

TABLE OF CONTENTS

TOPIC PAGE

**Part I – Background and Overview**

*Background………………………………………………...……………………………………5*

*Descriptions of the Consolidated Application, the Local Educational Agency*

*Plan, the Single Plan for Student Achievement, and the Categorical Program*

*Monitoring Process…………………….………………………………………………..……..6*

###### *Development Process for the Single School District (SSD) Plan……………...…………..8*

*Planning Checklist for SSD Plan Development……………………………………...……..13*

*Federal and State Programs Checklist………………………………...……………………14*

*District Budget for Federal Programs……………..……..…………………….…………....15*

*District Budget for State Programs…………………………………………………………..16*

**Part II – The Plan**

*Needs Assessments………………………………………………………………...……….18*

##### *Academic Achievement*

*Professional Development and Hiring*

*School Safety*

*Descriptions – Program Planning……………………………………………...……………19*

*District Profile……………………………..……………………………………..…………….20*

*Local Measures of Student Performance……………….……………………..…….…..…21*

*Performance Goal 1…………………………………………...……………………………...22*

*Performance Goal 2…………………………………………………………………………..26*

*Performance Goal 3……………………………………………..…….…….…….…….……33*

*Performance Goal 4………………………………………………………….…………….…37*

*Performance Goal 5………………………………………………………….……….………51*

*Additional Mandatory Title I Descriptions…………………………….………………….....52*

**Part III – Assurances and Attachments**

*Assurances………………………………………………………………………………….…60*

*Signatures………………….………………….………………………………….…………...68*

*School Site Council Recommendations and Assurances……………..…………………69*

*Appendix*

*Appendix A: California’s NCLB Performance Goals and Performance Indicators……………………………………………………………………………....70*

*Appendix B: Links to Data Web sites…………..…………………………...…..….72*

*Appendix C:**Science-Based Programs………..………………………...…….…...73*

*Appendix D:**Research-based Activities……………..………………….….………76*

*Appendix E:**Promising or Favorable Programs………………..……..…………..77*

*Appendix F: Sample School and Student Performance Data Forms…………...79*

**Part I**

**Background and Overview**

*Background*

*Descriptions of the Consolidated Application, the Local Educational Agency*

*Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process*

###### *Development Process for the Single School District Plan*

*Single School District Plan Planning Checklist*

*Federal and State Programs Checklist*

*District Budget for Federal and State Programs*

# Background

The *No Child Left Behind (NCLB) Act of 2001* embodies four key principles:

* stronger accountability for results;
* greater flexibility and local control for states, school districts, and schools in the use of federal funds;
* enhanced parental choice for parents of children from disadvantaged backgrounds; and
* a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California’s State Board of Education (SBE) demonstrated the state’s commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
2. **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
3. **By 2005-06, all students will be taught by highly qualified teachers.**
4. **All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
5. **All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (ED). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB’s goals, along with the performance indicators and targets, constitute California’s framework for federal accountability. This framework provides the basis for the state’s improvement efforts, informing policy decisions by SBE, and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California’s Legislature and the Governor’s Office.

Since 1995, California has been building an educational system consisting of five major components:

* rigorous academic standards
* standards-aligned instructional materials
* standards-based professional development
* standards-aligned assessment
* an accountability structure that measures school effectiveness in light of student achievement

As a result, California is well positioned to implement the tenets of NCLB.

# State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, the single plan for student achievement, local educational agency (LEA) plans, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be a cohesive, comprehensive, and focused effort for supporting and improving the state’s lowest-performing schools and appropriate reporting mechanisms.

***Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and Categorical Program Monitoring***

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEAs, while continuing to fulfill all requirements outlined in state and federal law**.

Below is a brief description of the ways in which these various processes currently are used in California.

# The Consolidated Application (ConApp)

The ConApp is the ***fiscal*** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the ConApp to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the ConApp is submitted in the fall of each year. It contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Local Educational Agency Plan (LEA) Plan

The approval of the LEA Plan by the local school board and the State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain ***programmatic*** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental educational services, services to homeless students, and other services as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEAs schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (SPSA)* (*Education Code* Section 64001), developed by school site councils with the advice of any applicable school advisory committees. LEAs allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEAs may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

### Role of School Site Council

The California *Education Code (EC)*[[1]](#footnote-1) requires the school site council to develop a SPSAfor ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention[[2]](#footnote-2) and School and Library Improvement Block Grant programs[[3]](#footnote-3) operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

### Composition of School Site Council

Composition of the school site council is specified in the California *Education Code* as follows:

* The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;[[4]](#footnote-4) parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.
* **At the elementary level,** the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.
* **At the secondary level,** the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.
* **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

# Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Through CPM, the state monitors one-fourth of all school districts each year. Monitoring visits are conducted by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the Single School District (SSD) Plan

LEAs must develop a single, coordinated, and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal- and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. ***The Plan should be periodically reviewed and updated as needed, but at least once each year.***

This SSD Plan template is an effort to further align and streamline the planning requirements for single school districts, which includes direct-funded charter schools. This document incorporates the required elements of both the SPSA and the LEA Plan. Use of this template meets all state and federal requirements for plans for categorical programs. More detailed information regarding the SPSA can be found at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>. The complete guide and template for the LEA Plan can be found at <http://www.cde.ca.gov/nclb/sr/le/>.

In developing the SSD Plan, the SSD will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the SSD will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The SSD is expected to gather and review information from these resources and use it to inform the planning process.**

The SSD Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this Plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **State and** **federal laws require that school site administrators, teachers, and parents from the SSD (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the SSD Plan**.

The SSD Plan can be completed through the use of a single template following the six steps outlined below. Because the SSD Plan combines the LEA Plan with the SPSA, it becomes the responsibility of the school site council to develop, approve and recommend the SSD Plan to the local governing board for approval.

### Step One: Measure the Effectiveness of Current Improvement Strategies

#### Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

* API Reports - <http://www.cde.ca.gov/ta/ac/ap>
* Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
* LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>

* Adequate Yearly Progress (AYP) Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

* The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components (not required for single school districts)
* District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
* Least Restrictive Environment Assessment – examines educational practices for students with disabilities
* English Learner Subgroup Self Assessment (ELSSA) – designed to improve outcomes for English learners

These tools can be found under Improvement Tools in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

### Step Two: Seek Input from Staff, Advisory Committees, and Community Members

### The school site council must seek the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, state compensatory education, gifted and talented education, special education, etc.). The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

### Step Three: Develop or Revise Performance Goals

### Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

### Step Four: Revise Improvement Strategies and Expenditures

For all categoricalprograms, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>*.* The ConApp provides funding for the following programs:Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low-Income); School Safety and Violence Prevention; Cal-SAFE; Peer Assistance Review; Tobacco-Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

### Step Five: Local Governing Board Approval

The SSD Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. The SSD Plan must be reviewed and updated annually, and all subsequent amendments should be approved by the local governing board and kept on file with the original SSD Plan.

### Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are ***not*** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practices? b) How educationally sound is the Plan to help reach the targets? c) How timely and effectively is the Plan being implemented? d) If the Plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

# PLANNING CHECKLIST

**FOR SSD PLAN DEVELOPMENT**

(Optional)

|  |  |
| --- | --- |
|  | SSD Plan – Comprehensive Planning Process Steps |
| **+** | 1. Measure effectiveness of current improvement strategies |
| **+** | 1. Seek input from staff, advisory committees, and community members |
| **+** | 1. Develop or revise performance goals |
| **+** | 4. Revise improvement strategies and expenditures |
| **+** | 1. Local governing board approval |
| **+** | 1. Monitor Implementation |

**FEDERAL AND STATE PROGRAMS CHECKLIST**

Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.

|  |  |  |  |
| --- | --- | --- | --- |
| Federal Programs | | State Programs | |
| X | Title I, Part A | x | Economic Impact Aid (EIA) – State Compensatory Education |
|  | Title I, Part B, Even Start |  | EIA – Limited English Proficient |
|  | Title I, Part C, Migrant Education | x | After-School Education and Safety Programs |
|  | Title I, Part D, Neglected/Delinquent |  | School and Library Improvement Block Grant |
| X | Title II, Part A, Subpart 2, Improving  Teacher Quality |  | Child Development Programs |
|  | Title II, Part D, Enhancing Education Through Technology |  | Educational Equity |
| X | Title III, Limited English Proficient |  | Gifted and Talented Education |
|  | Title III, Immigrants |  | High Priority Schools Grant Program |
|  | Title IV, Part A, Safe and Drug-Free Schools and Communities |  | Tobacco Use Prevention Education (Prop 99) |
| X | Title V, Part A, Innovative Programs –  Parental Choice |  | Immediate Intervention/ Under performing Schools Program |
|  | Adult Education |  | School Safety and Violence Prevention Act (AB1113, AB 658) |
|  | Career Technical Education |  | Healthy Start |
|  | McKinney-Vento Homeless Education |  | Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65) |
|  | *Individuals with Disabilities Education Act* (IDEA), Special Education |  | English Language Acquisition Program |
|  | 21st Century Community Learning Centers |  | Community Based English Tutoring |
|  | Other (describe): |  | Art/Music Block Grant |
|  | Other (describe): |  | School Gardens |
|  | Other (describe): |  | Other (describe): |
|  | Other (describe): |  | Other (describe): |

**DISTRICT BUDGET FOR FEDERAL PROGRAMS**

Please complete the following table with information for your district

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Programs | Prior Year  District  Carryovers | Current Year  District  Entitlements | Current Year  Direct Services  to Students  at School  Sites ($) | Current Year  Direct Services  to Students  at School  Sites (%) |
| Title I, Part A |  | 161, 419 | 161, 419 | 100% |
| Title I, Part B, Even Start |  |  |  |  |
| Title I, Part C, Migrant Education |  |  |  |  |
| Title I, Part D, Neglected/Delinquent |  |  |  |  |
| Title II Part A, Subpart 2, Improving Teacher Quality |  | 2,200 | 2,200 | 100% |
| Title II, Part D, Enhancing Education Through Technology |  |  |  |  |
| Title III, Limited English Proficient |  | 10,074 | 10,074 | 100% |
| Title III, Immigrants |  |  |  |  |
| Title IV, Part A, Safe and Drug-free Schools and Communities |  |  |  |  |
| Title V, Part A, Innovative Programs – Parental Choice |  |  |  |  |
| Adult Education |  |  |  |  |
| Career Technical Education |  |  |  |  |
| McKinney-Vento Homeless Education |  |  |  |  |
| IDEA, Special Education |  | 83,914 | 83,914 | 100% |
| 21st Century Community Learning Centers |  |  |  |  |
| Other (describe) |  |  |  |  |
| **TOTAL** |  | $257,607 | $257,607 | 100% |

**DISTRICT** **BUDGET FOR STATE PROGRAMS**

Please complete the following table with information for your district.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Categories** | Prior Year  District  Carryovers | Current Year  District  Entitlements | Current Year  Direct Services  to Students  at School  Sites ($) | Current Year  Direct Services  to Students  at School  Sites (%) |
| EIA – State Compensatory Education |  |  |  |  |
| EIA – Limited English Proficient |  |  |  |  |
| School and Library Improvement Block Grant |  |  |  |  |
| After School Education and Safety Program |  | 150,000 | 150,000 | 100% |
| Child Development Programs |  |  |  |  |
| Educational Equity |  |  |  |  |
| Gifted and Talented Education |  |  |  |  |
| Tobacco Use Prevention Education – (Prop. 99) |  |  |  |  |
| High Priority Schools Grant Program (HPSG) |  |  |  |  |
| School Safety and Violence Prevention Act (AB 1113) |  |  |  |  |
| Healthy Start |  |  |  |  |
| Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65) |  |  |  |  |
| English Language Acquisition Program |  |  |  |  |
| Community Based English Tutoring |  |  |  |  |
| Other (describe) |  |  |  |  |
| **TOTAL** |  | 150,000 | 150,00 | 100% |

**Part II**

**The Plan**

*Needs Assessments*

##### *Academic Achievement*

*Professional Development and Hiring*

##### School Safety

*Descriptions – Program Planning*

*District Profile*

*Local Measures of Student Performance*

*Performance Goal 1*

*Performance Goal 2*

*Performance Goal 3*

*Performance Goal 4*

*Performance Goal 5*

*Additional Mandatory Title I Descriptions*

***Needs Assessment***

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student** **academic performance**, **teacher quality**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the SSD Plan, the SSD should review its demographics, test results, and resources. The majority of such information is readily available on the SSD’s School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, California Basic Educational Data System (CBEDS), DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The SSD is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

The Sample School and Student Performance Data Forms provided with the suggested template for the SPSA are also attached to this document in Appendix F. These forms are provided for convenience only; their use is not required. The forms simply provide a suggested format for arraying the data that needs to be reviewed.

## Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California’s Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California’s Performance Goals and Indicators), including:

* Statewide standards, assessment, and accountability
* Local assessments and accountability
* Coordination and integration of federal and state educational programs
* The LEA academic assessment plan

## Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

* teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
* principals with the instructional leadership skills to help teachers provide all students the opportunity to meet the state’s academic achievement standards.

## School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). *California’s Healthy Kids Survey* may also provide useful information in this area. The Survey is available at <http://www.wested.org/pub/docs/chks_survey.html>.

Descriptions – Program Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the SSD will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment**. Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the SSD Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district’s vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the SSD Plan.

New Heights Charter School, located in South Los Angles, prepares urban students to use their minds well and become capable, caring citizens. Students learn academic knowledge and skills in a personalized learning environment.

New Heights opened in September 2006 with 112 students in grades K-3 and now serves 435 students in grades TK-8. The school community began with 60% African American students and 40% Latino students, now the school has 75% Latino and 25% African American. The demographic balance has not shifted dramatically over the first 4 years of operation. In the current school population, 98% of students are eligible for free or reduced lunch. This is a slight increase over past years and is slightly higher than surrounding schools. Forty percent (40%) of students come from homes where Spanish is the primary language.

New Heights Charter School is an independent charter school, not connected to any charter management organizations. The school was founded by a Development Team led by Amy Berfield, the school’s Executive Director. The Development Team was drawn together by a shared commitment to effectively and efficiently serving low-income students. Development Team members worked in high performing schools as teachers, principals, counselors, professional development facilitators, and parents. Our members also had a variety of experiences serving low-income families through health and foster care. In addition to having expertise in schooling and social services, our members had expertise in finance, business management, governance and administration. The volunteer Board of Directors includes members from the school’s Development Team. All voting members have no self-interest in the school. The school is both a public school and a non-profit organization.

The school leases its facilities from a local businessman, Yun Kim and from LAUSD in a Prop 39 co-location agreement at KING elementary school. The school has classrooms in two different facilities: 2202 MLK, a private facilty owned by Yun Kim, and 3989 Hobart, a co-location facility at King ES.

**Local Measures of Student Performance**

(*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

* 1. determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
  2. assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
  3. determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
  4. identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the SSD uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

**NEW HEIGHTS ASSESSMENTS**

The goal of New Heights Charter School, as stated in its charter petition, is to implement a rigorous, multi-faceted assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students will be assessed regularly throughout their years at New Heights through multiple, meaningful measures that creates a rich picture of a student’s progress overtime. Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity.

New Heights implements a rigorous, multi-faceted assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students are assessed regularly throughout their years at New Heights through multiple, meaningful measures that create a rich picture of a student’s progress overtime. Student content mastery is assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity.

Students demonstrate they can integrate knowledge, skill, and analysis to produce authentic work. Multiple methods of assessment, including standardized test scores (disaggregated to show how various sub groups perform), are used to understand student performance. Periodic analysis of longitudinal data serves as a guide for programmatic and operational decisions.

### 

### Methods to Measure Student Outcomes

New Heights Charter School monitors student and school progress though the collection of the school assessments and school-wide community surveys. This data is analyzed regularly by teachers and formally twice a year as part of the school’s school**-**wide progress meetings.

Throughout the year, teachers employ a variety of assessment strategies to evaluate student learning, such as:

Diagnostic and Mastery tests illuminate students’ weaknesses and inform teachers of the areas where students need support. For example, tests are given on a regular basis within the school’s reading fluency program, SIPPS, to assess student learning. Students are first assessed on their reading fluency skills with the Test of Basic Phonics and students are grouped according to their decoding-strategy needs. Once in the program, students are tested every 2-4 weeks to determine mastery and to see whether or not they should be regrouped into a higher or lower level. Through these assessments, teachers ensure students receive instruction at their level of need.

Unit Performance Assessments and Unit Tests reflect unit objectives and provide opportunities to check progress on students’ knowledge and skills development. These assessments are designed by teachers or taken from content-based instructional materials to provide ongoing analysis of student progress on a regular basis. Such tests are embedded in the schools’ math, science, and social studies programs.

Fountas and Pinnell Benchmark Assessment System for Reading assesses students’ reading comprehension and fluency. All students are formally assessed in the fall, winter, and spring. Some students may be tested more often as needed. The results of this test are used to identify which reading level is appropriate for students. Students are given an independent reading level and an instructional level (books teachers’ use small group instruction to challenge students to successfully read at the next level.) Teachers use this fluency and comprehension data to confer one-on-one with students, identify reading strengths and weaknesses, and help move students to the next reading level by teaching specific strategies for them to use while reading.

## Individual Student Conferences: During Reading and Writing Workshop, teachers confer individually with students to gauge student progress in reading and writing. This process includes the following steps: 1) Research, 2) Determine areas of strength and weakness, 3) Teach a new strategy for students to learn that addresses their weakness, and 4) Document conference and plan for next conference.

## *FASTT Math* Assessments are embedded in the software program that students use in grades 2-8 to improve their math fact fluency. The assessments begin with a placement quiz to determine the student’s baseline fact fluency with all facts in the operation. *FASTT Math* generates actionable reports that provide critical data for managing and monitoring students’ progress while using the software. Teachers can view and print a student’s math fluency status with all facts in an operation.

## Web-Based Support Programs, such as ST Math, MobyMax, and Zearn: These programs have assessments embedded in the software that students use to improve their math skills, deepen conceptual understanding and practice language arts skills. The assessments generate actionable reports that provide critical data for teachers to manage and monitor students’ progress while using the software.

## On Demand Writing Prompts are given in grades K-8 prior to the teaching of a unit of study in writing and after a unit is complete to gauge students’ independent writing ability within a specific genre (i.e. narrative, opinion, or informative.) The On Demand writing pieces are completed in 1-2 sessions (depending on the grade level) and are graded using the a writing rubric based on Lucy Calkins’ K-8 learning progression. While the Publishing Party celebrates what students can accomplish given an extended period of time and extensive teacher feedback, the On Demand piece simulates the writing demanded on state tests.

## Data Directorhas been used by New Heights for the past 4 years to design student tests that measure progress in English Language Arts and Math. Starting in 2013-14, teachers used the Common Core assessment item data bank to administer Data Director summative tests to students 2 times a year to gauge their progress toward the standards and determine future instruction. The exams include question types similar to the Smarter Balanced summative assessment: selected response, short constructed response, extended constructed response, and performance tasks. New Heights is currently in the process of changing over to Illuminate Education to replace Data Director so that students can take online tests and teachers can more easily assess and report student data.

## The school will start to use the Smarter Balanced / UCLA CRESST Center Interim Tests when they are available online. The school will use both the Interim Comprehensive Assessment and the Interim Assessment Block options.

## The school engages families in the process of demonstrating student mastery through activities such as:

## Publishing Celebrations at New Heights occur in each classroom to celebrate the completion of a writing unit of study. Students are invited to read aloud their published writing piece to each other and their parents. These events provide a wonderful opportunity for students to practice their oral language development and listening skills. It also is an enjoyable way for parents (and grandparents) to become part of the students’ life as a writer. This form of recognition encourages students as they enter into their next writing unit.

## Schoolwide Learning Celebration / Exhibitions of Mastery demonstrates student learning of enduring understandings in their grade-level standards. These authentic performances of understanding require students to make connections, demonstrate their skills, and apply their knowledge, and improve their work based on feedback. For the past 8 years, teachers have invited parents, community members, and other classes into their “learning museums” where students act as docents providing information on what they have learned across multiple content areas.

**INTERNAL DATA ANALYSIS SUMMARY FROM 2013-14**

**Areas of Strength and Areas for Improvement**

|  |
| --- |
| **English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects**  The ELA Common Core Standards place many demands on students. Students must demonstrate their ability to comprehend and evaluate a variety of complex texts, critique multiple points of view, and cite specific evidence when offerring oral and written interpretation of text. Students at New Heights have room to grow in all areas of the standards, particularly the Reading: Literature and Reading: Informational Text set of standards addressing reading comprehension through craft/structure and integration of ideas. Students struggle with the inferential thinking required of the Common Core standards. See below for examples of specific areas of strength and weakness based on the Common Core.  **Mathematics**  Students are more successful with procedural skills and fluency (other than fractions), than with application. All of the **mathematical practice standards** are challenging for students, especially in test settings:   1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.   See below for examples of specific areas of strength and weakness based on the Common Core math content standards. |

|  |  |  |
| --- | --- | --- |
| **Strengths**  **ELA**  **Reading fluency**  **Reading Stamina and Variety**  **Writing:**  **+** Narrative  **Reading: Literature**  **Key Ideas and Details:**  + Retell and Summary  **Craft and Structure:**  + Determining meaning of words used in text  **Integration of Ideas:**  + Explain how illustrations are used in text  **Reading: Informational Text**  **Craft and structure:**  + Explain how author uses reasons and Evidence | **Areas for Improvement (Goals)**  **ELA**  **Writing:**  + Opinion  + Informative  *Students struggle with the inferential thinking required of the Common Core standards, such as:*  **Reading: Literature**  **Craft and structure:**  + Understanding genre differences  + Distinguishing their own point of view from that of Narrators and Characters  + Figurative and Connotative Meanings  **Integration of Ideas:**  + Compare and Contrast  **Additional Items for**  **Reading: Informational Texts**  **Craft and structure:**  + Determine meaning of Domain-specific words  **Integration of Ideas:**  + Integrate Information from Several texts to write about a topic | **Subgroup Data and How Data Informs Instruction**  Based 2013-14 data collected internally through the Benchmark Assessment System and Data Director as well as formative assessments conducted in Fall 2014, **reading comprehension** (as defined in the column to the left) and **problem solving in math** (see below) emerged as a critical student achievement goal, especially for the following subgroups:  + ELL  + Special Education, and  + African American students |
| **Strengths**  **Math**  **Operations and Algebraic thinking:**  + Represent and Solve problems with Addition, Subtraction, Multiplication, and Division  **Geometry:**  + Solve real-world and math problems involving area, surface area, and volume  **Ratios**  + Understand Ratio Concepts | **Areas for Improvement (Goals)**  **Math**  **Numbers &Operations in Base 10**  + Place Value  **Number and Operations: Fractions**  +Solving problems with Fractions  + Apply and expand understanding of operations with Fractions  +2-step and Multi-Step Problems  **Operations and Algebraic Thinking:**  + represent and solve 2-Step or Multi-Steps problems involving All operations |  |

Even though the school is now looking at Smarter Balanced/Common Core data, the past data from CST is also useful:

**English Language Arts (ELA)**

**2010 2011 2012 2013**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Valid Scores | Part. Rate | Prof. Rate | Valid Scores | Part. Rate | Prof. Rate | Valid Scores | Part. Rate | Prof. Rate | Prof  Rate |
| Schoolwide | 153 | 98 | **44.4** | 172 | 99 | **41.9** | 215 | 100 | **51.6 (safe harbor)** | **39.5**  **(256 tested)** |
| African  American | 88 | 100 | **43.2** | 86 | 98 | **41.9** | 73 | 100 | **46.6** | **36.6**  **(82 tested)** |
| Hispanic | 64 | 95 | **45.3** | 84 | 100 | **42.9** | 122 | 100 | **56.6** | **40.8**  **(174 tested)** |
| Economically  Disadvantaged | 149 | 98 | **45** | 158 | 99 | **41.1** | 169 | 100 | **49.7** | **39**  **(249 tested)** |
| English Learner | 30 | 92 | **30** | 40 | 100 | **22.5** | 61 | 100 | **50.8** | **26.1**  **(88 tested)** |
| Students with  Disabilities | 16 | 95 | **37.5** | 23 | 96 | **30.4** | 29 | 100 | **62.1** | **15.8**  **(38 tested)** |

**Mathematics**

**2010 2011 2012 2013**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Valid Scores | Part. Rate | Prof. Rate | Valid Scores | Part. Rate | Prof. Rate | Valid Scores | Part. Rate | Prof. Rate | Prof. Rate |
| Schoolwide | 153 | 98 | **61.4** | 172 | 99 | **65.7** | 215 | 100 | **59.1** | **48.6**  **(255 tested)\_** |
| African  American | 88 | 100 | **60.2** | 86 | 98 | **53.5** | 73 | 100 | **54.8**  **(safe harbor)** | **42.0**  **(81 tested)** |
| Hispanic | 64 | 95 | **64.1** | 84 | 100 | **79.8** | 122 | 100 | **65.6** | **51.7**  **(174 tested)** |
| Economically  Disadvantaged | 149 | 98 | **61.1** | 158 | 99 | **66.5** | 169 | 100 | **60.4** | **48.2**  **(249 tested)** |
| English Learner | 30 | 92 | **53.3** | 40 | 100 | **90.0** | 61 | 100 | **57.4** | **45.5**  **(88 tested)** |
| Students with  Disabilities | 16 | 95 | **62.5** | 23 | 96 | **65.2** | 29 | 100 | **55.2** | **21.1**  **(38 tested)** |

**Performance Goal 1A: *All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014.***

|  |  |
| --- | --- |
| SCHOOL GOAL # 1  All students will meet state/federal accountability targets and LCAP goals each year in literacy. | |
| Student groups and grade levels to participate in this goal:  All students will participate in this goal. | Anticipated annual performance growth for each group:  Students reading levels will increase by 5% each year. |
| Means of evaluating progress toward this goal:  Prior Year Measures were CST ELA scores / Current year measures are from Smarter Balanced Tests  Benchmark Reading Tests. | Data to be collected to measure academic gains:  ELA Practice Tests  Percent gain on Benchmark Reading Assessment (Fountas and Pinnell) |
|  |  |

**Planned Improvement in Student Performance in Reading -**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Description of specific actions to improve student achievement in **Reading** and reach the goals stated above for the SSD and each applicable student subgroup**:** | Persons Involved and  Timeline | Related Expenditures | Estimated Cost | Funding Source |
| 1. Alignment of instruction with content standards:  New Heights teachers use instructional methods that align with content standards in reading by offering systematic fluency instruction in phonic, phonemic awareness, and sight word development. In addition, teachers teach students reading comprehension strategies through a structured, developmental approach that builds comprehension strategies though read alouds, think-pair-share, and individualized daily reading, Teachers use a Writers’ Workshop and Readers Workshop approach on a daily bases to develop students’ writing habits and support their reading development. | Faculty and Leadership  Begin Alignment with Common Core 2013-2015  Refine alignment (adding science/social studies in 2015-2020) | In-kind personnel |  |  |
| 2. Use of standards-aligned instructional materials and strategies:  New Heights will use standards-aligned materials to teach reading fluency and reading comprehension through a three-level program to teach decoding efficiently and effectively. The first level consists of phoneme awareness, basic phonics, and sight words, with daily application to the reading of stories and guided spelling. The second level covers short, long, and complex vowels in single syllable words and high-frequency sight words. The third level focuses on polysyllabic decoding using both syllabic and morphemic strategies | Faculty and Leadership Team  Begin purchase and use of Common Core aligned materials: 2013-2015  Continue to fill gaps to match students’ needs: 2015-2016 | Purchase of fluency and comprehension programs and student literature to teach reading.  Level Libraries to ensure low performing students have reading material at their level on topics of interest to their age. | $10,000  $10,000 | New Heights General Fund  New Heights General Fund |
| 1. Extended learning time:   Students who are identified as low performing will have extra support during the day. In addition, students will participate in an academically-focused after school program for 1 hour and a 1 hour before school program. Participating students will have special tutors to work with them one-on-one as well as in small groups. | Faculty and Leadership Team  Begin using Class Matrix to identify students in need and place in extended day learning settings: 2013-2015  Increase efficiency and variety of data to use in the process in 2015-2016. | Extended Day Tutors  Books for students reading below grade level to use in intervention | $25,000  $5,000 | General Fund |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Description of specific actions to Improve Student Achievement in **Reading** and reach the goals stated above for the SSD and each applicable student subgroup: | Persons Involved/  Timeline | Related Expenditures | Estimated Cost | Funding Source |
| 4. **Increased access to technology:**  Students who perform below grade level expectations, as determined by teacher judgment and developmentally appropriate tests, will have access to special computer software in their classrooms. Students also have access to multiple forms of technology and ebooks to support their comprehension skills. Each classroom will have access to technology. | Faculty and Leadership Team  Begin purchase and use of technology to support learning: 2013-2015  Implement a staged growth model for blended learning, starting in 4th grade and building to all other grade levels:  2015-2016 | Internet-connected desktop computers, laptop, and tablet computers available for each classroom  One grade level printer.  Fast Internet service.  2 Scanners for each campus  Computer Software/web-based programs for participating students | $50,000 | New Heights General Fund |
| 5. **Staff development and professional collaboration aligned with standards-based instructional materials:**  Teachers participate in 8-10 days of professional development during the summer and school year focused on differentiating instruction to meet the needs of low performing students. In addition, teachers work collaboratively each week during the school’s minimum day to problem-solve together and share strategies for successfully working with low performing students.  Teachers engage in professional development focused on classroom management and building students’ intrinsic motivation to learn.  Professional development and coaching to build students’ academic vocabulary and conceptual knowledge of non-fiction text, specifically focused on the integration of literacy and science. | All teachers and the Executive Director  Ongoing  Begin 2014 and continue through 2016 | Professional development facilitators/coaches from Growing Educators.  Teacher stipends for summer work.  Summer Developmental Design Workshop for middle grades teachers  Summer professional development coaching and follow-up in-classroom coaching | $40,000 for literacy coaches  $28,000 for Summer Stipends for Teachers  $6,000 Developmental Design Workshop  $6,500  Lawrence Hall of Science coaches | Title I and General Fund |
| 6. **Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):**  Teachers and parents communicate on an ongoing basis to review student progress. Twice a year, there is a formal review of student progress where teachers meet individually with parents/guardians.  Parents are invited, twice a month, to meet with the Executive Director for a morning discussion. The school facilitates 5 Family Nights each year to engage families in the kind of teaching and learning at New Heights. The school writes a monthly letter to parents. All parent communications sent home are translated into parents’ home language. | Parent Committees, faculty and school leadership  ongoing | Printing  In-kind personnel | $2,000 | New Heights General Fund |
| 7.  **Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):**  Students and parents entering TK and Kindergarten from preschool will be invited to Information sessions to help families understand the expectations of elementary school.  In addition pre-school parents are invited to an Orientation Session once their child has secured a space in the school and prior to the beginning of school.  Provide accelerated activities to all potential gifted/talented students.  Implement Student Study Teams for all students identified as low performing.  Implement special education search and serve activities for all grades.  Support students’ healthy development by implementing a strict policy on snack foods for students.  Support students’ healthy development through social/emotional learning. Teachers are trained in social/emotional development and instructional strategies.  PE coaches and staff are trained in pro-social play for students.  Design and build an organic garden to support students’ healthy development, deepen their understanding of food, and increase their interest in fruits and vegetables. | Faculty, Office Staff, Parents, and Leadership Team  ongoing | In-kind personnel for Support Study Team  Full-time staff and Contract services for Special Education  Community/parent volunteers for the Family Nights and the garden  Printing/mailing for the Orientation events. | $250,000  $1,000  $2,000 for social/  emotional training and support  $2,500 for Playworks training for staff | Special Education Funding, New Heights General Fund , Title I |
| 8. **Monitoring program effectiveness:**  Review student progress by teachers on a regular basis using assessments from the standards-based curriculum.  Monitor progress by grade level using Fountas and Pinnell Benchmark Reading Assessments three times a year (twice a year for Kinder).  Diagnostic and Mastery tests embedded in SIPPS assess students on their reading fluency skills every 2-4 weeks.  Staff and teachers monitor student progress through the Data Director and (since 2014) the Illuminate Data System. The teachers design standards-based interim tests to assess program multiple times during the year. | Faculty and Leadership  January 2014/ May 2015 |  | SIPPS materials 7,000  $2,293.75 Illuminate Data System purchased in 2014 | Title I, General Fund |
| 1. **Targeting services and programs to lowest-performing student groups:**   Provide accelerated intervention for participating students in the following ways:  Low performing students use Systematic Instruction in Phonemic Awareness, Sight Words, and Phonics (SIPPS) in small group settings within the classroom to develop reading fluency. The lowest performing students do additional review lessons in phonics to ensure mastery.    Students use various web-based programs, such as Fast ForWord, to develop reading and language skills.  Teachers differentiate instruction so that students have the appropriate amount of challenge and a support system to ensure mastery.  Instruction is organized in a flexible manner so that students have multiple opportunities to master skills and content, rather than missing important skills and being forced to move on before they are ready.  Small group instruction is used to support all critical skill development, such as reading fluency. | Faculty and Leadership Team  Ongoing | SIPPS program materials for low performing third grade students (who are not yet fluent in reading)  In-kind personnel | $7,000 in  student subscriptions for Fast ForWord  $1,000  Fountas and Pinnell Intervention Library for small group work | Title I, General Fund |
| 1. **Any additional services tied to student academic needs:**   Provide small class size for grades TK-3.  Implement a Home-School Compact to promote school-parent/guardian partnership to support student learning.    New Heights offers an Afterschool Program for students that includes homework help, literacy activities, enrichment and physical activity.  New Heights offers a month long Summer School for students teachers identify as being below grade level in ELA (or Math).  Using a reading workshop approach, teachers build their libraries to meet students’ reading levels and interests and develop online reading resources for students. | Executive Director and teaching staff.  Ongoing  Online resources launched in 2014, classroom libraries ongoing | Teacher and tutor salary and benefits  Afterschool Program Staff and Supplies  Summer School  Overdrive online reading  Reading A-Z (online)  Small group libraries | $11,0000  $2,500 Overdrive  $600 Reading A-Z  $6,000  classroom levelled fiction and nonfiction | Title I and General Fund |

**Performance Goal 1B: *All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2015.***

|  |  |
| --- | --- |
| SCHOOL GOAL # 1B  All students will meet state / federal targets in math as well as show a 5% increase in mastery on internal math tests each year. | |
| Student groups and grade levels to participate in this goal:  All students will participate in this goal. | Anticipated annual performance growth for each group:  All students will show increases in math skills as measured by internal assessments – 5% more students will show mastery of grade level math skills. |
| Means of evaluating progress toward this goal:  Prior Years CST Math Tests / Current Year Smarter Balanced Tests  Common Core Math Unit Tests | Data to be collected to measure academic gains:  Word problems / assessed with rubric  Interim Tests for Common Core in Math  Unit Tests |

**Planned Improvement in Student Performance in Mathematics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Description of specific actions to Improve Student Achievement in **Mathematics** and reach the goals stated above for the SSD and each applicable student subgroup: | Persons Involved and  Timeline | Related Expenditures | Estimated Cost | Funding Source |
| 1. **Alignment of instruction with content standards:**  Students will acquire a combination of mathematical skills and conceptual understanding. In the area of mathematic instruction, New Heights’ mathematics curriculum will incorporate the curriculum content specified in the Common Core Standards. The curricula will support teachers’ efforts to provide a balanced and comprehensive approach to mathematics that includes conceptual understanding and procedural fluency. | All teachers and the Executive Director  Begin 9/2013-2015 | N/A |  |  |
| 2. **Use of standards-aligned instructional materials and strategies:**  New Heights will use standards-aligned instructional materials and strategies to support students’ development in math. A key focus will be the development of number sense in the early elementary grades and the development of algebraic thinking at the elementary level. This foundation will prepare students for the math skills and knowledge they will need in middle school (and when they leave us and go to high school.) | All teachers and the Leadership Team  Begin 9/2013-15 | Standards-based math curriculum, consumable workbooks, math manipulatives. | $5,000 | New Heights General Fund |
| 3**. Extended learning time:**  Students identified as low performing will have extra support before the school day. In addition, students will participate in an academically-focused after school program.  The instructional day is 30 minutes longer than the traditional LAUSD school, this provides more time for students to learn standards-based content. | Executive Director, teachers, and tutors.  Begin 9/2013-15 | Tutors | $10,000 | New Heights General Fund |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Description of specific actions to Improve Student Achievement in **Mathematics** and reach the goals stated above for the SSD and each applicable student subgroup: | Persons Involved/  Timeline | Related Expenditures | Estimated Cost | Funding Source |
| 4. **Increased access to technology:**  Students identified as low performing will have access to special computer software to use in their classrooms.  Each classroom will have access to computers through labs, mobile carts, and desktop stations in the classrooms. | School wide Committees, Teachers, Leadership  Begin 9/2013-15 | Math Software  Internet service  Printers/Scanners  Internet-connected computers for each classroom  Blended learning coaching  MobyMax online math support  ST Math online, brain-based math program | $2,000  $5,000  $8,750 coaching  $450 school licenses  $3,000 | New Heights General Fund, Title I |
| 5. **Staff development and professional collaboration aligned with standards-based instructional materials:**  Teachers engage in professional development to learn how to design worthwhile, accessible mathematics problem sets and performance tasksthat require reasoning, problem formulation, and problem solving and invite all students, boys and girls, diverse cultural groups, and language groups into mathematics.  Teachers participate in 2-7 days of Professional Development in Math each year to develop students’ number sense and algebraic thinking. | Schoolwide Initiatives Team, all teachers, and the Executive Director  Begin 9/2013-2015 | Coaching consultants to support teachers’ professional growth. | $20,000 in Math coaching during the school year | Title II, Part A, Title I, General Fund |
| 6. **Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):**  Teachers and parents communicate on an ongoing basis to review students’ progress. Twice a year, there is a formal review of student progress where teachers meet individually with parents/guardians for each student.  Parents are invited, twice a month, to meet with the Executive Director for a morning discussion.  The school facilitates a Math Family Night each year to engage families in the kind of teaching and learning at New Heights.  All materials are translated into families’ home language and translation services are offered as needed. | Parent Committees and staff  All teachers and the school leader.  Begin 9/2013-15 | Printing  In-kind personnel | $2,000 | New Heights General Fund |
| 7.  **Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):**  Students and parents entering TK and Kindergarten from preschool will be invited to three Information Sessions during the school year to help families understand the expectations of elementary school.  In addition pre-school parents are invited to an Orientation Session prior to the beginning of Kinder and staff makes visits to local Head Start centers.  Provide accelerated activities to all potential gifted/talented students.  Implement Student Study Teams for all students identified as low performing.  Implement special education search and serve activities for all grades.  Support students’ healthy development by implementing a strict policy on snack foods for students.  Design and build an organic garden to support students’ healthy development, deepen their understanding of food, and increase their interest in fruits and vegetables. | Parent Committees, all teachers, and the Executive Director.  Begin 9/2013-15 | In-kind personnel for Support Study Team  Full-time and Contract services for Special Education  Community/parent volunteers for the Family Nights and the garden  Printing for the Orientation events. | Costs listed above | Special Education Funding, General Fund  New Heights General Fund |
| 8. Monitoring program effectiveness:  Students will be assessed on an ongoing basis regarding their math skills and understandings through daily assignments, observations, and conversations. In addition, each math unit will culminate in a final unit performance task that assesses student understanding, knowledge, and skills. | All teachers, Executive Director, and the Student Progress Committee  Begin 9/2013-15 | Teachers planning time |  | General fund |
| Description of Specific Actions to Improve Education Practice in **Mathematics** | Persons Involved/  Timeline | Related Expenditures | Estimated Cost | Funding Source |
| **9.Targeting services and programs to lowest-performing student groups:**  Provide accelerated intervention to low performing students in the following ways:  Additional Before and Afterschool tutors are provided to work with the lowest performing students.  Teachers differentiate instruction so that students have the appropriate amount of challenge and a support system to ensure mastery.  Instruction is organized in a flexible manner so that students have multiple opportunities to master skills and content, rather than missing important skills and being forced to move on before they are ready.  Small group instruction is used to support all critical skill development, such as reading fluency.  Supplemental Services for students who are deemed low performing in math. | Student Data and Progress Committee and all teachers.  Begin 9/2013-15  Materials to support intervention  SES services afterschool starting in 2013 | Salaries for before and afterschool tutors  In kind personnel  Approved Provider | $15,000  $35,000 | New Heights General Fund  Title I, General Fund |

**Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

|  |  |
| --- | --- |
| SCHOOL GOAL # 2  ELL Students will increase proficiency in English and work toward reclassification. ELL students will strive to be proficient in ELA at an increase of 5% each year. | |
| Grade levels to participate in this goal:  This goal is for students in grades 2-8 who are identified as ELL. | Anticipated annual performance growth:  Students will be RFEP within 5 years. |
| Means of evaluating progress toward this goal:  CELDT scores  Prior Years based on CST scores in Math and ELA / Current Year based on Smarter Balanced and internal student data from teachers  Teacher recommendation | Data to be collected to measure academic gains:  CELDT scores  Smarter Balanced scores starting 2014-15  ELD folders with student work |

**Planned Improvement in Programs for LEP Students and Immigrants (Title III and EIA/LEP)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed): | | Persons Involved and  Timeline | Related Expenditures | Estimated Cost | Funding Source |
| Required Activities | 1. The programs and activities to be developed, implemented, and administered and how these funds will help New Heights to meet all annual measurable achievement objectives described in Section 3122   1. New Heights will develop annual measurable achievement objectives for ELLs which reflect the amount of time individual child has been enrolled in language instruction program and uses a consistent method from year to year. 2. AMAO will measure annual increases in the percentages of children attaining English Proficiency by the end of each school year as determined by CELDT, internal assessment, Smarter Balanced assessments, work samples, and teacher recommendation   The school failed to make progress towards meeting such objectives, and therefore the school wrote and is implementing an improvement plan for ELLs.  English Proficiency goal will be addressed through the purchase of supplemental materials for ELL students: Rosetta Stone (and other language programs) for online language learning. Students will engage in learning in a small group setting. | ELL Coordination/  Resource Support  Fall and Winter as test scores are available | Staff costs  Rosetta Stone (and other language programs) for online language learning | $20,000  $1,000 | New Heights general fund  New Heights general fund, Title III Funds |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2. New Heights will hold itself accountable to:   * + - meet the annual measurable achievement objectives described in Section 3122     - make adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)     - annually measure the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1) through CELDT   If New Heights fails to meet the AMAO, AYP and/or fail to show annual measurement and proof of improvement in the percentage of students developing English proficiency for 4 consecutive years the school will be subject to at least one the following:  -school will be required to modify the curriculum, program, or methods of instruction  -school may act to replace educational personnel related to failure.  Students will have access to high-quality reading materials at their level and at their challenge level to improve their reading performance. Additional leveled books are purchased for classroom libraries to support independent reading at school, at home, and small group reading. | New Heights admin and teachers | Additional leveled books fiction and nonfiction to meet ELL student interests and levels | $5,000 | Title III funds, General Funds |
| 3.New Heights promotes parental and community participation in LEP programs in the following ways:  A. Providing clear and timely communication to parents:  -Initial Notification of enrollment in mainstream classroom with ELD/SADAI support  -Initial Notification of language proficiency based on CELDT/LAS results  -Annual assessment results and continued program placement  -Notification of Annual Progress of Reclassified Students  B. New Heights provides opportunities for parents to participate by doing the following:  - Regular reporting on ELL progress through a more formal extension of current morning tea meetings  -English Classes for parents to help students with homework (when parents show interest).  -Parents will advise principal and staff on topics related to ELLs including efforts to make parents partners in education, meeting the academic and social needs of ELLS, and what kind of services would be beneficial for parents of ELLs and how to implement these services  C. Provide Needed Services -Translate community resources handbook into Spanish  D. Ensure continued improvements in parental involvement  -Conduct annual parent surveys using the Caring Schools surveys and discuss results with parents in order to amend policies and practices to improve parent involvement | ELL Coordination/  Office Clerk  ELL Coordination/  Executive Director  Office Assistant | Staff Time | (Part of $20,000) | New Heights general fund |
| 4. New Heights provides high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs is determined by the increase in:   * English proficiency * Academic achievement in the core academic subjects   - AMAO 3-AYP in Mathematics  --Each teacher receives initial notification of language status and level according to previous level and yearly CELDT results.  - All students are provided daily ELD instruction integrating ELD standards within a self-contained classroom. Teachers’ frontload ELD to ensure access to content instruction taught in English. Teacher competence is assessed through observation and feedback.  -Teachers design a scope and sequence of language skills in functional context  -Each teacher receives a ELD folder and list of ELD goals for the year. Folders are evaluated 3 times per year and used during both parent conferences  - EL coordinator bases reclassification on evaluation of ELD binders, class work, test scores, and teacher recommendations  - A student is successful if they advance one level overall or 1 level in 3 or more categories.  -A student is not successful if they are in the LEP program for more than 4 years  - To improve academic achievement in core academic areas, teachers use Specially Designed Academic Instruction in English in a self-contained classroom in order to provide access to grade level instruction. Teachers will use oral language development resources. -Teachers provide access to collections of appropriate age-level texts that are at their assessed reading levels  -Teachers evaluate student’s initial academic level using benchmark reading tests and math tests  -If ELL students are identified as below benchmark 2 years in a row, they will be enrolled in summer and after school programming the following year. | ELL Coordinating team/  Classroom Teachers/  Teaching Partners  Staff will teach before and afterschool math intervention for identified students.  Staff will use online programs to track progress.  Administration and Teachers | Staff Time  Oral Language Development resources  Unlimited school license for MobyMax  Fast ForWord Language program | $10,000  $2,500  $600  $5,000 | New Heights general fund  Title III,  General Funds |
| Required Activities | 5. High quality professional development for classroom teachers, administrators, and other school or community-based personnel is:  a. designed to improve the instruction and assessment of LEP children  b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students  c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s literacy or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills  d. designed to result in positive and lasting impact on teacher performance in the classroom  The NHCS will offer a minimum of 2 Professional developments throughout the year specifically designed to improve instruction and assessment of LEP students.  1. Introduction to student Master Plans, review of ELL performance in previous years and review of new goals for the year. PD will also include review of CELDT and key strategies for improvement on CELDT  2. PD to review CELDT scores, evaluate ELL goals, assess progress and implement intervention strategies, and understand the relationship between ELD standards and Content Standards. | ELL Coordination | Staff Time | (Part of $20,000) | New Heights general fund |

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| Allowable Activities | Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed): | Persons Involved and  Timeline | Related Expenditures | Estimated Cost | Funding Source |
| 1. Upgrade to program objectives and effective instructional strategies, if applicable | N/A |  |  |  |
| 1. Any: 2. tutorials and academic or vocational education for LEP students and/or   b. intensified instruction |  |  |  |  |
| 1. How programs for English Learners are coordinated with other relevant programs and services |  |  |  |  |
| 1. Any other activities designed to improve the English proficiency and academic achievement of LEP children |  |  |  |  |
| 1. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families – 2. To improve English language skills of LEP children 3. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children |  |  |  |  |
| 1. Efforts to improve the instruction of LEP children by providing for – 2. The acquisition or development of educational technology or instructional materials 3. Access to, and participation in, electronic networks for materials, training, and communication 4. Incorporation of the above resources into curricula and programs |  |  |  |  |
| 1. Other activities consistent with Title III or EIA/LEP funds |  |  |  |  |

**Plans to Notify and Involve Parents of Limited-English-Proficient Students**

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| **Parents of Limited-English-Proficient students must be notified:** outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements | Persons Involved and  Timeline | Related Expenditures | Estimated Cost | Funding Source |

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| Required Activities | 1. Parent and Community Participation  Parents at New Heights require translation services, oral and written, to fully participate.  New Heights informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):   1. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program   -Parent are notified each year.  -Student administered CELDT and scored Intermediate or below on CELDT   1. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement  * English proficiency will be described as Beginning, Early Intermediate, Intermediate  1. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction   -All students will be placed in a mainstream English Program with ELD instruction and SDAIE strategies for core curriculum standards   1. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child  * Mainstream English Only classroom with ELD/SDAIE Instruction allows students to acquire English Proficiency, master academic core content, and attain cultural proficiency.  1. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation  * Students will participate in all assessments and benchmarks, and receive interventions as needed.  1. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools  * Reclassified using CELDT, CSTs and samples.  1. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child | Office staff | Translation services to parents | $6,000 | General Fund |
|  | | Persons Involved and  Timeline | Related Expenditures | Estimated Cost | Funding Source |
| Required Activities | 1. information pertaining to parental rights that includes written guidance detailing –    1. the right that parents have to have their child immediately removed from such program upon their request    2. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available    3. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD   Included in parent orientation materials each year. |  |  |  |  |
| **Note:** Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program. | |  |  |  |  |
| SSD Parent Notification Failure to Make Progress If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs. | |  |  |  |  |

**Plans to Provide Services for Immigrants**

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| --- | --- | --- | --- | --- | --- |
| IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e) ). Please describe: | | Persons Involved and  Timeline | Related Expenditures | Estimated Cost | Funding Source |
| Allowable Activities | 1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children. | NA |  |  |  |
| 2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth. |  |  |  |  |
| 3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth. |  |  |  |  |
| 4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds. |  |  |  |  |
| 5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services. |  |  |  |  |
| 6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education. |  |  |  |  |
| 7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services. |  |  |  |  |

**Performance Goal 3: *All students will be taught by highly qualified teachers.***

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to SSD]

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| --- | --- |
| **STRENGTHS** | **NEEDS** |
| All New Heights teachers are highly qualified based on the criteria established by NCLB.  New Heights teachers engaged in professional development prior to the opening of school. In these sessions, teachers learned about standards-based instruction, backwards planning, and authentic assessment. Teachers were introduced to the New Heights curriculum materials and began to plan their units of study.  New Heights teachers participate in regular, ongoing professional development during the schools year. Each week, teachers engage in 3 hours of structured professional development and instructional planning based on data analysis. In addition, the instructional calendar includes 5 pupil-free days for teachers to participate in structured professional development with expert facilitators.  Each summer, New Heig teachers will engage in at least 5 days of paid professional development to increase their skills and understanding of standards-based teaching and learning.  New Heights has developed a set of clear teaching standards based on Charlotte Danielson’s book Enhancing Professional Practice: A Framework for Teaching. The framework includes a rubric that clearly delineates four levels of performance: distinguished, proficient, satisfactory, and unsatisfactory.  New Heights currently has 19 teachers. The faculty works together well to share ideas, strategies, and problem-solve. | With three beginning teachers on the faculty, New Heights needs additional support for new teachers in classroom management.  New Heights teachers are being asked to implement standards-based curricula that they have never used before, therefore teachers need additional time and support to learn how to effectively work with the curriculum materials.  New Heights teachers are excited to use technology in their classrooms and to support their assessment of students, however, they need support learning how to use the technology effectively. |

**Performance Goal 3: *All students will be taught by highly qualified teachers.***

|  |  |
| --- | --- |
| SCHOOL GOAL # 3  100% of teachers will be highly qualified in core subjects, as defined by the charter school’s petition. | |
| Student groups and grade levels to participate in this goal: N/A | Anticipated annual performance growth for each group: N/A |
| Means of evaluating progress toward this goal: We have achieved mastery of this goal as we only hire multi-subject credentialed teachers. NHCS has also engaged in intensive professional development each year, supporting teachers through workshops, coaching, and planning support. | Data to be collected to measure academic gains: We collect hiring data on the LAUSD NCLB chart each year. |

**Planned Improvements for Professional Development (Title II)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Please provide a description of: | Persons Involved/  Timeline | Related Expenditures | Estimated Cost | Funding Source |
| 1. How the professional development activities are aligned with challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:  The New Heights professional development system provides support for teachers in developing a deep understanding of the academic content at their grade level, an understanding of the level of student work they should expect at their grade level, the kinds of knowledge and skills assessed on the state tests, and strategies for working with the school’s curricular programs.  The professional development process includes the following cycle of learning for teachers: 1) Experience the standards-based curricula as learners, 2) Deepen understanding of the content as well as the potential misunderstandings students may have regarding the content, 3) Reflect on the pedagogy of the learning experience and how it relates to principles of effective teaching, and 4) Design and plan lessons/units of study for their students and share these lessons/units with their New Heights colleagues.  Topics for the weekly 3-hour professional development sessions are designed around teachers’ needs as identified by the teachers, the student data, and observations by the Executive Director. | Executive Director, all teachers, and outside consultants.  Executive Director, all teachers, and outside consultants.  Executive Director, all teachers, and outside consultants. | Fees for outside consultants for on-site coaching and workshops, stipends for teachers when the professional development occurs outside of their contacted time. | $80,000 | Title II, Part A, Title I and New Heights General Fund |
| 2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:  How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:  New Heights professional development activities are part of a formalized, ongoing program to support student achievement. A growing body of research shows that the most effective professional development addresses teachers’ need for pedagogical content knowledge — a deep understanding of how best to represent the core ideas of a subject to students. Through content-based training that utilizes frameworks such as *Understanding by Design*, New Heights will build teachers’ pedagogical content knowledge.  Criteria for Professional Development and Practice:  • Teachers will utilize a common curriculum design and planning process to facilitate team and school wide dialogue about teaching and learning.  • Teachers will develop a system of portfolio assessment to facilitate student reflection and commitment to excellence.  • Teacher teams will analyze student work placed in portfolios and student data on a regular basis to inform instructional decisions.  • Teachers will design exhibitions of mastery that provide students opportunities to demonstrate what they know and are able to do.  • To develop consistency and community, teachers at all grade levels will engage in community-building activities such as class meetings and cross-age buddies.  • Regular sharing and observation of teaching practice will provide non-evaluative peer and administrative feedback and assistance aimed at deepening the work of both teachers and students. These activities will be conducted in the context of a long-term professional development plan created by each teacher and refined each year.  Teachers and staff engage in continuous learning, which effectively models for students what it means to be a life-long learner. The processes used for professional development include: setting norms for collaborative work, use of protocols for review of student work and lesson study, and inclusion of teachers in important educational decisions. | Executive Director and all teachers |  |  |  |

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| --- | --- | --- | --- | --- |
| Please provide a description of: | Persons Involved/  Timeline | Related Expenditures | Estimated Cost | Funding Source |
| 3. **How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:**  The New Heights faculty engages in a formal study of how teaching practices impact student performance. Twice a year, faculty participate in a Reflection on Student Progress session to formally share indicators of student achievement with particular focus on the achievement gap that separates high and low performing students. | Student Progress Committee, all teachers, and the Executive Director | None | N/A |  |
| 4. **How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:**  New Heights will utilize five pupil-free days for professional development yearly to increase teachers’ knowledge and skills in standards-based teaching. | Executive Director and Schoolwide Committee |  |  |  |
| 1. **The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:**   Each year, teachers and the Executive Director create an individual professional development plan with a set of goals for the short and long-term. This information is used to design professional development activities for the whole faculty as well as individualized support for each faculty member. | Executive Director and all teachers |  | *(accounted for above)* | Title II, Part A, and New Heights General Funds |
| 1. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:   New Heights teachers have a laptop computer, document camera, cell phone, projector, a grade level printer/scanner and digital camera for their classroom, and access to a school video camera. In addition, the school facility has wireless Internet connection and each classroom has a cluster of desktop computers for student use.  New Heights has a Technology Coordinator who works with all faculty to identify appropriate software and provide one-on-one training on an as needed basis to teachers.  Teachers attend workshops and receive training support for the use of technology | Executive Director and Technology Coordinator | Teacher lap tops, software, school digital projector and video camera, class digital cameras  Workshops | $50,000  1,000 | New Heights General Fund  General fund and Title II, Part A |
| 1. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): 2. New Heights has increased the technology available to students each year and now has three computer labs, 2 Ipad carts, desktop stations in the classrooms, and sets of laptops/Ipads for small group use throughout the day. | Executive Director and Technology Coordinator | Teacher lap tops, software, school digital projector and video camera, class digital cameras | $50,000 | New Heights General Fund |
| 1. How teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of this Plan:   The faculty, staff, and parents of New Heights charter school collaborated in the design and launch of our school through our charter petition approval process. The charter petition provides the foundation for our LEA Plan. The New Heights *Schoolwide Initiatives* Advisory Committee, which includes parents, staff, and teachers met on September 28th 2006 to provide input and review the school’s first LEA plan. Over the year, the parents, teachers and Executive Director have continued to identify needs for professional development through their individual professional development plans. | New Heights Advisory Committees | Personnel time |  |  |
| Please provide a description of: | Persons Involved/  Timeline | Related Expenditures | Estimated Cost | Funding Source |
| 1. How the SSD will provide training to enable teachers to: 2. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency 3. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn 4. Involve parents in their child’s education and 5. Understand and use data and assessments to improve classroom practice and student learning   New Heights uses the Responsive Classroom and Developmental Designs programs to support the development of a supportive environment for student learning. By focusing on students’ need to autonomy, belonging, and competence, teachers learn how to address individual needs in the context of the learning community. Teachers learn to use morning meetings, schoolwide family events, and cross-age buddy activities to help students bond to the learning values of the school and become less likely to engage in problem behaviors.  In addition, New Heights uses a Student Study Team model to provide a forum for collaborative discussion and solution identification for students who struggle with the school education program. Teachers bring data and student work to share with colleagues and parents to support the discussion. | Parent Committees and the Executive Director | Responsive Classroom and Developmental Designs program materials | $5,000 | Title II, Part A, and New Heights General Funds |
| 1. How the SSD will use funds under this subpart to meet the requirements of Section 1119:   New Heights trains all teaching partners who work in classrooms with students. Tutors in the afterschool program receive training from the Project Director. | Executive Director | None |  |  |

**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the SSD’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the SSD’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

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| --- | --- |
| **STRENGTHS** | **NEEDS** |
| New Heights is a small community with a strong sense of mission and a culture dedicated to supporting students and families. This supports the schools’ goals of helping students to bond with the educational values of the school.  New Heights encourages parent volunteering with parents spending approximately 10-30 hours each year supporting student learning.  New Heights has implemented a strict food policy that only allows healthy snacks and drinks on campus.  New Heights has an afterschool program that keeps students safe until 6:15 pm each day. | Attendance: Several families have students have been sick for more than two days in a row. New Heights is working with parents to ensure students have adequate health care and take precautions against colds and flu.  Behavior: A few students have troublesome behaviors. Staff is working closely with these students, their families, and their family advocates to ensure consistency and structure for these students. |

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the SSD will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students’ barriers to learning (e.g. attendance and behavior). Include a copy of the SSD’s code of conduct or policy regarding student behavior expectations.

|  |
| --- |
| **ACTIVITIES** |
| New Heights uses parts of the nationally recognized, research-based *Caring School Community* program. The program includes classroom management, school-wide events to increase the bonds among all stakeholders, literacy-based activities for parents and students to do together at home, and cross-age buddy activities to support learning and build relationships. Evaluation studies have consistently shown that *Caring School Community* has widespread positive effects on urban students, including increased achievement motivation and performance, more positive attitudes toward school, greater trust in and respect for teachers, improved social and ethical attitudes and interpersonal behavior, and reduced involvement in drug use and other problem behaviors.  New Heights also uses Responsive Classroom approaches to support students’ social and emotional development. In 2008, the faculty and leadership team identified a need for an additional support system for teachers to build their caring learning communities and maintain their classroom environments. After research and discussions with other schools, New Heights began to learn how to use Responsive Classroom approaches.The *Responsive Classroom* includes a collection of practices that bring together social/emotional and academic learning. The guiding principles include the understanding that to be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy,and self-control. Teachers use such practices as Morning Meeting, joint rule creation, interactive modeling, and collaborative problem-solving.Each of the Responsive Classroom practices seeks to foster a “positive social context” which in turn facilitates academic learning. |

Needs and Strengths Assessment (4115(a)(1)(A) ):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the SSD’s strengths and needs related to preventing risk behaviors.

|  |  |
| --- | --- |
| **STRENGTHS** | **NEEDS** |
| New Heights uses the nationally recognized, research-based Caring School Community program along with *Responsive Classroom and Developmental Designs for the middle grades*. Evaluation studies have consistently shown that *Caring School Community* has widespread positive effects on urban students, including increased achievement motivation and performance, more positive attitudes toward school, greater trust in and respect for teachers, improved social and ethical attitudes and interpersonal behavior, and reduced involvement in drug use and other problem behaviors. | For our community, the incidence of violence, alcohol, and drug use is high. |

**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

**Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)**

**Prevention Program Performance Indicators (4115(a)(1)(B) ):**

The SSD is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Alcohol, Tobacco, Other Drug Use, and Violence Prevention**  **Performance Measures**  **From the California Healthy Kids Survey** | **Most Recent Survey date:**  **2/\_2\_/12**  **Baseline Data** | | **Biennial**  **Goal**  **(Performance Indicator)** | | |
| The percentage of students that have ever used cigarettes will **decrease** biennially by: N/A | 5th 1 %  7th 2 % | | 5th \_\_ %  7th \_\_ % | | |
| The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: N/A | 7th 0 %  9th \_\_ %  11th \_\_ % | | 7th \_\_ %  9th \_\_ %  11th \_\_ % | | |
| The percentage of students that have used marijuana will **decrease** biennially by: N/A | 5th 1 %  7th 2 % | | 5th \_\_ %  7th \_\_ % | | |
| The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: N/A | 7th 2 %  9th \_\_ %  11th \_\_ % | | 7th \_\_ %  9th \_\_ %  11th \_\_ % | | |
| The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by: N/A | 7th 1 %  9th \_\_ %  11th \_\_ % | | 7th \_\_ %  9th \_\_ %  11th \_\_ % | | |
| The percentage of students that feel very safe at school will **increase** biennially by: 5 percent | 5th 75 %  7th \_\_N/A %  9th \_\_N/A %  11th \_\_ N/A % | | 5th 85 %  7th 85 %  9th \_\_ %  11th \_\_ % | | |
| The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: | 7th 5 %  9th \_\_ %  11th \_\_ % | | 7th 2 %  9th \_\_ %  11th \_\_ % | | |
| **Truancy Performance Indicator** | | | | | |
| The percentage of students who have been truant will **decrease** annually by .01% from the current LEA rate shown here.  NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year. | 2% | | 1% | | |
| **Protective Factors**  **Performance Measures**  **from the California Healthy Kids Survey** | | **Most recent date:**  **2/2/12** Baseline Data | | **Biennial**  **Goal**  **(Performance Indicator)** |
| The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by: N/A | | 5th 60%  7th 55%  9th \_\_ %  11th \_\_ % | | 5th  70%  7th 65 %  9th \_\_ %  11th \_\_ % |
| The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by: N/A | | 5th 60 %  7th 60 %  9th \_\_ %  11th \_\_ % | | 5th 70 %  7th 70 %  9th \_\_ %  11th \_\_ % |
| The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by: N/A | | 5th 10 %  7th 20 %  9th \_\_ %  11th \_\_ % | | 5th 30 %  7th 40 %  9th \_\_ %  11th \_\_ % |
| The percentage of students that report high levels of school connectedness at their school will **increase** biennially by: N/A | | 5th 70 %  7th 70 %  9th \_\_ %  11th \_\_ % | | 5th 80 %  7th 80 %  9th \_\_ %  11th \_\_ % |

**Other Performance Measures**

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

|  |  |  |
| --- | --- | --- |
| **LEA Specified Performance Measures**  **Staff, student and parent survey**  **(Process to Collect Data)** | **Performance Indicator** Goal | **Baseline**  **Data** |
| The school conducts a Caring School Community Survey of parents, teachers, staff, and students once each year. | 85% | 75% |

Science Based Programs (4115 (a)(1)(C) ):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Science-Based Program Name | **Program**  **ATODV Focus** | **Target**  **Grade**  **Levels** | **Target**  **Population**  **Size** | **Purchase**  **Date** | **Staff Training Date** | **Start** Date |
| **Child Development Project (*Caring School Community*)** | AODV | TK-8 | 300 students | July 2006 | August | September 2006 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Research-based Activities (4115 (a)(1)(C) ):**

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

|  |  |  |  |
| --- | --- | --- | --- |
| Check | Activities | **Program ATODV Focus** | **Target Grade Levels** |
| x | After School Programs | Literacy/Math/Social Skills | K-8 |
|  | Conflict Mediation/Resolution |  |  |
| x | Early Intervention and Counseling | Developing students’ social and emotional skills | K-8 |
|  | Environmental Strategies |  |  |
| x | Family and Community Collaboration | Conferences, meetings, workshops for parents. | K-8 |
|  | Media Literacy and Advocacy |  |  |
|  | Mentoring |  |  |
|  | Peer-Helping and Peer Leaders |  |  |
|  | Positive Alternatives |  |  |
|  | School Policies |  |  |
|  | Service-Learning/Community Service |  |  |
|  | Student Assistance Programs |  |  |
|  | Tobacco-Use Cessation |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Check | Activities | **Program ATODV Focus** | **Target Grade Levels** |
|  | Youth Development  Caring Schools  Caring Classrooms |  |  |
|  | Other Activities |  |  |

**Promising or Favorable Programs (4115 (a)(3) ):**

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Promising Program name | **Program**  **ATODV Focus** | **Target**  **Grade**  **Levels** | **Target**  **Population**  **Size** | **Purchase**  **Date** | **Staff Training Date** | **Start** Date |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

**Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:**

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

□

**Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D) ):**

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the SSD’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

New Heights has chosen the *Caring School Community* Program because of the data of it’s positive effects working in communities similar to ours. The program received the highest marks for supporting the needs of our community (social and emotional development) and is a select program in Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning Programs. In addition, we have chosen this program because its materials are teacher friendly. Multiple evaluations showed significant positive effects on the students’ motivation to achieve. They also showed an impact on the students’ positive social tendencies and, over time, on their grade and test scores.

Evaluation and Continuous Improvement (4115 (a)(2)(A) ):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the SSD’s alcohol, tobacco, other drug use and violence prevention program. Describe how the results ofthe evaluation will be used torefine, improve and strengthen the program.

The program includes an evaluation survey. The survey is conducted by the school, parent, staff *Caring School Community* Committee. The survey assesses the school’s progress with the program. In addition, New Heights will implement the CA Healthy Kids Survey.

Use of Results and Public Reporting (4115 (a)(2)(B) ):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will beprovided notice ofthe evaluation result’s availability.

N/A

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E) ):

Briefly describe how SDFSC funded program services will be targeted to the SSD’s schools and students with the greatest need. (Section 4114 [d][3])

N/A

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Programs will be coordinated through the Schoolwide Initiatives Committee made up of parents, teachers, and staff. This Committee will work to coordinate programs, reduce fragmentation, and ensure program success.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Teachers and parents communicate on an ongoing basis to review students’ progress. Twice a year, there is a formal review of student progress where teachers meet individually with parents/guardians for each student. Parents are invited, twice a month, to meet with the Executive Director for a morning discussion. The ED writes a updates for parents and all communications are translated into parents’ home language. The school facilitates 5 Family Nights each year to engage families in the kind of teaching and learning at New Heights.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

New Heights students engage in health curriculum through FLASH.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

|  |  |
| --- | --- |
| Position/Title | **Full time equivalent** |
| **N/A** |  |
|  |  |
|  |  |

**Performance Goal 5: *All students will graduate from high school.***

**Planned Improvements: High School Graduation Rates, Dropouts, and AP**

This section of the plan is intended to reflect the SSD’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the SSD’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities***. This page does not apply to districts with no secondary students.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Performance Indicator | **Activities/Actions** | **Students Served** | **Timeline/**  **Person(s) Involved** | **Benchmarks/**  **Evaluation** | **Funding Source** |
| **5.1**  **(High School Graduates)** | N/A |  |  |  |  |
| 5.2  **(Dropouts)** |  |  |  |  |  |
| 5.3  **(Advanced Placement)** |  |  |  |  |  |

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the SSD has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>*;* for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp> ).

|  |  |
| --- | --- |
|  | Description of how the SSD is meeting or plans to meet this requirement: |
| For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:   * A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. * Effective methods and instructional strategies based on scientifically-based research. * Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. * Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. * Instruction by highly qualified teachers and strategies to attract and keep such teachers. * High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. * Strategies to increase parental involvement. * Assistance to preschool children in transitioning from early childhood programs to elementary school programs. * Timely and effective additional assistance to students who experience difficulty mastering state standards. | The New Heights is committed to challenging each student to achieve at his or her  greatest potential. Through personalized and differentiated instruction, students are  presented with tasks that are beyond them -- tasks that will challenge them. Students are  given the appropriate amount of support to ensure their success.  Using the *Understanding by Design* framework, students are introduced and given access to the core tasks of each discipline, to “big ideas” that require serious thought, and to performance tasks that require understanding. Through  the use of essential questions that get at the “heart” of the discipline, students are challenged to  use their minds well to gain understanding. This understanding is demonstrated through multiple  facets including: explanation, interpretation, application, perspective, empathy, and self-knowledge.  Students with a particular talent or interest are encouraged to develop these interests. In addition to rich academic instruction, New Heights Charter runs an afterschool program for students with enrichment programs following regular school hours for tutoring, foreign language, recreation/sports, and the arts.  Academically low-achieving students are fully supported to ensure they meet grade-level standards. An active support system fills in the gaps in students’ knowledge and skills and helps them move ahead. The support system includes the following strategies:   * Diagnostic assessment illuminates students’ weaknesses and inform teachers of the areas where students need support. * Teachers differentiate instruction so that students have the appropriate amount of challenge and a support system to ensure mastery. * Students receive instruction at their level of development and will be challenged to progress as quickly as possible. * Teachers adjust the pacing of their instruction to best support student learning. * Instruction is organized in a flexible manner so that students have multiple opportunities to master skills and content, rather than missing important skills and being forced to move on before they are ready. * Small group instruction is used to support all critical skill development, such as reading fluency and numeracy. * Intensive, ongoing assessment in each content area is part of the regular classroom pedagogy, allowing teachers to target specific areas of need. * Each classroom strives to be a caring community to provide students with a safe learning environment. * Parents are fully engaged in enhancing their child’s development through at-home collaborative learning activities, support for independent reading and at-home read-alouds, and at-home math games.   Teachers scaffold student learning in the following ways: 1) Teachers use *Understanding by Design* to know precisely where students need to arrive at the end of a lesson, a unit, and the school year, 2) Teachers know where each student is in relation to the goals and in their own development, and 3) Teachers ensure growth by providing appropriate scaffolds such as using multiple modes of teaching, a wide range of learning strategies, varied materials, and modeling. This type of approach is sustained by a classroom and school-wide learning environment that fully supports student development by creating powerful relationships between teachers and students and effectively balancing seriousness about intellectual work and celebrations of learning. Plan for ensuring students meet standards and growth targets Regular, consistent assessment and analysis of student data allows teachers to target the academic needs of each and every student. Diagnostic and mastery tests (also known as *Periodic Assessments*) will illuminate students’ weaknesses and inform teachers of the areas where students need support. Mastery tests are given on a regular basis to assess student learning. For example, students are assessed on their decoding and fluency skills every 2-4 weeks through the tests built into the *Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words* program. Through these assessments, students are grouped according to their decoding-strategy needs. Teaching is oriented toward mastery, with new material introduced gradually with regular and systematic review and application.  In addition, New Heights has “scaffolds” to support each student struggling to meet state standards. An active support system fills in the gaps in students’ knowledge and skills and help them move ahead. The support system includes the following strategies: regular reports to parents so they can support their children’s learning, differentiating instruction, and small group instruction within the larger classroom setting.  New Heights has created an integrated program that merges social, emotional, and academic learning for students. All programs are available for all students. The before school and afterschool programs are open to all students and include homework assistance, tutoring, and enrichment. The educational program at New Heights is personalized, and due to our small size, coordination among programs is seamless.  New Heights explores multiple ways for parents to get involved with their students. For example, the school hosts family math nights for parents to get involved in their children’s learning. New Heights invites parent volunteers to stay after-hours to keep the school open to give parents the opportunity to gain English language skills, and help them to monitor their child’s progress.  New Heights reaches out to parents by sending home translated letter discussing students’ progress and providing tips on how parents can help encourage their children to read and develop their English skills. New Heights provides students and parents with a wide variety of books at different levels.  Students and parents learn how to determine what students can read, at a pace that is appropriate for them individually. | |
| For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:   * Effective methods and instructional strategies based on scientifically-based research. * Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. * Strategies that minimize removing children from the regular classroom during regular school hours for instruction. * Instruction by highly qualified teachers. * Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. * Strategies to increase parental involvement. | N/A | |

Additional Mandatory Title I Descriptions

(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services**. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

|  |  |
| --- | --- |
|  | Description of how the SSD is meeting or plans to meet this requirement: |
| Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:   * Identify children who are failing or most at risk of failing to meet the state academic content standards. * Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.   Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. | N/A |
| The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin. |  |
| The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate. |  |

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement. Note that the federal guidance indicates that in the case of direct-funded charter schools, the charter authorizer should play a role in providing this assistance.

|  |  |
| --- | --- |
|  | Description of how the SSD is meeting or plans to meet this requirement: |
| If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:   * Assistance in developing, revising, and implementing the school plan. * Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. * Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. * Assistance in analyzing and revising the school budget so the school’s resources are used effectively. | New Heights Charter School is engaging in the following  Activities to support it’s program improvement:  Increased data collection and analysis  SES services for students.  Additional support staff in the  Classrooms to support struggling  Learners.  Additional professional development  for teachers. |

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the SSD will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”

|  |  |
| --- | --- |
|  | Description of how the SSD is meeting or plans to meet this requirement: |
| Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services. |  |
| Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services. |  |

Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”

|  |  |
| --- | --- |
|  | Description of how the SSD is meeting or plans to meet this requirement: |
| Describe the SSD’s strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff. |  |
| Describe the SSD’s strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children’s education. |  |

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

|  |  |
| --- | --- |
|  | Description of how the SSD is meeting or plans to meet this requirement: |
| Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:   1. Even Start 2. Head Start 3. Reading First 4. Early Reading First 5. Other preschool programs 6. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.   Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed. | New Heights supports limited English proficient students by providing a rigorous literacy program and extra support with vocabulary development as needed. |

1. *EC* Section 64001(a), (d) [↑](#footnote-ref-1)
2. *EC* Section 41507 [↑](#footnote-ref-2)
3. *EC* Section 41572 [↑](#footnote-ref-3)
4. For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school [↑](#footnote-ref-4)