

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

New Heights Charter

Contact Name and Title

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2017-20 Plan Summary

The Story

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

New Heights Philosophy: HEALTH, CREATIVITY, AND THE POWER OF IDEAS

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

New Heights Charter School serves low-income students living in urban South Los Angeles in grades TK-8. Since opening in 2006, the New Heights student population has always included over 92% students eligible for free and reduced lunch (FRPL); in 2017-18, 97% of our students are FRPL, with 75% Hispanic/Latino and 25% African American. Currently, 30% of our students are English Learners (EL). Approximately 12% of our current students receive special education services.

A short history of New Heights: New Heights is in its 12th year of operation and currently serves 428 African and Latino students in South Los Angeles. Over 97% of our students qualify for free or reduced lunch. New Heights is a Transitional Kindergarten-8th grade school that operates a before and after school program, serving students from 7:00 am – 6:30 pm.

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

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

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

Mission

New Heights Charter School, located in South Los Angeles, prepares urban students to use their minds well and become capable, caring citizens through a personalized and caring learning community, with a rigorous understanding-based curriculum. Recognizing that students' academic, social, and emotional development are interdependent, students learn academic knowledge and skills in a supportive, nurturing environment.

Vision

New Heights' vision is focused on enhancing equity in educational opportunity. In keeping with the statutory purposes for charter schools, New Heights strives to improve pupil learning, increasing learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving. New Heights' educational philosophy is based on supporting students' intrinsic motivation to learn and organizing learning to promote understanding. New Heights provides a strong foundation to students in their early years, so they can excel in the middle grades, and be fully prepared for the demands of high school.

School Culture: As a TK-8 school, New Heights provides a small, safe setting for students to grow into adolescence in a caring community in which they are each individually known. The school is a place that is comfortable and inviting to all. The school cultivates a feeling of respect, trust, and partnership between students, parents, and teachers. Students have opportunities to reflect on their behavior towards others and contribute suggestions for how to improve the climate of the school to support learning. New Heights strives to connect students to school by making school more open, welcoming, and nurturing. The school culture is characterized by a shared commitment to continuous learning and improvement in a collaborative, supportive environment.

Response to Intervention: Teachers utilize benchmark and universal screening assessments to illuminate student strengths and weaknesses in reading and math, using the Fountas and Pinnell Benchmark Reading Assessment (followed by miscue analysis), Systematic Instruction in Phonics, Phonemic Awareness and Sight Words (SIPPS) Mastery Test and a Math Diagnostic Test. Classroom teachers upload their Universal Screening data onto a "Class Matrix" to provide a snapshot of all students who may be in need of extra support.

The Class Matrix also includes students' social/emotional needs. Teachers complete a universal screening using the Student Risk Screening Scale & Student Internalizing Behavior Screening Scale. For students who score at the high-risk level, teachers use the Strengths and Difficulties Questionnaire as a secondary screening to further investigate areas of strength and need.

For students who are not experiencing success participating in Tier I, based on the data, Student Support and Progress Team (SSPT) Meetings are held with general education teachers, special education staff, social workers/counselors, parents, and the Executive Director or Director of Programs. The SSPT uses the school's Response to Intervention Initial Meeting Form in order to engage in a collaborative problem-solving process. The team identifies and evaluates the underlying reasons why the student is not experiencing academic and/or behavioral success. The team discusses the student's strengths, background information (including health history, important life events, ELL status), areas of concern, potential ideas for the cause of the concern, and strategies already attempted. The team then discusses desired student outcomes, evidence to measure outcomes, brainstorms potential new strategies to try, and determines action steps (intervention strategies) and duration, identifying tools/process to monitor student progress. Students receiving intervention are supported by frequent progress monitoring comparing expected rate of learning and actual rate of learning across time and adjustments are made to the instruction/intervention as needed.

Behavior Supports: New Heights has a strong commitment to providing a culture of positive behavior interventions that supports students' social-emotional development and creates a positive environment for all. Students experiencing behavior challenges are supported using a schoolwide approach that has kept the suspension rate of 0 - .5 % over the last 4 years, with 0% expulsions. New Heights adheres to a positive behavior philosophy consistent with the District's discipline policy, with modeling and reinforcement of positive behavior. These practices are adapted as needed in regard to the discipline of a student with special needs as determined by IDEA.

The schoolwide behavioral expectations are shared with parents prior to the start of the school year and taught, enforced, and monitored with all students throughout the school year. Each classroom spends time during the first weeks of school collaboratively creating a set of classroom rules. Teachers continue discussing and practicing the rules all year long.

To address truancy, tardiness, and/or other attendance-related issues, New Heights has developed a process for data monitoring, parent/student

communication, and action planning that focuses on the underlying reasons for poor attendance.

To support classroom management and ensure students have support for social-emotional challenges, all teachers participate in a 3-5 day *Responsive Classroom* training to learn how to support social/emotional development, classroom management, and schoolwide positive approaches to discipline. Responsive Classroom, the heart of the New Heights approach in Tier I, is a "select" program of the Collaborative for Academic, Social, and Emotional Learning (CASEL), with proven evidence of its effectiveness.

Professional Development Supports at the Beginning of Each Year: Each year starts with teachers setting professional development goals (based on their end year reflections if they are returning teachers) and identifying areas needed for growth.

- Teachers review the Teacher Expectations document to identify the areas in which they need to most support. Teachers consult with the Executive Director and content coaches for feedback/input.
- Teachers identify the ways in which they would like support. For example, teachers may request a particular kind of coaching approach, planning support, or a demonstration lesson.
- Teacher goals and preferences for professional development support are shared with coaches and taken into consideration for the design of each professional development experience for the year.

Ongoing Feedback and Improvement: Teachers, coaches, and the Executive Director make adjustments based on feedback on an ongoing basis. In addition, mid-year and end-year teachers are asked to reflect on their progress and to restate their preferences for professional development support on the Teachers Expectations document.

PROFESSIONAL DEVELOPMENT STRUCTURES

1. Each summer, prior to the start of the school year, all teachers participate in approximately 10 days of professional development to build understanding of research-based curriculum materials, develop community, and focus on school wide goals.
2. Throughout the school year, teachers continue to engage in a three-hour block of professional development or team planning time every Tuesday during student early release time. These sessions include opportunities for teachers to participate in grade level coaching sessions, whole faculty professional development in content areas or classroom management/social-emotional development, grade band Support Study Team discussions to prepare individual students success plans, and individual and grade level planning.
3. The school calendar includes 5 pupil-free days during the school year for faculty to engage in professional development in the professional development focus area for the year and data analysis.
4. Teachers receive job-embedded professional development from the school's Literacy Coaches, Math coaches, Science coaches, and Responsive Classroom coach. The coaches provide demonstration lessons, co-teaching opportunities, planning support, and teaching labs to improve teachers' instruction in reading and writing. The coaches support teachers with math instruction, English Language Learners, and classroom management.
5. Data Analysis and Planning: Teachers determine which student work / test data to collect, grade and sort, norm with colleagues, determine areas of strength and weakness, plan future instruction based on analysis.

LCAP Highlights

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

New Heights Charter School has set three large goals for improvement which encompass all of the state's priorities. The key features of the plan are an intentional focus on differentiation/small group instruction in literacy and math and a continued focus on increasing parents' understanding of the rigors of the Common Core and the ways in which they can support their students' social, emotional, and academic achievement.

Review of Performance

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

New Heights is pleased with the progress students are making in ELA, although we remain committed to improving performance of our sub-groups. English Learners are making progress, although we still have a performance gap.

English Learners

ELA Performance of ELL Subgroup	2015	2016	2017
Exceeded	0%	0%	3%
Met	6%	23%	25%
Nearly Met	37%	52%	41%
Not Met	57%	26%	31%

Greatest Progress

African American

ELA Performance	2015	2016	2017
Exceed	7%	15%	17%
Met	27%	23%	28%
Nearly Met	32%	34%	24%
Not Met	34%	28%	31%

Special Ed

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

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

African American

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

Special Ed

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

Specific Examples of Improvements/Increases in services include the following Professional Development activities:

New Heights Charter School's professional development plan continued the emphasis of the last two years on:

- formative assessment through close analysis of student work
- summative assessment in math and a process for spiraling in content taught earlier in the year
- differentiation in instruction based analysis of student work and on demand performances
- blended learning, especially in math, to support differentiation (both acceleration and remediation)

The school's professional development plan included an INCREASED emphasis on the following:

- oral language development in all content areas
- targeted math coaching in the summer and throughout the school year, including support for more accurate pacing plans, more comprehensive assessments, and more tools to fill gaps in students' previous learning. The coaching/teacher partnership has also led to teachers' increasing the amount of math talk in the classrooms, increasing their use of conceptual questioning, and increased knowledge of teachers' math content.

The school increased efforts to reduce chronic absenteeism through use of a data gathering/problem analysis framework that helped to direct staff to the appropriate pathway to support families.

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

According to the LCFF Evaluation Rubrics, the school's greatest need is to increase the performance of English Language Learners. This data aligns with the school's internal data and the CAASPP data. While ELL students are improving, the gap is still wide, and the school wants to continue to implement activities to support academic growth.

New Heights plans to take the following steps to address this need for improvement:

- Develop/Plan Oral Language Curriculum Using Framework: Creating ideas, clarifying ideas, supporting ideas, and evaluating ideas
- Develop and use Oral Language Rubric to Assess students' Progress and Target Future Instruction
- Integrate Oral Language Development into daily routines such as: Morning Meeting, Literacy, Math, Science, Social Studies
- Increase Math Talk Strategies to Deepen Students' Understanding of Math Concept
- Increase Personalization/Differentiation Through Blended Learning

Another great need is to continue to support students and families to improve attendance. Based on attendance data, a significant number of students have unexcused absences and tardies and this has a negative impact in their academic performance.

The school is committed to continuing all the activities that have been implemented the past two years to reduce chronic absenteeism.

Greatest Needs

New Heights plans to take the following steps to address this need for improvement:

- continue to improve systems for tracking and communicating attendance issues to families early in the school year.
- continue to educate parents regarding the problems of poor attendance and hold parents and students accountable to the attendance plans that are created together once a problem is identified.

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

According to the LCFF Evaluation Rubrics, the only student group with low performance levels was English Language Learners in ELA. While ELL students are improving, the gap is still wide, and the school wants to continue to implement activities to support academic growth.

New Heights plans to take the following steps to address this need for improvement:

Performance Gaps

- Develop/Plan Oral Language Curriculum Using Framework: *Creating ideas, clarifying ideas, supporting ideas, and evaluating ideas*
- Develop and use Oral Language Rubric to Assess students' Progress and Target Future Instruction
- Integrate Oral Language Development into daily routines such as: Morning Meeting, Literacy, Math, Science, Social Studies
- Increase Math Talk Strategies to Deepen Students' Understanding of Math Concept
- Increase personalization/differentiation through blended learning.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

New Heights Charter School will increase / improve services for low-income students, English learners, and foster youth in the following significant ways:

Increased or Improved Services

1. Continue to formalize ongoing professional development for each grade level's Teaching Partners. LCAP funding was initially used to hire Teaching Partners to support differentiated instruction at all grade levels and now the new emphasis is to increase support / training for these Teaching Partners to improve their effectiveness working with students.
2. Improve professional development for classroom teachers, resource teachers, and intervention teachers
3. Improve outreach to parents and students related to attendance by continuing to refine the use of technology to track attendance issues in a timely fashion, coordinate with community resources to support students and families, and create a process to educate parents and students regarding the link between academic achievement and attendance.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$5,680,147
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,831,548

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

In addition to the expenditures outlined in the LCAP, the New Heights 2018-19 budget includes funding for facilities (rent, utilities, repairs), school leadership and operations staff, general liability insurance, and professional consultants (audit firm, back office support, CALPADs support, the nutrition program, and the after school program).

Total Projected LCFF Revenues for LCAP Year	\$4,396,698
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Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Increase percent of students who are able to comprehend grade-level text (fiction and non-fiction).

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

	Expected	Actual
2% increase on internal benchmark for Reading or 2% increase on percent of students who meet standards based on SBAC ELA test.	2017-18 50% meet standards based on internal reading assessments, or 50% meet standards based on SBAC ELA.	51% of students met standards on the 2017 SBAC ELA assessment versus 48% in 2016, an increase of 3%. 46% of students met standards on the school's internal ELA assessment in 201718. (This data point isn't comparable to last year, since we are now using a new scale.)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers will implement standards-aligned curriculum and assessments. New Heights will purchase standards-align materials for teachers to implement in the classroom.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Teachers implemented standards-aligned curriculum and assessments. New Heights purchased standards-align materials for teachers to implement in the classroom.</p>	<p>4110 Curriculum Purchases (Amplify, Math, TCI) - 4000-4999 Books and Supplies - LCFF: \$24,000</p>	<p>4110 Curriculum Purchases (Math), 4310 (Amplify TCI) - 4000-4999 Books and Supplies - LCFF: \$26,450</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will offer on-going professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS offered on-going professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS. Teachers engaged in literacy, math and science professional development.</p>	<p>Stipends for Teacher PD prior to the start of the school year. - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$35,640</p>	<p>Stipends for Teacher PD prior to the start of the school year. - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$33,320</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in literacy w/special emphasis on language.Coaching support includes classroom demonstrations of new instructional approaches, coaching/feedback on new instructional approaches, coaching during unit/lesson design, and analysis of student work</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS provided coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in literacy w/special emphasis on language.Coaching support included classroom demonstrations of new instructional approaches, coaching/feedback on new instructional approaches, coaching during unit/lesson design, and analysis of student work</p>	<p>Growing Educators - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$25,000 BTSA Support - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$1,933 BTSA Support - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,267</p>	<p>Growing Educators - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$25,000 BTSA Support - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title II: \$7,173 BTSA Support - 5000-5999 Services and Other Operating Expenses - LCFF: \$4,827</p>

followed by differentiated lesson planning.	followed by differentiated lesson planning.		
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Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location:</p> <p>NHCS offered on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction.</p>	<p>Technology Specialist - 2000-2999 Classified Salaries - LCFF: \$33,280</p> <p>Tech Verb - 5000-5999 Services and Other Operating Expenses - LCFF: \$5,000</p> <p>Internet - 5000-5999 Services and Other Operating Expenses - LCFF: \$58,000</p>	<p>Technology Specialist - 2000-2999 Classified Salaries - LCFF: \$25,700</p> <p>Tech Verb - 5000-5999 Services and Other Operating Expenses - LCFF: \$10,560</p> <p>Internet - 5000-5999 Services and Other Operating Expenses - LCFF: \$50,757</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation in the context of a co-teaching model of push-in support for students with special needs.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>For Students with Disabilities, NHCS provided professional learning opportunities to special education teachers and teaching partners on Common Core implementation in the context of a co-teaching model of push-in support for students with special needs.</p>	<p>3 FTE Resource Teachers (portion paid for with federal IDEA) - 1000-1999 Certificated Salaries - Other Federal Funds: \$81,527</p> <p>3 FTE Resource Teachers (portion paid for with state AB 602) - 1000-1999 Certificated Salaries - Other State Revenues: \$104,519</p> <p>Benefits for 3 FTE Resource Teachers - 3000-3999 Employee Benefits - Other State Revenues: \$69,063</p> <p>Contracted Special Ed Services - 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$109,000</p>	<p>3 FTE Resource Teachers (portion paid for with federal IDEA) - 1000-1999 Certificated Salaries - Other Federal Funds: \$71,386</p> <p>3 FTE Resource Teachers (portion paid for with state AB 602) - 1000-1999 Certificated Salaries - Other State Revenues: \$114,411</p> <p>Benefits for 3 FTE Resource Teachers - 3000-3999 Employee Benefits - Other State Revenues: \$59,825</p> <p>Contracted Special Ed Services - 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$140,450</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS faculty will engage in a learning/reflection cycle that includes analysis of student performance,</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS faculty engaged in a learning/reflection cycle that includes analysis of student performance,</p>	<p>Illuminate Assessment Software - 4000-4999 Books and Supplies - LCFF: \$4,750</p> <p>Teacher Planning Time (\$41.34 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks) - 1000-1999 Certificated Salaries - LCFF: \$127,297</p> <p>Teacher Planning Time/Drama Teaching</p>	<p>Illuminate Assessment Software - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$3,500</p> <p>Teacher Planning Time (\$40.18 avg hourly rate X 4.5 hrs/wk x19 - 1000-1999 Certificated Salaries - LCFF: \$123,674</p> <p>Teacher Planning Time/Drama Teaching</p>

identification of strengths/needs, and planning for future lessons to address students' strengths/needs during teacher release time and collaborative learning time.	identification of strengths/needs, and planning for future lessons to address students' strengths/needs during teacher release time and collaborative learning time.	Partner - 3000-3999 Employee Benefits - LCFF: \$46,145 Drama Teaching Partner - 2000-2999 Classified Salaries - LCFF: \$24,000	Partner - 3000-3999 Employee Benefits - LCFF: \$46,341 Drama Teaching Partner - 2000-2999 Classified Salaries - LCFF: \$28,911
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Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS will implement a comprehensive literacy support system for students. Teaching Partners will work with teachers and students to identify students in need, differentiate instruction, and provide response to intervention.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS implemented a comprehensive literacy support system for students. Teaching Partners worked with teachers and students to identify students in need, differentiate instruction, and provide response to intervention.</p>	<p>10 Teaching Partners (1 per grade level) - 2000-2999 Classified Salaries - LCFF: \$227,928</p> <p>Literacy & Language/EL Intervention Teaching Partner - 1000-1999 Certificated Salaries - LCFF: \$24,000</p> <p>Teaching Partner Benefits - 3000-3999 Employee Benefits - LCFF: \$76,838</p>	<p>10 Teaching Partners (1 per grade level) - 2000-2999 Classified Salaries - LCFF: \$229,711</p> <p>Literacy & Language/EL Intervention Teaching Partner - 2000-2999 Classified Salaries - LCFF: \$20,000</p> <p>Teaching Partner Benefits - 3000-3999 Employee Benefits - LCFF: \$75,950</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS will offer a month long summer school for students below grade level in reading.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS offered a month long summer school for students below grade level in reading.</p>	<p>Summer School Staff Costs - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$12,000</p> <p>Summer School Staff Costs - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$8,000</p>	<p>Summer School Staff Costs - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$10,677</p> <p>Summer School Staff Costs - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$5,545</p>

Analysis

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

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

The overall implementation of the actions and services described above to achieve the articulated goal was smooth with very few challenges. The actions can be organized into three main categories: professional learning through coaching, time and staff for data analysis, and summer school. A reflection on these three general areas yields the following: 1. Professional learning with coaches was most successful when differentiated to meet teachers' or grade level teams' personalized needs. 2. The time and staff for data analysis helped to formalize a protocol for reviewing student work. 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.

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

The school's analysis of internal data on reading from Fountas and Pinnell's Benchmark Reading Assessment shows that New Heights students achieved the articulated goal set for the internal measure of reading. Students also increased performance in ELA when measured by the SBAC assessment showing a 3% gain schoolwide.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In addition to maintaining the staff planned in support of special education, the school spent more on contracted special ed services than planned.

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

There are no major changes to this goal, actions or services. The only refinement is that now that the school's % proficient has been met by both internal and state measures (New Heights has already reached the goal that was expected to be reached in the next 3 years.) Therefore, the expected outcome is to continue improving, while maintaining at least 50% proficient schoolwide in ELA based on either internal or SBAC metrics.

Goal 2

Increase the percent of students who are achieving math common core standards at grade level.

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
2017-18 38% meet standards on SBAC or 36% meet standards based on an internal math assessment.	48% met standards on SBAC in 2017, versus 38% in 2016, an increase of 10%. 60% met standards on the school's internal math assessment (an increase of 7% during the 1718 year).

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will provide standards-aligned curriculum and assessments in math.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS provided standards-aligned curriculum and assessments in math.</p>	<p>Math Curriculum - 4000-4999 Books and Supplies - LCFF: \$2,000</p>	<p>Fast Math - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$3,914</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will offer professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS offered professional learning and coaching prior to the start of the school year as a means to support the implementation of the CCSS.</p>	<p>Stipends for teacher professional development prior to the start of school year. - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$39,850 (repeated expenditure)</p>	<p>Stipends for teacher professional development prior to the start of the year - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$33,320 (repeated expenditure)</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS provided coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.</p>	<p>Math PD - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$42,560</p>	<p>Math PD - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$32,560</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p>	<p>Technology Specialist - 2000-2999 Classified Salaries - LCFF: \$33,280 (repeated expenditure)</p>	<p>Technology Specialist - 2000-2999 Classified Salaries - LCFF: \$25,700 (repeated expenditure)</p>

<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction.</p>	<p>Students to be Served: All</p> <p>Location: All Schools</p> <p>NHCS offered on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction.</p>	<p>Blended Learning Coaching - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$20,000</p>	<p>Blended Learning Coaching - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$20,000</p>
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Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation within the co-teaching model of push-in support for students with special needs.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Students with Disabilities</p> <p>Location: All Schools</p> <p>For Students with Disabilities, NHCS provided professional learning opportunities to special education teachers and teaching partners on Common Core implementation within the co-teaching model of push-in support for students with special needs.</p>	<p>Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA) - 1000-1999 Certificated Salaries - Other Federal Funds: \$81,527 (repeated expenditure)</p> <p>Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602) - 1000-1999 Certificated Salaries - Other State Revenues: \$104,519 (repeated expenditure)</p> <p>Employee Benefits; Benefits for 3 FTE Resource Teachers - 3000-3999 Employee Benefits - Other State Revenues: \$69,063 (repeated expenditure)</p> <p>Contracted Special Ed Services - 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$109,000 (repeated expenditure)</p>	<p>Certificated Salaries, 3 FTE Resource Teachers (portion paid for with IDEA funds) - 1000-1999 Certificated Salaries - Other Federal Funds: \$71,386 (repeated expenditure)</p> <p>3 FTE Resource Teachers (portion paid for with state AB 602) - 1000-1999 Certificated Salaries - Other State Revenues: \$114,411 (repeated expenditure)</p> <p>Benefits for 3 FTE Resource Teachers - 3000-3999 Employee Benefits - Other State Revenues: \$59,825 (repeated expenditure)</p> <p>Contracted Special Ed Services - 5000-5999 Services and Other Operating Expenses - Other State Revenues: \$140,450 (repeated expenditure)</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS faculty will be provided with teacher release time and collaborative learning time in order to engage in analysis of student performance followed by identification of strengths and gaps in student learning to inform future lessons.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS faculty was provided with teacher release time and collaborative learning time in order to engage in analysis of student performance followed by identification of strengths and gaps in student learning to inform future lessons.</p>	<p>Illuminate Assessment Software - 4000-4999 Books and Supplies - LCFF: \$4,750 (repeated expenditure)</p> <p>Teacher Planning Time (\$41.34 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks) - 1000-1999 Certificated Salaries - LCFF: \$127,297 (repeated expenditure)</p>	<p>Illuminate Assessment Software - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$3,500 (repeated expenditure)</p> <p>Teacher Planning Time (\$40.18 avg hourly rate X 4.5 hours/wk x 19) - 1000-1999 Certificated Salaries - LCFF: \$123,674 (repeated expenditure)</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS will implement a comprehensive math assessment system, including pre/post assessments, interim assessments, and regular progress monitoring with the support of Teachers, Teaching Partners, and technology staff.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>NHCS implemented a comprehensive math assessment system, including pre/post assessments, interim/block assessments, and regular progress monitoring with the support of Teachers, Teaching Partners, and technology staff.</p>	<p>10 Teaching Partners (1 per grade level) - 2000-2999 Classified Salaries - LCFF: \$227,928 (repeated expenditure)</p>	<p>10 Teaching Partners - 2000-2999 Classified Salaries - LCFF: \$229,711 (repeated expenditure)</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implement a month-long summer school program for students who struggle in math (based on student assessments.)</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Implemented a month-long summer school program for students who struggle in math (based on student assessments.)</p>	<p>Summer School Staff Costs - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$12,000 (repeated expenditure)</p> <p>Summer School Staff Costs - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$8,000 (repeated expenditure)</p>	<p>summer school staff costs - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$10,677 (repeated expenditure)</p> <p>Summer School Staff Costs - 2000-2999 Classified Salaries - Federal Revenues - Title I: \$5,545 (repeated expenditure)</p>

Analysis

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

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

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

1. Professional learning with coaches was most successful when differentiated to meet teachers' or grade level teams' personalized needs.
2. The time and staff for data analysis helped to formalize a protocol for reviewing student work. 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.

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

The school's analysis of internal data from internal interim math tests shows that New Heights students achieved the articulated

goal set for the internal measure by improving by ____%. Students far exceeded the goal when measured by the SBAC assessment showing a 10% gain from the previous year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures.

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

There are no major changes to this goal, actions or services. The only refinement is that now that the school's % proficient has been met and exceeded by state measures (New Heights has already reached the goal that was expected to be reached in the next 3 years.) Therefore, the expected outcome is to continue improving by increasing at least 2% schoolwide in MATH based on either internal or SBAC metrics.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
<p>2017-18 ADA: >95%</p> <p>Habitual Truancy:<36%</p> <p>Chronic Absence:<4%</p> <p>Parent Participation: >60%</p>	<p>ADA: 96%</p> <p>Habitual Truancy: 53%</p> <p>(Last year's target was set based on a misunderstanding of the previous data.)</p> <p>Chronic Absence: Actual for 1617 was 9.5%. School-based estimate for 1718: 7%.</p> <p>(Last year's target was set based on a misunderstanding of the chronic calculation.)</p> <p>Parent Participation: Over 60%</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The Student Support Coordinator will:</p> <ul style="list-style-type: none"> regularly analyze attendance data and work with parents to reduce absenteeism. continue to improve systems for identifying, contacting, and supporting students who miss school as well as systems for communicating attendance issues to families early in the school year. provide personalized support to students/families with chronic absenteeism. review and improve systems for supporting families of students with chronic absenteeism. conduct home visits as needed to support student attendance at school. refine the school's attendance policy to educate parents regarding the problems of poor attendance, the state's definitions of habitual and chronic absence, and the consequences of failure to adhere to the attendance support plans created between families and our staff. 	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>The Student Support Coordinator implemented the following:</p> <ul style="list-style-type: none"> regularly analyze attendance data and work with parents to reduce absenteeism. continue to improve systems for identifying, contacting, and supporting students who miss school as well as systems for communicating attendance issues to families early in the school year. provide personalized support to students/families with chronic absenteeism. review and improve systems for supporting families of students with chronic absenteeism. conduct home visits as needed to support student attendance at school. refine the school's attendance policy to educate parents regarding the problems of poor attendance, the state's definitions of habitual and chronic absence, and the consequences of failure to adhere to the attendance support plans created between families and our staff. 	<p>Student & Family Support Coordinator - 1000-1999 Certificated Salaries - LCFF: \$75,392</p> <p>Student & Family Support Coordinator - 2000-2999 Classified Salaries - LCFF: \$52,500</p> <p>Student & Family Support Team Teaching Partner - 2000-2999 Classified Salaries - LCFF: \$6,080</p> <p>Student & Family Support Team - 3000-3999 Employee Benefits - LCFF: \$40,192</p>	<p>Student & Family Support Coordinator - 1000-1999 Certificated Salaries - LCFF: \$83,299</p> <p>Student & Family Support Coordinator - 2000-2999 Classified Salaries - LCFF: \$52,500</p> <p>Student & Family Support Team Teaching Partner - 2000-2999 Classified Salaries - LCFF: \$3,973</p> <p>Student & Family Support Team - 3000-3999 Employee Benefits - LCFF: \$41,932</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The Parent Coordinator will: -design and implement monthly education sessions for parents/guardians focused on building</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>The Parent Coordinator designed and implemented education sessions for</p>	<p>Parent Coordinator - 2000-2999 Classified Salaries - LCFF: \$20,000</p>	<p>Parent Coordinator - 2000-2999 Classified Salaries - LCFF: \$20,000</p>

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.	parents/guardians focused on building understanding of the demands of the Common Core; increased services to support parents in attending educational sessions at school, communicated regularly with parents/guardians through school website, phone outreach, texting, and mailings, and provided translation services at school events and translated materials for parents/guardians.		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teachers will use the training received in 2016-17 to integrate trauma-informed stress reduction activities and/or growth mindset education to students and families to increase students' abilities to have the confidence and perseverance to learn difficult academic concepts (Common Core) and handle difficult social situations.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Teachers used the training received in 2016-17 and received additional training in 1718 to integrate trauma-informed stress reduction activities and/or growth mindset education to students and families to increase students' abilities to have the confidence and perseverance to learn difficult academic concepts (Common Core) and handle difficult social situations.</p>	<p>A Thousand Joys - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$3,000</p>	<p>A Thousand Joys - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$3,100</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>New Heights uses a self contained model for grades K-8 to maintain strong teacher student relationships and ensure school attendance. In addition New Heights has small class size (average 24) in grades 4-8 to ensure strong teacher-student relationships.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>New Heights uses a self contained model for grades TK-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>Teacher Salaries (Portion funded by Unrestricted Lottery Funds) - 1000-1999 Certificated Salaries - Other State Revenues: \$60,876</p> <p>Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$974,786</p>	<p>Teacher Salaries (Portion funded by Unrestricted Lottery Funds) - 1000-1999 Certificated Salaries - Other State Revenues: \$59,838</p> <p>Teacher Salaries - 1000-1999 Certificated Salaries - LCFF: \$946,997</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Support students, during transitions and outdoor time, to build their social skills and ensure a safe environment that promotes learning.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: LEA-wide</p> <p>Location: All Schools</p> <p>Support students, during transitions and outdoor time, to build their social skills and ensure a safe environment that promotes learning.</p>	<p>Student & Family Support Team - 2000-2999 Classified Salaries - LCFF: \$58,580 (repeated expenditure)</p>	<p>Student & Family Support Team - 2000-2999 Classified Salaries - LCFF: \$56,473 (repeated expenditure)</p>
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Analysis

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

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

The overall implementation of the actions/services was conducted according to the plan. The Student and Family Support Team regularly analyzed attendance data and called/met with parents to problem-solve issues related to poor attendance. One challenge of implementation making time for meetings with individual parents. The staff decided to hold send information to parents about set meeting times for all parents (with low attendance) to come to meet with our team.

The Parent Coordinator designed and implemented education sessions for parents/guardians focused on building understanding of the Common Core. The sessions were well-designed and received positive feedback. The session topics included: Internet Safety (best attendance), Drug Safety, A-G Requirements, and Ways to get Involved in your Child's Education.

New Heights contracted with Thousand Joys to run two workshops for staff: Positive Communication and Trauma-Informed Practice. Teachers appreciated the information (based on the end-session surveys). The workshops were followed by coaching and follow-up sessions.

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

The most effective actions related to this goal were the increase in parent involvement and the decrease in chronic absenteeism. More than sixty percent of parents participated in 2 or more school events during the school year, not counting the 99% attendance at the two Parent - Teacher Conferences held during the year.

Chronic absenteeism reduced due to the efforts of the team to track and address attendance issues, starting early in the school year. However, there are still too many students who are habitually truant and additional strategies are needed to better educate families about the problems associated with missing even three days of school each year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures.

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

The modifications to the actions and services related to this goal include the addition of the following:

1. The Student and Family Support team will work with the Executive Director to refine the school's attendance tracking and meeting system to educate parents regarding the problem attendance, the state's definitions of habitual and chronic absence, and the consequences of failure to adhere to the attendance support plans created between families and our staff.
2. Teachers will use the training received to integrate trauma-informed stress reduction activities and/or growth mindset education to students and families to increase students' abilities confidence and perseverance to learn difficult academic concepts (Common Core) and handle difficult social situations.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

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

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

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

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

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

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

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

Stakeholders of New Heights have all been involved in the growth and development of New Heights Charter School and have specifically contributed to the progress toward the goals set forth in the LCAP plan. Here is an annual update on the specific activities related to this work:

Charter School Parent Advisory Community Meetings

September 6, 2017

Informed parents, staff, and community stakeholders met regarding the LCAP priorities and plan for 2017-18. Executive Director educated parents regarding the goals, actions, and budget for LCAP.

January 17 and 24th, 2018

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

May 9, 2018

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

School Site Council Meetings

October 19, 2017

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

May 17, 2018

Presented revised draft LCAP to council for input.

Family Education Nights

September 19 (Upper Campus) and September 26 (Lower Campus), 2017

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

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

April 17th and 24th, 2018

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

Faculty and Staff Meetings

September 7, 2017: 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 19, 2017: 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 22, 2018: 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 8, 2018 Faculty, staff, and school leadership met to discuss input from other stakeholders and draft an annual update plan.

April 24, 2018: Faculty, staff and school leadership met to finalize annual update plan for Board review in May. Stakeholders used internal data to review progress.

May 10, 2018: Faculty, staff, and school leadership met to integrate Board feedback and finalize update plan.

Charter School Governing Board Meetings

September 27, 2017: Board reviewed goals for 2017-18 and confirmed budget allocations are in line with LCAP goals.

March 14, 2018: Board discusses progress to date with LCAP plan.

May 30, 2018: Board provides input to Annual Update of LCAP and reviews draft LCAP.

June 20, 2018: Presented final LCAP plan to Board of Directors for approval. Board approved New Heights LCAP plan

Impact on LCAP and Annual Update

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

Stakeholders provided feedback to the LCAP plan throughout the process. In general, the feedback was to continue on the course chosen. Stakeholders (parents, teachers, staff) showed eagerness to continue the school's emphasis on language development, reading comprehension, math fluency and problem-solving, as well as student and family support, especially with chronic 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. 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.

Annual Update:

Stakeholders engaged in analysis of data throughout the year focusing primarily on using the school's existing internal assessments for reading, writing and math. Stakeholder input led to the following impact on the LCAP plan:

1. Based on teacher input and community input, the school will work with families to analyze attendance issues and provide appropriate support related to the cause of the attendance issues.
2. Based on feedback from teachers, the school worked with the math coach to edit/refine the process for identifying student needs through data analysis.

Based on parent and board input, the school continued to engage in new methods to increase student attendance for students with chronic attendance issues.

Goals, Actions, & Services

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

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

Students at New Heights Charter School need to improve their reading comprehension of fiction and non-fiction texts. The data shows that students made some progress, 48% to 51% proficient, however, 49% of students did not meet standards based on the state assessments and therefore have room for improvement. Specifically, ELL students and students with disabilities have significant room for improvement as shown in the chart below.

English Learners

ELA Performance of ELL Subgroup	2015	2016	2017
Exceeded	0%	0%	3%
Met	6%	23%	25%
Nearly Met	37%	52%	41%
Not Met	57%	26%	31%

African American

ELA Performance	2015	2016	2017
Exceed	7%	15%	17%
Met	27%	23%	28%
Nearly Met	32%	34%	24%
Not Met	34%	28%	31%

Special Ed

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2% increase on internal benchmark for Reading or 2% increase on percent of students who meet standards based on SBAC ELA test.	48% meet standards based on internal reading assessment. 48% meet standards based on SBAC ELA.	50% meet standards based on internal reading assessments, or 50% meet standards based on SBAC ELA.	Maintain SBAC ELA proficiency at 3% points above or below 50% OR	Maintain SBAC ELA proficiency at 3% points above or below 50% OR

			Maintain proficiency based on internal reading assessments at 3% points above or below 50%	Maintain proficiency based on internal reading assessments at 3% points above or below 50%
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Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

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

2018-19

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

Unchanged Action

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

2019-20

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

Unchanged Action

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$24,000	\$26,669	\$27,469
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; 4110 Curriculum Purchases (Amplify, Math, TCI)	Books and Supplies; 4110 Curriculum Purchases (Amplify, Math, TCI)	Books and Supplies; 4110 Curriculum Purchases (Amplify, Math, TCI)
Amount	\$0	\$654,532	\$677,772
Source		LCFF	LCFF
Budget Reference		Certificated Salaries; Teacher salaries	Certificated Salaries; Teacher salaries
Amount	\$0	\$60,514	\$60,196
Source		Other State Revenues	Other State Revenues
Budget Reference		Certificated Salaries; Teacher salaries funding by unrestricted lottery	Certificated Salaries; Teacher salaries funding by unrestricted lottery

Amount	\$0	\$214,513	\$221,390
Source		LCFF	LCFF
Budget Reference		Employee Benefits; teacher benefits	Employee Benefits; teacher benefits

Action 2

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p></p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p></p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p></p>
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Actions/Services

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

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Modified Action

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

2018-19

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

Unchanged Action

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

2019-20

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

Unchanged Action

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$25,000	\$14,000	\$14,420
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses; Growing Educators	Services and Other Operating Expenses; Growing Educators	Services and Other Operating Expenses; Growing Educators
Amount	\$1,933	\$3,707	\$3,707
Source	Federal Revenues - Title II	Federal Revenues - Title II	Federal Revenues - Title II
Budget Reference	Services and Other Operating Expenses; BTSA Support	Services and Other Operating Expenses; BTSA Support	Services and Other Operating Expenses; BTSA Support
Amount	\$5,267	\$293	\$400
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; BTSA Support	Services and Other Operating Expenses; BTSA Support	Services and Other Operating Expenses; BTSA Support

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

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

2018-19

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

Unchanged Action

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

2019-20

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

Unchanged Action

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$33,280	\$35,277	\$36,335
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Technology Specialist	Classified Salaries; Technology Specialist	Classified Salaries; Technology Specialist
Amount	\$5,000	\$5,000	\$5,150
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Tech Verb	Services and Other Operating Expenses; Tech Verb	Services and Other Operating Expenses; Tech Verb
Amount	\$58,000	\$62,820	\$64,704
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Internet	Services and Other Operating Expenses; Internet	Services and Other Operating Expenses; Internet
Amount	\$0	\$43,200	\$44,496
Source		LCFF	LCFF

Budget
Reference

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Certificated Salaries;
Teaching Coach

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Certificated Salaries;
Teaching Coach

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Action 5

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>Students with Disabilities</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
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Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation in the context of a co-teaching model of push-in support for students with special needs.	For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation in the context of a co-teaching model of push-in support for students with special needs.	For Students with Disabilities, NHCS will provide professional learning opportunities to special education teachers and teaching partners on Common Core implementation in the context of a co-teaching model of push-in support for students with special needs.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$81,527	\$81,143	\$81,143
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA)	Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA)	Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA)
Amount	\$104,519	\$119,576	\$125,598
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602)	Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602)	Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602)
Amount	\$69,063	\$60,215	\$62,022
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits; Benefits for 3 FTE Resource Teachers	Employee Benefits; Benefits for 3 FTE Resource Teachers	Employee Benefits; Benefits for 3 FTE Resource Teachers
Amount	\$109,000	\$151,450	\$155,994

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

Action 6

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
English Learners	LEA-wide	All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
NHCS faculty will engage in a learning/reflection cycle that includes analysis of student performance, identification of strengths/needs, and planning for future lessons to address students' strengths/needs during teacher release time and collaborative learning time.	NHCS faculty will engage in a learning/reflection cycle that includes analysis of student performance, identification of strengths/needs, and planning for future lessons to address students' strengths/needs during teacher release time and collaborative learning time.	NHCS faculty will engage in a learning/reflection cycle that includes analysis of student performance, identification of strengths/needs, and planning for future lessons to address students' strengths/needs during teacher release time and collaborative learning time.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,750	\$3,605	\$3,713
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Illuminate Assessment Software	Books and Supplies; Illuminate Assessment Software	Books and Supplies; Illuminate Assessment Software
Amount	\$127,297	\$126,112	\$129,896
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Teacher Planning Time (\$41.34 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks)	Certificated Salaries; Teacher Planning Time (\$40.97 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks)	Certificated Salaries; Teacher Planning Time (\$42.20 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks)
Amount	\$46,145	\$37,833	\$38,968
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Teacher Planning Time/Drama Teaching Partner	Employee Benefits; Teacher Planning Time/Drama Teaching Partner	Employee Benefits; Teacher Planning Time/Drama Teaching Partner

Amount	\$24,000	\$20,260	\$20,765
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Drama Teaching Partner	Services and Other Operating Expenses; Drama consultant	Services and Other Operating Expenses; Drama consultant

Action 7

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <input style="width: 100%; height: 20px;" type="text"/>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <input style="width: 100%; height: 20px;" type="text"/>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <input style="width: 100%; height: 20px;" type="text"/>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <input style="width: 100%; height: 20px;" type="text"/>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <input style="width: 100%; height: 20px;" type="text"/>
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Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
NHCS will implement a comprehensive literacy support system for students. Teaching Partners will work with teachers and students to identify students in need, differentiate instruction, and provide response to intervention.	NHCS will implement a comprehensive literacy support system for students. Teaching Partners will work with teachers and students to identify students in need, differentiate instruction, and provide response to intervention.	NHCS will implement a comprehensive literacy support system for students. Teaching Partners will work with teachers and students to identify students in need, differentiate instruction, and provide response to intervention.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$227,928	\$266,768	\$275,521
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; 10 Teaching Partners (1 per grade level)	Classified Salaries; 11 Teaching Partners	Classified Salaries; 11 Teaching Partners
Amount	\$24,000	\$74,350	\$78,877
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Literacy & Language/EL Intervention Teaching Partner	Classified Salaries; Literacy & Language/EL Intervention Teaching Partner Time	Classified Salaries; Literacy & Language/EL Intervention Teaching Partner Time
Amount	\$76,838	\$87,530	\$90,156
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Teaching Partner Benefits	Employee Benefits; Teaching Partner Benefits	Employee Benefits; Teaching Partner Benefits

Action 8

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <input style="width: 100%; height: 20px;" type="text"/>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <input style="width: 100%; height: 20px;" type="text"/>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <input style="width: 100%; height: 20px;" type="text" value="English Learners, Foster Youth, Low Income"/>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <input style="width: 100%; height: 20px;" type="text" value="LEA-wide"/>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <input style="width: 100%; height: 20px;" type="text" value="All Schools"/>
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Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
NHCS will offer a month long summer school for students below grade level in reading.	NHCS will offer a month long summer school for students below grade level in reading and math.	NHCS will offer a month long summer school for students below grade level in reading and math.

Budgeted Expenditures

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

Students at New Heights Charter School need to improve their math skills and problem-solving strategies to meet the Common Core standards. The data shows that students made significant progress from the 2015 to 2017 school year on the SBAC math test, however there is still room for progress as 48% met standards and 52% did not meet standards. For the school's ELL sub-group, 37% of students met standards in Math as opposed to last year when 28% of ELL students were proficient in Math.

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

African American

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

Special Ed

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

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

2018-19

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

Unchanged Action

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

2019-20

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

Unchanged Action

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$3,914	\$4,031
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Math Curriculum	Books and Supplies; Math Curriculum	Books and Supplies; Math Curriculum
Amount	\$0	\$654,532 (repeat expenditure)	\$677,772 (repeat expenditure)
Source		LCFF	LCFF
Budget Reference		Certificated Salaries; teacher pay	Certificated Salaries; teacher pay
Amount	\$0	\$60,514 (repeat expenditure)	\$60,196 (repeat expenditure)
Source		Other State Revenues	Other State Revenues
Budget Reference		Certificated Salaries; teacher salaries from unrestricted lottery	Certificated Salaries; teacher salaries from unrestricted lottery
Amount	\$0	\$214,513 (repeat expenditure)	\$221,390 (repeat expenditure)
Source		LCFF	LCFF

Budget
Reference

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Employee Benefits; teacher benefits
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Employee Benefits; teacher benefits
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Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

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

2018-19

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

Unchanged Action

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

2019-20

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

Unchanged Action

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

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Unchanged Action

NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.

2018-19

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

Unchanged Action

NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.

2019-20

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

Unchanged Action

NHCS will provide coaching support in CCSS-aligned instructional materials throughout the year to ensure high quality instruction in math.

Budgeted Expenditures

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

Action 4

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
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Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction.	NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction and assessment.	NHCS will offer on-going professional learning including, on-site collaboration and job-embedded instructional coaching as a means to integrate technology into instruction and assessment.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$33,280 (repeat expenditure)	\$35,277 (repeat expenditure)	\$36,335 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Technology Specialist	Classified Salaries; Technology Specialist	Classified Salaries; Technology Specialist
Amount	\$20,000	\$25,000	\$25,750
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses; Blended Learning Coaching	Services and Other Operating Expenses; Blended Learning Coaching	Services and Other Operating Expenses; Blended Learning Coaching

Action 5

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

Modified Action

2018-19

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

Unchanged Action

2019-20

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

Unchanged Action

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

	2017-18	2018-19	2019-20
Amount	\$81,527 (repeat expenditure)	\$81,143 (repeat expenditure)	\$81,143 (repeat expenditure)
Source	Other Federal Funds	Other Federal Funds	Other Federal Funds
Budget Reference	Certificated Salaries; Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA)	Certificated Salaries; Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA)	Certificated Salaries; Certificated Salaries; 3 FTE Resource Teachers (portion paid for with federal IDEA)
Amount	\$104,519 (repeat expenditure)	\$119,576 (repeat expenditure)	\$125,598 (repeat expenditure)
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries; Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602)	Certificated Salaries; Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602)	Certificated Salaries; Certificated Salaries; 3 FTE Resource Teachers (portion paid for with state AB 602)
Amount	\$69,063 (repeat expenditure)	\$60,215 (repeat expenditure)	\$62,022 (repeat expenditure)
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits; Employee Benefits; Benefits for 3 FTE	Employee Benefits; Employee Benefits; Benefits for 3 FTE	Employee Benefits; Employee Benefits; Benefits for 3 FTE

	Resource Teachers	Resource Teachers	Resource Teachers
Amount	\$109,000 (repeat expenditure)	\$151,450 (repeat expenditure)	\$155,994 (repeat expenditure)
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Services and Other Operating Expenses; Contracted Special Ed Services	Services and Other Operating Expenses; Contracted Special Ed Services	Services and Other Operating Expenses; Contracted Special Ed Services

Action 6

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
English Learners, Low Income	LEA-wide	All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Unchanged Action
NHCS faculty will be provided with teacher release time and collaborative learning time in order to engage in analysis of student performance followed by identification of strengths and gaps in student learning to inform future lessons.	NHCS faculty will be provided with teacher release time and collaborative learning time in order to engage in analysis of student performance followed by identification of strengths and gaps in student learning to inform future lessons.	NHCS faculty will be provided with teacher release time and collaborative learning time in order to engage in analysis of student performance followed by identification of strengths and gaps in student learning to inform future lessons.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$4,750 (repeat expenditure)	\$3,650 (repeat expenditure)	\$3,713 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Books and Supplies; Illuminate Assessment Software	Books and Supplies; Illuminate Assessment Software	Books and Supplies; Illuminate Assessment Software
Amount	\$127,297 (repeat expenditure)	\$126,112 (repeat expenditure)	\$129,896 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Teacher Planning Time (\$41.34 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks)	Certificated Salaries; Teacher Planning Time (\$40.97 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks)	Certificated Salaries; Teacher Planning Time (\$42.20 avg hourly rate x 4.5 hrs/wk x 19 teachers x 36 wks)

Action 7

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <div style="border: 1px solid black; padding: 2px;">English Learners, Foster Youth, Low Income</div>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <div style="border: 1px solid black; padding: 2px;">LEA-wide</div>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <div style="border: 1px solid black; padding: 2px;">All Schools</div>
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Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Modified Action	Unchanged Action	Modified Action
NHCS will implement a comprehensive math assessment system, including pre/post assessments, interim assessments, and regular progress monitoring with the support of Teachers, Teaching Partners, and technology staff.	NHCS will implement a comprehensive math assessment system, including pre/post assessments, interim assessments, and regular progress monitoring with the support of Teachers, Teaching Partners, and technology staff.	NHCS will continuously improve its comprehensive math assessment system, including pre/post assessments, interim assessments, and regular progress monitoring with the support of Teachers, Teaching Partners, and technology staff.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$227,928 (repeat expenditure)	\$284,618 (repeat expenditure)	\$293,156 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; 10 Teaching Partners (1 per grade level)	Classified Salaries; 11 Teaching Partners and intervention partner	Classified Salaries; 11 Teaching Partners and intervention partner

Action 8

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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

2018-19

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

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

2019-20

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

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

Budgeted Expenditures

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

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need:

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

Expected Annual Measurable Outcomes

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$75,392	\$47,880	\$49,316
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Student & Family Support Coordinator	Certificated Salaries; Student & Family Support Coordinator	Certificated Salaries; Student & Family Support Coordinator
Amount	\$52,500	\$100,125	\$103,129
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Student & Family Support Coordinator	Classified Salaries; Student & Family Support Coordinator	Classified Salaries; Student & Family Support Coordinator
Amount	\$6,080	\$0	\$0
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Student & Family Support Team Teaching Partner	Classified Salaries; Student & Family Support Team Teaching Partner	Classified Salaries; Student & Family Support Team Teaching Partner
Amount	\$40,192	\$48,769	\$50,232
Source	LCFF	LCFF	LCFF
Budget Reference	Employee Benefits; Student & Family Support Team	Employee Benefits; Student & Family Support Team	Employee Benefits; Student & Family Support Team

Action 2

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
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OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
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Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Modified Action	Unchanged Action
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.	The Parent Coordinator will: design and implement education sessions for parents/guardians focused on building understanding of the demands of the Common Core, use multiple strategies to support parents to attend educational sessions at school, communicate regularly with parents/guardians through school website, phone outreach, texting, and mailings, and provide translation services at school events and translated materials for parents/guardians.	The Parent Coordinator will: design and implement education sessions for parents/guardians focused on building understanding of the demands of the Common Core, use multiple strategies to support parents to attend educational sessions at school, communicate regularly with parents/guardians through school website, phone outreach, texting, and mailings, and provide translation services at school events and translated materials for parents/guardians.

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

2018-19

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

2019-20

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,100	\$3,193
Source	Federal Revenues - Title I	Federal Revenues - Title I	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses; A Thousand Joys	Services and Other Operating Expenses; A Thousand Joys	Services and Other Operating Expenses; A Thousand Joys

Action 4

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>

OR

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

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
English Learners, Foster Youth, Low Income	LEA-wide	All Schools

Actions/Services

2017-18 Select from New Action, Modified Action, or Unchanged Action:	2018-19 Select from New Action, Modified Action, or Unchanged Action:	2019-20 Select from New Action, Modified Action, or Unchanged Action:
Unchanged Action	Unchanged Action	Unchanged Action
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.	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.	New Heights uses a self contained model for grades K-8 to maintain strong teacher student relationships and ensure school attendance. In addition New Heights has small class size (average 24) in grades 4-8 to ensure strong teacher-student relationships.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$60,876	\$0	\$0
Source	Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Certificated Salaries; Teacher Salaries (Portion funded by Unrestricted Lottery Funds)	Certificated Salaries; Teacher Salaries (Portion funded by Unrestricted Lottery Funds)	Certificated Salaries; Teacher Salaries (Portion funded by Unrestricted Lottery Funds)
Amount	\$974,786	\$342,113	\$350,915
Source	LCFF	LCFF	LCFF
Budget Reference	Certificated Salaries; Teacher Salaries	Certificated Salaries; Teacher Salaries	Certificated Salaries; Teacher Salaries

Action 5

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

2017-18

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

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

2018-19

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

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

2019-20

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

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

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$58,580 (repeat expenditure)	\$100,125 (repeat expenditure)	\$103,129 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	Classified Salaries; Student & Family Support Team	Classified Salaries; Student & Family Support Team	Classified Salaries; Student & Family Support Team

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds:

\$1,113,130

Percentage to Increase or Improve Services:

33.00%

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

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

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

Goal 1: Action 6, Action 7, Action 8

Goal 2: Action 6, Action 7, Action 8

Goal 3: Action 1, Action 4

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

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

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

Goal 3: Action 2, Action 3, Action 5

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

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

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds:

\$939,572

Percentage to Increase or Improve Services:

29.67%

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

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

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

Goal 1: Action 6, Action 7, Action 8

Goal 2: Action 6, Action 7, Action 8

Goal 3: Action 1, Action 4

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

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

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

Goal 3: Action 2, Action 3, Action 5

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

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

Expenditure Summary

Expenditures by Budget Category				
Budget Category	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	\$2,400,573	\$2,382,281	\$2,831,548	\$2,918,542
1000-1999 Certificated Salaries	1,496,037	1,443,602	1,525,210	1,570,976
2000-2999 Classified Salaries	371,788	386,340	502,020	519,862
3000-3999 Employee Benefits	232,238	224,048	448,860	462,768
4000-4999 Books and Supplies	30,750	33,864	34,188	35,213
5000-5999 Services and Other Operating Expenses	269,760	294,427	321,270	329,723

Expenditures by Funding Source				
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Funding Sources	\$2,400,573	\$2,382,281	\$2,831,548	\$2,918,542
Other State Revenues	343,458	374,524	391,755	403,810
Federal Revenues - Title I	146,200	137,616	133,380	136,647
Federal Revenues - Title II	1,933	7,173	3,707	3,707
Other Federal Funds	81,527	71,386	81,143	81,143
LCFF Base/Not Contributing to Increased or Improved Services	147,547	138,294	1,066,218	1,101,747
LCFF S & C/Contributing to Increased or Improved Services	1,679,908	1,653,288	1,155,345	1,191,488

Expenditures by Budget Category and Funding Source					
Budget Category	Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual	2018	2019
All Budget Categories	All Funding Sources	\$2,400,573	\$2,382,281	\$2,831,548	\$2,918,542
1000-1999 Certificated Salaries	Other State Revenues	165,395	174,249	180,090	185,794
1000-1999 Certificated Salaries	Federal Revenues - Title I	47,640	43,997	50,140	51,644
1000-1999 Certificated Salaries	Other Federal Funds	81,527	71,386	81,143	81,143
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	0	0	697,732	722,268
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	1,201,475	1,153,970	516,105	530,127
2000-2999 Classified Salaries	Federal Revenues - Title I	8,000	5,545	5,500	6,000
2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	53,280	45,700	55,277	56,335
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	310,508	335,095	441,243	457,527
3000-3999 Employee Benefits	Other State Revenues	69,063	59,825	60,215	62,022
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	0	0	214,513	221,390
3000-3999 Employee Benefits	LCFF S & C/Contributing to Increased or Improved Services	163,175	164,223	174,132	179,356

4000-4999 Books and Supplies	Federal Revenues - Title I	0	7,414	0	0
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	26,000	26,450	30,583	31,500
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	4,750	0	3,605	3,713
5000-5999 Services and Other Operating Expenses	Other State Revenues	109,000	140,450	151,450	155,994
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title I	90,560	80,660	77,740	79,003
5000-5999 Services and Other Operating Expenses	Federal Revenues - Title II	1,933	7,173	3,707	3,707
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	68,267	66,144	68,113	70,254
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	0	0	20,260	20,765

Expenditures by Goal and Funding Source		
Funding Source	2018	2019

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

All Funding Sources	\$2,205,007	\$2,276,336
Other State Revenues	391,755	403,810
Federal Revenues - Title I	69,640	72,064
Federal Revenues - Title II	3,707	3,707
Other Federal Funds	81,143	81,143
LCFF Base/Not Contributing to Increased or Improved Services	1,042,304	1,077,716
LCFF S & C/Contributing to Increased or Improved Services	616,458	637,896

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

All Funding Sources	\$64,554	\$65,421
Federal Revenues - Title I	60,640	61,390
LCFF Base/Not Contributing to Increased or Improved Services	3,914	4,031

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

All Funding Sources	\$561,987	\$576,785
Other State Revenues	0	0
Federal Revenues - Title I	3,100	3,193
LCFF Base/Not Contributing to Increased or Improved Services	20,000	20,000
LCFF S & C/Contributing to Increased or Improved Services	538,887	553,592

Annual Update Expenditures by Goal and Funding Source		
Funding Source	2017 Annual Update Budgeted	2017 Annual Update Estimated Actual

Increase percent of students who are able to comprehend grade-level text (fiction and non-fiction).		
All Funding Sources	\$1,103,187	\$1,114,168
Other State Revenues	282,582	314,686
Federal Revenues - Title I	80,640	78,042
Federal Revenues - Title II	1,933	7,173
Other Federal Funds	81,527	71,386
LCFF Base/Not Contributing to Increased or Improved Services	125,547	118,294
LCFF S & C/Contributing to Increased or Improved Services	530,958	524,587

Increase the percent of students who are achieving math common core standards at grade level.		
All Funding Sources	\$64,560	\$56,474
Federal Revenues - Title I	62,560	56,474
LCFF Base/Not Contributing to Increased or Improved Services	2,000	0

Increase student and parent engagement and understanding of the demands of the Common Core as it relates to critical thinking, thoughtful speech, and thoughtful listening.		
All Funding Sources	\$1,232,826	\$1,211,639
Other State Revenues	60,876	59,838
Federal Revenues - Title I	3,000	3,100
LCFF Base/Not Contributing to Increased or Improved Services	20,000	20,000
LCFF S & C/Contributing to Increased or Improved Services	1,148,950	1,128,701

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