

Single Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
New Heights Charter School	19-64733-0111211	June 8, 2022	June 23, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

This plan is our Schoolwide Program plan that incorporates the goals and outcomes in our LCAP, and WASC.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

New Heights Charter School will effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs. New Heights is aware of all program guidelines and is in compliance.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Stakeholders of the New Heights Charter School community have been engaged and involved in developing, reviewing, and supporting implementation the Single Plan for Student Achievement. The following structures provided avenues for this participation and allowed for engagement in a timely manner:

Charter School Parent Advisory Meetings: These meetings were held throughout the school year to inform parents, staff, and community members regarding the school's plan. The Executive Director educated participants regarding the goals, actions, and proposed budget for Title-related activities. These meetings also provided an opportunity for information to be shared regarding students who struggle academically, ELL students, students with special needs, and how teachers are being trained to support these students.

School Site Council Meetings: These meetings provided an avenue for input on school goals as well as a forum to share progress regarding student achievement.

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

Charter School Governing Board Meetings: The Board provides input to the Single Plan, feedback on changes/updates to the plan, progress made on the plan, and final approval of plan and budget.

Stakeholders provided feedback to the school's planning throughout the process. Stakeholders (parents, teachers, staff) showed eagerness to continue the school's emphasis on language development, reading comprehension, math fluency and problem-solving, as well as student and family support, especially with attendance issues.

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

Stakeholders of New Heights have all been involved in the growth and development of New Heights Charter School and have specifically contributed to the progress toward the goals set forth in the Single Plan for Student Achievement.

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

Charter School Parent Advisory Community Meetings

Three Meetings April/May 2022

Informed parents, staff, and community stakeholders met regarding the school's plan for 2022-23. Executive Director educated parents regarding the goals, actions, and budget.

February 2022

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

March 2022

Gathered input from parents and community stakeholders regarding school's progress on meeting goals.

School Site Council Meeting

December 1, 2021

Shared student and school progress on Single District plan implementation goals and activities. Gathered input for future plans.

June 8, 2022

Discussion and planning for plan revisions. Council agreed to goals and actions for Single Plan for 2022-23.

Faculty and Staff Meetings

September 8, 2021: Faculty, staff, and school leadership discussed impact of implementation of Common Core Standards on Student Achievement, Student Engagement, and School Climate. Faculty also prepared for first Family Night with parents.

October 20, 2021: Faculty, staff, and school leadership discussed progress toward school 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.

May 25, 2022: Faculty, staff, and school leadership met to discuss input from stakeholders and draft an annual update plan. Faculty also prepared for first Family Night with parents in-person post pandemic.

August 15, 2022: Faculty, staff, and school leadership met to integrate Board feedback and finalize update plan.

Charter School Governing Board Meetings

November 2021: Board reviewed goals for 2021-22 and confirmed budget allocations are in line with school plan goals.

February 2022: Board discussed progress to date with plan and goals for 22-23.

June 23, 2022: Board reviews and approves Single School Plan for 22-23

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Increase the percent of students who are achieving ELA CA Common Core standards at grade level.

Basis for this Goal/Identified Need

New Heights Charter School students were GREEN in ELA according to the dashboard prior to the pandemic. The Distance From Standard was +6.

The 2019 California Dashboard demonstrates New Heights Charter School's strong performance for subgroups compared to the State of California as measured by the Distance from Standard. However, the school did not take SBAC in 2020 and 2021 due to the global pandemic. Internal data for 2021-22 shows students have decreased in their academic performance, however, we won't know about our SBAC scores until August 2022. This is a review of our prior SBAC data:

ELA DATA	New Heights Charter School	State of California
Hispanic Students	10.2 points above standard	26.6 points below standard
Socio-economically disadvantaged students	6.2 points above standard	30.1 points below standard
English Language Learners	6.3 points below standard	45.1 points below standard
African American Students	10.5 points below standard	47.6 points below standard

Students with Special Needs	17.1 points below standard	88.1 points below standard

Given the learning loss due to school closures in 2020, we expect students will have significant learning needs in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student ELA scores on SBAC	52.59 (compared with 51% in 2017)	Maintain +/- 3% or +/- 1 points DFS

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Alignment of instruction with content standards: New Heights teachers use instructional methods that align with content standards in reading by offering a literacy approach with systematic fluency instruction in phonic, phonemic awareness, and sight word development as well as support for reading comprehension strategies through analysis of complex text. Teachers teach students reading comprehension strategies through a structured, developmental approach that builds comprehension strategies through read alouds, think-pair-share, and individualized daily reading.

Proposed Expenditures for this Strategy/Activity

Amount(s)	% of Planning Time: \$93,073 (1 Wednesday a month)
Source(s)	General Fund/Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use of standards-aligned instructional materials and strategies: New Heights use standards-aligned materials to teach reading fluency through a three-level program to teach decoding efficiently and effectively. The first level consists of phoneme awareness, basic phonics, and sight words, with daily application to the reading of stories and guided spelling. The second level covers short, long, and complex vowels in single syllable words and high-frequency sight words. The third level focuses on polysyllabic decoding using both syllabic and morphemic strategies

Design reading/writing Units of Study to support reading fluency and comprehension, vocabulary development, and oral language.

Proposed Expenditures for this Strategy/Activity

Amount(s)

ELA Curriculum: 49,626

Source(s)

CARES Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on those who are low performing

Strategy/Activity

Extended learning time: Students who are identified as low performing will have extra support during the day. In addition, students will participate in an academically-focused after school intervention program. Participating students will work in small groups.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$90,720 for staff – Paras +TPs

Source(s)

ASES and General Funds

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increased access to technology: All students, including those who perform below grade level expectations, as determined by student work analysis and developmentally appropriate tests, will have access to online programs. Students also have access to multiple forms of technology and ebooks to support their comprehension skills. Each classroom will have access to technology in order to increase personalization/differentiation.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Computers: \$115,000
Source(s)	General Funds and CARES

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff development and professional collaboration aligned with standards-based instructional materials: Teachers participate in 8-10 days of professional development during the summer and have monthly sessions during the school year focused on differentiating instruction to meet the needs of low performing students. In addition, teachers work collaboratively each week during the school's minimum day to problem-solve together and share strategies for successfully working with low performing students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	32,000 Teacher Summer Stipends, 10,000 Teaching Partner Summer Stipends, and 12,000 tech integration coaching
Source(s)	Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Teachers and parents communicate on an ongoing basis to review student progress. Twice a year, there is a formal review of student progress where teachers meet individually with parents/guardians. Parents are invited monthly to meet with the Executive Director/Parent Coordinator for a discussion. The school facilitates Family Nights each year

to engage families in the kind of teaching and learning at New Heights. The school writes a monthly letter to parents. All parent communications sent home are translated into parents' home language.

Proposed Expenditures for this Strategy/Activity

Amount(s)	2,000
Source(s)	General Funds

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):

1. Students and parents entering TK and Kindergarten from preschool will be invited to Information sessions to help families understand the expectations of elementary school. In addition, pre-school parents are invited to an Orientation Session once their child has secured a space in the school and prior to the beginning of school.
2. Provide accelerated activities to all potential gifted/talented students.
3. Implement Student Study Teams/Response to Intervention for all students identified as low performing.
4. Implement special education search and serve activities for all grades.
5. Support students' healthy development by implementing a policy on snack foods for students.
6. Use of the school's organic garden to support students' healthy development, deepen their understanding of food, and increase their interest in fruits and vegetables.

Proposed Expenditures for this Strategy/Activity

Amount(s)	250,000 special education staffing, 3,000 Responsive Classroom workshops for new teachers
Source(s)	General Funds and Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitoring program effectiveness:

1. Teachers review student progress by teachers on a regular basis using assessments from the standards-based curriculum.
2. Teachers monitor progress by grade level using Fountas and Pinnell Benchmark Reading Assessments at least three times a year (twice a year for Kinder).
3. Teachers give Diagnostic and Mastery tests embedded in SIPPS assess students on their reading fluency skills every 2-4 weeks.
4. Staff and teachers monitor student progress through formative assessment. Also, the teachers design standards-based assessments and performance tasks to assess progress multiple times during the year.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Formative online program: \$14,000(Panorama or similar)

Source(s)

CARES

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Targeting services and programs to lowest-performing student groups: New Heights provides accelerated intervention for participating students in the following ways:

1. Low performing students use Systematic Instruction in Phonemic Awareness, Sight Words, and Phonics (SIPPS) in small group settings within the classroom to develop reading fluency. The lowest performing students do additional review lessons in phonics to ensure mastery.
2. Students use various web-based programs, such as Fast ForWord, to develop reading and language skills.
3. Teachers differentiate instruction so that students have the appropriate amount of challenge and a support system to ensure mastery.
4. Instruction is organized in a flexible manner so that students have multiple opportunities to master skills and content, rather than missing important skills and being forced to move on before they are ready.
5. Small group instruction is used to support all critical skill development, such as reading fluency.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Fast ForWord \$16,957.25
Source(s)	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Additional services tied to student academic needs:

1. Provide small class size for grades TK-3.
2. Implement a Home-School Compact to promote school-parent/guardian partnership to support student learning.
3. New Heights offers an Afterschool Program for students that includes homework help, literacy activities, enrichment and physical activity.
4. New Heights offers a five-week Summer School for students who are identified as being below grade level in ELA (or Math).
5. A variety of program choices to support ELA for struggling learners through RTI

Proposed Expenditures for this Strategy/Activity

Amount(s)	20,000 Summer School Staff, \$43,338(subtracted 90min we included earlier) for afterschool staff, and 7,000 online programs for students such as BrainPop, Flocabulary, Reading A-Z, \$170,252 Teacher salaries TK-3 9 teachers – extra half teacher for each grade – The additional cost for 2 teachers
Source(s)	Title I

Goal 2

Increase the percent of students who are achieving Math CA Common Core standards at grade level.

Basis for this Goal/Identified Need

The following data is from 2019, the most recent SBAC test. New Heights Charter School is a YELLOW based on the CDE dashboard for Math and DFS is -4 points, percent proficient is 50%.

MATH DATA		New Heights Charter School	State of California
Hispanic Students		.4 points below standard	62.2 points below standard
Socio-economically disadvantaged students		3.5 points below standard	63.7 points below standard
English Language Learners		16.2 points below standard	68.6 points below standard
African American Students		17.3 points below standard	87.9 points below standard
Students with Special Needs		40.6 points below standard	119.4 points below standard

Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

SBAC math assessment

50% (48% in 2017) or -4 DFS

Maintain (+/- 3) or increase by 2 points

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Alignment of instruction with content standards: Students will acquire a combination of mathematical skills and conceptual understanding. In the area of mathematic instruction, New Heights' mathematics curriculum incorporates the curriculum content specified in the Common Core Standards. The curriculum supports teachers' efforts to provide a balanced and comprehensive approach to mathematics that includes a progression of understanding from concrete to visual to abstract.

Proposed Expenditures for this Strategy/Activity

Amount(s)	No funding needed (see below)
Source(s)	No funding needed

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Use of standards-aligned instructional materials and strategies: New Heights uses standards-aligned instructional materials and strategies to support students' development in math. A key focus is the development of number sense in the early elementary grades and the development of algebraic thinking at the elementary level.

Proposed Expenditures for this Strategy/Activity

Amount(s)	30,000 for common core math materials
Source(s)	General Fund

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Extended learning time: Students identified as low performing have extra support in small group and/or online instruction during the school day and in an extended school day. Students have opportunities to extend their school day in the morning before school, after school and in the summer.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$90,720 for staff – Paras +TPs – Same as listed above
Source(s)	Title I

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increased access to technology: Students, including those identified as low performing, will have access to personalized online programs to use in their classrooms. Each student will have access to computers used to provide differentiation and small group instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s) 12,000 for Blended Learning Coaching (same as listed above)

Source(s) Title I

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff development and professional collaboration aligned with standards-based instructional materials: Teachers engage in professional development to learn how to design worthwhile, accessible mathematics problem sets and performance tasks that require reasoning, problem formulation, and problem solving and invite all students, boys and girls, diverse cultural groups, and language groups into mathematics.

Proposed Expenditures for this Strategy/Activity

Amount(s) 35,000 for math coaching

Source(s) Title I

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):

1. Teachers and parents communicate on an ongoing basis to review students' progress. Twice a year, there is a formal review of student progress where teachers meet individually with parents/guardians for each student.
2. Parents are invited monthly to meet with the Executive Director for a discussion, education session and school update.
3. The school facilitates Family Nights each year to engage families in the kind of teaching and learning at New Heights.
4. All materials are translated into families' home language and translation services are offered as needed.

Proposed Expenditures for this Strategy/Activity

Amount(s)

ED staff time: 10% of my time 20,812, 5% of Office Assistant's time for translation \$2,033, Parent Coordinator 20% 13,952

Source(s)

General Funds

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):

1. Students and parents entering TK and Kindergarten from preschool will be invited to various Information/Orientation Sessions before and during the school year to help families understand the expectations of elementary school. In addition, staff makes visits to local Head Start centers to share information about the school to parents.
2. Provide accelerated activities to all potential gifted/talented students.
3. Implement Student Study Teams for all students identified as low performing.
4. Implement special education search and serve activities for all grades.
5. Support students' healthy development by implementing a strict policy on snack foods for students.
6. Use our organic garden to support students' healthy development, deepen their understanding of food, and increase their interest in fruits and vegetables.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Special Ed staff time: 15%- \$61,689
Source(s)	SPED

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Monitoring program effectiveness: Students will be assessed on an ongoing basis regarding their math skills and understandings through daily assignments/exit tickets, observations, and conversations. In addition, each math unit will culminate in a final unit assessments that measure student understanding, knowledge, and skills. Teachers also implement assessments in math (beginning and end of year) to track yearly progress.

Proposed Expenditures for this Strategy/Activity

Amount(s)	iReady: \$1,891(partial cost)
Source(s)	General Funds

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Targeting services and programs to lowest-performing student groups:

1. Provide accelerated intervention to low performing students in the following ways:
2. Additional afterschool tutors are provided to work with the lowest performing students.
3. Teachers differentiate instruction so that students have the appropriate amount of challenge and a support system to ensure mastery.
4. Instruction is organized in a flexible manner so that students have multiple opportunities to master skills and content, rather than missing important skills and being forced to move on before they are ready.
5. Small group instruction is used to support all critical skill development in intervention setting.
6. Online programs and assessments to support struggling students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Salaries for before and after school 15,000 and 15,000 for Math online programs and assessments
Source(s)	General Fund and Title I

Goal 3

ELL Students will increase proficiency in English on ELPAC and/or SBAC. ELL students will strive to be proficient in language. Data: Increasing one level on ELPAC at an increase of 2% each year and/or ELL SBAC scores in ELA will increase by 2%, and/or the percent of LTEL's will decrease.

Basis for this Goal/Identified Need

New Heights Charter School students who are English Language Learners perform better than their peers at neighboring schools and better than the state average, however, there is a large gap between their performance and English only students at our school.

The following data shows how New Heights students performed compared to the State of California based on percentage proficient on CAASPP by subgroup in ELA and Math in 2019.

English Language Learners (ELA): Comparison of New Heights Charter and the State of California

Percentages of Students Meeting and Exceeding Standards





Overall Achievement

Achievement Level	New Heights Charter	State of California
Mean Scale Score	N/A	N/A
Standard Exceeded: Level 4	1.82 %	2.38 %
Standard Met: Level 3	12.73 %	10.43 %
Standard Nearly Met: Level 2	50.91 %	25.18 %
Standard Not Met: Level 1	34.55 %	62.01 %

English Language Learners (MATH): Comparison of New Heights Charter and the State of California

Percentages of Students Meeting and Exceeding Standards

Overall Achievement

Achievement Level	New Heights Charter	State of California
Mean Scale Score	N/A	N/A
 Standard Exceeded: Level 4 ⁱ	1.82 %	3.41 %
 Standard Met: Level 3 ⁱ	12.73 %	9.17 %
 Standard Nearly Met: Level 2 ⁱ	40.00 %	23.02 %
 Standard Not Met: Level 1 ⁱ	45.45 %	64.41 %

New Heights has also shown some growth in reducing the percentage of students At-Risk for Long Term English Language Learner Status and those who are Long-Term English Learners:

At-Risk of LTEL	2018	2019
New Heights	7.5%	6.8%

LTEL	2018	2019
New Heights	7.5%	5.6%

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
State Language Test Scores	38.6% making progress each year on ELPAC	40% making progress each year on ELPAC
SBAC scores in ELA	-6.3 DFS	Increase by 1 point

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Programs and Activities to meet achievement objectives: New Heights will develop annual measurable achievement objectives for ELLs which reflect the amount of time individual child has

been enrolled in language instruction program and use a consistent method from year to year. Staff will use the school's data system to track student progress and share with teachers.

New Heights will refer to the state's dashboard for English Learner Progress. Important data will include: reclassification rates, numbers of long-term English Learners, adequate yearly progress/percentage of students improving each year as measured by the ELPAC, as well as SBAC scores for ELL students.

English Proficiency goal will be addressed through small group setting for designated instruction as well as participate in integrated language instruction on a daily basis. In addition, the school will purchase supplemental materials for ELL students, including Rosetta Stone (and other language programs) for online language learning. Students have access to high-quality reading materials at their level and at their challenge level to improve their reading performance.

Proposed Expenditures for this Strategy/Activity

Amount(s)	1,000 for Rosetta Stone and other online programs
Source(s)	Title III

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

New Heights will hold itself accountable to meet state objectives, annually measure English proficiency, and make adequate yearly process for students. New Heights is continuously improving and refining the curriculum, methods of instruction, and assessments used to support student achievement for ELL students.

Program Evaluation will consist of three major aspects: ongoing needs assessment, document reviews to ensure compliance with the policy, and ongoing coaching and staff development support. Key to this process is a review of students' ELD folders for each of their ELL students. These folders are used to monitor individual progress at their targeted ELD level. These folders include students' ELD levels, student writing samples, and Reading Levels, to show mastery towards ELD and ELA standards.

The schoolwide English Language Learner program is evaluated each year based on student data (EL LTEL, at-risk of LTEL, RFEP and never EL data), classroom observations of language instruction, parent input, and faculty input. The evaluation also reviews the efficacy of the program resources chosen for instructional purposes for designated ELD and integrated ELD. Each year, a class matrix is completed based on universal screening tools to identify all students, including EL students, and their mastery of standards in ELA and Math. All students performing below expected grade level performance are assigned to intervention supports. These supports are given during the school day in small groups or one-on-one support, as well as before and afterschool. All EL students who are

encountering challenges (as measured by the CELDT, by SBAC, and by the school's internal measures) are placed in small groups for additional support. Progress is monitored regularly to support future instruction and assessments are given to determine effectiveness and make major changes if needed.

Additional leveled books/online reading are purchased for classroom libraries to support independent reading at school, at home, and small group reading.

Proposed Expenditures for this Strategy/Activity

Amount(s)	2,000 for leveled libraries and Spanish literature to use for ELD instruction in the classroom
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Source(s)	Title III
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Strategy/Activity

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

New Heights promotes parent and community participation in LEP programs in the following ways:

A. Providing clear and timely communication to parents:

Initial and Annual Notification: Parents are notified of their child's language test scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified, including:

- Initial Notification of placement based on home school survey.
- Initial Notification of language proficiency based on ELPAC results
- Annual assessment results and continued program placement
- Notification of Reclassification Meeting / Discussion
- Annual Progress of Reclassified Students

In the case of a child with a disability, school staff explain how the ELD program meets the objectives of the individualized education program of the child.

B. New Heights provides opportunities for parents to participate by doing the following:

- Parents will advise principal and staff on topics related to ELLs including efforts to make parents partners in education, meeting the academic and social needs of ELLS, and what kind of services would be beneficial for parents of ELLs and how to implement these services.
- Regular reporting on ELL progress through a more formal extension of current morning tea meetings

- Parent education sessions hosted at the school site.
- English Language Development Advisory Team meetings to review and improve our work with ELL students.
- Academic Family Nights for parents to get involved in their children’s learning

C. Provide Needed Services

Translate all parent communications (including parent newsletters) and the school handbook into Spanish

D. Ensure continued improvements in parental involvement

Conduct annual parent surveys using the Caring School survey and discuss results with parents in order to amend policies and practices to improve parent involvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	3,000 for professional development
Source(s)	Title III

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

New Heights provides high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the programs is determined by the increase in:

- English proficiency
- Academic achievement in the core academic subjects

Each teacher receives initial notification of language status and level according to previous level and yearly state language test results.

All students are provided daily ELD instruction integrating ELD standards within a self-contained classroom. Teachers’ frontload ELD to ensure access to content instruction taught in English. Teacher competence is assessed through observation and feedback. Research-based methods are used regularly by classroom teachers for designated and integrated ELD throughout the school day. After careful review of the student data and available research on best practices to support ELL students, teachers are implementing the following strategies/supports to build students’ language skills, such as:

- 1) High interest leveled books organized in classroom libraries (based on Fountas and Pinnell's Levelled Benchmark Assessment system) are used daily to encourage readers,
- 2) Daily oral language development through Morning Meeting and/or partnership talk
- 3) Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words (SIPPS, Grades K-3 and SIPPS Plus, grades 4-8),
- 5) Brain Pop or other multi-media support (video/visual support for content learning),
- 6) Words Their Way (grades K-8) or other word study approaches to build students' knowledge of words, and
- 7) Online math programs, such as Zearn (K-5) and IXL (6-8), provide technology-infused, visual support for math.
- 8) Oral language practice using Zwiers framework for academic talk.
- 9) Fountas and Pinnell Levelled Intervention Kits for struggling readers.

Designated ELD instruction is given in small groups during the school day in the classroom or in separate rooms depending on the needs. The small groups receive support through teacher-led instruction an After careful review of the student data and available research on best practices to support ELL students, teachers are implementing the following **integrated** strategies/supports to build students' language skills, such as:

- 1) High interest leveled books organized in classroom libraries (based on Fountas and Pinnell's Levelled Benchmark Assessment system) are used daily to encourage readers,
- 2) Daily oral language development through Morning Meeting and/or partnership talk
- 3) Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words (SIPPS, Grades K-3 and SIPPS Plus, grades 4-8),
- 4) Read aloud approaches to build academic vocabulary and oral comprehension, including repeated, interactive read aloud.
- 5) *Brain Pop* or other multi-media support (video/visual support for content learning),
- 6) *Words Their Way* (grades K-8) or other word study approaches to build students' knowledge of words, and
- 7) Online math programs, such as Zearn (K-5) and IXL (6-8), provide technology-infused, visual support for math.
- 8) Oral language practice using Zwiers framework for academic talk.
- 9) Fountas and Pinnell Levelled Intervention Kits for struggling readers.

Designated ELD instruction is given in small groups for at least 30 minutes during the school day in the classroom by the classroom teacher. The small groups receive support through teacher-led instruction and/or language-based computer programs including:

- 1) Rosetta Stone online program
- 2) Grammar Gallery lessons
- 3) Hammeray Oral Language Development books

- 4) Oral language practice using Zwiers framework for academic talk focused on particular language goals based on ELL level
- 5) Teacher-designed lessons to support access to grade level content
- 6) Repeated, interactive read aloud
- 7) Kate Kinsella Academic Vocabulary program/approach
- 8) Patterns of Power language routines

Proposed Expenditures for this Strategy/Activity

Amount(s)	% Staff Time to support ELD instruction daily \$399,791, Resources \$7,500
Source(s)	Title III

Strategy/Activity

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

High quality professional development for classroom teachers, administrators, and other school or community-based personnel is:

- a. designed to improve the instruction and assessment of ELL children
- b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students
- c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s literacy or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills
- d. designed to result in positive and lasting impact on teacher performance in the classroom

The NHCS will offer a minimum of 2 professional development sessions throughout the year specifically designed to improve instruction and assessment of ELL students. In addition, teachers receive professional development in differentiation and small group instruction to support literacy and math understanding.

Multiple times during the school year, teachers have time to review and analyze student state language test results, SBAC results, and student work. Teachers also receive support to understand the relationship between ELD standards and Content Standards, understand the grade level expectations for ELL students, and understand the instruction necessary to support ELL growth.

Proposed Expenditures for this Strategy/Activity

Amount(s)	2,000 for August PD sessions on ELD
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Amount(s)	2,000 for August PD sessions on ELD
Source(s)	Title III

Goal 4

All students will be taught by qualified, trained teachers.

Basis for this Goal/Identified Need

New Heights has maintained high teacher quality through effective hiring practices and intensive professional development. Teacher quality is essential in supporting our students to achieve academically, socially, and emotionally.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
All teachers will have required credentials.	19/19 teachers have required credentials	19/19 teachers have required credentials
All teachers will participate in professional development	100% teacher participation	100% teacher participation

Strategy/Activity 1

Professional development activities are aligned with challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs are tied to the standards:

The New Heights professional development system provides support for teachers in developing a deep understanding of the academic content at their grade level, an understanding of the level of student work they should expect at their grade level, the kinds of knowledge and skills assessed on the state tests, and strategies for working with the school's curricular programs.

The professional development process includes the following cycle of learning for teachers: 1) Experience the standards-based curricula as learners, 2) Deepen understanding of the content as well as the potential misunderstandings students may have regarding the content, 3) Reflect on the pedagogy of the learning experience and how it relates to principles of effective teaching, and 4) Design and plan lessons/units of study for their students and share these lessons/units with their New Heights colleagues.

Topics for the monthly 2-hour professional development sessions are designed around teachers' needs as identified by the teachers, the student data, and observations by the instructional coaches and Executive Director.

[Proposed Expenditures for this Strategy/Activity](#)

Amount(s)	\$5,000 for Amplify science content workshops in summer and \$34,200 for math content workshops in summer. Same as listed above.
Source(s)	Title I and II
Budget Reference(s)	5852

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Activities based on a review of scientifically based research and explanation of how activities are expected to improve student academic achievement: New Heights professional development activities are part of a formalized, ongoing program to support student achievement. A growing body of research shows that the most effective professional development addresses teachers' need for pedagogical content knowledge — a deep understanding of how best to represent the core ideas of a subject to students.

Criteria for Professional Development and Practice: The school has a rubric of Teacher Expectations for Professional Development and Practice that includes every research-based practice utilized by the school and acts as a self-assessment, evaluation, and coaching tool each year.

Teachers also utilize a common curriculum design and planning process to facilitate team and school wide dialogue about teaching and learning.

One form of professional development that supports teachers pedagogical content knowledge development is coaching. The school provides coaching for science, math and language development.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Math coaching (listed above)-34,200 Same as listed above
Source(s)	Title I and II

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Activities have a substantial, measurable, and positive impact on student academic achievement and are used to eliminate the achievement gap:

The New Heights faculty engages in a formal study of how teaching practices impact student performance. Faculty reflect on student progress session to formally share indicators of student achievement with particular focus on the achievement gap that separates high and low performing students. Beginning teachers are given support to complete their induction program.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Coaching support new teachers: 10,000 (instructional coaches)
Source(s)	Title II
Budget Reference(s)	5859

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: New Heights provides professional development for teachers on an ongoing basis starting prior to the first day of school and continuing through the week after school ends. Professional development is funded through Title I, II and III as well as general funds. The professional development system includes: summer PD, weekly planning/data cycle meetings, 5 pupil-free days for professional development yearly to increase teachers' knowledge and skills in standards-based teaching, and post school PD and planning with coaches.

Funds are spent to allow teachers time to plan in grade level teams.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Planning time (teacher salary for 5 pupil free days) -42,305
Source(s)	General Funds

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The professional development activities for teachers and principals and ensuring professional development meets needs: Teachers reflect on their learning and practice and set goals based on the schoolwide expectations for teachers' professional growth. Instructional coaches work with teachers (especially new teachers and teachers new to New Heights) to implement an individual professional development plan with a set of goals for the short and long-term. This information is used to design professional development activities for the whole faculty as well as individualized support for each faculty member and the school leaders.

Beginning teachers are given extra coaching support and financial support to complete their induction program to clear their teaching credential.

In addition, Surveys/Reflections are conducted to solicit and use input from stakeholders in future PD design.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Executive Director's time: 5% 10,406

Source(s)

General Funds

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

New Heights has integrated technology to support distance learning (during COVID-19) and differentiation. Teachers have a laptop computer, document camera, cell phone, projector, a grade level printer/scanner for their classroom, and access to a school video camera. In addition, the school facility has wireless Internet connection (and students are provided hot spots while in distance learning if internet is poor) and each classroom has a computer for student use at a 1:1 ratio.

New Heights has a Technology Coordinator who works with all faculty to identify appropriate software and provide one-on-one training on an as needed basis to teachers. Teachers attend workshops and receive training support for the use of technology. Teachers and staff have ongoing sustained training in the effective use of technology.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Technology Coordinator's time and technology – \$60,986

Source(s)

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of this Plan:

The faculty, staff, and parents of New Heights charter school collaborated in the design, launch, and ongoing renewal of our school through our charter petition approval process. The charter petition provides the foundation for our LEA Plan. Over the year, the parents, teachers and Executive Director have continued to identify needs for professional development through their individual professional development plans.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Parent Coordinator's time 25%- \$17,439

Source(s)

General Funds

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

How the school will provide training to enable teachers to:

- a. Teach and address the needs of students based on their assets and needs
- b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn
- c. Involve parents in their child's education and
- d. Understand and use data and assessments to improve classroom practice and student learning

New Heights uses the Responsive Classroom to support the development of a supportive environment for student learning. By focusing on students' need to autonomy, belonging, and competence, teachers learn how to address individual needs in the context of the learning community. Teachers learn to use morning meetings, schoolwide family events, and cross-age buddy

activities to help students bond to the learning values of the school and become less likely to engage in problem behaviors.

In addition, New Heights uses a Student Support and Progress Team model to provide a forum for collaborative discussion and solution identification for students who struggle with the school education program. Teachers bring data and student work to share with colleagues and parents to support the discussion.

Each year, the teachers complete universal and secondary screening data to identify students who need extra support and targeted goals for improvement.

Proposed Expenditures for this Strategy/Activity

Amount(s)	\$3,500 for responsive classroom coaching/workshops
Source(s)	Title II
Budget Reference(s)	5852

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

How the school will use funds under this subpart to meet the requirements of Section 1119:

New Heights trains all Teaching Partners who work in classrooms with students. Teaching partners participate in all teacher professional development as well as specialized professional development from math and literacy coaches to enhance their skills providing differentiated, small group instruction.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Teaching Partner 1 hour/day – 11 TPs x 6Hr x 180 days = 322,518
Source(s)	S&C/General

Goal 5

All students will be educated in learning environments that are safe, drug-free and conducive to learning.

Basis for this Goal/Identified Need

New Heights Charter School’s vision includes creating a safe, caring community so that students can take the risks necessary to learn and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Community Survey	80% or more of students and families feel a sense of belonging in the school community.	80% or more of students and families rank the school’s sense of belonging in the school community.
Attendance Rates	95% or higher	95% or higher
Suspension Rates	.5%	Less than 1%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

New Heights uses Responsive Classroom to support students’ social emotional development, student achievement, positive attitudes toward school, greater trust in and respect for teachers, improved social and ethical attitudes and interpersonal behavior, and reduced involvement in drug use and other problem behaviors.

Proposed Expenditures for this Strategy/Activity

Amount(s) See above

Source(s) See above

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The school conducts a Caring School Community Survey of parents, teachers, staff, and students once each year.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Staff time for Office Assistant: 2% \$980
Source(s)	General

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The school employs school counselors and social workers as part of its Student and Family Support Team.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Student and Family Support Staff - \$194,543
Source(s)	General Fund

Goal 6

Support students' social, emotional and physical development, focused on SEL skills, attendance rates, parent engagement, alternatives to suspension and expulsion, and middle school graduation.

Basis for this Goal/Identified Need

Parent involvement is important to help students succeed in school. The demands of the Common Core are high, and students need excellent attendance and parental understanding of the rigorous standards. In addition, post-pandemic, students have increased needs for social-emotional support and skill development.

Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Community Survey	80% or more of students and families feel a sense of belonging in the school community.	80% or more of students and families feel a sense of belonging in the school community.
Attendance Rates	95% or higher	95% or higher

Parent Participation Rates

60% or higher (parents who participate in 2 or more school events.)

60% or higher (parents who participate in 2 or more school events.)

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers and parents communicate on an ongoing basis to review students' progress. Twice a year, there is a formal review of student progress where teachers meet individually with parents/guardians for each student. In addition, the ED/Parent Coordinator writes a Newsletter for parents and all communications are translated into parents' home language.

Proposed Expenditures for this Strategy/Activity

Amount(s)

\$450 Bright Arrow

Source(s)

General Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parents are invited monthly to meet with the Executive Director/Parent Coordinator for an education session, update on school news, and discussion of school plans and review of parent involvement policies and practices.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Executive Director 4 hours/month \$3,984

Source(s)

General

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The school facilitates 3-5 Family Nights each year to engage families in the kind of teaching and learning at New Heights. Teachers also invite parents to engage in learning celebrations throughout the year in the classroom.

Proposed Expenditures for this Strategy/Activity

Amount(s)

Staff time: 10 office/admin staff for 15 hours total \$4,500

Source(s)

General Fund

Annual Review

SPSA Year Reviewed: 2021-21

Complete the following for each of the school's goals from the prior year SPSA. Duplicate as needed.

ANALYSIS

GOAL 1

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall implementation of the actions and services described above to achieve the articulated goal was smooth with very few challenges. The actions can be organized into three main categories: professional learning through coaching, time and staff for data analysis, and summer school/extended learning. A reflection on these three general areas yields the following: 1. Professional learning with coaches was most successful when differentiated to meet teachers' or grade level teams' personalized needs. 2. The time and staff for data analysis helped to formalize a protocol for reviewing student work. The most difficult part of the process is the analysis of student work -- understanding which are the most important skills to prioritize for future teachers and figuring out how and when to (re)teach skills given the demands of the curriculum pacing. This kind of thinking will be supported with future professional development. 3. Summer School staffing impacted attendance and effectiveness. Having a few teachers work for part of summer school increased student attendance and performance.

The school's analysis of internal data on reading from Fountas and Pinnell's Benchmark Reading Assessment shows that New Heights students suffered academically during the global pandemic. Score increased from the beginning of the year to the end of the year, but were still lower than pre-pandemic averages.

Briefly describe any major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences. We modified and adjusted PD to meet the needs of teachers returning to campus full-time post pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes other than moving students to 1:1 devices to support continued student learning during anticipated quarantine periods. We used COVID funds for the I pads and Chromebooks needed.

GOAL 2

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

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

1. Professional learning with coaches was most successful when differentiated to meet teachers' or grade level teams' personalized needs. 2. The time and staff for data analysis helped to formalize a protocol for reviewing student work. The most difficult part of the process is the analysis of student work -- understanding what students can do and what they can learn next. This kind of thinking will be supported with future professional development. 3. Summer School staffing impacted attendance and effectiveness. Having a few teachers work for part of summer school increased student attendance and performance. Given COVID and additional funds through a private grant, we extended the summer program by 1 week and included more staff to support students in small groups online.

The school's analysis of internal data from internal interim math tests shows that New Heights students suffered academically during the global pandemic. Scores increased from the beginning of the year to the end of the year, but were still lower than pre-pandemic averages.

Briefly describe any major differences between the intended implementation and/or budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Additional funds were used to support additional computers.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes.

GOAL 3

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall implementation of the school's plan to support English Language Learners went as planned and according to the EL Master Plan for the school. Teachers received professional development and in-classroom coaching support to implement both integrated and designated English Language learner instruction. Teachers and staff reviewed student data to provide appropriate small group support and maintained data in students' ELD folders to use in reclassification meetings.

Parents participated in the ELAC meetings and engaged in discussions regarding the ELPAC test.

The strategies were effective based on the student data collected throughout the year, classroom observations and teacher surveys. Internal reading data, ELPAC data, and writing data show improvement for English Language Learner students. Teacher surveys and observations showed that teachers implemented new strategies in the classroom for research-based strategies in grammar instruction, vocabulary instruction, oral language development, sentence construction/deconstruction, and use of graphic organizers.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We continued to provide ELL supports despite disruptions for quarantine.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major differences.

GOAL 4

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall implementation of professional development strategies was conducted as planned. New Heights teachers and staff engage in a comprehensive system of professional development that includes learning sessions, in-classroom coaching, review of data, planning, and classroom observation. This coaching is in literacy, math, science, and classroom management.

Teachers are given a set of clear expectations for curriculum, instruction, assessment and community-building and they self-assess, set goals and are evaluated based on goals set within this framework. The coaching model supports the goals teachers have set and provides ongoing (not one-time) support. Data helps coaches refine and improve their support to ensure they are meeting teachers' and leadership needs.

The strategies were effective as shown by the school's SBAC scores compared to other resident schools (schools where students would otherwise attend). The strategies are also deemed effective based on feedback from the classroom observations by the LAUSD oversight team.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We modified and adjusted some professional development to allow for social distancing or outdoor sessions during times of high COVID rates in our community.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No major changes.

GOAL 5

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Building a caring school community and supporting students' social-emotional development are essential to the vision of New Heights. Teachers are all trained in Responsive Classroom to support a positive classroom environment and an understanding of positive behavior supports. New Heights has a Student and Family Support Team that provides classrooms with support through counseling, crises support, behavior management, attendance, and parent involvement. Each year New Heights conducts a survey of students to gauge their sense of belonging and connectedness to the school. As measured by the low suspension rate, high student ratings on the Relationships Questions in our Panorama surveys, New Heights has confidence in the effectiveness of the strategies/activities to support this goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We support more students with their social / emotional needs due to the impact of the global pandemic, but our systems did not change.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes.

GOAL 6

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall implementation of the actions/services was conducted according to plan. The primary goal of parent involvement was to increase parent understanding of the rigors of the curriculum/state standards, increase parent participation in school activities, and increase student attendance, by reducing chronic absenteeism.

The Parent Coordinator designed and implemented monthly education sessions for parents/guardians focused on building understanding of our school vision and the needs of our students. The sessions were well-designed and received positive feedback.

The Student and Family Support Team regularly analyzed attendance data and called/met with parents to problem-solve issues related to poor attendance.

The most effective actions related to this goal were the increase in parent involvement. Sixty percent of parents participated in 2 or more school events during the school year, not counting the 99% attendance at the first Parent - Teacher Conferences held during the year on Zoom.

However, there are still too many students who are chronically truant and the current strategies and system in place has not had a significant impact on their behavior. For many students, increased absences is related to parents' heightened awareness that they should not send a student who has any symptoms of sickness to school. For the families where sickness is not the major factor leading to school absences, the school is working with our SELPA team to help implement an additional level of parent support better educate and collaborate with families.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We modified and adjusted to an online setting in response to high rates of COVID in our community, but we continued to offer parent support through Zoom.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$332,010
Total Funds Provided to the School from the LEA for CSI	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,203,885

Other Federal, State and Local Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
N/A	N/A

Subtotal of consolidated federal funds for this school: \$ N/A

List the State and local programs that the school is consolidating in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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State or Local Programs	Allocation (\$)
N/A	\$N/A

Total of consolidated (federal, state, and/or local) funds for this school: N/A