

The Single Plan for Student Achievement 2018-19

School: New Joseph Bonnheim Community Charter School
CDS Code: 34-67439-6034094
District: Sacramento City Unified School District
Principal: Christie Wells-Artman
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code (EC) section 64001 and the federal Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA), require schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Christie Wells-Artman
Position: Principal
Phone Number: (916) 277-6294
Address: 7300 Marin Avenue
Sacramento, CA 95820
E-mail Address: christie-wells-artman@scusd.edu



The District Governing Board approved this revision of the SPSA on .

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

I. NEW JOSEPH BONNHEIM COMMUNITY CHARTER VISION STATEMENT: “Our NJB vision is to create a quality education program through a variety of learning intelligences to prepare scholars for the 21st Century.”

1. Improve academic and social outcomes through ethical practices.
2. Create a school culture that emits social and educational responsibility and involves parents, scholars and staff.
3. Foster communication and positive relationships between school personnel, scholars, parents and community.
4. All persons will take personal responsibility and accountability for their actions and the actions of others.
5. Have a school climate in which every scholar, parent, and teacher is willing to help one’s neighbor, respectful of all people around them, and is willing to be the light in the darkness.

II. NEW JOSEPH BONNHEIM COMMUNITY CHARTER MISSION STATEMENT: Our mission is to develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim (NJB) being centered on agriculture and on the very community it serves.

To succeed in accomplishing our mission, we will abide by our NJB Standards, utilizing the Five B’s, implementing a positive character education program, and creating a scholar-centered learning environment.

III. NEW JOSEPH BONNHEIM COMMUNITY CHARTER STANDARDS:

1. Commitment--- We will uphold a commitment to high academic and social expectations for all scholars.

We will encourage a positive school climate and a strong sense of community.

We will create an environment of trust and respect.

2. Duty---We will work diligently with school personnel, parents and scholars to reinforce our vision.

We will report improper conduct with procedural fairness and due process.

3. Equity---We will strive for fairness and equity.

We will consider the rights and needs of all parties affected.

4. Integrity---We will remind those facing an ethical decision about the impact of its outcome, while at the same time provide them with the courage and support to make difficult decisions.

We will uphold confidentiality.

5. Ethical Responsibility---We will model appropriate ethical behavior(s) that will have an impact in the lives of others.

We will abide by policies, procedures and school rules.

6. Respect---We will recognize and acknowledge the worth of our school community members and remember to value them through what we say and do.

We will maintain appropriate relationship with staff, scholars and parents/guardians.

IV. NJB: Our 5 B’s (Basic School Rules)

1. Be Safe,

2. Be Productive

3. Be Attentive, Listen and Follow Staff Directions

4. Be Respectful and Responsible to Everyone and Their Property

5. Be Kind to Other People

The Joseph Bonnheim School Mission: As New Joseph Bonnheim Community Charter educators, we will provide standards-based curriculum and instruction that supports the learning of all students so that they meet or exceed grade level expectations.

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, 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.

NJB is 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, scholars 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 scholars' 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.

Other staff members at NJB provide support and are instrumental in helping scholars with their academic and social and emotional needs. These services include a speech and language specialist, resource specialist, counseling services and mentoring, and school psychologist.

Scholars receive special recognition in monthly Super Bee assemblies, Perfect Attendance assemblies (monthly, trimester, and year-long), recognition for achieving benchmarks on periodic benchmark assessments in English Language Arts and Mathematics, and grade level standards in English Language Arts, Mathematics and Science based on the I-ready, SBAC, Science CST, and various data. Scholars' academic improvement is also acknowledged and highlighted throughout the school year.

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 scholar achievement and academic success for all scholars, and outstanding parent and community involvement. We believe in our scholars and their educational success is our priority.

School and Student Performance Data



California School Dashboard

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		6	6
English Learner Progress (1-12)		1	1
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)		3	1
Mathematics (3-8)		3	1

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

School and Student Performance Data

California School Dashboard Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Chronic Absenteeism	N/A	N/A	N/A	N/A


2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

School and Student Performance Data








California School Dashboard Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		326	High 5.5%	Increased Significantly +2.6%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		326	High 5.5%	Increased Significantly +2.6%
English Learners		90	High 4.4%	Increased Significantly +2.1%
Foster Youth		5	*	*
Homeless		7	*	*
Socioeconomically Disadvantaged		305	High 5.9%	Increased Significantly +2.8%
Students with Disabilities		35	Very High 8.6%	Increased Significantly +2.7%
African American		46	Very High 13%	Increased Significantly +4.2%
American Indian		2	*	*
Asian		19	Very High 10.5%	Increased Significantly +4.3%
Filipino		1	*	*
Hispanic		209	High 3.4%	Increased +1.8%
Pacific Islander		1	*	*
Two or More Races		17	Very Low 0%	Maintained 0%
White		31	Very High 9.7%	Increased Significantly +6.4%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.


Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

School and Student Performance Data





California School Dashboard Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Learner		77	Medium 72.7%	Declined -3.0%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		High 4.4%	Increased Significantly +2.1%
English Learner Progress (1-12)		Medium 72.7%	Declined -3.0%
English Language Arts (3-8)		Low 56.1 points below level 3	Maintained -1.8 points
Mathematics (3-8)		Low 77.9 points below level 3	Maintained +1.8 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.


Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

School and Student Performance Data





California School Dashboard Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		149	Low 61.7 points below level 3	Increased +7 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		149	Low 61.7 points below level 3	Increased +7 points
English Learners		68	Low 56.1 points below level 3	Maintained -1.8 points
Foster Youth		1	*	*
Homeless		2	*	*
Socioeconomically Disadvantaged		141	Low 62.9 points below level 3	Increased +10.5 points
Students with Disabilities		20	Very Low 107.3 points below level 3	Declined Significantly -18.1 points
African American		18	Very Low 131.4 points below level 3	Declined Significantly -26.6 points
American Indian		1	*	*
Asian		13	Low 26.2 points below level 3	Declined Significantly -16.2 points
Filipino		1	*	*
Hispanic		102	Low 58.1 points below level 3	Increased +10.1 points
Pacific Islander		1	*	*
Two or More Races		2	*	*
White		11	Low 47.2 points below level 3	

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.


Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	30	Medium 7.9 points above level 3	Declined -6.9 points
EL - English Learner Only	38	Very Low 106.6 points below level 3	Declined Significantly -33 points
English Only	79	Very Low 70.1 points below level 3	Increased +10.7 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.


Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

School and Student Performance Data





California School Dashboard Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		149	Low 78.3 points below level 3	Increased +11.8 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		149	Low 78.3 points below level 3	Increased +11.8 points
English Learners		68	Low 77.9 points below level 3	Maintained +1.8 points
Foster Youth		1	*	*
Homeless		2	*	*
Socioeconomically Disadvantaged		141	Low 80 points below level 3	Increased +11.6 points
Students with Disabilities		20	Very Low 128.2 points below level 3	Declined Significantly -17.8 points
African American		18	Very Low 153.6 points below level 3	Declined -9.7 points
American Indian		1	*	*
Asian		13	Low 25.9 points below level 3	Increased Significantly +28.5 points
Filipino		1	*	*
Hispanic		102	Low 74.5 points below level 3	Increased +9.1 points
Pacific Islander		1	*	*
Two or More Races		2	*	*

Fall 2017 Mathematics Report

Student Group	Student Performance	Number of Students	Status	Change
White		11	Low 66 points below level 3	

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners				
State Indicators	Number of Students		Status	Change
EL - Reclassified Only	30		Medium 19.1 points below level 3	Increased +6.8 points
EL - English Learner Only	38		Very Low 124.3 points below level 3	Declined Significantly -29.6 points
English Only	79		Low 81.3 points below level 3	Increased Significantly +20.3 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners	75.7%	72.7%
------------------	-------	-------

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017

English Language Arts	68.8 points below level 3	61.7 points below level 3
-----------------------	---------------------------	---------------------------

Mathematics	90.1 points below level 3	78.3 points below level 3
-------------	---------------------------	---------------------------

Assessment Performance Results for Grade 11		
Indicator	2016	2017

English Language Arts

Mathematics

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

School and Student Performance Data

California School Dashboard
Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	3% (9)	5.5% (18)

School and Student Performance Data

California School Dashboard Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	49	44		49	42		49	42		100	95.5	
Grade 4	20	45		20	44		20	44		100	97.8	
Grade 5	39	29		39	28		39	28		100	96.6	
Grade 6	26	41		25	41		25	41		96.2	100	
All Grades	134	159		133	155		133	155		99.3	97.5	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2358.4	2392.1		8	7.14		14	19.05		20	47.62		57	26.19	
Grade 4	2378.5	2405.7		0	15.91		10	13.64		15	6.82		75	63.64	
Grade 5	2424.5	2391.4		3	0.00		18	14.29		10	21.43		69	64.29	
Grade 6	2498.8	2478.5		12	4.88		28	29.27		28	26.83		32	39.02	
All Grades	N/A	N/A	N/A	6	7.74		17	19.35		18	25.81		59	47.10	

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	49	44		49	42		49	42		100	95.5	
Grade 4	20	45		20	44		20	44		100	97.8	
Grade 5	39	29		39	28		39	28		100	96.6	
Grade 6	26	41		25	41		25	41		96.2	100	
All Grades	134	159		133	155		133	155		99.3	97.5	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2358.1	2403.6		0	9.52		16	28.57		29	26.19		55	35.71	
Grade 4	2395.7	2421.5		0	2.27		5	27.27		20	22.73		75	47.73	
Grade 5	2408.2	2408.5		0	0.00		0	3.57		31	17.86		69	78.57	
Grade 6	2475.8	2430.1		0	2.44		16	7.32		44	26.83		40	63.41	
All Grades	N/A	N/A	N/A	0	3.87		10	18.06		31	23.87		59	54.19	

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			8			8	50	43	58	17	43	17	33	14	8
1			25	50	63	50	33	38	25	8			8		
2	7			33	69	38	33	31	25	27	2	25			13
3		19	15	33	43	***	42	29	***	17	10		8		16
4	8	33	22	38	33	28	23	22	39	23	11	6	8		6
5	22	21	20	56	50	60	11	14	10	11	7	20		7	
6	15	13	22	23	50	33	54	38	22	8		11			11
Total	8	14	16	35	46	31	35	29	34	16	9	12	6	3	7

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.

Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.

Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English learners make expected progress in attaining English and in academic achievement.

Goal 2: Students will be engaged with a safe, physically and emotionally healthy learning environment.

Action 2.1: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.2: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.)

Action 2.3: Maintain clean, safe, and appealing facilities conducive to learning.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

Goal 4: Maximize the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible

Action 4.1: Institute the practice of evaluating program and resource efficacy.

Action 4.2: Establish a district-wide protocol for providing customer service to stakeholders.

2018-19 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A	\$56,971	0.00
LCFF Low Income	\$429,960	0.00
LCFF EL	\$144,816	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL:
Goal 1: Create the foundation to support high quality teaching and learning.
District/LCAP Goal:
Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English learners make expected progress in attaining English and in academic achievement.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Data Used to Form this Goal:
Surveys from scholars, staff, and families, and ongoing observations and student work. Data was normed and discussed to determine needs and approaches for the school.
Findings from the Analysis of this Data:
<ol style="list-style-type: none">1. There is a need for Common Core aligned materials to support the school's agricultural theme.2. There is a need for staff training to implement the school's body-brain approach to instruction and learning.3. There is a need for a Response to Intervention model to be in place and a structured differentiated instructional model to support scholars at their levels academically.4. There is a need for ongoing and common assessments that measure both formative, informative, and summative data for mastery of skills, knowledge and deeper understanding of CCSS and concepts.5. There is a need for systematic instruction to support mastery of foundational Math and English Language Arts skills.
How the School will Evaluate the Progress of this Goal:
Continue to survey from scholars, staff, and families, and ongoing observations and collect student work. A success criterion will be established to progress and monitor growth in academics.
Parent Engagement Activities Related to this Goal:
Establish parent academic meetings APTT (Academic Parent Teacher Teams) where parents are given skills and resources to support their child's academics. Parents will receive training and support about the school's body-brain approach to teaching and learning and foundational skills. Parents generally do not understand why this approach is effective and being used.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Hire 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.	Principal	Resource Teacher	LCFF Low Income LCFF EL	59,969.36 120,000	<input checked="" type="checkbox"/> All	Student Data and surveys to measure growth and progress. ELD Compliance and strategies in place in all classrooms.
Retain 3 teachers for continued class size reductions in grades K-6th and projected enrollment.	Principal	Teacher FTE	LCFF Low Income	360,990.64	<input checked="" type="checkbox"/> All	Continued smaller class sizes to promote a strong academic and SEL based learning community. Will monitor effectiveness and success through various data.
Coaching from SCOE High Quality First Instruction with an emphasis on Foundational Skills			LCFF EL	15,000	<input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner	
ESGI and I-Ready software to support data capture and analysis of student work		Software	Title I Part A	27,825.92	<input checked="" type="checkbox"/> All	Data collection to look at student performance and tools to guide planning in the HET model.
Start offering after school enrichment programs and tutorial programs for students who need additional support.	Principal and After-school Program Director from Enhanced Learning/3rd Party Tutoring (80 Scholars total)	Teacher Per Diem Intervention Program	Other N/A	32,000	<input checked="" type="checkbox"/> All	Using the success criterion of body/brain learning and eight multiple intelligences, data will be measured on skills, knowledge of each component

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						and program will be readjusted to meet the needs of all.
<p>Develop and implement targeted response to intervention for scholars not achieving grade level benchmarks, as assessed, utilizing formative and summative assessment measures.</p> <p>Eligibility criteria includes scholars who are achieving "far below basic," "below basic," and at the lower end of "basic" on two or more assessment measures.</p> <p>Utilize the Data Inquiry Process to support the analysis of student achievement data from the CA Benchmark Assessments, Grades 2-6, and later Grade 1 with the assistance of the site Data Inquiry Team during Common Planning Time and beyond.</p> <p>District cut-points at each grade level for each assessment will be utilized to determine student progress towards grade level standards.</p>	<p>Teachers, K-6 EL Resource Teacher Resource Teacher/Training Specialist ELA and Math RSP Guest Program, I-Ready Diagnostic and progress monitoring</p>	<p>Assessment and Intervention program</p>	<p>Title I Part A</p>	<p>15,000</p>	<p><input checked="" type="checkbox"/> All</p>	<p>Using the I-ready diagnostic and progress monitoring system, scholars will improve their learning in ELA and MATH by a grade level band and improve their lexile and quantile scores.</p>
<p>Development of a school-wide professional development plan to support academic rigor and improvement for instruction and student learning (e.g., GLAD ELD Training)</p>	<p>Principal/ ILT Team</p>	<p>Service Contract for GLAD Coach</p>	<p>Other LCFF EL</p>	<p>25,000 9,816</p>	<p><input checked="" type="checkbox"/> English Learner</p>	<p>Coach and trainer will work with teacher teams and collect student and family data in home language and supports, growth and progress in strategies that support the ELD standards and</p>

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						framework
Professional Development Highly Effective Teaching Model Body/Brain Compatible teaching and learning.	Principal/ ILT Team		Other	4,000	<input checked="" type="checkbox"/> All	Coach and trainer will work with teacher teams and collect student data, identify supports, growth and progress in strategies that support the HET Model and framework
Professional Development Multiple Intelligences teaching and learning.	Principal/ ILT Team	Service Contract for MI Coach	Other		<input checked="" type="checkbox"/> All	Coach and trainer will work with teacher teams and collect student data, identify supports, growth and progress in strategies that support the MI's and body/brain compatible learning.
SIPPS Training for Systematic Instruction for Phonics and Phonemic Awareness to support foundational literacy skills		Service Contract SIPPS Trainer	Other Title I Part A	4,000 945.08	<input checked="" type="checkbox"/> All	Coach and trainer will work with teacher teams and collect student data, identify supports, growth and progress in strategies that support the

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						foundational reading skills.
I-Ready Instructional Toolbox	Principal	Instructional Materials and Curriculum			<input checked="" type="checkbox"/> All	Instructional Materials and CCSS Assessments in ELA and Math that shows progress monitoring and Baseline Data.

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL:
Goal 2. Create an organizational culture that supports and sustains high quality teaching and learning, within a positive school culture and climate.
District/LCAP Goal:
Action 2.1: Students will be provided cleaner better maintained learning environments. Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
Data Used to Form this Goal:
Scholar, parent, and staff surveys and observations of creating a safe climate and a clean school and other organizations to sustain high quality teaching and learning.
Findings from the Analysis of this Data:
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. There is a need for smaller learning communities to support academics and the social emotional needs of a child. There is a need for mentoring, counseling, and building the LIFESKILLS and Lifelong Guidelines. There is a need to establish universal rules and procedures to set the conditions for a positive learning and school environment. There is a need to maintain a clean, safe, and welcoming school. 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. 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. In order for a scholar to have 96% attendance, he/she cannot miss more than seven days out of 180. There is a need to increase the number of students engaged in social action. This allows scholars to apply their academic knowledge to improve our school and community.
How the School will Evaluate the Progress of this Goal:
Continuous surveys and feedback from all stakeholders. School climate and safety committee established to revise and plan from feedback data to improve our school climate, attendance, and a clean a safe school.
Parent Engagement Activities Related to this Goal:
Community Townhall meetings to survey and get input from all stakeholders. Use LIFESKILLS and social-emotional learning for consistency from school to home.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Volunteer UC Davis and La Familia licensed counselor to work 150 hours with students on conflict resolution.	Principal, Counselor	Counselor	N/A		<input checked="" type="checkbox"/> Other: Selected Scholars of need	Counselor will scholars and families to build positive relationships in both school and home. LIFESKILLS and Lifelong Guidelines will be modeled and surveys collected to measure effectiveness of school climate and culture.
Establish universal rules and procedures to set the conditions for a positive learning and school environment. Create a progressive discipline where scholar can develop and use their LIFESKILLS and Lifelong Guidelines.	Principal, All Staff Vollunteers				<input checked="" type="checkbox"/> All	Data and surveys collected to check overall effectiveness of progressive discipline. Some data will include attendance and suspension rates.
Retain 4 3.5 hr. noon yard duty to support school climate and establish positive discipline and safety for all.	Principal	Yard Duty	Title I Part A LCFF Low Income	9,000 9,000	<input checked="" type="checkbox"/> All	Data and surveys collected to check overall effectiveness of yard duty. Some data will include attendance and suspension rates.
Safety Committee to establish schoolwide safety plans and protocols.	Principal and Safety Committee				<input checked="" type="checkbox"/> All	Safety Action Plan in place and procedures followed and monitored to reduce hazards, promote a secure and safe climate

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						and culture.
Leader In Me Grant from Franklin Covey to build positive school culture and climate, academics, and leadership					<input checked="" type="checkbox"/> All	PD for all stakeholders in building a true leadership school. Progress monitoring and full implementation expected for 2018-19. Grant is a five year grant.

Planned Improvements in Student Performance

School Goal #3

SCHOOL GOAL:
Goal 3: Increase Family and Community Engagement and provide resources and support to increase academic achievement and develop strong partnerships.
District/LCAP Goal:
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Data Used to Form this Goal:
Surveys from Scholars, Parents, and Community Members
Findings from the Analysis of this Data:
<p>There is a need for parent trainings on suggestions for home conditions that support learning at each grade level.</p> <p>There is a need for information for families on skills required for students in all subjects at each grade level.</p> <p>There is a need for development of a site parent room or family center for volunteer work, meetings, and resources for families.</p> <p>There is a need for home visits will be conducted to provide support and build relationships with families and scholars</p> <p>There is a need for regular schedule of useful notices, memos, phone calls, newsletters and other communication in the language of the home.</p> <p>There is a need for high-functioning School Site Council, Steering Committee, English Learner Advisory Committee, P.T.A. or other parent organizations or committees for parent leadership and participation.</p> <p>There is a need for family support programs to assist families with health, nutrition, and other services.</p> <p>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.</p>
How the School will Evaluate the Progress of this Goal:
Continued surveys and feedback from parents and community in both formal and informal meetings. A family engagement committee and Liaison are established to consistently monitor progress of engagement from all stakeholders.
Parent Engagement Activities Related to this Goal:
<p>Parent trainings on suggestions for home conditions that support learning at each grade level.</p> <p>Parent volunteers for translating information for families on skills required for students in all subjects at each grade level.</p> <p>Parent's Cafe and various committees to develop a site parent room or family center for volunteer work, meetings, and resources for families.</p> <p>Parent volunteer liaison for home visits will be conducted to provide support and build relationships with families and scholars</p> <p>Parent volunteers for translating regular schedule of useful notices, memos, phone calls, newsletters and other communication in the language of the home. A school hosted website and facebook page is regularly updated by parent volunteers.</p>

School Site Council, Steering Committee, English Learner Advisory Committee, P.T.A. or other parent organizations or committees for parent leadership and participation.
 Family support programs to assist families with health, nutrition, and other services
 Parent Leadership Pathways to develop leaders in our school community.
 Family nights and events on a monthly basis to build and foster relationships (i.e. movie nights, celebration of learning, cultural events, scholar celebrations and awards)

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
<p>Parent trainings on suggestions for home conditions that support learning at each grade level.</p> <p>Information for families on skills required for students in all subjects at each grade level within the CCSS and HET model.</p> <p>Home visits will be conducted to provide support and build relationships with families and scholars</p>	Principal, Teachers, Resource Teacher and Community Partners		Title I Part A	2,000	<input checked="" type="checkbox"/> All	Parent surveys and feedback on trainings and information in establishing a strong home to school communication in resources and support in CCSS and HET.
Family support programs to assist families with health, nutrition, and other services.	Principal, Teachers, and Community Partners				<input checked="" type="checkbox"/> All	Parent surveys and feedback on resources and information in establishing a strong home to school communication in health and nutrition.
Development of a site parent room or family center for volunteer work, meetings, and resources for families.	Principal, Teachers, Parent Volunteers, and Community Partners (Founders) PTA	Parent Resource Materials	Title I Part A LCFF S/C	600.00 1200.00	<input checked="" type="checkbox"/> All	Parent surveys and feedback on resources and information in establishing a community hub for families.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
<p>ELAC Meetings (English Learner Advisory Committee) that provide parent support and information on the following: Learn more about the programs offered to their children. Participate in the school's needs assessment of students, parents, and teachers. Provide input in the most effective ways to support full participation of English Learners in all school activities. Provide input on the most effective ways to ensure regular school attendance.</p>	Principal and ELAC	ELAC Resource Materials	Title I Part A	1200.00	<input checked="" type="checkbox"/> English Learner	Parent Surveys and feedback of resources and information in establishing the ELAC. Progress monitoring of ELAC objectives.
<p>Regular schedule of useful notices, memos, phone calls, newsletters and other communication in the language of the home.</p>	Principal, Office Manager Teachers, Parent volunteers, and Community Partners					Parent surveys and feedback on trainings and information in establishing a strong home to school communication and language. Monitor the website usage and other school-to-home translation and communication. (newsletters, infinite campus messenger)
<p>Parent patrols or other activities to aide safety and operation of school programs.</p>	Principal, Safety Liason, Parents, Community Partners				<input checked="" type="checkbox"/> All	Parent surveys and feedback on trainings and information in establishing a strong home to

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						school communication.
High-functioning School Site Council, Steering Committee, P.T.A. or other parent organizations or committees for parent leadership and participation. (Childcare cost 250.00)	Principal, Teachers, Parents, and Community Partners		Title I Part A	400.00	<input checked="" type="checkbox"/> All	Parent surveys and feedback on committees and information in establishing a strong participation. Data to be collected to measure parent involvement and satisfaction.
Family Night programs and activities to provide parents and guardians with opportunities to interact with students in curriculum-related activities.	Principal, Teachers, Parents, and Community Partners				<input checked="" type="checkbox"/> All	Parent surveys and feedback on planning and information in planning of school and community events. Find needs of community and involve them fully. (Neighborhood watch celebrations of Learning , and Assemblies)

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF EL	144,816.00
LCFF Low Income	429,960.00
LCFF S/C	1,200.00
Other	65,000.00
Title I Part A	56,971.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	674,547.00
Goal 2	18,000.00
Goal 3	5,400.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Christie Wells-Artman	X				
Cassandra Boltz		X			
Amelia Villanueva		X			
Shannon Zavala		X			
Terri Ha		X			
Stephanie Flores				X	
Arthur Aleman				X	
Lisa Romero				X	
Gricelda Jaime			X		
Rose Ramos				X	
Dr. Dennis Mah				X	
Victor Garcia				X	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X	English Learner Advisory Committee (ELAC)	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
X	Other committee established by the school or district (list): Steering Committee	_____
		Signature
	Other committee established by the school or district (list):	_____
		Signature

4. *For Title I funded schools only* The SSC reviewed the Parent Engagement Policy and Compact, and the documents are attached.
5. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency Plan.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Christie Wells-Artman		
Typed Name of School Principal	Signature of School Principal	Date
Arthur Aleman, SC President		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Annual Evaluation – REQUIRED by March 1, 2019

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

NJB conducted a Staff PD retreat this Summer and established a HET Instructional Leadership Team. We determined that scholars needed more opportunities to read, write, and have academic conversations to support CCSS and body/brain. NJB also holds school-wide body/brain movement on Fridays, Celebrations of Learning, and LIFESKILLS.

NJB provided IReady professional development in technology instruction to provide instruction and progress monitoring tiered to individual scholars' needs to close the gap in CCSS.

NJB provided the SIPPS program for foundational reading skills and the I-Ready teacher toolbox as a resource for teachers to teach and target CCSS in Math and ELA. Program has supported a 10% growth in ELA and 12% growth in Math. Based on needs, SBAC baseline results, benchmarks, and ongoing observations the ILT, Principal and Resource Teacher provided development, planning, modeling, and coaching to support CLOSE Analytical Reading and Writing Strategies. Scholars are learning how to read and respond to various texts for balanced literacy.

NJB provided after-school tutoring for mastery of foundational skills in ELA and Math

NJB provided training and coaching of HET, MI, and HQFI with an emphasis on Foundational Skills

NJB provided GLAD training for all teachers to improve effective strategies for EL's

NJB established an Instructional Leadership Team to provide support to academic learning

NJB began a Leader In Me PD grant that will build leadership in school from all stakeholders

Outcome: MET, weekly meetings of ELAC and parent meetings are held with school founders and principal. Principal also holds monthly "parents café" breakfasts to build relationships with families. An average of 15-25 parents consistently show up and participate.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

As NJB began the Leader In Me PD late in Spring 2018, the school has not begun full implementation.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

- X Lack of timely implementation
 - Limited or ineffective professional development to support implementation
 - Lack of effective follow-up or coaching to support implementation
- X Not implemented with fidelity
 - Not appropriately matched to student needs/student population
 - Other:

Based on the analysis of this practice, would you recommend:

- Eliminating it from next year's plan
- X Continuing it with the following modifications:
 - Full implementation beginning of 2018-19 year

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X English Learner Advisory Committee (ELAC)

Stephanie Flores 4/30/18
Signature

Departmental Advisory Committee (secondary)

C. Beltz 4/30/18
Signature

X Other committee established by the school or district (list):
Steering Committee

Other committee established by the school or district (list):

Signature

4. *For Title I funded schools only* The SSC reviewed the Parent Engagement Policy and Compact, and the documents are attached.
5. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency Plan.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Christie Wells-Artman

Typed Name of School Principal

Christie Wells-Artman

Signature of School Principal

4/30/2018

Date

Arthur Aleman, SC President

Typed Name of SSC Chairperson

Arthur Aleman

Signature of SSC Chairperson

4/30/2018

Date