includes analysis of student oral language, identification of strengths/needs, and planning for future lessons to address students' strengths/needs during teacher release time and collaborative learning time.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$4,750	\$3,605	\$3,713
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Illuminate Assessment Software	4000-4999 Books and Supplies; Illuminate Assessment Software	4000-4999 Books and Supplies; Illuminate Assessment Software
Amount	\$127,297	\$126,112	\$138,725
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teacher Planning Time (\$41.34 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks)	1000-1999 Certificated Salaries; Teacher Planning Time (\$40.97 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks)	1000-1999 Certificated Salaries; Teacher Planning Time (\$45.07 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks)
Amount	\$46,145	\$37,833	\$38,968
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teacher Planning Time/Drama Teaching Partner	3000-3999 Employee Benefits; Teacher Planning Time/Drama Teaching Partner	3000-3999 Employee Benefits; Teacher Planning Time/Drama Teaching Partner
Amount	\$24,000	\$20,260	\$20,765
Source	LCFF	LCFF	LCFF

Budget  
Reference

2000-2999 Classified Salaries; Drama Teaching Partner	5000-5999 Services and Other Operating Expenses; Drama consultant	5000-5999 Services and Other Operating Expenses; Drama consultant
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**Action 7**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Unchanged Action	Modified Action
NHCS will implement a comprehensive literacy support system for students. Teaching Partners will work with teachers and students to identify students in need, differentiate instruction, and provide response to intervention.	NHCS will implement a comprehensive literacy support system for students. Teaching Partners will work with teachers and students to identify students in need, differentiate instruction, and provide response to intervention.	NHCS will implement a comprehensive literacy support system for students. Teaching Partners will work with teachers and students to identify students in need, differentiate instruction, and provide response to intervention during the school day as well as during afterschool intervention.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$227,928	\$266,768	\$302,913
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; 10 Teaching Partners (1 per grade level)	2000-2999 Classified Salaries; 11 Teaching Partners	2000-2999 Classified Salaries; 10 Teaching Partners
Amount	\$24,000	\$74,350	\$78,877
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Literacy & Language/EL Intervention Teaching Partner	2000-2999 Classified Salaries; Literacy & Language/EL Intervention Teaching Partner Time	2000-2999 Classified Salaries; Literacy & Language/EL Intervention Teaching Partner Time
Amount	\$76,838	\$87,530	\$90,156
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teaching Partner Benefits	3000-3999 Employee Benefits; Teaching Partner Benefits	3000-3999 Employee Benefits; Teaching Partner Benefits

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
NHCS will offer a month long summer school for students below grade level in reading.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
NHCS will offer a month long summer school for students below grade level in reading and math.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
NHCS will offer a month long summer school for students below grade level in reading and math.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$12,000	\$11,000	\$11,330
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries; Summer School Staff Costs	1000-1999 Certificated Salaries; Summer School Staff Costs	1000-1999 Certificated Salaries; Summer School Staff Costs
Amount	\$8,000	\$5,500	\$6,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries; Summer School Staff Costs	2000-2999 Classified Salaries; Summer School Staff Costs	2000-2999 Classified Salaries; Summer School Staff Costs

Unchanged Goal

**Goal 2**

Increase the percent of students who are achieving math common core standards at grade level based on internal measures or SBAC. (Maintain SBAC proficiency at 3% points above or below 48%.)

**State and/or Local Priorities Addressed by this goal:**

State Priorities: 1. Basic; 2. Implementation of State Standards; 4. Pupil achievement; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

**Identified Need:**

Students at New Heights Charter School need to improve their math skills and problem-solving strategies to meet the Common Core standards. The data shows that students made significant progress from the 2015 to 2017 school year on the SBAC math test and maintained this progress in 2018, however there is still room for progress as 48% met standards and 52% did not meet standards. In addition, ELL students and students with disabilities also scored lower than their peers.

All students	2015	2016	2017	2018
Math	26%	35%	48.6%	48%
English Language Learners	2015	2016	2017	2018
Math	10%	28%	36%	29%
African American Students	2015	2016	2017	2018
Math	16%	31%	39.6%	44%

Subgroup performance levels in Math

Math Performance of ELL Subgroup	2015	2016	2017	2018
Exceeded	0%	2%	8%	7%
Met	10%	26%	28%	22%
Nearly Met	29%	38%	32%	36%
Not Met	62%	35%	31%	35%

**African American**

Math Performance	2015	2016	2017	2018
Exceed	5%	15%	17%	13%
Met	11%	16%	23%	31%
Nearly Met	36%	41%	38%	29%
Not Met	48%	28%	22%	27%

**Special Ed**

Math Performance	2015	2016	2017	2018
Exceed	3%	3%	13%	7.5%

Met	3%	10%	13%	7.5%
Nearly Met	22%	43%	29%	37.5%
Not Met	73%	45%	45%	47.5%

**Expected Annual Measurable Outcomes**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>36% met standards based on SBAC Math.</p> <p>34% met standards based on an internal math assessment.</p>	<p>38% meet standards on SBAC or</p> <p>36% meet standards based on an internal math assessment.</p>	<p>Maintain proficiency based on internal math assessments at 3% points above or below 45%.</p> <p>OR</p> <p>Maintain proficiency based on the SBAC Math assessment at 3% points above or below 45%.</p>	<p>Maintain proficiency based on internal math assessments at 3% points above or below 48%.</p> <p>OR</p> <p>Maintain proficiency based on the SBAC Math assessment at 3% points above or below 48%.</p>

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

NHCS will provide standards-aligned curriculum and assessments in math.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

NHCS will provide standards-aligned curriculum and assessments in math.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

NHCS will provide standards-aligned curriculum and assessments in math.

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$3,914	\$4,031
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Math Curriculum	4000-4999 Books and Supplies; Math Curriculum	4000-4999 Books and Supplies; Math Curriculum
Amount	\$0	\$654,532 (repeat expenditure)	\$719,985 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		1000-1999 Certificated Salaries; teacher pay	1000-1999 Certificated Salaries; teacher pay
Amount	\$0	\$60,514 (repeat expenditure)	\$66,565 (repeat expenditure)
Source		Other State Revenues	Other State Revenues
Budget Reference		1000-1999 Certificated Salaries; teacher salaries from unrestricted lottery	1000-1999 Certificated Salaries; teacher salaries from unrestricted lottery
Amount	\$0	\$214,513 (repeat expenditure)	\$221,390 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits; teacher benefits	3000-3999 Employee Benefits; teacher benefits

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
NHCS will offer professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS.	NHCS will offer professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS.	NHCS will offer professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$39,850 (repeat expenditure)	\$39,140 (repeat expenditure)	\$40,314 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries; Stipends for teacher professional development prior to the start of school year.	1000-1999 Certificated Salaries; Stipends for teacher professional development prior to the start of school year.	1000-1999 Certificated Salaries; Stipends for teacher professional development prior to the start of school year.



**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

2017-18	2018-19	2019-20
Unchanged Action	Unchanged Action	Unchanged Action
NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.	NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.	NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$42,560	\$35,640	\$38,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses; Math PD	5000-5999 Services and Other Operating Expenses; Math PD	5000-5999 Services and Other Operating Expenses; Math PD

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Unchanged Action
NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction.	NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction and assessment.	NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction and assessment.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$33,280 (repeat expenditure)	\$35,277 (repeat expenditure)	\$36,335 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Technology Specialist	2000-2999 Classified Salaries; Technology Specialist	2000-2999 Classified Salaries; Technology Specialist
Amount	\$20,000	\$25,000	\$15,000
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	5000-5999 Services and Other Operating Expenses; Blended Learning Coaching	5000-5999 Services and Other Operating Expenses; Blended Learning Coaching	5000-5999 Services and Other Operating Expenses; Blended Learning Coaching

**Action 5**

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

**Students to be Served:**

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

Students with Disabilities

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Unchanged Action	Unchanged Action
For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation within the co-teaching model of push-in support for students with special needs.	For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation within the co-teaching model of push-in support for students with special needs.	For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation within the co-teaching model of push-in support for students with special needs.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$81,527 (repeat expenditure)	\$81,143 (repeat expenditure)	\$89,257 (repeat expenditure)
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA)	1000-1999 Certificated Salaries; Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA)	1000-1999 Certificated Salaries; Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA)
Amount	\$104,519 (repeat expenditure)	\$119,576 (repeat expenditure)	\$138,157 (repeat expenditure)
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602)	1000-1999 Certificated Salaries; Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602)	1000-1999 Certificated Salaries; Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602)
Amount	\$69,063 (repeat expenditure)	\$60,215 (repeat expenditure)	\$62,022 (repeat expenditure)
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	3000-3999 Employee Benefits; Employee Benefits; Benefits for 3 FTE Resource Teachers	3000-3999 Employee Benefits; Employee Benefits; Benefits for 3 FTE Resource Teachers	3000-3999 Employee Benefits; Employee Benefits; Benefits for 3 FTE Resource Teachers
Amount	\$109,000 (repeat expenditure)	\$151,450 (repeat expenditure)	\$155,994 (repeat expenditure)

Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	5000-5999 Services and Other Operating Expenses; Contracted Special Ed Services	5000-5999 Services and Other Operating Expenses; Contracted Special Ed Services	5000-5999 Services and Other Operating Expenses; Contracted Special Ed Services

**Action 6**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Unchanged Action	Modified Action
NHCS faculty will be provided with teacher release time and collaborative learning time in order to engage in analysis of student performance followed by identification of strengths and gaps in student learning to inform future lessons.	NHCS faculty will be provided with teacher release time and collaborative learning time in order to engage in analysis of student performance followed by identification of strengths and gaps in student learning to inform future lessons.	NHCS faculty will be provided with teacher release time and collaborative learning time in order to engage in analysis of student performance followed by identification of strengths and gaps in student learning to inform future lessons with particular attention to students' ability to use language to explain their mathematical answers.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$4,750 (repeat expenditure)	\$3,650 (repeat expenditure)	\$3,713 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Illuminate Assessment Software	4000-4999 Books and Supplies; Illuminate Assessment Software	4000-4999 Books and Supplies; Illuminate Assessment Software
Amount	\$127,297 (repeat expenditure)	\$126,112 (repeat expenditure)	\$138,725 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teacher Planning Time (\$41.34 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks)	1000-1999 Certificated Salaries; Teacher Planning Time (\$40.97 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks)	1000-1999 Certificated Salaries; Teacher Planning Time (\$45.07 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks)

**Action 7**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Unchanged Action	Modified Action
NHCS will implement a comprehensive math assessment system, including pre/post assessments, interim assessments, and regular progress monitoring with the support of Teachers, Teaching Partners, and technology staff.	NHCS will implement a comprehensive math assessment system, including pre/post assessments, interim assessments, and regular progress monitoring with the support of Teachers, Teaching Partners, and technology staff.	NHCS will continuously improve its comprehensive math assessment system, including pre/post assessments, interim assessments, and regular progress monitoring with the support of Teachers, Teaching Partners, and technology staff.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$227,928 (repeat expenditure)	\$284,618 (repeat expenditure)	\$302,913 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; 10 Teaching Partners (1 per grade level)	2000-2999 Classified Salaries; 11 Teaching Partners and intervention partner	2000-2999 Classified Salaries; Teaching Partners

**Action 8**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Implement a month-long summer school program for students who struggle in math (based on student assessments.)

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action
Implement a month-long summer school program for students who struggle in math based on student assessments. (Summer School also focuses on reading.)

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
Implement a month-long summer school program for students who struggle in math based on student assessments. (Summer School also focuses on reading.)

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$12,000 (repeat expenditure)	\$11,000 (repeat expenditure)	\$11,330 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	1000-1999 Certificated Salaries; Summer School Staff Costs	1000-1999 Certificated Salaries; Summer School Staff Costs	1000-1999 Certificated Salaries; Summer School Staff Costs
Amount	\$8,000 (repeat expenditure)	\$5,500 (repeat expenditure)	\$6,000 (repeat expenditure)
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	2000-2999 Classified Salaries; Summer School Staff Costs	2000-2999 Classified Salaries; Summer School Staff Costs	2000-2999 Classified Salaries; Summer School Staff Costs

Unchanged Goal

### Goal 3

Increase student and parent engagement and understanding of the demands of the Common Core as it relates to critical thinking, thoughtful speech, and thoughtful listening.

#### State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic; 2. Implementation of State Standards; 3. Parent involvement; 4. Pupil achievement; 5. Pupil engagement; 6. School climate; 7. Course access; 8. Other pupil outcomes  
Local Priorities:

#### Identified Need:

Increased students and parent engagement is necessary in order to meet the demands of the Common Core. Parents need to understand that regular attendance is key to academic success. Parents also need to understand that the Common Core demands students to read and comprehend at higher levels as well as engage in mathematical problem solving. Therefore engaging in online as well as paper/pencil homework on a daily basis is critical as well as oral language development at home. New Heights faculty and staff has been working to increase parent involvement in education events at school, increase student attendance, especially for students with chronic truancy.

#### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	ADA: 95.5 Habitual Truancy: 38 % Chronic Absence: 3.5% Parent Participation: 60%	ADA: >95% Habitual Truancy:<36% Chronic Absence:<4% Parent Participation: >60%	ADA: 95% Chronic Absence: 9.5% Parent Participation: >60% NOTE: 2017-18 Data was calculated incorrectly for Chronic Absence. The actual percentage was 9.5%.	ADA: 95% or more Chronic Absence: 9% or less Parent Participation: >60%



## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

### Actions/Services

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Modified Action	Unchanged Action
<p>The Student Support Coordinator will:</p> <ul style="list-style-type: none"> <li>regularly analyze attendance data and work with parents to reduce absenteeism.</li> <li>continue to improve systems for identifying, contacting, and supporting students who miss school as well as systems for communicating attendance issues to families early in the school year.</li> <li>provide personalized support to students/families with chronic absenteeism.</li> <li>review and improve systems for supporting families of students with chronic absenteeism.</li> <li>conduct home visits as needed to support student attendance at school.</li> <li>refine the school's attendance policy to educate parents regarding the problems of poor attendance, the state's definitions of habitual and chronic absence, and the consequences of failure to adhere to the attendance support plans created between families and our staff.</li> </ul>	<p>The Student Support Coordinator will:</p> <ul style="list-style-type: none"> <li>regularly analyze attendance data and work with parents to reduce absenteeism.</li> <li>continue to improve systems for identifying, contacting, and supporting students who miss school as well as systems for communicating attendance issues to families early in the school year.</li> <li>provide personalized support to students/families with chronic absenteeism.</li> <li>review and improve systems for supporting families of students with chronic absenteeism.</li> <li>conduct home visits as needed to support student attendance at school.</li> <li>continue to educate/inform parents regarding the problems of poor attendance, the state's definitions of habitual and chronic absence, and the consequences of failure to adhere to the attendance support plans created between families and our staff.</li> </ul>	<p>The Student Support Coordinator will:</p> <ul style="list-style-type: none"> <li>regularly analyze attendance data and work with parents to reduce absenteeism.</li> <li>continue to improve systems for identifying, contacting, and supporting students who miss school as well as systems for communicating attendance issues to families early in the school year.</li> <li>provide personalized support to students/families with chronic absenteeism.</li> <li>review and improve systems for supporting families of students with chronic absenteeism.</li> <li>conduct home visits as needed to support student attendance at school.</li> <li>continue to educate/inform parents regarding the problems of poor attendance, the state's definitions of habitual and chronic absence, and the consequences of failure to adhere to the attendance support plans created between families and our staff.</li> </ul>

### Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$40,192	\$48,769	\$50,232

Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Student & Family Support Team	3000-3999 Employee Benefits; Student & Family Support Team	3000-3999 Employee Benefits; Student & Family Support Team
Amount	\$0	\$0	\$157,794
Source			LCFF
Budget Reference			2000-2999 Classified Salaries; Student and Family Support Team

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action	Modified Action	Modified Action
<p>The Parent Coordinator will: -design and implement monthly education sessions for parents/guardians focused on building understanding of the demands of the Common Core. -increase services to support parents in attending educational sessions at school. -communicate regularly with parents/guardians through school website, phone outreach, texting, and mailings. -provide translation services at school events and translated materials for parents/guardians.</p>	<p>The Parent Coordinator will: design and implement education sessions for parents/guardians focused on building understanding of the demands of the Common Core, use multiple strategies to support parents to attend educational sessions at school, communicate regularly with parents/guardians through school website, phone outreach, texting, and mailings, and provide translation services at school events and translated materials for parents/guardians.</p>	<p>The Parent Coordinator will design and implement education sessions for parents/guardians focused on building understanding of the demands of the Common Core, use multiple strategies to support parents to attend educational sessions at school, communicate regularly with parents/guardians through school website, phone outreach, texting, and mailings, and provide translation services at school events and translated materials for parents/guardians.</p> <p>In addition, office staff will also support students and parents entering TK and Kindergarten from preschool by hosting Information Sessions during the school year to help families understand the expectations of elementary school. Prior to enrollment, pre-school parents are invited to an Orientation Session and staff makes visits to local Head Start centers to discuss expectations for TK/Kinder and our educational philosophy of support the whole child.</p>

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Parent Coordinator	2000-2999 Classified Salaries; Parent Coordinator	2000-2999 Classified Salaries; Parent Coordinator

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Modified Action	Modified Action	Unchanged Action
Teachers will use the training received in 2016-17 to integrate trauma-informed stress reduction activities and/or growth mindset education to students and families to increase students' abilities to have the confidence and perseverance to learn difficult academic concepts (Common Core) and handle difficult social situations.	Teachers will use the training in trauma-informed stress reduction activities and/or growth mindset to increase students and parents abilities to have the confidence and perseverance to learn difficult academic concepts (Common Core) and handle difficult social situations.	Teachers will use the training in trauma-informed stress reduction activities and/or growth mindset to increase students and parents abilities to have the confidence and perseverance to learn difficult academic concepts (Common Core) and handle difficult social situations.

**Action 4**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
New Heights uses a self contained model for grades K-8 to maintain strong teacher student relationships and ensure school attendance. In addition New Heights has small class size (average 24) in grades 4-8 to ensure strong teacher-student relationships.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
New Heights uses a self contained model for grades K-8 to maintain strong teacher student relationships and ensure school attendance. In addition New Heights has small class size (average 24) in grades 4-8 to ensure strong teacher-student relationships.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action
New Heights uses a self contained model for grades K-8 to maintain strong teacher student relationships and ensure school attendance. In addition New Heights has small class size (average 24) in grades 4-8 to ensure strong teacher-student relationships.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$60,876	\$0	\$0
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	1000-1999 Certificated Salaries; Teacher Salaries (Portion funded by Unrestricted Lottery Funds)	1000-1999 Certificated Salaries; Teacher Salaries (Portion funded by Unrestricted Lottery Funds)	1000-1999 Certificated Salaries; Teacher Salaries (Portion funded by Unrestricted Lottery Funds)
Amount	\$974,786	\$342,113	\$376,324
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Teacher Salaries	1000-1999 Certificated Salaries; Teacher Salaries	1000-1999 Certificated Salaries; Teacher Salaries

**Action 5**

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

**Students to be Served:**

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

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

**2017-18**

Select from New Action, Modified Action, or Unchanged Action:

Support students, during transitions and outdoor time, to build their social skills and ensure a safe environment that promotes learning.

**2018-19**

Select from New Action, Modified Action, or Unchanged Action:

Support students, during transitions and outdoor time, to build their social skills and ensure a safe environment that promotes learning.

**2019-20**

Select from New Action, Modified Action, or Unchanged Action:

Support students, during transitions and outdoor time, to build their social skills and ensure a safe environment that promotes learning.

**Budgeted Expenditures**

	2017-18	2018-19	2019-20
Amount	\$58,580 (repeat expenditure)	\$100,125 (repeat expenditure)	\$157,794 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Student & Family Support Team	2000-2999 Classified Salaries; Student & Family Support Team	2000-2999 Classified Salaries; Student & Family Support Team

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

\$1,127,389

Percentage to Increase or Improve Services:

34.33%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.

Goal 1: Action 6, Action 7, Action 8

Goal 2: Action 6, Action 7, Action 8

Goal 3: Action 1, Action 4

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide and Schoolwide**

Goal 1: Action 1, Action 2, Action 3, Action 4, Action 5

Goal 2: Action 1, Action 2, Action 3, Action 4, Action 5

Goal 3: Action 2, Action 3, Action 5

New Heights provides additional services to students who are low income, foster, and ELL based on their learning needs. These services include: before school tutoring in the computer lab, after school targeted, small group instruction in literacy and math, school counseling services from our student and family support coordinator, designated English Language Development instruction, technical devices reserved for ELL use filled specifically with Language programs, and specialized literacy resources for teachers and students.

In addition, New Heights has increased its extra classroom support through investments in Teaching Partners and the Student and Family Support team. For example, the Teaching Partners now also facilitate our afterschool intervention groups, working with the grade band of students they have built relationships with during the school day. They also have received additional coaching and support to run their afterschool groups. The Student and Family Support Team now has one person designated for our Lower Campus and she has been able to develop strong relationships with parents/guardians of students who are low income, foster and ELL. New Heights has also kept class size small in the upper grades (average 24 students per class) in order to provide more personalized support to students and build stronger bonds between teachers and students, which benefits are most vulnerable students (ELL students, foster youth, and low income students). The inclusion of Teaching Partners in the school's professional development activities has increased their effectiveness with differentiation in the classroom, which supports struggling students. Finally, the increased Teacher Planning Time allows for more thorough assessment and data analysis of student work, more targeted follow-up lesson planning, and ultimately increased student performance.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

\$1,113,130

Percentage to Increase or Improve Services:

33.00%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Actions/Services Contributing to meeting the increased or improved services and identified as **Limited to Unduplicated Student Group(s)**.

Goal 1: Action 6, Action 7, Action 8

Goal 2: Action 6, Action 7, Action 8

Goal 3: Action 1, Action 4

Actions/Services Contributing to meeting the increased or improved services and identified as **LEA-wide and Schoolwide**

Goal 1: Action 1, Action 2, Action 3, Action 4, Action 5

Goal 2: Action 1, Action 2, Action 3, Action 4, Action 5

Goal 3: Action 2, Action 3, Action 5

New Heights provides additional services to students who are low income, foster, and ELL based on their learning needs. These services include: before school tutoring in the computer lab, after school targeted instruction in literacy and math, school counseling services from our student and family support coordinator, specialized ELL support, IPADS reserved for ELL use filled specifically with Language programs, and specialized literacy resources for teachers and students.

In addition, New Heights has increased its extra classroom support through investments in Teaching Partners and the Student and Family Support team. For example, New Heights has increased the size of the Student & Family Support team since LCFF was first implemented. New Heights has also kept class size small in the upper grades (average 24 students per class) in order to provide more personalized support to students and build stronger bonds between teachers and students, which benefits are most vulnerable students (ELL students, foster youth, and low income students). The inclusion of Teaching Partners in the school's professional development activities has increased their effectiveness with differentiation in the classroom, which supports struggling students. Finally, the increased Teacher Planning Time allows for more thorough assessment and data analysis of student work, more targeted follow-up lesson planning, and ultimately increased student performance.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds:

\$939,572

Percentage to Increase or Improve Services:

29.67%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

**Actions/Services Contributing to meeting the increased or improved services and identified as Limited to Unduplicated Student Group(s).**

Goal 1: Action 6, Action 7, Action 8

Goal 2: Action 6, Action 7, Action 8

Goal 3: Action 1, Action 4

**Actions/Services Contributing to meeting the increased or improved services and identified as LEA-wide and Schoolwide**

Goal 1: Action 1, Action 2, Action 3, Action 4, Action 5

Goal 2: Action 1, Action 2, Action 3, Action 4, Action 5

Goal 3: Action 2, Action 3, Action 5

New Heights provides additional services to students who are low income, foster, and ELL based on their learning needs. These services include: before school homework help, before school tutoring in the computer lab, after school target instruction in literacy and math, school counseling services from our student and family support coordinator, specialized ELL online programs, IPADS reserved for ELL use filled specifically with Language programs, and specialized literacy resources for teachers and students.

In addition, over the last 3 years, New Heights has increased its extra classroom support through investments in Teaching Partners and the Student and Family Support team. For example, New Heights has doubled its Student & Family Support team since LCFF was first implemented. New Heights has also kept class size small in the upper grades (average 24 students per class) in order to provide more personalized support to students and build stronger bonds between teachers and students, which benefits are most vulnerable students (ELL students, foster youth, and low income students). The inclusion of Teaching Partners in the school's professional development activities has increased their effectiveness with differentiation in the classroom, which supports struggling students. Finally, the increased Teacher Planning Time allows for more thorough assessment and data analysis of student work, more targeted follow-up lesson planning, and ultimately increased student performance.



## Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$2,831,548	\$2,769,812	\$2,976,809
1000-1999 Certificated Salaries	1,525,210	1,447,804	1,580,658
2000-2999 Classified Salaries	502,020	531,648	601,919
3000-3999 Employee Benefits	448,860	487,897	462,768
4000-4999 Books and Supplies	34,188	28,367	13,744
5000-5999 Services and Other Operating Expenses	321,270	274,096	317,720

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$2,831,548	\$2,769,812	\$2,976,809
Federal Revenues - Title I	133,380	161,581	124,644
Federal Revenues - Title II	3,707	3,075	3,707
Federal Revenues - Title IV	0	13,321	0
Other Federal Funds	81,143	78,102	89,257
Other State Revenues	391,755	380,363	422,739
LCFF Base/Not Contributing to Increased or Improved Services	1,066,218	1,006,498	1,077,995
LCFF S & C/Contributing to Increased or Improved Services	1,155,345	1,126,872	1,258,467

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$2,831,548	\$2,769,812	\$2,976,809
1000-1999 Certificated Salaries	Federal Revenues - Title I	50,140	46,554	51,644
1000-1999 Certificated Salaries	Other Federal Funds	81,143	78,102	89,257
1000-1999 Certificated Salaries	Other State Revenues	180,090	172,952	204,723
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	697,732	660,709	719,985
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	516,105	489,487	515,049
2000-2999 Classified Salaries	Federal Revenues - Title I	5,500	10,082	6,000
2000-2999 Classified Salaries	Federal Revenues - Title IV	0	13,321	0
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	55,277	49,970	56,335
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	441,243	458,275	539,584
3000-3999 Employee Benefits	Federal Revenues - Title I	0	35,195	0
3000-3999 Employee Benefits	Other State Revenues	60,215	57,521	62,022
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	214,513	231,204	221,390

3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	174,132	163,977	179,356
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	30,583	28,367	10,031
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	3,605	0	3,713
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	77,740	69,750	67,000
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	3,707	3,075	3,707
5000-5999 Services and Other Operating Expenses	Other State Revenues	151,450	149,890	155,994
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	68,113	36,248	70,254
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	20,260	15,133	20,765

**Expenditures by Goal and Funding Source**

**Funding Source**

**2019**

Increase the percent of students who are able to comprehend grade-level text (fiction and nonfiction) based on internal measures or SBAC. (Maintain SBAC proficiency at 3% points above or below 50%.)

All Funding Sources	\$2,315,428
Federal Revenues - Title I	71,644
Federal Revenues - Title II	3,707
Other Federal Funds	89,257
Other State Revenues	422,739
LCFF Base/Not Contributing to Increased or Improved Services	1,053,964
LCFF S & C/Contributing to Increased or Improved Services	674,117

Increase the percent of students who are achieving math common core standards at grade level based on internal measures or SBAC. (Maintain SBAC proficiency at 3% points above or below 48%.)

All Funding Sources	\$57,031
Federal Revenues - Title I	53,000
LCFF Base/Not Contributing to Increased or Improved Services	4,031

Increase student and parent engagement and understanding of the demands of the Common Core as it relates to critical thinking, thoughtful speech, and thoughtful listening.

All Funding Sources	\$604,350
Other State Revenues	0
LCFF Base/Not Contributing to Increased or Improved Services	20,000
LCFF S & C/Contributing to Increased or Improved Services	584,350

**Annual Update Expenditures by Goal and Funding Source**

**Funding Source**

**2018  
Annual  
Update  
Budgeted**

**2018  
Annual  
Update  
Estimated  
Actual**

Increase the percent of students who are able to comprehend grade-level text (fiction and nonfiction) based on internal measures or SBAC. (Maintain SBAC proficiency at 3% points above or below 50%.)

All Funding Sources	\$2,205,007	\$2,126,692
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Federal Revenues - Title I	69,640	106,581
Federal Revenues - Title II	3,707	3,075
Other Federal Funds	81,143	78,102
Other State Revenues	391,755	380,363
LCFF Base/Not Contributing to Increased or Improved Services	1,042,304	978,462
LCFF S & C/Contributing to Increased or Improved Services	616,458	580,109

Increase the percent of students who are achieving math common core standards at grade level based on internal measures or SBAC. (Maintain SBAC proficiency at 3% points above or below 48%.)

All Funding Sources	\$64,554	\$58,036
Federal Revenues - Title I	60,640	55,000
LCFF Base/Not Contributing to Increased or Improved Services	3,914	3,036

Increase student and parent engagement and understanding of the demands of the Common Core as it relates to critical thinking, thoughtful speech, and thoughtful listening.

All Funding Sources	\$561,987	\$585,084
Federal Revenues - Title I	3,100	0
Federal Revenues - Title IV	0	13,321
Other State Revenues	0	0
LCFF Base/Not Contributing to Increased or Improved Services	20,000	25,000
LCFF S & C/Contributing to Increased or Improved Services	538,887	546,763

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