

# Local Control and Accountability Plan

Los Angeles Unified  
New Heights Charter

July 1, 2015 - June 30, 2018

06/29/2015



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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Annual Update on Stakeholder Involvement</p> <p>Stakeholders of the New Heights community, including parents of low income students, ELL students, foster parents, students with disabilities, pupils, school faculty and staff, Board members from the community, and child welfare partners 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. The first LCAP plan specified the structures for involvement in the development of the plan. This annual report will provide information regarding stakeholder involvement in the implementation and review of the LCAP actions.</p> <p>Specific attention was given in the structures outlined below to include parents of ELL students, students with disabilities, foster youth, as well as parents of any struggling student.</p> <p>Charter School Advisory Community Meetings</p> <p><u>September 10, 2014</u></p> <p>Informed parents, staff, and community stakeholders regarding the LCAP priorities and plan for 2014-15. Executive Director educated new parents (and returning parents) regarding the goals, actions, and proposed budget for LCAP activities.</p> <p><u>October 15, 2014</u></p> <p>Educated parents, staff, and community stakeholders regarding the LCAP priorities and plan for 2014-15 as is specifically relates to ELL, low income, and foster students.</p>	<p>No changes were made to the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes because all feedback was already built into the LCAP plan. The school didn't finalize the plan until all feedback was considered.</p> <p>Pupils are very involved in providing feedback toward the improvement of their school. Each year, a Study 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, every classroom at New Heights has a morning meeting that provides students opportunities to share their thoughts on a variety of issues that impact the school. 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.</p>

December 17, 2014

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

March 11, 2015

Presented DRAFT LCAP to gather stakeholder feedback, questions, and additional input.

May 20, 2015

Presented REVISED DRAFT LCAP to stakeholders. Data included in final plan.

June 18, 2015

Presented final LCAP plan to Board of Directors for approval.

Family Education Nights:

September 16 (Upper Campus) and September 23 (Lower Campus), 2014

The family night, attended by approximately 160 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.

February 10th (Upper Campus) and February 17th (Lower Campus), 2015

The family night, attended by approximately 100 parents, presented information regarding Common Core standards in math 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 interim data reports from the school's Illuminate data system, with parents regarding the school's efforts to achieve the LCAP goals set forth for math instruction.

#### Faculty and Staff Meetings

September 4, 2014: 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 31, 2014: 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 6, 2015: 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 26, 2015: Faculty, staff and school leadership met to

discuss Governing Board input, and draft annual update plan (this document).

April 16, 2015: Faculty, staff and school leadership met to finalize annual update plan (this document) for Board review in May.

Stakeholders used Illuminate interim data in ELA and Math as well as Benchmark Literacy levels, and on demand writing samples.

May 14, 2015: Faculty, staff and school leadership met to integrate Board feedback and finalize update plan.

#### Charter School Governing Board Meetings

September 17, 2014: Board review goals for 2014-15 and confirms budget allocations are in line with goals.

March 18, 2015: Board discusses progress to date with LCAP plan.

May 20, 2015: Board provides final input to Annual Update of LCAP.

June 18, 2015: Presented final LCAP plan to Board of Directors for approval. Board approves New Heights LCAP plan.

#### Annual Update:

The involvement process in 2014-15 that led to the Annual Update included opportunities for input and collaboration.

Stakeholders of the New Heights community, including parents of low income students, ELL students, foster parents, students with disabilities, pupils, school faculty and staff, Board members from the community, and child welfare partners have all been involved in the analysis of New Heights Charter School and have specifically contributed to the progress toward the goals set forth in the Annual

#### Annual Update:

2014-15

Focus Issues for Discussion of Annual Update: Student Achievement

Stakeholders engaged in analysis of data throughout the year focusing primarily on using the school's existing internal assessments for reading (Fountas and Pinnell Benchmarks), writing (Calkins' rubrics) and math (teacher designed unit assessments). In the late fall, New Heights added a new assessment vehicle in grades

Update. Specific attention was given in the structures outlined below to include parents of ELL students, students with disabilities, foster youth, as well as parents of any struggling student.

#### Charter School Advisory Community Meetings

##### December 17, 2014

Gathered input from parents and community stakeholders regarding school's progress on meeting LCAP goals, especially Goal #3. This set the stage for considering ways to include stakeholder ideas in the Annual Update.

##### December 2014-March 2015

Through the morning teas and morning meetings, stakeholders participated in regular questions regarding how the school was doing and what else does the school needs to do. A draft LCAP, incorporating these ideas, was presented to stakeholders to gather stakeholder feedback, questions, and additional input on March 11, 2015.

##### May 20, 2015

Presented Revised Draft LCAP to stakeholders. Data included in the Annual Update.

##### June 18, 2015

Presented final LCAP plan to Board of Directors for approval.

#### Faculty and Staff Meetings

September 4, 2014: Faculty, staff, and school leadership discussed

3-8, the Illuminate Data System which uses Key Data Systems' Common Core test questions to create interim tests in ELA and Math. The Illuminate system was new to teachers and students, leading to some implementation challenges. In the spring, teachers implemented the Smarter Balanced Interim Tests. However, they encountered some difficulty due to the fact that the tests were available months after their expected deadline, leaving hardly any time between the administration of the interim test and the actual state test. The impact on the LCAP is an increased focus on teachers' working together to design/choose appropriate tests, analyze student data to inform future instruction, and identify students for additional small group support. An additional hour will be added to the schedule each week for these collaborative sessions.

#### Focus Issues for Discussion of Annual Update: Student Engagement and School Climate

Throughout the year, the stakeholders met to discuss the methods New Heights was using to achieve the targets in there areas. As a result of these discussions, two lingering issues emerged: parent engagement and habitual/chronic attendance issues of a small percentage of students who continue to have poor attendance for 2-3 years in a row. The conversations included social welfare agencies, staff, parents, teachers, and students. As a result of these conversations, additional strategies were identified and included in the Annual Update (see sections below for details.)

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 31, 2014: 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 6, 2015: 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 26, 2015: Faculty, staff and school leadership met to discuss Governing Board input, and draft annual update plan (this document).

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Charter School Governing Board Meetings

September 17, 2014: Board review goals for 2014-15 and confirms budget allocations are in line with goals.

March 18, 2015: Board discusses progress to date with LCAP plan.

May 20, 2015: Board provides final input to Annual Update of LCAP.

June 18, 2015: Presented final LCAP plan to Board of Directors for approval. Board approves New Heights LCAP plan.

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

### Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

identify the need(s).

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

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

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

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

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

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

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

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

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

## Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	Increase percent of students who are able to comprehend grade-level text (fiction and non-fiction).	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
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<b>Identified Need:</b>	In order increase student achievement in Literacy, there is a need to: 1) increase reading comprehension skills. 2) Increase students' skills in presenting thoughtful arguments, claims, and opinions through speaking and writing.
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<b>Goal Applies to:</b>	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All
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LCAP Year 1: 2015-16

<b>Expected Annual Measurable Outcomes:</b>	Increase the percentage of students who can comprehend grade-level text by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will implement standards-aligned curriculum and assessments. New Heights will purchase standards-align materials for teachers to implement in the classroom.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Curriculum budget - \$48,000 in Object 4110 and \$20,000 in Object 4210, using LCFF base funds
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$30,400 for teacher PD stipends prior to the start of school paid for using Title I funds (Object 1175)

			<p>\$4,200 for Readers &amp; Writers Workshop stipends paid for using Title I (Object 1175)</p> <p>\$3,750 Writing Units stipends paid for using Title I (1,510) and Title II (\$2,240) funds (Object 1175)</p> <p>\$1,050 for Developmental Designs stipends paid for using Title I funds (Object 1175)</p> <p>\$14,400 for Teaching Partners stipends paid for using Title I funds. (Object 2100)</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, classrooms labs, coaching during unit/lesson design and analysis of student work.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Growing Educators for literacy coaching \$32,100 paid for using Title I funds (Object 5850)</p> <p>Language Coach - \$10,000 from Title I funds (Object</p>

			5850)
NHCS will offer on-going professional learning, including on-site collaboration, and technology assistance from the school's Technology Specialist as a means to integrate technology into instruction.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Technology specialist - \$32,000 LCFF Base funds (Object 2400)  Maintenance and improvements to technology infrastructure: Funds for Learning (\$6,500) and Tech Verb (\$1,600) in Object 5850 and Internet expense in Object 5900 (\$10,000) paid for using LCFF base funds.
For Students with Disabilities, NHCS will provide specific professional learning opportunities to special education teachers and teaching partners on Common Core implementation and the co-teaching model of push-in support for students with special needs.	Charter-Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>Students with Disabilities</u>	3 Resource Teachers - \$156K - Special Education AB602 funds (Object 1110)
NHCS will develop an infrastructure for on-going analysis of student work and student progress by providing teacher release time and collaborative learning time.  NHCS will add 1.5 hours/week to the already allocated 3 hours/week, in order for teachers	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Illuminate Assessment Software - \$3,800 from LCFF Base (Object 4310)  4.5 hours per week

<p>to design/choose appropriate assessments, analyze student data, think through learning progressions, and design lesson to meet student's needs. Teacher teams will use diagnostic tools, such as Fountas and Pinnell reading assessments, SIPPS assessments, and rubrics for student writing, to monitor and analyze student growth in literacy.</p>			<p>of teacher planning time paid for with LCFF supplemental and concentration grant funds- approximately \$123,120 (average hourly rate of \$40/hr x 4.5 hours/week x 36 weeks x 19 teachers)</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>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Teaching Partners - \$195,890 paid for using LCFF Supplemental and Concentration grant funds. (Object 2100)</p>
<p>NHCS will offer a month long summer school for students below grade level in reading.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Summer school staff costs - \$20,000 from Title I. (Object 1110: \$6,684; Object 2100: \$7,218, Object 2900: \$3,300)</p>
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percentage of students who can comprehend grade-level text by 5%.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within</p>	<p>Budgeted</p>

		identified scope of service	Expenditures
Teachers will implement standards-aligned curriculum and assessments. New Heights will purchase standards-align materials for teachers to implement in the classroom.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Curriculum budget - \$48,000 in Object 4110 and \$20,000 in Object 4210, using LCFF base funds
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	\$30,400 for teacher PD stipends prior to the start of school paid for using Title I funds (Object 1175)  \$4,200 for Readers & Writers Workshop stipends paid for using Title I (Object 1175)  \$3,750 Writing Units stipends paid for using Title I and II funds (Object 1175)  \$1,050 for Developmental Designs stipends paid for using Title I funds (Object 1175)

			\$14,400 for Teaching Partners stipends) paid for using Title I funds. (Object 2100)
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, classrooms labs, coaching during unit/lesson design and analysis of student work.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Growing Educators for literacy coaching \$32,100 paid for using Title I funds (Object 5850)  Language Coach - \$10,000 from Title I (Object 5850).
NHCS will offer on-going professional learning, including on-site collaboration, and technology assistance from the school's Technology Specialist as a means to integrate technology into instruction.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Technology Specialist - \$33K, LCFF Base Funds (Object 2400)  Maintenance and improvements to technology infrastructure: Funds for Learning (\$6,500) and Tech Verb (\$1,600) in Object 5850 and Internet expense in Object 5900 (\$10,000) paid for using LCFF base funds

<p>For Students with Disabilities, NHCS will provide specific professional learning opportunities to special education teachers and teaching partners on Common Core implementation and the co-teaching model of push-in support for students with special needs.</p>	<p>Targeted; students with special needs</p>	<p><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: <u>students with special needs</u></p>	<p>3 Resource Teachers - \$159K - Special Education funds (Object 1110)</p>
<p>NHCS will develop an infrastructure for on-going analysis of student work and student progress by providing teacher release time and collaborative learning time.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Illuminate Assessment Software - \$3,800 funded by LCFF Base Funds (Object 4310)</p> <p>4.5 hours per week of teacher planning time paid for with supplemental and concentration grant funds- approximately \$123,120 (average hourly rate of \$40/hr x 4.5 hours/week x 36 weeks x 19 teachers)</p>
<p>NHCS will offer a month long summer school for students below grade level in reading.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Summer school staff costs - \$20,000 from Title I. (Object 1110, 2100, 2900)</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. NHCS will add 1.5 hours/week to the already allocated 3 hours/week, in order for teachers to analyze student data, think through learning progressions, and design lesson to meet student's needs. Teacher teams will use diagnostic tools, such as Fountas and Pinnell reading assessments, SIPPS assessments, and rubrics for student writing, to monitor and analyze student growth in literacy.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Teaching Partners - \$198,890 paid for using LCFF Supplemental and Concentration grant funds. (Object 2100)</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase the percentage of students who can comprehend grade-level text by 5%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Curriculum budget - \$48,000 in Object 4110 and \$20,000 in Object 4210, using LCFF base funds</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.</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>\$30,400 for teacher PD stipends prior to the start of school</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>paid for using Title I funds (Object 1175)</p> <p>\$4,200 for Readers &amp; Writers Workshop stipends paid for using Title I (Object 1175)</p> <p>\$3,750 Writing Units stipends paid for using Title I and II funds (Object 1175)</p> <p>\$1,050 for Developmental Designs stipends paid for using Title I funds (Object 1175)</p> <p>\$14,400 for Teaching Partners stipends) paid for using Title I funds. (Object 2100)</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</p>		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>Growing Educators for literacy coaching \$32,100 paid for using Title I funds (Object 5850)</p>

<p>on new instructional approaches, classrooms labs, coaching during unit/lesson design and analysis of student work.</p>			<p>Language Coach - \$10,000 from Title I (Object 5850)</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>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Technology Specialist - \$34K, LCFF Base Funds (Object 2400)</p> <p>Maintenance and improvements to technology infrastructure: Funds for Learning (\$6,500) and Tech Verb (\$1,600) in Object 5850 and Internet expense in Object 5900 (\$10,000) paid for using LCFF base funds</p>
<p>For Students with Disabilities, NHCS will provide specific professional learning opportunities to special education teachers and teaching partners on Common Core implementation and the co-teaching model of push-in support for students with special needs.</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>3 Resource Teachers - \$161K - Special Education funds (Object 1110)</p>
<p>NHCS will develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	<p>Illuminate Assessment Software - \$3,800 funded by LCFF Base Funds (Object 4310)</p>

		<input type="checkbox"/> Other Subgroups: _____	4.5 hours per week of teacher planning time paid for with supplemental and concentration grant funds- approximately \$123,120 (average hourly rate of \$40/hr x 4.5 hours/week x 36 weeks x 19 teachers)
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Teaching Partners - \$199,890 paid for using LCFF Supplemental and Concentration grant funds. (Object 2100)
NHCS will offer a month long summer school for students below grade level in reading.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Summer school staff costs - \$20,000 from Title I. (Object 1110, 2100, 2900)

<b>GOAL:</b>	Increase the percent of students who are achieving math common core standards at grade level.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
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<b>Identified Need:</b>	In order to increase the number of students who are achieving math common core standards at grade level, there is a need to: 1) Increase students' number and operations skills. 2) Increase students' abilities demonstrating mastery in the math practice standards
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<b>Goal Applies to:</b>	Schools: <input checked="" type="checkbox"/> All Applicable Pupil Subgroups: <input checked="" type="checkbox"/> All
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LCAP Year 1: 2015-16

<b>Expected Annual Measurable Outcomes:</b>	Increase % of students who can apply number and operation skills to math problems and demonstrate mathematical practice standards by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
NHCS will provide standards-aligned curriculum and assessments in math.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Curriculum expenses already stated.
NHCS will offer professional learning and workshops prior to the start of the school year as a means to support the implementation of the CCSS.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Stipends already stated.

<p>NHCS will provide coaching support and workshops in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils    _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>Consulting Math PD - \$16,845 Paid for with Title I funds. (Object 5850)</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>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils    _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>Technology expenses already stated.  Computers for Youth contract for coaching support - \$25K from Title I (Object 5850).</p>
<p>For Students with Disabilities, NHCS will provide specific professional learning opportunities to special education teachers and teaching partners on Common Core implementation and the co-teaching model of push-in support for students with special needs.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils    _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>Resource teacher salaries already stated.</p>
<p>NHCS will develop an infrastructure for on-going analysis of student work and progress by providing teacher release time and collaborative learning time.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils    _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>Illuminate expense already stated.  Teacher release time expense already stated.</p>
<p>NHCS will implement a comprehensive performance-based math assessment system comprised of pre/post assessments and</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR:</p>	<p>Teaching Partner salaries already stated.</p>

progress monitoring tools utilizing Teaching Partners to analyze student growth on curricular assessments and performance-based assessments.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Implement a month-long summer school program for students who struggle in math (based on student assessments.)	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Summer School expenditures already stated above.

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Increase % of students who can apply number and operation skills to math problems and demonstrate mathematical practice standards by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
NHCS will provide standards-aligned curriculum and assessments in math.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Curriculum expenses already stated.
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Stipends already stated.

<p>NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>Consulting Math PD - \$16,845 Paid for with Title I funds (Object 5850)</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 math instruction.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>Technology specialist salary already stated.  Computers for Youth contract for coaching support - \$25K from Title I.</p>
<p>For Students with Disabilities, NHCS will provide specific professional learning opportunities to special education teachers and teaching partners on Common Core implementation and the co-teaching model of push-in support for students with special needs.</p>	<p>Charter-Wide</p>	<p>_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient <u>X</u> Other Subgroups: <u>Students with Disabilities</u></p>	<p>Resource specialist salaries already stated.</p>
<p>NHCS will develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>Expenses already stated.</p>
<p>NHCS will implement a comprehensive performance-based math assessment system comprised of pre/post assessments and progress monitoring tools utilizing Teaching</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners</p>	<p>Expenses already stated.</p>

Partners to analyze student growth on curricular assessments and performance-based assessments.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Implement a month-long summer school program for students who struggle in math (based on student assessments.)	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Summer school expenditures already stated above.

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Increase % of students who can apply number and operation skills to math problems and demonstrate mathematical practice standards by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
NHCS will provide standards-aligned curriculum and assessments in math.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Curriculum expenses already stated.
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.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Expenses already stated.

<p>NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>Consulting Math PD - \$16,845 Paid for with Title I</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>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>Tech expenses already stated.  CFY - \$25,000 paid for using Title I funds (Object 5850)</p>
<p>For Students with Disabilities, NHCS will provide specific professional learning opportunities to special education teachers and teaching partners on Common Core implementation and the co-teaching model of push-in support for students with special needs.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>Expenses already stated.</p>
<p>NHCS will develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: _____</p>	<p>Expenses already stated.</p>
<p>NHCS will implement a comprehensive performance-based math assessment system comprised of pre/post assessments and progress monitoring tools utilizing Teaching Partners to analyze student growth on</p>		<p><u>X</u> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth</p>	<p>Expenses already stated.</p>

curricular assessments and performance-based assessments.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Implement a month-long summer school program for students who struggle in math (based on student assessments.)	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Expenses already stated.

<b>GOAL:</b>	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.	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> COE Only: 9 <u>  </u> 10 <u>  </u> Local: _____
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<b>Identified Need:</b>	In order to ensure struggling students keep up with their peers, there is a need to 1) increase student engagement in school as indicated by the 2013 Attendance Rate. 2) Increase education efforts to support parent understanding of the demands of the Common Core.
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<b>Goal Applies to:</b>	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>
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LCAP Year 1: 2015-16

<b>Expected Annual Measurable Outcomes:</b>	Increase schoolwide attendance rate to 95.5%. Reduce chronic absenteeism to 3%. Reduce habitual truancy by 4%. Increase participation in school-sponsored education events by 5%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Student and Family Support Team will:  -regularly analyze attendance data and work with parents to reduce absenteeism.  -develop systems for identifying, contacting, and supporting students who miss school  -use the Attorney General's attendance definitions of truancy, habitual truancy, chronic truancy and chronic absence to measure progress overtime.	Charter-Wide	<u>X</u> All ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: _____	Student Support Coordinator - \$38K using LCFF Supplemental and Concentration Grants (Object 1200)  At-large Teaching Partners - \$34.2K using LCFF Supplemental and

<p>-provide personalized support to students/families with chronic absenteeism.</p> <p>-review and improve systems for supporting families of students with chronic absenteeism.</p> <p>-conduct home visits as needed to support student attendance at school.</p>			<p>Concentration Grants (Object 2100)</p>
<p>The Parent Coordinator will:</p> <p>-design and implement monthly education sessions for parents/guardians focused on building understanding of the demands of the Common Core.</p> <p>-increase services to support parents in attending educational sessions at school.</p> <p>-communicate regularly with parents/guardians through school website, phone outreach, texting, and mailings.</p> <p>-provide translation services at school events and translated materials for parents/guardians.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>Parent Coordinator: \$20,000, paid for using LCFF base funds. Object 2900</p>
<p>Provide trauma-informed support to students and families to reduce stress and increase students' abilities to have the confidence and perseverance to learn difficult academic concepts (Common Core) and handle difficult social situations.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>Thousand Joys direct service to students, training for staff, and education for parents: \$25,000, from Title I. (Object 5850)</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>Charter-Wide</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>Teacher salaries (Not including teacher planning time already stated), Object 1110 - \$482,543 from EPA, \$53,753 from unrestricted lottery, \$183,417 from LCFF base funds. and \$260,000 from LCFF Supplemental and Concentration grant funds (to allow NHCS to keep class sizes small in grades 4 through 8.)</p>
<p>Support students, during transitions and outdoor time, to build their social skills and ensure a safe environment that promotes learning.</p>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: _____</p>	<p>Outdoor conflict managers salaries - \$67,500, paid for using LCFF supplemental and concentration grant funds (Object 2100)</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase schoolwide attendance rate to 96%. Chronic absenteeism will be no more than 3%.</p>
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Reduce habitual truancy by 3%.

Increase participation in school-sponsored education events by 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>The Student and Family Support Team will:</p> <ul style="list-style-type: none"> <li>-regularly analyze attendance data and work with parents to reduce absenteeism.</li> <li>-develop systems for identifying, contacting, and supporting students who miss school</li> <li>-use the Attorney General's attendance definitions of truancy, habitual truancy, chronic truancy and chronic absence to measure progress overtime.</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> </ul>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR:            __Low Income pupils    __English Learners            __Foster Youth            __Redesignated fluent English proficient            __Other Subgroups: _____</p>	<p>Student Support Coordinator - \$38K using LCFF Supplemental and Concentration Grants (Object 1200)</p> <p>At-large Teaching Partners - \$34.2K using LCFF Supplemental and Concentration Grants (Object 2100)</p>
<p>The Parent Coordinator will:</p> <ul style="list-style-type: none"> <li>-design and implement monthly education sessions for parents/guardians focused on building understanding of the demands of the Common Core.</li> </ul>	<p>Charter-Wide</p>	<p><u>X</u> All ----- OR:            __Low Income pupils    __English Learners            __Foster Youth            __Redesignated fluent English proficient            __Other Subgroups: _____</p>	<p>Parent Coordinator: \$20,000, paid for using LCFF Base. Object 2900</p>

<p>-increase services to support parents in attending educational sessions at school.</p> <p>-communicate regularly with parents/guardians through school website, phone outreach, texting, and mailings.</p> <p>-provide translation services at school events and translated materials for parents/guardians.</p>			
<p>Provide trauma-informed support to students and families to reduce stress and increase students' abilities to have the confidence and perseverance to learn difficult academic concepts (Common Core) and handle difficult social situations.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Thousand Joys direct service to students, training for staff, and education for parents: \$25,000 from Title I. (Object 5850)</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>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	<p>Teacher salaries - \$1,124,706 paid for using LCFF base funds, EPA funds, unrestricted lottery funds, and supplemental and concentration grant funds (to keep class sizes small in grades 4 through 8).</p>
<p>Support students, during transitions and outdoor time, to build their social skills and ensure a safe environment that promotes learning.</p>	<p>Charter-Wide</p>	<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Outdoor conflict managers salaries - \$68,500, paid for using LCFF</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	supplemental and concentration grant funds.
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>Increase schoolwide attendance rate to 96%.</p> <p>Chronic absenteeism will be no more than 3%.</p> <p>Reduce habitual truancy by 2%.</p> <p>Increase participation in school-sponsored education events by 5%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<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>-develop systems for identifying, contacting, and supporting students who miss school</li> <li>-begin to use the Attorney General's attendance definitions of truancy, habitual truancy, chronic truancy and chronic absence to measure progress overtime.</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> </ul>	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	<p>Student Support Coordinator - \$38K using LCFF Supplemental and Concentration Grants (Object 1200)</p> <p>At-large Teaching Partners - \$34.2K using LCFF Supplemental and Concentration Grants (Object 2100)</p>

<p>-conduct home visits as needed to support student attendance at school.</p>			
<p>The Parent Coordinator will:</p> <p>-design and implement monthly education sessions for parents/guardians focused on building understanding of the demands of the Common Core.</p> <p>-increase services to support parents in attending educational sessions at school.</p> <p>-communicate regularly with parents/guardians through school website, phone outreach, texting, and mailings.</p> <p>-provide translation services at school events and translated materials for parents/guardians.</p>	<p>Charter-Wide</p>	<p><u>X</u>All</p> <p>-----</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth</p> <p><u>  </u>Redesignated fluent English proficient</p> <p><u>  </u>Other Subgroups: _____</p>	<p>Parent Coordinator: \$20,000, paid for using LCFF Base. Object 2900</p>
<p>Provide trauma-informed support to students and families to reduce stress and increase students' abilities to have the confidence and perseverance to learn difficult academic concepts (Common Core) and handle difficult social situations.</p>	<p>Charter-Wide</p>	<p><u>X</u>All</p> <p>-----</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners</p> <p><u>  </u>Foster Youth</p> <p><u>  </u>Redesignated fluent English proficient</p> <p><u>  </u>Other Subgroups: _____</p>	<p>Thousand Joys direct service to students, training for staff, and education for parents: \$25,000, paid for using LCFF supplemental and concentration grant funds. (Object 5850)</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</p>	<p>Charter-Wide</p>	<p><u>X</u>All</p> <p>-----</p> <p>OR:</p> <p><u>  </u>Low Income pupils <u>  </u>English Learners</p>	<p>Teacher salaries - \$1,147,200 paid for using LCFF base funds, EPA</p>

(average 24) in grades 4-8 to ensure strong teacher-student relationships.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	funds, unrestricted lottery funds, and supplemental and concentration grant funds (to keep class sizes small in grades 4 through 8).
Support students, during transitions and outdoor time, to build their social skills and ensure a safe environment that promotes learning.	Charter-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	Outdoor Conflict Manager salaries - \$70,000 paid for using LCFF supplemental and concentration grant funds.

## Annual Update

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

### Guiding Questions:

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

Original GOAL from prior year LCAP:	Increase percent of students who are able to comprehend grade-level text (fiction and non-fiction).	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>X</u> 5 <u>  </u> 6 <u>  </u> 7 <u>X</u> 8 <u>X</u> COE Only: 9 <u>  </u> 10 <u>  </u> Local: _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Increase % of students who can comprehend grade-level fiction and non-fiction text by 5%.	Actual Annual Measurable Outcomes:	Students at New Heights Charter School take the Fountas and Pinnell Benchmark Reading test three times a year to measure their reading level compared to grade level expectations. Based on the 2014-15 data, the overall increase in the percentage of students reading at the "proficient" and "advanced" level increased by 4.76%.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide standards-aligned curriculum, assessments and high quality instruction in literacy.	NHCS will purchase standards-based literacy and math curriculum for a total cost of \$54K paid for using Common Core/LCFF base funds. (Object 4110)	Purchased standards-aligned curriculum, assessments and provided high quality instruction in literacy.	Development Studies Center Science Kits: \$1,790, LCFF Base, Object 4110  SIPPS Reading & Reference Books: \$7,820, Title I, Object 4110  Emprint Common Core Workbooks:

			<p>\$21,285, LCFF Base, Object 4110</p> <p>Amplify Education Seeds of Science: \$8,038, LCFF Base, Object 4110</p> <p>Teachers' Curriculum Institute: \$2,882.28, LCFF Base, Object 4110.</p>
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the CCSS.	NHCS will offer 7 days of professional development prior to the start of school. Stipends: \$16K (Object 1175). NHCS will also send teachers to the Readers & Writers Workshop and reading PD.	Offered on-going professional learning including on on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the CCSS	<p>Object 1175 is expected to total \$26,660 for teacher PD stipends. (Title I)</p> <p>Object 5200 IPAD workshop - \$275 (Title II)</p> <p>Object 5850</p>

	Stipends: \$9K (Object 1175) Conference Costs: \$9K. (Object 5200) All costs paid for with Title I funds.		Developmental Designs - \$1,529 and UC Regents - \$436(Title II)  UC Regents - \$4,730 (Title I)
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Provide coaching support in CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation	NHCS will contract with Growing Educators for literacy coaching and Davidson Consulting for math coaching. Total Cost: \$59,200 paid for using Title I funds. (Object 5850).	Provided coaching support in CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation.	Payments to Growing Educators are expected to total \$32,100, Title I, Object 5850.  Payments to Davidson Consulting are expected to total \$16,845, Title I, Object 5850.
Scope of Service:	Charter-Wide	Scope of Service:	Charter-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to the integration of technology into instruction.	NHCS will hire a Technology Specialist to work with teachers (\$26,500) using LCFF base funds. (Object 2400)	Offered on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to the integration of technology into instruction.	Technology Specialist: \$8,424, Common Core and \$23,607 from LCFF Base, Object 2400.
Scope of Service:		Charter-Wide	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
For Students with Disabilities, provide specific professional learning opportunities to special education teachers and teaching partners on Common Core Implementation and the co-teaching mode of push-in support for students with special needs in.	Push-in services will be provided by NHCS Special Education staff consisting of 1 Resource Specialist Teacher, 1 Resource Specialist Intern, and 2 part-time Special Ed Aides. Total salary expense: \$125,500 paid for using Special Education funds. (Objects 1110 and 2100)	Provided specific professional learning opportunities to special education teachers and teaching partners on Common Core Implementation and the co-teaching mode of push-in support for students with special needs in.	Resource Specialist salaries (1 RSP teacher and 2 RSP interns) expected to total: \$125,958, SPED AB 602.

Scope of Service: Charter-Wide		Scope of Service: Charter-Wide	
<p><u>__</u>All</p> <p>-----</p> <p>OR:</p> <p><u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth  <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups: <u>Special Education</u></p>		<p><u>__</u>All</p> <p>-----</p> <p>OR:</p> <p><u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth  <u>__</u>Redesignated fluent English proficient <u>X</u>Other Subgroups: <u>Special Education</u></p>	
<p>Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.</p> <p>Implement a comprehensive literacy assessment system comprised of screening, diagnostic, and progress monitoring tools utilizing Teaching Partners to analyze student growth on Fountas and Pinnell reading assessments and SIPPS assessments.</p>	<p>Teachers will use the Richer Picture digital portfolio system (\$5,000) and Data Director (\$3,000) for assessment. Funding from LCFF/Title I. (Object 4310)</p>	<p>Developed an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.</p> <p>Implemented a comprehensive literacy assessment system comprised of screening, diagnostic, and progress monitoring tools utilizing Teaching Partners to analyze student growth on Fountas and Pinnell reading assessments and SIPPS assessments.</p>	<p>Payment for Richer Picture totaled \$5,500, Title I, Object 4310.</p> <p>Data Director \$1,349.25, LCFF Base, Object 4310.</p> <p>School moved to Illuminate for assessments: \$2,293.75, LCFF Base. Object 4310.</p>
Scope of Service: Charter-Wide		Scope of Service: Charter-Wide	
<p><u>X</u>All</p> <p>-----</p> <p>OR:</p> <p><u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth  <u>__</u>Redesignated fluent English proficient  <u>__</u>Other Subgroups: _____</p>		<p><u>X</u>All</p> <p>-----</p> <p>OR:</p> <p><u>__</u>Low Income pupils <u>__</u>English Learners <u>__</u>Foster Youth  <u>__</u>Redesignated fluent English proficient  <u>__</u>Other Subgroups: _____</p>	
NHCS will maintain small class sizes in order to	NHCS will employ	NHCS maintained small class sizes in order to	Teacher salaries

<p>provide the opportunity to better tailor instruction to individual student needs.</p>	<p>19 certificated classroom teachers for 423 students. This allows for a student to teacher ratio of 22:1 in K-5 and 24:1 in grades 6-8. Teacher salaries total \$1.12 M and are paid for with a combination of ICFF base and supplemental funds, EPA funds, and unrestricted lottery funds.</p>	<p>provide the opportunity to better tailor instruction to individual student needs.</p>	<p>projected to total \$1,014,051 - \$571,400 from EPA, \$52,877 from Unrestricted lottery, \$178,788 from LCFF Base, and \$210,986 from LCFF S&amp;C</p>
<p>Scope of Service:</p>	<p>Charter-Wide</p>	<p>Scope of Service:</p>	<p>Charter-Wide</p>
<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____</p>	
<p>NHCS will provide a variety of learning supports including differentiated instruction and interventions for all students as needed. Specifically, New Heights employs Teaching Partners to help engage and support students through classroom support and small group instruction.</p> <p>Teachers and teaching partners will monitor student progress and identify</p>	<p>NHCS employs 10 Teaching Partners. Total salary expense: \$177K paid for using LCFF supplemental and concentration grants.</p>	<p>NHCS provided a variety of learning supports in order to differentiate instruction for students and provide response to intervention for identified students. Specifically, New Heights employed Teaching Partners. These Teaching Partners taught small group instruction, conducted response of intervention, provided one-on-one support. Teaching Partners also helped to conduct one-on-one reading assessments and analyze math assessments to identify students in need of</p>	<p>Teaching Partner salaries and benefits expected to total \$189,802, LCFF S&amp;C, Object 2100.</p>

students who are in need of additional support.		additional instruction.	
Scope of Service: Charter-Wide		Scope of Service: Charter-Wide	
__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____		__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: _____	
NHCS will increase expanded learning opportunities such as before, during, and after school interventions, and summer programs.	NHCS offers an after school program funded by a \$150K ASES grant and \$50K in matching funds and using local resources.  NHCS also provides free after school tutoring (Supplemental Education Services). Estimated cost: \$25K paid for with Title I funds.	Homework help was provided before school on upper campus for any students in need of help. The school also provided before school tutoring on lower campus. Three afterschool intervention groups were taught, two at upper campus and one at lower campus.	ASES program expenditures will total \$150,000 plus \$50,000 for the local match.
Scope of Service: Charter-Wide		Scope of Service: Charter-Wide	
__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient		__All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient	

__Other Subgroups: _____		__Other Subgroups: _____	
<p>For English Learners:</p> <p>Support increased English Language Development (ELD) instruction.</p> <p>Identify, support, and differentiate instruction to Long-Term English Language Learners.</p> <p>Align ELD instruction to the Common Core.</p> <p>Provide differentiated instruction in math for English Language Learners.</p> <p>For RFEP:</p> <p>Align instruction to the Common Core.</p> <p>Provide differentiated instruction as needed, in literacy</p>	<p>Part-time ELD coordinator will be responsible for coordinating actions and services. \$8K using Title III funds (Object 2100)</p>	<p>For English Learners: A strand of Coaching Support focused on whole class discussions and improv as two vehicles to increase English Language Development.</p> <p>Teaching Partners worked with teachers to identify, support, and differentiate instruction to Long-Term English Language Learners.</p> <p>Teachers began the process of aligning ELD instruction to the Common Core through the use of formative assessment to analyze student work along a continuum of growth.</p> <p>Teaching Partners helped to provide differentiated instruction in math for English Language Learners.</p> <p>For RFEP: Teachers worked to design units of study aligned to the Common Core and worked with their Teaching Partners to provide differentiated instruction as needed, in literacy.</p>	<p>Title III funds were used to purchase instructional materials (\$13,065 in expenses projected.)</p>
Scope of Service: _____		Scope of Service: _____	
Charter-Wide		Charter-Wide	
<p>__All</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils <input checked="" type="checkbox"/>English Learners __Foster Youth</p> <p><input checked="" type="checkbox"/>Redesignated fluent English proficient</p> <p>__Other Subgroups: _____</p>		<p>__All</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils <input checked="" type="checkbox"/>English Learners __Foster Youth</p> <p><input checked="" type="checkbox"/>Redesignated fluent English proficient</p> <p>__Other Subgroups: _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress</p>	<p>The school decided to use Illuminate to design Common Core tests and track progress for ELA in terms of achievement of Common Core standards taught at different points in the school year.</p> <p>The school will continue to use Fountas and Pinnell to assess students' reading level and their</p>		

and/or changes to goals?

growth across the school year. The school is still determining the effectiveness of the Digital Portfolio format and may move to another format next year.  
In order to track growth in writing, teachers will quantify their rubrics and report growth in writing qualities from the beginning of the year to the end of the year.

Original GOAL from prior year LCAP:	Increase the percent of students who are achieving math common core standards at grade level.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE Only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Increase % of students who can apply number and operations skills to math problems and demonstrate mathematical practice standards by 5%.	Actual Annual Measurable Outcomes:	Using Common Core Module Assessments for grades TK-2, and the online MobyMax Math Assessments for grades 3-8, students at New Heights increased their ability to apply number and operations skills to math problems and demonstrate mathematical practice standards. The percentage increase of students increasing their skills more than one grade level was 18%. Also, the percentage of students at/near grade level as determined by MobyMax is 66% (from a sampling 1/3 of the classrooms.)
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Provide standards-aligned curriculum, assessments and high quality instruction in math.</p> <p>Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to support the implementation of the CCSS.</p> <p>Provide coaching support in CCSS-aligned</p>	<p>NHCS will purchase standards-based literacy and math curriculum for a total cost of \$54K paid for using Common Core/LCFF base funds. (Object 4110)</p>	<p>NHCS used Common Core Math in all grade levels, a standards-aligned curriculum, with assessments and high quality instruction in math.</p> <p>The school's Math Coach provided on-going professional learning including, on-site collaboration on planning units and lessons, and job-embedded instructional coaching.</p>	<p>See expenditures in Goal 1.</p>

instructional materials with embedded assessments to ensure a quality CCSS implementation

Offer on-going professional learning including, on-site collaboration, and job-embedded instructional coaching as a means to the integration of technology into instruction.

For Students With Disabilities, provide specific professional learning opportunities to special education teachers and teaching partners on Common Core Implementation and the co-teaching model of push-in support for students with special needs.

Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

Implement a comprehensive performance-based math assessment system comprised of pre/post assessments and progress monitoring tools utilizing Teaching Partners to analyze student growth on curricular assessments and performance-based assessments.

NHCS will offer 7 days of professional development prior to the start of school. Stipends: \$16K (Object 1175). NHCS will also send teachers to the Readers & Writers Workshop and reading PD. Stipends: \$9K (Object 1175) Conference Costs: \$9K. (Object 5200) All costs paid for with Title I funds.

NHCS will contract with Growing Educators for literacy coaching and Davidson Consulting for math coaching. Total Cost: \$59,200 paid for using Title I funds. (Object 5850).

NHCS will hire a Technology Specialist to work

The math coach provided support in how to best use the CCSS-aligned instructional materials with particular focus on pacing for the school year.

Technology coaches provided on-going professional learning including, on-site planning for blended learning and job-embedded instructional coaching as a means to the integration of technology into instruction.

For Students With Disabilities, NHCS provided specific professional learning opportunities to special education teachers and teaching partners on Common Core Implementation focused on language goals and the co-teaching model of push-in support for students with special needs.

Literacy coaches met with teachers (during release time) to help develop a protocol for on-going analysis of student performance (focused on writing).

Teachers began the process of implementing a comprehensive performance-based math assessment system comprised of pre/post assessments and progress monitoring tools utilizing Teaching Partners to analyze student growth on curricular assessments and performance-based assessments.

with teachers  
(\$26,500) using  
LCFF base funds.  
(Object 2400)

Push-in services  
will be provided by  
NHCS Special  
Education staff  
consisting of 1  
Resource  
Specialist Teacher,  
1 Resource  
Specialist Intern,  
and 2 part-time  
Special Ed Aides.  
Total salary  
expense:  
\$125,500 paid for  
using Special  
Education funds.  
(Objects 1110 and  
2100)

Teachers will use  
the Richer Picture  
digital portfolio  
system (\$5,000)  
and Data Director  
(\$3,000) for  
assessment.  
Funding from  
LCFF/Title I.  
(Object 4310)

Scope of Service:

LEA-Wide

Scope of Service:

X All

OR:

Low Income pupils  English Learners  Foster Youth  
 Redesignated fluent English proficient  
 Other Subgroups: \_\_\_\_\_

NHCS will maintain small class sizes in order to provide the opportunity to better tailor instruction to individual student needs.

NHCS will provide a variety of learning supports including differentiated instruction and interventions for all students as needed. Specifically, New Heights employs Teaching Partners to help engage and support students through classroom support and small-group instruction. Teachers and teaching partners will monitor student progress and identify students who are in need of additional support.

NHCS will increase expanded learning opportunities such as before, during, and after school interventions, and summer programs.

NHCS will employ 19 certificated classroom teachers for 423 students. This allows for a student to teacher ratio of 21:1 in K-2, 22:1 in grades 3-5, 24:1 in grades 6-8. Teacher salaries total \$1.12 M and are paid for with a combination of LCFF base and supplemental funds, EPA funds, and unrestricted lottery funds.

NHCS employs 10 Teaching Partners. Total salary expense: \$177K paid for using LCFF supplemental and concentration grants.

X All

OR:

Low Income pupils  English Learners  Foster Youth  
 Redesignated fluent English proficient  
 Other Subgroups: \_\_\_\_\_

NHCS maintained small class sizes in order to provide the opportunity to better tailor instruction to individual student needs.

New Heights employed Teaching Partners to help engage and support students through differentiated, small-group instruction. Teachers and teaching partners monitored student progress and identified students in need of additional support and placed them in small group learning settings within the classroom.

NHCS increased expanded learning opportunities. Homework help was provided before school on upper campus for any students in need of help. The school also provided before school tutoring on lower campus. Three afterschool intervention groups were taught, two at upper campus and one at lower campus. Supplemental Math Tutoring was provided for all students identified as performing below grade level in math.

SES projected to total \$22,510, Title I, Object 5851.

See additional expenditures in Goal 1.

	<p>NHCS offers an after school program funded by a \$150K ASES grant and \$50K in matching funds using local resources.</p> <p>NHCS also provides free after school tutoring (Supplemental Education Services). Estimated Cost: \$25K paid for using Title I funds.</p>		
Scope of Service:	Charter-Wide	Scope of Service:	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>Support increased English Language Development (ELD) instruction.</p> <p>Identify, support, and differentiate instruction to Long-Term English Language Learners.</p> <p>Align ELD instruction to the Common Core.</p> <p>Provide differentiated instruction in math for</p>	<p>Part-time ELD coordinator will be responsible for coordinating actions and services. \$8K using Title III funds. (Object 2100)</p>	<p>For English Learners: A strand of Coaching Support focused on whole class discussions and improv as two vehicles to increase English Language Development.</p> <p>Teaching Partners worked with teachers to identify, support, and differentiate instruction to Long-Term English Language Learners.</p>	<p>See expenditures in Goal 1.</p>

English Language Learners.		<p>Teachers began the process of aligning ELD instruction to the Common Core through the use of formative assessment to analyze student work along a continuum of growth.</p> <p>Teaching Partners helped to provide differentiated instruction in math for English Language Learners.</p> <p>Teachers worked to provide differentiated instruction as needed, in math.</p>	
Scope of Service:	Charter-Wide	Scope of Service:	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: _____</p>	
<p>Align instruction to the Common Core</p> <p>Provide differentiated instruction, as needed, in math for literacy.</p>	<p>Part-time ELD coordinator will be responsible for coordinating actions and services. \$8K using Title III funds. (Object 2100)</p>	<p>Teachers used curriculum that helped to align their instruction to the Common Core in Math.</p> <p>Provide differentiated instruction, as needed, in math through the use of the Teaching Partners.</p>	<p>See expenditures in Goal 1.</p>
Scope of Service:	Charter-Wide	Scope of Service:	
<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	

Redesignated fluent English proficient

Other Subgroups: \_\_\_\_\_

Redesignated fluent English proficient

Other Subgroups: \_\_\_\_\_

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

The school will use Illuminate to design Common Core tests and track progress for math in terms of achievement of Common Core standards taught at different points in the school year. The school will continue to use MobyMax to determine comparable growth of students from the beginning of the year to the end of the year in math. New Heights will also use the SBAC Interim Tests to determine students' mastery of Common Core. The school is still determining the effectiveness of the Digital Portfolio format and may to move to another format next year.

Original GOAL from prior year LCAP:	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.	Related State and/or Local Priorities: 1__ 2__ 3 <u>X</u> 4__ 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE Only: 9__ 10__ Local: _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<p>Increase schoolwide attendance rate from 95% to 95.5%.</p> <p>Reduce chronic absenteeism from 1% to .8% (<i>This goal needed to be edited when staff realized that there was a mistake. The baseline chronic rate was 4%.</i>)</p> <p>Reduce habitual truancy from 32% to 27%.</p> <p>Increase participation in school-sponsored education events from 5% to 10%.</p>	Actual Annual Measurable Outcomes:	<p>P1 school wide attendane (ADA) = 96.4%</p> <p>P2 school wide attendance (ADA) = 95.4%</p> <p>Chronic absenteeism: 3.9% (17 students)</p> <p>Habitual Truancy: 28% (122 students)</p> <p>Parent participation: 15% (when adding parents who came to 2 or more school events outside of Parent-Teacher conferences)</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>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>-develop systems for identifying, contacting, and supporting students who miss school.</li> <li>-begin to use the Attorney General's attendance definitions of truancy, habitual truancy, chronic truancy and chronic absence to measure progress</li> </ul>	<p>Student Support Coordinator – \$49K paid for using LCFF base revenue.</p> <p>Parent Coordinator – \$18K paid for using LCFF base revenue. (Object</p>	<p>Student Support Coordinator will:</p> <ul style="list-style-type: none"> <li>-regularly analyzed attendance data and worked with parents to reduce absenteeism.</li> <li>-developed systems for identifying, contacting, and supporting students who miss school.</li> <li>-began to use the Attorney General's attendance definitions of truancy, habitual truancy, chronic truancy and chronic absence to measure progress</li> </ul>	<p>Student Support Coordinator: \$24,522 LCFF S&amp;C (Object 2100)</p> <p>Parent interactions were handled by office staff members.</p>

overtime.

- provide personalized support to students / families with chronic absenteeism.
- review and improve system for supporting families of students with chronic absenteeism.

-conduct home visits as needed to support student attendance at school.

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.

2900)

overtime.

- provided personalized support to students / families with chronic absenteeism.

-reviewed and improved system for supporting families of students with chronic absenteeism.

-no home visits were conducted to support student attendance at school.

The Parent Coordinator:

-designed and implemented 6 education sessions for parents/guardians focused on building understanding of the demands of the Common Core:

- Introductory computer classes
- Creating a Study Environment at Home
- Health and Wellness Workshops
- Math Family Night
- "Getting to the Core of Common Core for Parents"
- Parent and Child Communication

-increased services to support parents in attending educational sessions at school through the use of the website's group text feature.

-communicated regularly with parents/guardians through school website, texting, poster/signs on campus and outside of campus, flyers and monthly newsletters.

-provided translation services at school events

		and translated materials for parents/ guardians.	
Scope of Service:	LEA-Wide	Scope of Service:	LEA-Wide
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
-----		-----	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: _____		<input type="checkbox"/> Other Subgroups: _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>1. In order to catch more attendance issues earlier, NHCS will institute a policy where in the first 6 weeks of school, teachers will contact home the first day a child in their class is absent. After this time, if students are absent for two consecutive days, teachers will contact home. If students miss three days consecutively or non-consecutively, the current policy will hold a letter will be sent home by the Student and Family Support Coordinator.</p> <p>2. If students are absent between 5-8 times, the Student and Family Support Coordinator will meet with the family, along with the school's new "at large" Teaching Partners, who's focus is on the implementation of students' behavior plans and development of work/study habits. At this meeting, a plan will be created and the Teaching Partner will be assigned to work with the family to implement the plan.</p> <p>3. The support described above will also be given at the start of the year to the 17 families who had more than 18 absences in the past school year.</p>		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$696,083
The New Heights Charter School community is made up to 98% students who receive free/reduced lunch. Supplemental and Concentration grant funds will be used to support charter-wide operations, including support for small class sizes, and providing Teaching Partners in every classroom.	

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

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

22.88	%	
<p>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.</p> <p>New Heights plans to increase support for low income pupils, foster youth, and English learners by increasing the classroom support to include 2 additional teaching partners to work with students identified as most in need. This increases the teaching partner staff by 20%.</p> <p>Another major change for 2015-16 is the increase in collaborative planning time each week. This additional 1 hour or 29% of teacher planning time will provide an opportunity for teachers, teaching partners, and resource teachers to work together to analyze student data/work, identify student needs, and plan instruction.</p>		

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060- 52077, and 64001, Education Code; 20 U.S.C. Section 6312.