



**NEW JOSEPH
COMMUNITY CHARTER**
7300 MARIN AVENUE, SACRAMENTO, CA 95821

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Sacramento City Unified School District		
Contact Name and Title	Christie Wells-Artman Principal	Email and Phone	christie-wells-artman@scusd.edu 916 277-6294

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

NJB is an excellent neighborhood charter school that is centered on agriculture and science, and on the very community it serves. With a dedicated and caring team of highly qualified teachers, support staff, wonderful children, and involved and supportive parents and partnerships, our mission is to develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

We are deeply committed in all aspects of our scholars' learning by providing a quality education using the Highly Effective Teaching model, LIFESKILLS to promote positive relationships, and implementing the Common Core State Standards. At NJB, scholars are fully engaged in their thinking and demonstrate mastery of learning effectively. Our goal is to guide children to become fully participating citizens by giving them a strong academic education in a nurturing environment that recognizes diversity, promotes healthy choices, positive mindset, and embraces community involvement.

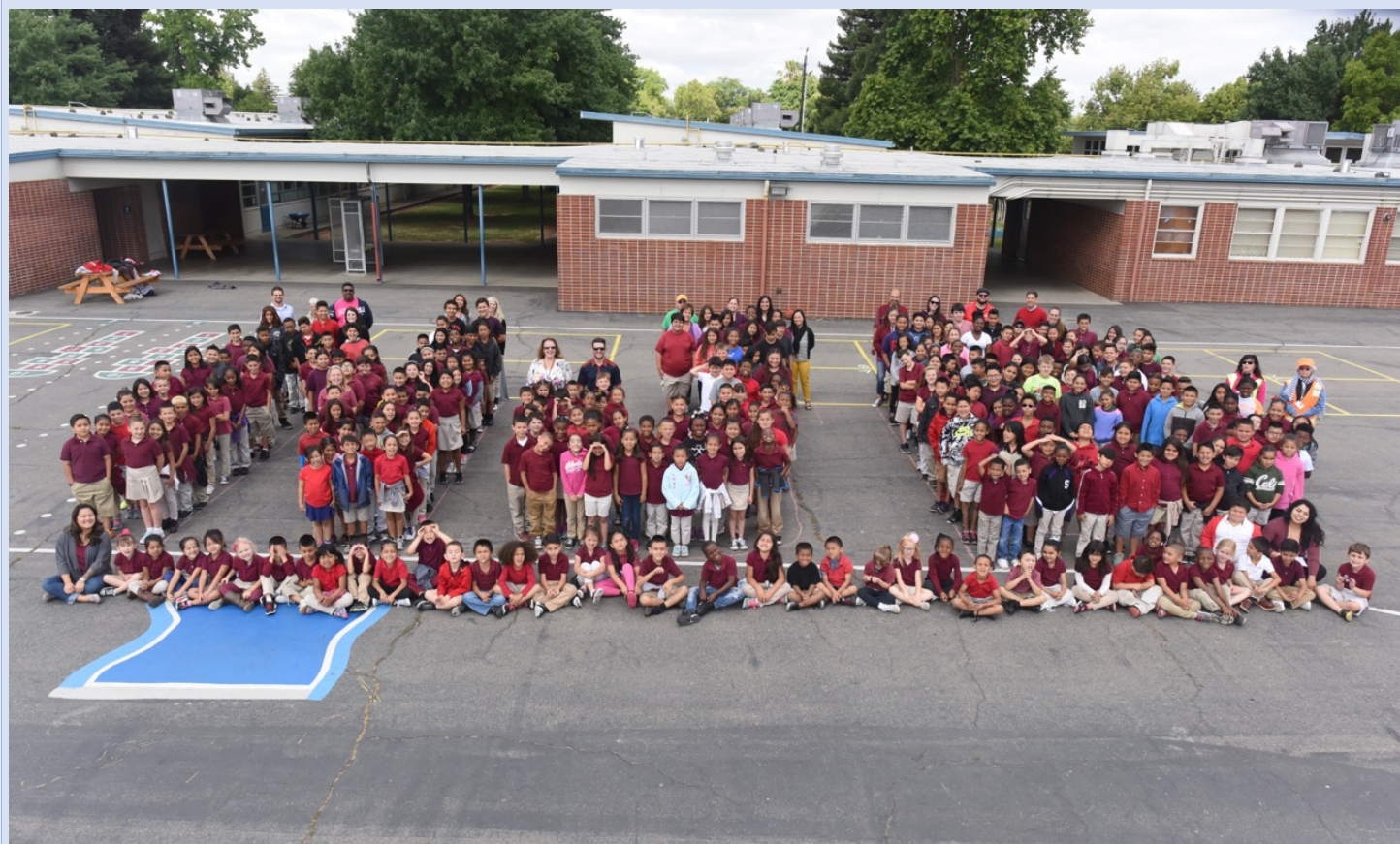
Our scholars receive a challenging and rigorous academic curriculum that is thematic and based in science and agriculture. Our project based learning and inquiry is supported with enrichment activities, hands-on and real-life experiences, community resources, and active parent participation and involvement. Parent and community partnerships are encouraged and continue to provide vital assistance to our educational program.

In addition to instruction in the core curriculum and units of study in science, students are provided learning opportunities in our community garden, library, art and music, sports, technology, and various after school and enrichment programs. NJB also has smaller class sizes to support learning and every grade level has a bi-lingual teacher.

To further optimize our students' learning and development of staff, this year we are utilizing a year-round calendar designed to support a high level of on-going professional development without interfering with the instructional day.

Our school's Steering Committee, PTA, and other site committees are very active and highly committed to supporting and improving the educational program and school environment through its involvement with the school and its many planned school and family activities.

New Joseph Bonnheim Community Charter is a wonderful neighborhood school establishing a tradition of curious intellectual learners, high student achievement and academic success for all students, and outstanding parent and community involvement. We believe in our scholars and their educational success is our priority



LCAP HIGHLIGHTS

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

NJB had several successes to be proud of:

10% overall growth in ELA on the CAASPP performance indicators

Strong Agricultural theme based units of study implemented with projects created, and scholar mastery of learning (HET Rubrics)

88% of scholars in grades K-2 have knowledge of all letters, sounds

67% of grades 4-6 have mastery of multiplication in foundational math skills.

NJB has built a strong community based input by having bi-weekly Steering Committee meetings, monthly Townhalls, and a My Community Matters Event that provided a venue for advocacy and community resources.

90% of teachers held Home Visits and conducted Academic Parent Teacher Teams to support learning and social emotional supports, thus lowering suspensions and increasing academics.

100% teachers trained on body/brain compatible learning and multiple intelligences, and High Quality First Instruction

78% of EL's had growth by moving performance bands and 14 were re-classified to English proficient.





REVIEW OF PERFORMANCE

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

10% overall growth in ELA on the CAASPP performance indicators
 88% of scholars in grades K-2 have knowledge of all letters, sounds based on BPST assessments
 67% of grades 4-6 have mastery of multiplication in foundational math skills.
 2% decrease in MATH, SBAC 2015-16.
 96% attendance overall for the 2015-16 year
 Suspensions at 3.56% overall, lower from year prior.

GREATEST PROGRESS

NJBCC ELA Data: SBAC 2015-2016





All Students		120	Low 68.8 points below level 3	Increased +7.1 points
English Learners		55	Low 54.3 points below level 3	Increased Significantly +21.5 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		114	Very Low 73.4 points below level 3	Maintained +6.1 points
Students with Disabilities		17	Very Low 89.2 points below level 3	Declined -13.4 points
African American		17	Very Low 104.8 points below level 3	Increased +13.7 points
American Indian		1	*	*
Asian		11	Low 9.9 points below level 3	Increased Significantly +50.9 points
Filipino		1	*	*
Hispanic		77	Low 68.3 points below level 3	Maintained +5.3 points
Pacific Islander		1	*	*
Two or More Races		2	*	*
White		10	*	*

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

GREATEST NEEDS

Overall SBAC 2015-16 MATH performance was at a 2% decrease.
 English Language Learners decreased 2.1 points, low socioeconomic disadvantaged decreased significantly 10.1, African-American -5.7 and hispanic -7.5 points in MATH.
 Although there is growth in ELA with a 10% increase overall, our low socioeconomic disadvantaged scholars are performing much lower than non.

NJBCC Math Data: SBAC 2015-2016

	Student Performance	Number of Students	Status	Change
All Students		120	Low 90.1 points below level 3	Declined -9.3 points
English Learners		55	Low 79.7 points below level 3	Declined -2.1 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		114	Low 91.6 points below level 3	Declined Significant -10.1 points
Students with Disabilities		17	Very Low 110.4 points below level 3	Maintained +0.9 points
African American		17	Very Low 143.9 points below level 3	Declined -7.5 points
American Indian		1	*	*
Asian		11	Low 54.5 points below level 3	Increased +8 points
Filipino		1	*	*
Hispanic		77	Low 83.5 points below level 3	Declined -5.7 points
Pacific Islander		1	*	*
Two or More Races		2	*	*

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

PERFORMANCE GAPS

Per the California School Dashboard, the low socio-economic student group is two or more levels below All Students. NJB plans the following to address this gap:
 By providing intervention supports in foundational skills and academic tutoring in ELA, MATH, and Writing.
 All teachers using the differentiated instructional model
 Continuing the Home Visit and Academic Parent Teacher Teams to build academic and social-emotional supports for scholars and families.
 Counselor and resources in place to assist those in need: DA, La Familia, Foster Youth Alliance.
 Provide GLAD training and implementation to support English Language Learners.(Guided Language Acquisition Development)

INCREASED OR IMPROVED SERVICES

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

NJB plans the following to address this gap:
 1. By providing intervention supports in foundational skills and academic tutoring in ELA, MATH, and Writing.
 2. Continuing the Home Visit and Academic Parent Teacher Teams to build academic and social-emotional supports for scholars and families.
 3. Provide GLAD training and implementation to support English Language Learners.(Guided Language Acquisition Development)

BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$2,844,093.12
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$

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

The General Fund Budget Expenditures that are not included in the LCAP include:
 A portion of teacher and classified salaries and benefits, instructional materials, other supplies and materials, housekeeping and operations of school, rental and service agreements and other professional services in the 5800 series.

\$2,548,881.58	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1	Create the foundation to support high quality teaching and learning.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL		<u>9</u>														

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Related to Goal 1:

1. There is a need for Common Core aligned materials to support the school's agricultural theme.
2. There is a need for staff and scholar training to implement the school's body-brain approach to instruction and learning. Traditional professional development does not focus on this approach.
3. There is a need to focus on the foundational skills in Reading, Math, and Writing.
4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social skills of our scholars. The assumption is that students and parents don't care how much you know until they know how much you care. Reducing class size is a strategy to increase the quality of relationship between all three groups.
5. There is a need to maintain a clean, safe, and welcoming school.
6. There is a need to support English learners with effective core instruction as well as appropriate learning supports and interventions to ensure that EL's make expected progress in attaining English and in academic achievement. The 2015-16 CELDT identified 78 English

ACTUAL

1. The farm is in being built with classes working two to three days a week, with teacher and farm facilitator supporting classroom units of study centered around agriculture. Each class has created projects that resulted in a deeper understanding and appreciation for science and agriculture.
2. Coach Patty Harington facilitated Professional Development and Coaching to all staff and teachers on LIFESKILLS, the ten body/brain compatible and immersion walls. Scholar's used the target talk to problem solve which lowered behavior issues and suspension rates. Schoolwide morning movement and mindfulness is used as well as immersion walls that are thematic with the units of study. However, it is not at 100% consistency.
3. NJB provided tutoring of the foundational skills with progress monitoring and saw an increased in mastery. In grades K-3, 88% have mastered letter sounds and fluency scores have increased 68%. However, not all scholars have mastered multiplication in the 4-6th grades.
4. Smaller classes were built to be inclusive and diverse with 20 in Kinder, 22 in primary, and no more than 24 in intermediate grades. The school uses LIFESKILLS and Lifelong Guidelines to build character and support a positive school climate. Teachers, community members, and staff trained on StrengthFinders to identify and develop their strengths and teambuilding. Classrooms created respect agreements, classroom rules and procedures to support a positive mindset. Home visits and Academic Parent teacher Teams were held to promote relationships.

learners out of 250 enrolled students. The English learners are primarily native Spanish speakers.

7. There is a need to provide social emotional support to many NJB students and for teachers to learn and use restorative strategies to keep students in schools and turn them into scholars. In 2014-15 nine boys accounted for 22 suspensions mainly for disobedience and secondarily for committing battery on another student. Three boys had four or more suspensions. The suspension rate was 3.58% based on Education Code sections 52060 and 52066.

8. There is a need to increase annual attendance from 94.30% and to reduce the number of students who miss more than five days of school (aka chronically absent).

9. Each scholar plants, raises, and harvests a crop. Complexity is grade-level dependent.

10. Each scholar individually explains orally and in writing how to plant, raise, harvest, and market produce. Comprehensiveness is grade-level dependent, but correctness and completeness is required regardless of grade-level.

11. Each scholar in a team develops a portion of the school's community garden and creates a project related to agriculture and water conservation.

5. NJB put a Safety Committee in place with procedures and protocols on safety, drills, and behavior assemblies for personal best. Due to the school expanding in it's capacity with a pre-school, after-school program, additional 6th grade class, parent resource room, library, and SCUSD Community/Department of Human Assistance program, an 8 hr. evening custodian substitute has been working with the plant manager to keep the school clean. Office staff (office manager and part-time clerk) has worked with the principal on management strategies to keep the office a welcoming environment and improve customer service.

6. The 2016-17 CELDT identified 72 English learners out of 286 enrolled students. The English learners are primarily native Spanish speakers. 14 scholars were classified out as English Proficient; Selected teachers trained and used ELD strategies from the SCUSD district "Trailblazers."

7. In 2016-17 10 boys accounted for 16 suspensions mainly for disobedience and secondarily for committing battery on another student. Three boys had four or more suspensions. The suspension rate was 3.68% based on Education Code sections 52060 and 52066. Classrooms created respect agreements and classroom rules and procedures to support a positive mindset. Home visits and Academic Parent teacher Teams were held to promote relationships. Scholar's used the target talk to problem solve which lowered behavior issues and suspension rates.

8. Currently NJB is at a 95.8% average for attendance. Our school provided a positive and engaging learning environment, for scholars to want to come and learn with enrichment programs in place. A strong after school program aligned with the charter is in place and has supported a positive school climate. An attendance team works with parents to support ways to get scholars to school.

9. The farm is being built with classes working two to three days a week, with teacher and farm facilitator supporting classroom units of study. Celebration of Learning events were held each trimester and each class presented an agricultural and civics focus project. A curriculum map for the entire school was developed by teachers and resource members, to guide them into planting crops, with a school-wide theme of "From Tiny Seed To Home."

10. Scholars created projects that demonstrated their knowledge of agriculture, each class grew specific crops that were studied using the curriculum theme.

11. Classes planted, cultivated and harvested crops in various forms: California Native plants, fruit trees, hybrid plants, three sisters pie crop, row vegetable crops, irrigation systems, solar-powered filtration, and composting.

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

Action	1	
Actions/Services	<p>PLANNED Continue with 1 FTE Plant Manager and 3.5 night custodian for clean environment</p>	<p>ACTUAL We continued with 1 FTE Plant Manager and 1 FTE sub night custodian for clean environment</p>
Expenditures	<p>BUDGETED \$103,771.00 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000 0000: Unrestricted</p>	<p>ESTIMATED ACTUAL \$103,771.00 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000</p>
Action	2	
Actions/Services	<p>PLANNED Maintain 3.5 FTE attendance clerk who speaks Spanish to track attendance daily, call parents of absent scholars, prepare paperwork for attendance hearing, and related tasks.</p>	<p>ACTUAL 3.5 FTE attendance clerk and sub who speaks Spanish to track attendance daily, call parents of absent scholars, prepare paperwork for attendance hearing, and related tasks was fully utilized.</p>
Expenditures	<p>BUDGETED \$19,309.84 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000</p>	<p>ESTIMATED ACTUAL \$19,309.84 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000</p>
Action	3	
Actions/Services	<p>PLANNED Continue second step to LIFESKILLS to support conflict resolution and SPARK Training on restorative practices in Socio-Emotional Learning. This will continue build on positive school climate, low suspension rates, and equity and access.</p>	<p>ACTUAL Implemented second step to LIFESKILLS to support conflict resolution . SPARK Training on restorative practices in Socio-Emotional Learning was put on hold by district. This work supported positive school climate, low suspension rates, and equity and access.</p>
Expenditures	<p>BUDGETED No Cost, SCSUD Provides Training</p>	<p>ESTIMATED ACTUAL 0</p>

Action **4**

Actions/Services	PLANNED Hire school counselor to work 150 hours with students on conflict resolution.	ACTUAL No counselor was hired;volunteer counselor through UC Davis provided supports.
Expenditures	BUDGETED \$10,144.00 Title 1 Fund: 09 Resource:3010 Object: 1000 & 3000	ESTIMATED ACTUAL 0

Action **5**

Actions/Services	PLANNED Continue with 1 FTE office manager	ACTUAL 1 FTE office manager utilized
Expenditures	BUDGETED \$77,037 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	ESTIMATED ACTUAL \$77,037 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000

Action **6**

Actions/Services	PLANNED Maintain full-time school principal.	ACTUAL Maintained full-time school principal.
Expenditures	BUDGETED \$147,866.40 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000	ESTIMATED ACTUAL \$147,866.40 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000

Action **7**

Actions/Services	PLANNED Continue with three yard duties each 0.438 FTE to monitor yard before school, during recesses and lunch, and after school. Typically a school the size of NJB has two yard duties.	ACTUAL Utilized three yard duties each 0.438 FTE to monitor yard before school, during recesses and lunch, and after school. Typically a school the size of NJB has two yard duties.
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Expenditures	<p>BUDGETED \$24,000.00 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000</p>	<p>ESTIMATED ACTUAL \$24,000.00 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000</p>
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Action **8**

Actions/Services	<p>PLANNED Continue with 14 teachers to meet collective bargaining agreement maximum class sizes of 31 in primary and 33 in intermediate. NJBCC is a CSR school with a ratio of 22 scholars in primary and 24 in intermediate grades.This includes Spanish/English speaking resource teacher to provide additional ELD intervention to EL students, coordinate reclassification, coordinate CEDLT administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for colleagues % parents.</p>	<p>ACTUAL Continue with 14 teachers to meet collective bargaining agreement maximum class sizes of 31 in primary and 33 in intermediate. NJBCC is a CSR school with a ratio of 22 scholars in primary and 24 in intermediate grades.This includes Spanish/English speaking resource teacher to provide additional ELD intervention to EL students, coordinate reclassification, coordinate CEDLT administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for colleagues % parents.</p>
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Expenditures	<p>BUDGETED \$1,435,064.00 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000</p>	<p>ESTIMATED ACTUAL \$1,435,064.00 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000</p>
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Action **9**

Actions/Services	<p>PLANNED Maintain two-week intersession programs to scholars in November 2016 and April 2017. Focus on scholars who need additional support. Funding shown here is for staff.</p>	<p>ACTUAL Intersession school was not utilized fully his year, only in the Fall. Instead, an academic tutoring program was utilized in January to improve foundational skills</p>
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Expenditures	<p>BUDGETED \$17,446.80 Concentration Fund: 09 Resource:0009 Object: 1000 & 3000</p>	<p>ESTIMATED ACTUAL \$8,473.40 Concentration Fund: 09 Resource:0009 Object: 1000 & 3000</p>
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Action **10**

Actions/Services	PLANNED 22 staff members and parents attend 3 sessions of Highly Effective Teacher training on body-brain learning with Patti Harrington.	ACTUAL 16 staff members and parents attended 3 sessions of Highly Effective Teacher training on body-brain learning with Patti Harrington.
Expenditures	BUDGETED \$9,300.00 Unrestricted Fund: 09 Resource:0000 Object: 5000	ESTIMATED ACTUAL \$9,300.00 Unrestricted Fund: 09 Resource:0000 Object: 5000

Action 11

Actions/Services	PLANNED 22 staff members and parents attend 3 sessions of Highly Effective Teacher training on Multiple Intelligences with Thomas Armstrong.	ACTUAL 14 staff members and parents attended 2 sessions of Highly Effective Teacher training on Multiple Intelligences with Thomas Armstrong.
Expenditures	BUDGETED \$9,191.00 Unrestricted Fund: 09 Resource:0000 Object: 5000	ESTIMATED ACTUAL \$7,191.00 Unrestricted Fund: 09 Resource:0000 Object: 5000

Action 12

Actions/Services	PLANNED Professional Development on Literacy and Writing across content areas.	ACTUAL Professional Development on Literacy and Writing across content areas was presented by district.
Expenditures	BUDGETED \$9,191.00 Unrestricted Fund: 09 Resource:0000 Object: 5000	ESTIMATED ACTUAL 0

Action 13

Actions/Services	PLANNED Professional Development on ELD Strategies and Supports to English Language Learners to Increase levels in CELDT and	ACTUAL Professional Development on ELD Strategies and Supports to English Language Learners to Increase levels in CELDT and
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	reclassify to English.	reclassify to English was given.
Expenditures	BUDGETED No Cost SCUSD Provides	ESTIMATED ACTUAL 0

Action **14**

Actions/Services	PLANNED Hire 3 Instructional aides to support Response To Intervention for struggling scholars make gains in academic achievement.	ACTUAL Did not utilize
Expenditures	BUDGETED \$33,604.20 0000: Unrestricted	ESTIMATED ACTUAL 0

Action **15**

Actions/Services	PLANNED Professional development on ELD strategies, home visits, data inquiry, Common Core. Provide free by SCUSD or SCOE.	ACTUAL Professional development on ELD strategies, home visits, data inquiry, Common Core. Provide free by SCUSD or SCOE.
Expenditures	BUDGETED Free to NJBCC	ESTIMATED ACTUAL 0

Action **16**

Actions/Services	PLANNED Admission and transportation for off campus study trips to build prior knowledge to support ELA and science. There will also be free trips to public library, Science Night, and marches for civil rights on birthdays of MLK, Jr. and Cesar Chavez.	ACTUAL Utilized "Being There" study trips: Admission and transportation for off campus study trips to build prior knowledge to support ELA and science. There will also be free trips to public library, Science Night, and marches for civil rights on birthdays of MLK, Jr. and Cesar Chavez.
Expenditures	BUDGETED \$19,418 One-time grant Fund: 09 Resource:0000 Object: 5000	ESTIMATED ACTUAL \$19,418 One-time grant Fund: 09 Resource:0000 Object: 5000

Action **17**

Actions/Services	PLANNED Curriculum Associates iReady one year license to support academic achievement via electronics	ACTUAL Curriculum Associates iReady one year license to support academic achievement via electronics
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Expenditures	BUDGETED \$13,400.00 Title I Fund: 09 Resource:3010 Object: 4000	ESTIMATED ACTUAL \$13,400.00 Title I Fund: 09 Resource:3010 Object: 4000
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Action **18**

Actions/Services	PLANNED Various materials and supplies identified in school budget to support instruction and operation of the school. Does not include \$23,109.89 instructional reserve in this resource and object code.	ACTUAL Various materials and supplies identified in school budget to support instruction and operation of the school. Does not include \$23,109.89 instructional reserve in this resource and object code.
Expenditures	BUDGETED \$36,050.72 Unrestricted Fund: 09 Resource:0000 Object: 4000	ESTIMATED ACTUAL \$36,050.72 Unrestricted Fund: 09 Resource:0000 Object: 4000

Action **19**

Actions/Services	PLANNED Books and instructional materials for all grades.	ACTUAL Books and instructional materials for all grades.
Expenditures	BUDGETED \$42,638 Restricted Lottery Fund: 09 Resource:6300 Object: 4000	ESTIMATED ACTUAL \$42,638 Restricted Lottery Fund: 09 Resource:6300 Object: 4000

Action **20**

Actions/Services	PLANNED ESGI software to support data capture and analysis of student work.	ACTUAL Used ESGI software to support data capture and analysis of student work.
Expenditures	BUDGETED \$525.00 Title 1 Fund: 09 Resource:3010 Object: 5000	ESTIMATED ACTUAL \$525.00 Title 1 Fund: 09 Resource:3010 Object: 5000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

NJB held monthly meetings with our Steering Committee and constituent feedback in implementing our LCAP goals. Budget was adjusted when it was determined that our scholars needed more support in foundational skills, resources and tools to reach our SMART GOALS in academics. Some of these changes were not hiring a counselor because we were able to get a volunteer from UC Davis that serviced 9 scholars in need. We also did not hire classroom aids to invest in academic tutoring to support foundational MATH and ELA. Intersession was held only in the Fall, but not Spring so we could budget for the tutoring program.

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

Because we held meetings with various stakeholders per the charter, we were able to carry out our budget fiscally and carry out our academic focus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Did not hire school counselor to work 150 hours with students on conflict resolution, a volunteer was utilized to serve our scholars. . We did not hire 3 Instructional aides to support Response To Intervention for struggling scholars make gains in academic achievement, and only held a Fall Intersession school this year, Instead, an academic tutoring program was utilized in January to improve foundational skills.

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

By creating an academic tutoring program that served 129 scholars total, we improved our early reading foundational skills of scholars exiting out of second grade by 64%. 67% increase of MATH foundational skills in multiplication in grades 4-6.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2	Create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL		<u>9</u>														

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. 96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets.
2. Maintain 90% staff participation in Parent Teacher Home Visit Program.
3. Parent, student and staff survey shows 100% agreement that the school is clean and welcoming.
4. Bi-Weekly parent meetings with school founders and/or principal will draw at least 12 parents each time as shown by sign-in sheets
5. Parent survey shows 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-making process described in the charter.
6. Survey of English learners and their parents shows 100% agreement that the EL students are progressing
7. Suspensions will be reduced.

ACTUAL

1. 98% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets in all grades who held meetings.
2. Maintained 90% staff participation in Parent Teacher Home Visit Program.
3. Safety Committee in place with procedures and protocols on safety, drills, and behavior assemblies for personal best. An 8 hr. evening custodian substitute has been working with the plant manager to keep the school clean, office staff (office manager and part-time clerk) has worked with the principal on management strategies to keep the office a welcoming environment and improve customer service.
4. Bi-Weekly parent meetings with school founders and/or principal were held at least 12 parents each time as shown by sign-in sheets.
5. Parent survey shows 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-making process described in the charter. All agendas are posted online, at school, and home to school communication.
6. Growth of ELD within level bands showed growth in all, except 4. 14 scholars were RFEP this year. (meets English Language Proficiency.)
7. Suspensions were reduced by 3.6%.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences.</p>	<p>ACTUAL Continued participation in the Parent Teacher Home Visit Program, and implemented the Academic Parent Teacher Team model for conferences.</p>
Expenditures	<p>BUDGETED Stipends for home visits and Academic Parent Teacher Team participation \$8,000 Resource Title I Object Code 5000</p>	<p>ESTIMATED ACTUAL Stipends for home visits and Academic Parent Teacher Team participation \$8,000 Resource Title I Object Code 5000</p>
Action	2	
Actions/Services	<p>PLANNED Continue after school enrichment programs and tutorial programs for students who need additional support. Implement 4-H program.</p>	<p>ACTUAL Enhanced Learning Grant for Continue after school enrichment programs and tutorial programs for students who need additional support. Implemented 4-H program.</p>
Expenditures	<p>BUDGETED ASES Grant and Teacher Stipend for 4-H program \$6,493.76 Resource: Concentration Funds 0009 Object Code: 5000</p> <p>\$55,079.11 Resource: Supplemental Funds 0007 Object Code: 5000</p> <p>\$21,427.13 Resource: Title I 3010 Object Code: 5000</p> <p>\$ TBA Resource: Grant Object Code: 5000</p>	<p>ESTIMATED ACTUAL ASES Grant and Teacher Stipend for 4-H program \$6,493.76 Resource: Concentration Funds 0009 Object Code: 5000</p> <p>Grant was given to fund after-school program.</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED Provide the opportunity for 4 members of the Steering Committee (staff and parents) to attend the Spring 2017 Charter School Leadership Institute to learn more about governance, budgeting and instruction.</p>	<p>ACTUAL Provided the opportunity for 4 members of the Steering Committee (staff and parents) to attend the Spring 2017 Charter School Leadership Institute to learn more about governance, budgeting and instruction.</p>
<p>Expenditures</p>	<p>BUDGETED Membership, registration and travel expenses \$2,500 Resource: Grant Object Code: 5000</p>	<p>ESTIMATED ACTUAL Membership, registration and travel expenses \$2,500.00 Resource: Grant Object Code: 5000</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED Continue Town Hall meetings to ensure two way communication with families.</p>	<p>ACTUAL Continue Town Hall meetings to ensure two way communication with families.</p>
<p>Expenditures</p>	<p>BUDGETED Parent meeting supplies \$1500.00 Resource: Supplemental Funds 0009 Object Code: 5000 Translation for meetings \$1600.00 Resource Supplemental Funds 0007 Object Code 2000-3000</p>	<p>ESTIMATED ACTUAL Parent meeting supplies \$300.00 Resource: Supplemental Funds 0009 Object Code: 5000</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

NJB held various meetings with stakeholders (i.e. Steering Committee, Town-Halls, ELAC, and parent meetings) to gather parent and community input.

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

NJB held various meetings with stakeholders (i.e. Steering Committee, Town-Halls, ELAC, and parent meetings) However, this year NJB didn't utilize the survey process as diligently form last year. Our goal is to provide more surveys and hold more meetings after-school as that was a market to have more parents attend out meetings, and not only hold in morning and evening.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NJB received ASES/Enhanced Learning Grant for Continue after school enrichment programs and tutorial programs for students who need additional support and implemented 4-H program. Translation serves were provided by district for town-hall meetings to ensure two way communication with families.and money was used to build parent resource room instead. A parent resource room was created and parents were surveyed on needs (i.e. job and computer skills, English classes, immigration and Safe Haven supports, health and wellness)

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

We benefited greatly by having an afterschool program that was designed based on parent and community input. The program had an academic and enrichment focus, with 4-H agricultural.

Annual Update

LCAP Year Reviewed: 2016-17

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

<h2 style="margin: 0;">Goal 3</h2>	<p>Increasing the percentage of scholars demonstrating:</p> <ul style="list-style-type: none"> a) Mastery of state standards; b) college and career orientation; c) knowledge of how American democratic institutions work; and d) the ability to recite the Gettysburg Address and discuss it orally and in writing.
----------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL	<u>9</u>															

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Increase the percent of students meeting/exceeding standards on the CAASPP.
2. Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.
3. Each classroom will participate in at least one social action project during the 2016-17 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives
4. Student surveys will show that 100% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 100% can also identify at least two colleges/universities and what they have to offer.
5. Participate in a Career Day that showcases and provides information of opportunities in the Agricultural and Civic Services.
6. 100% of sixth grade scholars can recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.

ACTUAL

1. Increased the percent of students meeting/exceeding standards on the ELA CAASPP.
2. Most classrooms achieved proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.
3. Some classrooms participated in at least one social action project during the 2016-17 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives.
4. All 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 100% can also identify at least two colleges/universities and what they have to offer. Each classroom had a college wall, college collaborative groups, and used information about universities to provide a college setting in their classrooms.
5. Scholars participated in a being there experiences that showcases and provides information of opportunities in the Agricultural and Civic Services.
6. 100% of sixth grade scholars recited the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. Projects were created such as a video, spoken word, and song.

ACTIONS / SERVICES

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

Action	1		
Actions/Services		<p>PLANNED Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks.</p>	<p>ACTUAL Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks.</p>
Expenditures		<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>
Action	2		
Actions/Services		<p>PLANNED School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.</p>	<p>ACTUAL School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.</p>
Expenditures		<p>BUDGETED No Cost</p>	<p>ESTIMATED ACTUAL No Cost</p>
Action	3		
Actions/Services		<p>PLANNED Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights. School will have College Fridays each month for awareness.</p>	<p>ACTUAL Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights. School will have College Fridays each month for awareness.</p>
Expenditures		<p>BUDGETED \$500 0000: Unrestricted</p>	<p>ESTIMATED ACTUAL \$500 0000: Unrestricted</p>
Action	4		
Actions/Services		<p>PLANNED Provide a Career Day that showcases and provides information</p>	<p>ACTUAL Scholars experienced and learned about various careers that</p>

	of opportunities in the Agricultural and Civic Services.	showcased and provided information of opportunities in the Agricultural and Civic Services.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost
Action	5	
Actions/Services	PLANNED Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.	ACTUAL Provided lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars recited the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words, produced a video and a song.
Expenditures	BUDGETED No Cost	ESTIMATED ACTUAL No Cost

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	An Instructional Leadership Team was established and input from teachers and scholars to plan for Increasing the percentage of scholars demonstrating mastery of state standards, college and career orientation, knowledge of how American democratic institutions work and the ability to recite the Gettysburg Address and discuss it orally and in writing. A curriculum map was design and master calendar to implement the following.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The I-ready curriculum resulted in a significant growth in ELA on SBAC, training for teachers to support effective teaching and learning, College walls and university classrooms were established with collaborative college themed names, and college wear days. Many scholars discovered and learned about various careers in agriculture through study trips and school presentations. The 6th grade cohort planned lessons around the history of Gettysburg and produced and presented a product of their understanding on the Gettysburg Address.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None

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

None

Stakeholder Engagement

LCAP Year

 2017–18
 2018–19
 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Steering Committee Meetings:

Tuesday, August 02 and 16, 2016

Tuesday, September 06 and 20, 2016

Tuesday, October 04 and 18, 2016

Tuesday, November 01, 2016

Tuesday, December 06, 2016

December 13, 2016 Special Meeting

Tuesday, January 10 and 24, 2017

Tuesday, February 07 and 21, 2017

Tuesday, March 07 and 21, 2017

Tuesday, April 18, 2017

Tuesday, May 02 and 16, 2017

Tuesday, June 06 and 20, 2017

June 14, 2016 Special Meeting

Town Halls:

August 22, 2016: NJB TownHall Meeting: Monday, 6:00-7:00 p.m. Cafeteria "Mission and Vision of School/LCAP Overview"

September 26, 2016: NJB TownHall Meeting: Monday, 6:00-7:00 p.m. Cafeteria "LIFESKILLS/Social-Emotional Learning/LCAP Overview/Update"

October 17, 2016: NJB TownHall Meeting: Monday, 6:00-7:00 p.m. Cafeteria "CCSS/HET/LCAP Overview"

May 15, 2017: NJB TownHall Meeting: Monday, 6:00-7:00 p.m. Looking Ahead 2017-18/LCAP Overview

May 22, 2017: NJB TownHall Meeting: Monday, 6:00-7:00 p.m. Looking Ahead 2017-18/LCAP Overview

June 05, 2017: NJB TownHall Meeting: Monday, 6:00-7:00 p.m. Looking Ahead 2017-18/LCAP Overview

Ad Hoc Committees:

After-School Ad Hoc, December 12, 2016, January 10 and 12, 2017, March 14 2017

Instructional Leadership Teams: October 14, 2016, December 11, 2016, February 19, 2016, April 18, 2017, April 26, 2017, May 13, 2017, May 28, 2017

ELAC and Parents' Meeting:

August 8, 2016
 September 2 and 12, 2016
 October 3 and 7, 2016
 November 28, 2016
 December 5, 2016
 January 9 and 13, 2017
 February 3 and 6, 2017
 March 3 and 6, 2017
 April 24, 2017
 May 1 and 5, 2017
 June 2, 2017

Staff Meeting:

August 4, 2016
 September 8, 2016
 October 6, 2016
 November 3, 2016
 December 8, 2016
 January 12, 2017
 February 9, 2017
 March 2, 2017
 May 4, 2017
 June 8, 2017

SCUSD Survey on district priorities: November - December 2016
 NJB Survey on school priorities: May-June 2017

The data for the Annual Update was shared with the Steering Committee on: June 6 and 14, 2017. Steering Committee approval of LCAP, June 20, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

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

The Steering Committee received regular updates on student data. The LCAP goals were agreed upon to remain the same for the 2017-18 school year.

Feedback indicated that HET is having a positive impact, as well as i-Ready. There is a need for a stronger English Language Development Program using GLAD, and a deeper focus of CCSS aligned units of study focusing on agriculture and civic theme project based learning. A need to build foundational skills to support early literacy in reading, math and writing. There is a need for parent input and support as we continue to build the charter and it's renewal.

The feedback received from the Steering Committee on data was:

I-ready, District Benchmarks, SBAC Data from 2015-16 and Preliminary SBAC Data from 2016-17, Foundational skills in reading grades K-2, Math in grades 4-6, and academic tutoring data.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Create the foundation to support high quality teaching and learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Continue deepening the mission and vision of the charter to support all learners.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Common Core aligned instructional materials to support the school's agricultural theme.</p> <p>Professional Learning to implement the body-brain approach to instruction and learning.</p> <p>HET Mastery Rubric with the 10 body/brain compatible learning elements are used to measure effectiveness of all staff.</p> <p>Observations and evidence of LIFESKILLS, respect agreements, body/brain movement with mindfulness used in each classroom daily.</p> <p>Checklist of cleaning dates/rooms/tasks for overall maintenance of clean school.</p>	<p>2016-17: 100% of classrooms have standards aligned instructional materials.</p> <p>2016-17: Staff, such as yard duty and parents participated in the body/brain compatible teaching and learning in various capacities.</p> <p>2016-17: 100% of classrooms are using the body/brain compatible teaching and learning in various capacities.</p> <p>LIFESKILLS, respect agreements, body/brain movement with mindfulness used in each classroom daily.</p> <p>Duties of SPOM and custodian posted and reviewed for clean school. Office staff provided</p>	<p>Continue to maintain instructional materials.</p> <p>2. There is a need for staff training to implement the school's body-brain approach to instruction and learning. Traditional professional development does not focus on this approach.</p> <p>3. There is a need to train teachers and scholars about the school's body-brain approach to teaching and learning.</p> <p>4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social</p>	<p>Continue to maintain instructional materials.</p> <p>2. There is a need for staff training to implement the school's body-brain approach to instruction and learning. Traditional professional development does not focus on this approach.</p> <p>3. There is a need to train teachers and scholars about the school's body-brain approach to teaching and learning.</p> <p>4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social</p>	<p>Continue to maintain instructional materials.</p> <p>2. There is a need for staff and scholar training to implement the school's body-brain approach to instruction and learning. Traditional professional development does not focus on this approach.</p> <p>3. There is a need to focus on the foundational skills in Reading, Math, and Writing.</p> <p>4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social skills of our scholars. The</p>

CELDT Testing and Home Language Survey for EL scholars.

Agricultural and Civic projects presented in three Celebration of Learning events in the school year.

opportunities to provide good customer service and receive feedback.

Training of Trailblazers ELD development for some teachers. Body/brain compatible teaching and academic conversations for ELD scholars.

Afterschool, academic and enrichment programs with agricultural focus established.

skills of our scholars. The assumption is that students and parents don't care how much you know until they know how much you care. Reducing class size is a strategy to increase the quality of relationship between all three groups.

5. There is a need to maintain a clean, safe, and welcoming school.

6. There is a need to support English learners with effective core instruction as well as appropriate learning supports and interventions to ensure that EL's make expected progress in attaining English and in academic achievement. The 2015-16 CELDT identified 78 English learners out of 250 enrolled students. The English learners are primarily native Spanish speakers.

7. There is a need to provide social emotional support to many NJB students and for teachers to learn and use restorative strategies to keep students in schools and turn them into scholars. In 2014-15 nine boys accounted for 22 suspensions mainly for disobedience and secondarily for committing battery on another student. Three boys had four or more suspensions. The suspension rate was 3.58% based on Education Code sections 52060 and 52066.

8. There is a need to increase annual attendance from 94.30% and to reduce the number of students who miss more than five days of school (aka chronically absent).

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8. There is a need to increase annual attendance from 94.30% and to reduce the number of students who miss more than five days of school (aka chronically absent).

9. Each scholar plants, raises,

		<p>9. Each scholar plants, raises, and harvests a crop. Complexity is grade-level dependent.</p> <p>10. Each scholar individually explains orally and in writing how to plant, raise, harvest, and market produce. Comprehensiveness is grade-level dependent, but correctness and completeness is required regardless of grade-level.</p> <p>11. Each scholar in a team develops a portion of the school's community garden and creates a project related to agriculture and water conservation.</p>	<p>9. Each scholar plants, raises, and harvests a crop. Complexity is grade-level dependent.</p> <p>10. Each scholar individually explains orally and in writing how to plant, raise, harvest, and market produce. Comprehensiveness is grade-level dependent, but correctness and completeness is required regardless of grade-level.</p> <p>11. Each scholar in a team develops a portion of the school's community garden and creates a project related to agriculture and water conservation.</p>	<p>and harvests a crop. Complexity is grade-level dependent.</p> <p>10. Each scholar individually explains orally and in writing how to plant, raise, harvest, and market produce. Comprehensiveness is grade-level dependent, but correctness and completeness is required regardless of grade-level.</p> <p>11. Each scholar in a team develops a portion of the school's community garden and creates a project related to agriculture and water conservation.</p>
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>New Joseph Bonnheim Community Charter</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue with 1 FTE Plant Manager and 1 FTE night custodian for clean environment

2018-19

New Modified Unchanged

Continue with 1 FTE Plant Manager and 1 FTE night custodian for clean environment

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference
\$103,771.00
Unrestricted
Fund: 09
Resource:0000
Object: 2000 & 3000

2018-19

Budget Reference
\$103,771.00
Unrestricted
Fund: 09
Resource:0000
Object: 2000 & 3000

2019-20

Budget Reference

Action **2**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: New Joseph Bonnheim Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Maintain 3.5 FTE attendance clerk who speaks Spanish to track attendance daily, call parents of absent scholars, prepare paperwork for attendance hearing, and related tasks.

2018-19

New Modified Unchanged

Maintain 3.5 FTE attendance clerk who speaks Spanish to track attendance daily, call parents of absent scholars, prepare paperwork for attendance hearing, and related tasks.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference \$19,309.84
Unrestricted
Fund: 09
Resource:0000
Object: 2000 & 3000

2018-19

Budget Reference \$19,309.84
Unrestricted
Fund: 09
Resource:0000
Object: 2000 & 3000

2019-20

Budget Reference

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue second step to LIFESKILLS to support conflict resolution and SPARK Training on restorative practices in Socio-Emotional Learning. This will continue build on positive school climate, low suspension rates, and equity and access.

2018-19

New Modified Unchanged

Continue second step to LIFESKILLS to support conflict resolution and SPARK Training on restorative practices in Socio-Emotional Learning. This will continue build on positive school climate, low suspension rates, and equity and access.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference No Cost, SCUSD Training

2018-19

Budget Reference No Cost, SCUSD Training

2019-20

Budget Reference

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

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Hire school counselor to work 150 hours with students on conflict resolution.

Hire school counselor to work 150 hours with students on conflict resolution.

BUDGETED EXPENDITURES

2017-18

Budget Reference	\$10,881.29 Title 1 Fund: 09 Resource:3010 Object: 1000 & 3000
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2018-19

Budget Reference	\$10,881.29 Title 1 Fund: 09 Resource:3010 Object: 1000 & 3000
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2019-20

Budget Reference	
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Action **5**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

2018-19

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Continue with 1 FTE office manager

Continue with 1 FTE office manager

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Budget Reference
 \$77,037
 Unrestricted
 Fund: 09
 Resource:0000
 Object: 2000 & 3000

Budget Reference
 \$77,037
 Unrestricted
 Fund: 09
 Resource:0000
 Object: 2000 & 3000

Budget Reference

Action **6**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Maintain full-time school principal.

Maintain full-time school principal.

BUDGETED EXPENDITURES

2017-18

Budget Reference
 \$147,866.40
 Unrestricted
 Fund: 09
 Resource:0000
 Object: 1000 & 3000

2018-19

Budget Reference
 \$147,866.40
 Unrestricted
 Fund: 09
 Resource:0000
 Object: 1000 & 3000

2019-20

Budget Reference

Action **7**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue with three yard duties each 0.438 FTE to monitor yard before school, during recesses and lunch, and after school. Typically a school the size of NJB has two yard duties.

2018-19

New Modified Unchanged

Continue with three yard duties each 0.438 FTE to monitor yard before school, during recesses and lunch, and after school. Typically a school the size of NJB has two yard duties.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference \$42,286.06
 Unrestricted
 Fund: 09
 Resource:0000
 Object: 2000 & 3000

2018-19

Budget Reference \$42,286.06
 Unrestricted
 Fund: 09
 Resource:0000
 Object: 2000 & 3000

2019-20

Budget Reference

Action **8**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue with 14 teachers to meet collective bargaining agreement maximum class sizes of 31 in primary and 33 in intermediate. NJBCC is a CSR school with a ratio of 22 scholars in primary and 24 in intermediate grades. This includes Spanish/English speaking resource teacher to provide additional ELD intervention to EL students, coordinate reclassification, coordinate CEDLT

2018-19

New Modified Unchanged

Continue with 14 teachers to meet collective bargaining agreement maximum class sizes of 31 in primary and 33 in intermediate. NJBCC is a CSR school with a ratio of 22 scholars in primary and 24 in intermediate grades. This includes Spanish/English speaking resource teacher to provide additional ELD intervention to EL students, coordinate reclassification, coordinate CEDLT

2019-20

New Modified Unchanged

administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for colleagues % parents.

administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for colleagues % parents.

BUDGETED EXPENDITURES

2017-18

Budget Reference \$1,435,064.00
Unrestricted
Fund: 09
Resource:0000
Object: 1000 & 3000

2018-19

Budget Reference \$1,435,064.00
Unrestricted
Fund: 09
Resource:0000
Object: 1000 & 3000

2019-20

Budget Reference

Action **9**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Maintain two-week intersession programs to scholars in

Maintain two-week intersession programs to scholars in

November 2017 and March 2018. Focus on scholars who need additional support. Funding shown here is for staff.

November 2018 and March 2019. Focus on scholars who need additional support. Funding shown here is for staff.

BUDGETED EXPENDITURES

2017-18

Budget Reference \$17,446.80
 Concentration
 Fund: 09
 Resource:0009
 Object: 1000 & 3000

2018-19

Budget Reference \$17,446.80
 Concentration
 Fund: 09
 Resource:0009
 Object: 1000 & 3000

2019-20

Budget Reference

Action **10**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

22 staff members and parents attend 3 sessions of Highly Effective Teacher training on body-brain learning with

22 staff members and parents attend 3 sessions of Highly Effective Teacher training on body-brain learning

Patti Harrington.

with Patti Harrington.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Budget Reference
 \$9,191.00
 Unrestricted
 Fund: 09
 Resource:0000
 Object: 5000

Budget Reference
 \$9,191.00
 Unrestricted
 Fund: 09
 Resource:0000
 Object: 5000

Budget Reference

Action **11**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

22 staff members and parents attend 3 sessions of Highly Effective Teacher training on Multiple Intelligences with Thomas Armstrong.

22 staff members and parents attend 3 sessions of Highly Effective Teacher training on Multiple Intelligences with Thomas Armstrong.

BUDGETED EXPENDITURES

2017-18

Budget Reference \$9,191.00
 Unrestricted
 Fund: 09
 Resource:0000
 Object: 5000

2018-19

Budget Reference \$9,191.00
 Unrestricted
 Fund: 09
 Resource:0000
 Object: 5000

2019-20

Budget Reference

Action **12**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Professional Development on Literacy and Writing across content areas.

Professional Development on Literacy and Writing across content areas.

BUDGETED EXPENDITURES

2017-18

Budget Reference \$9,191.00
 Unrestricted
 Fund: 09
 Resource:0000
 Object: 5000

2018-19

Budget Reference \$9,191.00
 Unrestricted
 Fund: 09
 Resource:0000
 Object: 5000

2019-20

Budget Reference

Action **13**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Professional Development on ELD Strategies and Supports to English Language Learners to Increase levels in CELDT and reclassify to English.

2018-19

New Modified Unchanged

Professional Development on ELD Strategies and Supports to English Language Learners to Increase levels in CELDT and reclassify to English.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Budget Reference	No Cost	Budget Reference	No Cost	Budget Reference	
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Action **14**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

Maintain 3 Instructional aides to support Response To Intervention for struggling scholars make gains in academic achievement.

2018-19

New Modified Unchanged

Continue 3 Instructional aides to support Response To Intervention for struggling scholars make gains in academic achievement.

2019-20

New Modified Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Budget Reference 0000: Unrestricted \$33,604.20

2018-19

Budget Reference 0000: Unrestricted \$33,604.20

2019-20

Budget Reference

Action **15**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Professional development on ELD strategies, home visits, data inquiry, Common Core. Provide free by SCUSD or SCOE.

2018-19

New Modified Unchanged

Professional development on ELD strategies, home visits, data inquiry, Common Core. Provide free by SCUSD or SCOE.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference Free to NJBCC

2018-19

Budget Reference Free to NJBCC

2019-20

Budget Reference

Action **16**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
	<u>Scope of Services</u>		
	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Admission and transportation for off campus study trips to build prior knowledge to support ELA and science. There will also be free trips to public library, Science Night, and marches for civil rights on birthdays of MLK, Jr. and Cesar Chavez.

2018-19

New Modified Unchanged

Admission and transportation for off campus study trips to build prior knowledge to support ELA and science. There will also be free trips to public library, Science Night, and marches for civil rights on birthdays of MLK, Jr. and Cesar Chavez.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference	\$15,114.00 One-time grant Fund: 09 Resource:0000 Object: 5000
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2018-19

Budget Reference	\$15,114.00 One-time grant Fund: 09 Resource:0000 Object: 5000
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2019-20

Budget Reference	
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Action **17**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
	<u>Location(s)</u>		
	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Curriculum Associates iReady one year license to support academic achievement via electronics

2018-19

New Modified Unchanged

Curriculum Associates iReady one year license to support academic achievement via electronics

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference	\$13,400.00 Title I Fund: 09 Resource:3010 Object: 4000
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2018-19

Budget Reference	\$13,400.00 Title I Fund: 09 Resource:3010 Object: 4000
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2019-20

Budget Reference	
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Action **18**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Various materials and supplies identified in school budget to support instruction and operation of the school. Does not include \$23,109.89 instructional reserve in this resource and object code.

2018-19

New Modified Unchanged

Various materials and supplies identified in school budget to support instruction and operation of the school. Does not include \$23,109.89 instructional reserve in this resource and object code.

2019-20

New Modified Unchanged

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference	\$36,050.72 Unrestricted Fund: 09 Resource:0000 Object: 4000
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2018-19

Budget Reference	\$36,050.72 Unrestricted Fund: 09 Resource:0000 Object: 4000
------------------	--------------------------------------------------------------------------

2019-20

Budget Reference	
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Action **19**

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Books and instructional materials for all grades.

2018-19

New Modified Unchanged

Books and instructional materials for all grades.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference
\$44,000
Restricted Lottery
Fund: 09
Resource:6300
Object: 4000

2018-19

Budget Reference
\$44,000
Restricted Lottery
Fund: 09
Resource:6300
Object: 4000

2019-20

Budget Reference

Action **20**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

ESGI software to support data capture and analysis of student work.

2018-19

New Modified Unchanged

ESGI software to support data capture and analysis of student work.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference
 \$525.00
 Title 1
 Fund: 09 Resource:3010 Object: 5000

2018-19

Budget Reference
 \$525.00
 Title 1
 Fund: 09 Resource:3010 Object: 5000

2019-20

Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

There is a need to train parents and scholars about the school's body-brain approach to instruction and learning.

There is a need to increase parent engagement to promote high quality academic and social emotional outcomes and to sustain the philosophy that this charter school's creation was of the people, by the people, and for the people.

There is a need to raise proficiency on the state standardized tests (CAASPP) in both Math and English Language Arts (ELA).

There is a need to better organize the instructional year and the day in order to increase the time involved with academic pursuits - e.g. after school programs and intersession programs during off track time.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance and Suspension Data form California Dashboard and Infinite Campus Portal Sign In Sheets from Parent Meetings and Events Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff	Attendance and Suspension Data form California Dashboard and Infinite Campus Portal Sign In Sheets from Parent Meetings and Events Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff	96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets. Maintain 90% staff participation in Parent Teacher Home Visit Program. Parent, student and staff survey shows 100% agreement that the school is clean and welcoming.	96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets. Maintain 90% staff participation in Parent Teacher Home Visit Program. Parent, student and staff survey shows 100% agreement that the school is clean and welcoming.	96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets. Maintain 90% staff participation in Parent Teacher Home Visit Program. Parent, student and staff survey shows 100% agreement that the school is clean and welcoming.

<p>Agendas of Meetings and notes posted</p>	<p>Agendas of Meetings posted</p>	<p>Weekly parent meetings with school founders and/or principal will draw at least 12 parents each time as shown by sign-in sheets</p> <p>Parent survey shows 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-making process described in the charter.</p> <p>Survey of English learners and their parents shows 100% agreement that the EL students are progressing</p> <p>Suspensions will be reduced.</p>	<p>Weekly parent meetings with school founders and/or principal will draw at least 12 parents each time as shown by sign-in sheets</p> <p>Parent survey shows 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-making process described in the charter.</p> <p>Survey of English learners and their parents shows 100% agreement that the EL students are progressing</p> <p>Suspensions will be reduced.</p>	<p>Bi-Weekly parent meetings with school founders and/or principal will draw at least 12 parents each time as shown by sign-in sheets.</p> <p>Parent survey shows 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-making process described in the charter.</p> <p>Survey of English learners and their parents shows 100% agreement that the EL students are progressing</p> <p>Suspensions will be reduced.</p>
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PLANNED ACTIONS / SERVICES

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

Action 1

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences.

2018-19

New Modified Unchanged

Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference

Stipends for home visits and Academic Parent Teacher Team participation
\$8,000
Resource Title I
Object Code 5000

2018-19

Budget Reference

Stipends for home visits and Academic Parent Teacher Team participation
\$8,000
Resource Title I
Object Code 5000

2019-20

Budget Reference

Action **2**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

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ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue after school enrichment programs and tutorial programs for students who need additional support. Implement 4-H program.

2018-19

New Modified Unchanged

Continue after school enrichment programs and tutorial programs for students who need additional support. Implement 4-H program.

2019-20

New Modified Unchanged

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BUDGETED EXPENDITURES

2017-18

Budget Reference
 ASES Grant and Teacher Stipend for 4-H program
 \$6,493.76
 Resource: Concentration Funds 0009
 Object Code: 5000

 \$55,079.11
 Resource: Supplemental Funds 0007
 Object Code: 5000

 \$21,427.13
 Resource: Title I 3010
 Object Code: 5000

 \$ TBA
 Resource: Grant
 Object Code: 5000

2018-19

Budget Reference
 ASES Grant and Teacher Stipend for 4-H program
 \$6,493.76
 Resource: Concentration Funds 0009
 Object Code: 5000

 \$55,079.11
 Resource: Supplemental Funds 0007
 Object Code: 5000

 \$21,427.13
 Resource: Title I 3010
 Object Code: 5000

 \$ TBA
 Resource: Grant
 Object Code: 5000

2019-20

Budget Reference	
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Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Fall 2016 Charter School Leadership Institute to learn more about governance, budgeting and instruction.

2018-19

New Modified Unchanged

Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Fall 2016 Charter School Leadership Institute to learn more about governance, budgeting and instruction.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference: Registration and travel expenses
\$
Resource: Grant
Object Code: 5000

2018-19

Budget Reference: Registration and travel expenses
\$
Resource: Grant
Object Code: 5000

2019-20

Budget Reference:

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue Town Hall meetings to ensure two way communication with families.

2018-19

New Modified Unchanged

Continue Town Hall meetings to ensure two way communication with families.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference

Parent meeting supplies
\$2000
Resource: Supplemental Funds 0009
Object Code: 5000

Translation for meetings
\$
Resource Supplemental Funds 0007
Object Code 2000-3000

2018-19

Budget Reference

Parent meeting supplies
\$2000
Resource: Supplemental Funds 0009
Object Code: 5000

Translation for meetings
\$
Resource Supplemental Funds 0007
Object Code 2000-3000

2019-20

Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Increasing the percentage of scholars demonstrating:
 a) Mastery of state standards;
 b) college and career orientation;
 c) knowledge of how American democratic institutions work; and
 d) the ability to recite the Gettysburg Address and discuss it orally and in writing.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

There is a need to increase the number of scholars engaged in social action. This allows scholars to apply their academic knowledge to improve our school and community.

There is a need to increase the number of scholars with a college and career orientation. Many students do not know the role of college for students and the opportunities available there.

There is a need to better understand and practice democracy daily in our lives at NJB.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rubrics and CAASPP Data Benchmarks	Rubrics and CAASPP Data Benchmarks	Increase the percent of students meeting/exceeding standards on the CAASPP. Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric. Each classroom will participate in at least one social action project during the 2016-17 school year, as determined by the	Increase the percent of students meeting/exceeding standards on the CAASPP. Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric. Each classroom will participate in at least one social action project during the 2016-17 school year, as determined by the	Increase the percent of students meeting/exceeding standards on the CAASPP. Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric. Each classroom will participate in at least one social action project during the 2016-17 school year, as determined by the

		<p>completeness of the project, the comprehensive approach to the project, and impact it has on people's lives</p> <p>Student surveys will show that 100% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 100% can also identify at least two colleges/universities and what they have to offer.</p> <p>100% of sixth grade scholars can recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.</p>	<p>completeness of the project, the comprehensive approach to the project, and impact it has on people's lives</p> <p>Student surveys will show that 100% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 100% can also identify at least two colleges/universities and what they have to offer.</p> <p>100% of sixth grade scholars can recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.</p>	<p>completeness of the project, the comprehensive approach to the project, and impact it has on people's lives</p> <p>Student surveys will show that 100% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 100% can also identify at least two colleges/universities and what they have to offer.</p> <p>100% of sixth grade scholars can recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.</p>
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks.

2018-19

New Modified Unchanged

Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference No Cost

2018-19

Budget Reference No Cost

2019-20

Budget Reference

Action **2**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.

2018-19

New Modified Unchanged

School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference No Cost

2018-19

Budget Reference No Cost

2019-20

Budget Reference

Action **3**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Surveys and scholar portfolio to show college and career

2018-19

New Modified Unchanged

Surveys and scholar portfolio to show college and career

2019-20

New Modified Unchanged

readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights. School will have College Fridays each month for awareness.

readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights. School will have College Fridays each month for awareness.

BUDGETED EXPENDITURES

2017-18

Budget Reference 0000: Unrestricted \$500.00

2018-19

Budget Reference 0000: Unrestricted \$500.00

2019-20

Budget Reference

Action 4

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Provide a Career Day that showcases and provides information of opportunities in the Agricultural and Civic Services.

Provide a Career Day that showcases and provides information of opportunities in the Agricultural and Civic Services.

BUDGETED EXPENDITURES

2017-18

Budget Reference No Cost

2018-19

Budget Reference No Cost

2019-20

Budget Reference

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.

2018-19

New Modified Unchanged

Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Budget Reference No Cost

2018-19

Budget Reference No Cost

2019-20

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$345,519

Percentage to Increase or Improve Services: 18.2%

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

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

New Joseph Bonnheim Community Charter School (NJBCC) has a scholar population of 91.2% unduplicated student, and for Supplemental Educational Services qualifies for provision of 100% free and reduced price meals.

The supplemental and concentration grant funds at this site are used for professional learning and development and instructional needs for scholars. Common-Core aligned units of study that focus on agricultural and civics themes are a schoolwide focus. Additional resources are provided to support the campus farm, agricultural - themed units of study and a civics project. NJBCC also uses Highly Effective Teaching (HET) model and body-brain strategies. Intervention is provided with i-Ready. ELD support (RTI model) is provided by a Resource Teacher. There is a focus on literacy with close analytical reading and writing strategies.

New Joseph Bonnheim Community Charter (NJBCC) experienced a 10% growth in CAASPP from the first year. With supplemental and concentration grant funds, a resource teacher was added. Additionally, two additional teachers were added to provide a lower ratio of scholars to teaching staff.

Diagnostic and intervention capability was improved with the use of i-Ready, a program that is customized for each scholar's needs.

The on-campus farm was expanded to add capacity to the agriculture-themed units.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources						

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types						

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources						

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 2	0.00	0.00		

* Totals based on expenditure amounts in goal and annual update sections.