



**NEW JOSEPH BONNHEIM  
COMMUNITY CHARTER SCHOOL**  
7300 MARIN AVENUE, SACRAMENTO, CA 95828 - PHONE (916) 277-6294

# 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

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## 2017-20 Plan Summary

### The Story

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 Community partnerships (volunteers, neighbors, local businesses), 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 agriculture and other sciences. 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 agriculture and 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 in

all grades, K-6th, (compared to the district school's smaller class sizes, K-3rd grades) to support learning and some grade levels have a bi-lingual teacher in Spanish.

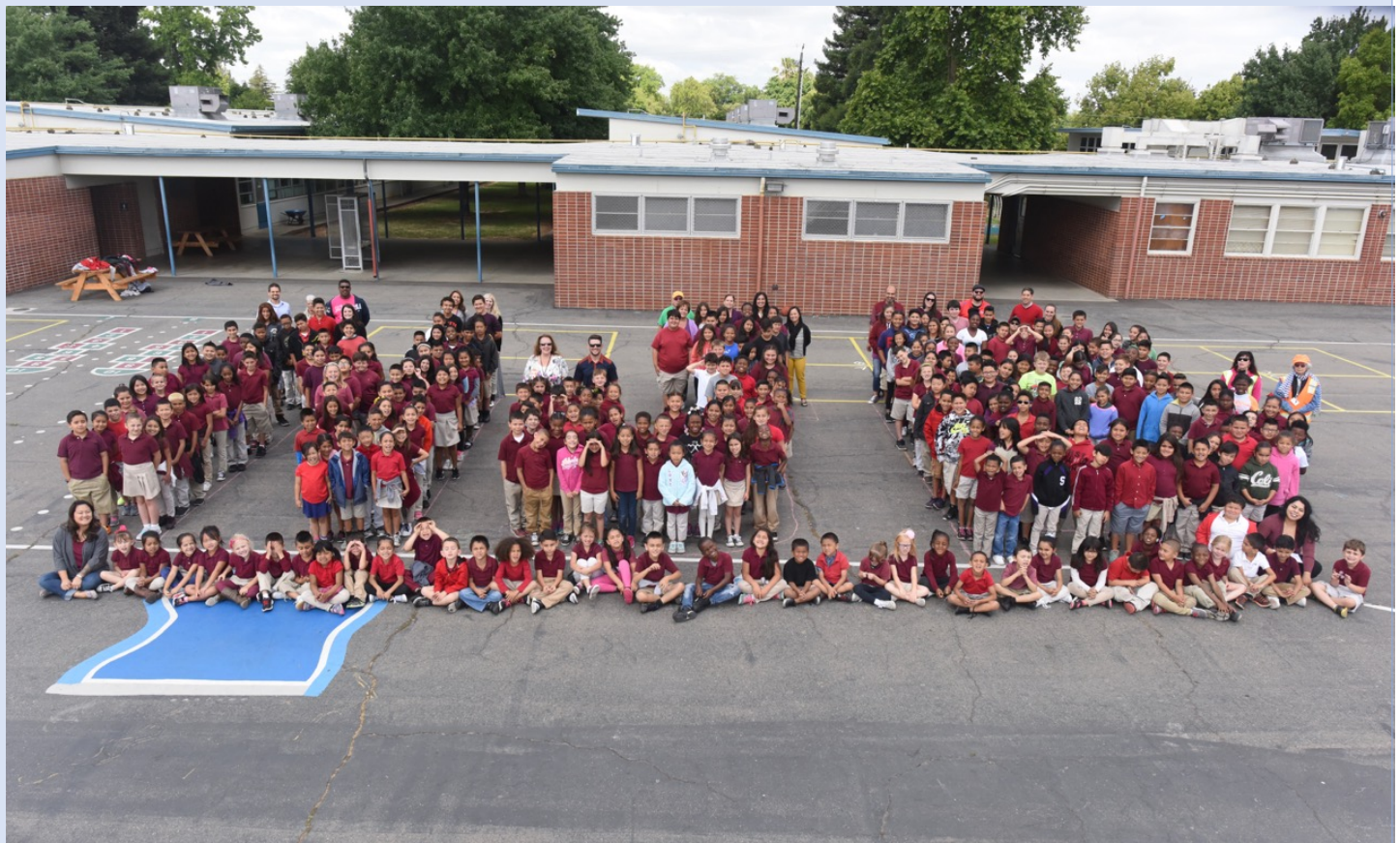
To further optimize our students' learning and development of staff, this year we are utilizing a year-round calendar designed to accommodate a high level of on-going professional development without interfering with the instructional day.

NJB also has a Steering Committee that acts as an advisory board. The Steering Committee is a school community's representative body, made up of school staff, parents/community members. The primary responsibility of the Steering Committee is to participate in the development of the (SPSA) also known as the Single Plan for Student Achievement, and evaluate the effectiveness of programs by monitoring the use of Title I and other supplemental funding available to the school site. The SC also umbrellas the ELAC, in that it aids in the decision-making process for Title I monies appropriated for English learners. Important to note is that the New Joseph Bonnheim Community Charter is governed by its own Steering Committee, thus replacing a School Site Council, found in traditional schools.

We also hold monthly LCAP Townhall meetings and conduct surveys to get parent, community and staff feedback on the LCAP.

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.

We believe, New Joseph Bonnheim Community Charter is 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 in 2016-17 on the CAASPP performance indicators from our school's baseline data in 2014-15.

12% overall growth in Math in 2016-17 on the CAASPP performance indicators from our school's baseline data in 2014-15.

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

87% of scholars in grades K-2 have knowledge of all letters, sounds compared to last year's data.

63% 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.

85% of teachers held Home Visits and conducted Academic Parent Teacher Teams to support learning and social emotional supports, thus lowering suspensions and increasing academics.

90% teachers trained on body/brain compatible learning and multiple intelligences, and High Quality First Instruction.

90% teachers trained on Guided Language Acquisition Development (GLAD) to support effective ELD integrated instruction.

74% of EL's had growth by moving performance bands and 7 were re-classified to English proficient from last year's data.

## 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.

## Greatest Progress

10% overall growth in ELA in 2016-17, on the CAASPP performance indicators from our school's baseline data in 2014-15.

12% overall growth in Math in 2016-17, on the CAASPP performance indicators from our school's baseline data in 2014-15.





87% of scholars in grades K-2 have knowledge of all letters, sounds compared to last year's data.

63% of grades 4-6 have mastery of multiplication in foundational math skills.

95.8% attendance overall for the 2017-18 year

Suspensions at 3.36% overall, lower from year prior.

**NJBCC ELA Data 2017-18**

	Student Performance	Number of Students	Status	Change
All Students		120	Low 48.8 points below level 3	Increased +7.1 points
English Learners		55	Low 34.3 points below level 3	Increased Significantly +21.5 points
Foster Youth		0	N/A	N/A
Homeless		0	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 +10.7 points
American Indian		1	"	"
Asian		11	Low 59.9 points below level 3	Increased Significantly +10.9 points
Caucasian		1	"	"
Hispanic		77	Low 48.5 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 data in Foundational Skills BPST Data shows that not all scholars mastered foundational reading skills of 35%.

Although there was significant growth in Math CAASPP data for 2017-18, dashboard shows that low socioeconomic disadvantaged decreased significantly -10.2, African-American -7.5 and Hispanic - 5.7 points in MATH.

English Language Learners decreased 2.1 points.

Although there is growth in ELA with a 10% increase in 2017-18 overall, our low socioeconomic disadvantaged scholars are performing much lower than non.

School climate and culture, along with academics needs support with an effective after-school and tutoring program.



#### NJBCC MATH DATA 2017-18

Student Performance	Number of Students	Status	Change
All Students	120	Low 90.1 points below level 3	Declined -1.2 points
English Learners	55	Low 79.7 points below level 3	Declined -1.1 points
Foster Youth	0	N/A	N/A
Homeless	0	N/A	N/A
Socioeconomically Disadvantaged	134	Low 91.4 points below level 3	Declined Significantly -10.1 points
Students with Disabilities	17	Very Low 110.4 points below level 3	Maintained +0.9 points
African American	17	Very Low 140.9 points below level 3	Declined -1.3 points
American Indian	1	"	"
Asian	11	Low 84.3 points below level 3	Increased +8 points
Latino	1	"	"
Hispanic	77	Low 85.0 points below level 3	Declined -0.7 points
Pacific Islander	1	"	"
Two or More Races	2	"	"
White	10	"	"

#### NJBCC ENGLISH LANGUAGE LEARNERS 2017-18

Number of Students	Status	Change
EL - Reclassified Only	Low 25.9 points below level 3	No Data 0 points
EL - EL Only	Low 94.7 points below level 3	Declined -0 points

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 for a response to interventions.

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.

Use UC Davis and CSUS interns to provide services for families in need, along with district services. Progress monitor the effectiveness ELD strategies and implementation to support English Language Learners.

Provide a solid after-school and tutoring programs, with progress monitoring and evaluation of effectiveness.

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.

## Increased or Improved services

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 professional development and progress monitor GLAD strategies and implementation to support English Language Learners.(Guided Language Acquisition Development) and train new hires.

4. Implement the Leader In Me program to support and build school culture and climate, leadership transformation, and academics.
5. Provide a new after-school RFP "Fathers for Families" and tutoring services by teacher lead teams to support and improve academics and school culture and climate.

## 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	\$525.00

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.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$2,548,881.58

# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 1

Create the foundation to support high quality teaching and learning.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 3: Parental Involvement (Engagement)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <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>CELDT Testing and Home Language Survey for EL scholars.</p> <p>Agricultural and Civic projects presented in three Celebration of Learning events in the school year.</p>	<p>Based on the 9 priorities of NJBCC's LCAP:</p> <p>1. The farm is built with classes working two to three days a week, with teacher and farm facilitator supporting classroom units of study. Scholars produced units of study based on agricultural and social science/civics and presented at three Celebration Of Learning events. FOSS kits, Ag-tivities and Soil Born curriculum were used along with thematic units of study for scholars to gain access to the farm and a deeper knowledge of agriculture and science. I-Ready curriculum were used to support informational reading, expository writing, and math.</p> <p>Needs/Conclusion: When observed, some scholars still haven't mastered the knowledge of what agriculture is and it's five parts: Farming, fabrics, food, forestry, and flowers/plants.</p> <p>There is a need to continue using the following curriculums to deepen knowledge: SoilBorn Farms NGSS farm curriculum, CCSS Ag-tivities for Math and Science, FOSS Science kits.</p> <p>2. Coach Patty Harrington 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. School-wide 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. Our newer teachers received a Summer PD with Staff, but were not trained with Coach Harrington.</p> <p>Needs/Conclusion: 100% staff implementation of body/brain compatible learning. School needs to develop rubrics for mastery of HET using the ten elements.</p> <p>NJB needs to observe and collaborate with a like-minded HET school such as, Sherwood Charter School.</p> <p>3. NJB provided tutoring of the foundational skills with progress monitoring and saw an increased in mastery. In grades K-3, 87% have mastered letter sounds and fluency scores have increased 68%. However, not all scholars have mastered multiplication in the 4-6th grades. In 6th grade, to prepare for middle school readiness and to support foundational skills, scholars competed in a 8 week academic Olympic challenge to demonstrate mastery. A foundational skills trainer from SCOE gave coaching support with all teachers during the Fall 2017 using the Open Court Green Phonics Sections and SIPPS. Teachers created centers using the differentiated model, for responses to intervention.</p> <p>Needs/Conclusion: 100% of scholars mastering the foundational skills. Focus will be on Foundational Skills in the first three months with common</p>



## Expected

### 17-18

1. Continue to maintain instructional materials that are CCSS aligned.
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.
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 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

## Actual

- assessments, intervention, tutoring, and specific targeted instruction. Additional support given in tutoring for three phases, 2 times a week, 4 weeks long. Additional training in SIPPS will be needed for teachers to teach to mastery.
- A need for a writing and research program for scholars to produce evidence based writing and oral presentations and demonstrates mastery of foundational skills.
4. Smaller classes that are built to be inclusive and diverse, school uses LIFESKILLS and Lifelong Guidelines. Teachers, community members, and staff trained on StrengthFinders to identify and develop their strengths and teambuilding. Classrooms create respect agreements and classroom rules and procedures to support a positive mindset. Home visits and Academic Parent teacher Teams were held to promote relationships. For the 2017-18 year, NJB received a grant to begin the Leader In Me focus emphasizing on the 7 habits of highly effective people through Franklin Covey. Needs/Conclusion: Continued support and development of these programs to support the whole child. NJB will also select a new After-school program that will align with the charter and use the LIFESKILLS and Leader In Me. Leader In Me professional development for community members and parents for the Leader In Me training for the 2018-19 year. School Site Council created a safe squad that will need to support peer conflict and safety on the playground. A need to train effectively the yard-duty and new afterschool team and have more staff coverage support on the playground to support stronger and positive relationships.
  5. Safety Committee in place with procedures and protocols on safety, drills, and behavior assemblies for personal best. An 8 hr. evening custodian was hired and has been working with the plant manager to keep the school clean. New 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. Needs/Conclusion: Continued improvement on customer service and to keep campus clean. Monitor new custodial and plant manger team for school cleanliness and work orders.
  6. 12 scholars were classified out as English Proficient; All teachers were rained and used ELD strategies from the GLAD (Guided Language Acquisition Development) Training for ELD scholars. A bi-lingual Resource Teacher was hired to support intervention, English language development, and ELPAC assessment. Needs/Conclusion: There is a need to monitor the effective GLAD (Guided Language Acquisition Development) Training for ELD scholars, using rubrics that support the strategies. All new teachers will need to be trained on GLAD. There is continued a need for a Resource Teacher to support intervention and English language development. There is a need for an assessment to

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with 1 FTE Plant Manager and 1 FTE night custodian for clean environment	Hired a full time plant manager and custodian. Expenditures are less than budgeted because it doesn't include the full year.	\$103,771.00 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	\$87,145 (salary only, does not include benefits) actual as of May 30, 2018 Does not include June or July estimated benefits for 1 FTE custodian is 43,000 estimated benefits for 1 FTE Plant Manager is 44,000 \$103,771.00 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Used a sub clerk as the position was not filled and is re-posted again.	\$19,309.84 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	\$19,309.84 actual as of May 30, 2018 Does not include June or July, benefits, PERS, and Medicare Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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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.

Used

No Cost, SCUSD Training

None, SCUSD trained

#### Action 4

##### Planned Actions/Services

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

##### Actual Actions/Services

Due to budget constraints, did not hire a counselor, but used non-profit services such as La Familia, UC Davis.

##### Budgeted Expenditures

\$10,881.29  
Title 1  
Fund: 09  
Resource:3010  
Object: 1000 & 3000

##### Estimated Actual Expenditures

None

#### Action 5

##### Planned Actions/Services

Continue with 1 FTE office manager

##### Actual Actions/Services

Hired 1 FTE office manager

##### Budgeted Expenditures

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

##### Estimated Actual Expenditures

\$86,819  
Salary and benefits included  
Unrestricted  
Fund: 09  
Resource:0000  
Object: 2000 & 3000

#### Action 6

##### Planned Actions/Services

Maintain full-time school principal.

##### Actual Actions/Services

Maintained full-time principal

##### Budgeted Expenditures

\$147,866.40  
Unrestricted  
Fund: 09  
Resource:0000

##### Estimated Actual Expenditures

\$158,000  
Salary and benefits included  
Unrestricted  
Fund: 09

Object: 1000 & 3000

Resource:0000  
Object: 1000 & 3000

## Action 7

### Planned Actions/Services

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 Actions/Services

Maintained 4 yard duties each of 0.438 FTE.

### Budgeted Expenditures

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

### Estimated Actual Expenditures

\$34,.000  
Unrestricted  
Fund: 09  
Resource:0000  
Object: 2000 & 3000

## Action 8

### Planned Actions/Services

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.

### Actual Actions/Services

Maintained 14 teachers, plus 1 Resource Teacher for a total of 15 teachers

### Budgeted Expenditures

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

### Estimated Actual Expenditures

\$1,485,000.00  
Unrestricted  
Fund: 09  
Resource:0000  
Object: 1000 & 3000

## Action 9

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

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.

Did not do intersession program, instead utilized funds for teachers to facilitate academic tutoring program through a 3rd party Club Z Program.

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

\$45,000.00  
Concentration  
Fund: 09  
Resource:0000  
Object: 5800

## Action 10

### Planned Actions/Services

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

### Actual Actions/Services

Did not do sessions of of Highly Effective Teacher training on body-brain learning with Patti Harrington, instead utilized funds for teachers to get trained on foundational skills training with Mellisa Hilliby at SCOE.

### Budgeted Expenditures

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

### Estimated Actual Expenditures

\$7,450.00  
Unrestricted  
Fund: 09  
Resource:0000  
Object: 5000

## Action 11

### Planned Actions/Services

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

### Actual Actions/Services

Did not do sessions of of Highly Effective Teacher training on Multiple Intelligences with Thomas Armstrong, instead utilized funds for teachers to get trained on foundational skills training with Mellisa Hilliby at SCOE.

### Budgeted Expenditures

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

### Estimated Actual Expenditures

\$7,450.00  
Unrestricted  
Fund: 09  
Resource:0000  
Object: 5000

## Action 12

### Planned Actions/Services

Professional Development on Literacy and Writing across content areas.

### Actual Actions/Services

Did session with SCUSD trainer Denise Leograndis at not cost. Used funds for GLAD training.

### Budgeted Expenditures

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

### Estimated Actual Expenditures

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



### Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development on ELD Strategies and Supports to English Language Learners to Increase levels in CELDT and reclassify to English.	GLAD Training completed	\$7,494.00 Unrestricted Fund: 09 Resource:0000 Object: 5000	\$7,494.00 Unrestricted Fund: 09 Resource:0000 Object: 5000

### Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 3 Instructional aides to support Response To Intervention for struggling scholars make gains in academic achievement.	Due to budget constraints, did not hire a aids, but used smaller class sizes and hired a FTE Resource Teacher.	\$33,604.20 0000: Unrestricted	\$33,604.20 0000: Unrestricted

### Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development on ELD strategies, home visits, data inquiry, Common Core. Provide free by SCUSD or SCOE.	Used Professional development on ELD strategies, home visits, data inquiry, Common Core. Provide free by SCUSD or SCOE.	No Cost	No Cost

### Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Admission and transportation for off campus study trips to build prior knowledge to support ELA, MATH and science. There will also be free trips to public library, Science Night, and marches for civil rights	Used admission and transportation for off campus study trips to build prior knowledge to support ELA, MATH and science. There will also be free trips to public library, Science Night, and marches for	\$15,114.00 Fund: 09 Resource:0000 Object: 5000	\$25,196.00 Fund: 09 Resource:0000 Object: 5000

on birthdays of MLK, Jr. and Cesar Chavez.

civil rights on birthdays of MLK, Jr. and Cesar Chavez.

### Action 17

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Curriculum Associates iReady one year license to support academic achievement via electronics	Used Curriculum Associates iReady one year license to support academic achievement via electronics	\$13,400.00 Title I Fund: 09 Resource:3010 Object: 4000	\$15,095.00 Title I Fund: 09 Resource:3010 Object: 4000

### Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Used 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.	\$36,050.72 Unrestricted Fund: 09 Resource:0000 Object: 4000	\$67,000.00 Unrestricted Fund: 09 Resource:0000 Object: 4000

### Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Books and instructional materials for all grades.	Used Books and instructional materials for all grades.	\$44,000 Restricted Lottery Fund: 09 Resource:6300 Object: 4000	\$21,000 Restricted Lottery Fund: 09 Resource:6300 Object: 4000

### Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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ESGI software to support data capture and analysis of student work.

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

\$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.

Foundational Skills Action Needs/Conclusion: Goal is 100% of scholars mastering the foundational skills. Focus was on Foundational Skills in the first three months with common assessments, intervention, tutoring, and specific targeted instruction. Additional support given in tutoring for three phases, 2 times a week, 4 weeks long. Additional training in SIPPS will be needed for teachers to teach to mastery.

A need for a writing and research program for scholars to produce evidence based writing and oral presentations and demonstrates mastery of foundational skills, was implemented with all classes focusing on foundation skills. Data used to look at 3rd grade readiness in the SQII reports used by SCUSD, showed in trimester I, 63% of K-6th showed not being on track for foundational skills mastery. In Trimester II, that decreased to 41 % of K-6th showed not being on track for foundational skills, thus showing an improvement of 22% growth.

In supporting the action of English Language Development, professional Development on ELD Strategies and Supports to English Language Learners to Increase levels in CELDT and reclassify to English, was used in GLAD training and implementation with a success rate of all teachers trained using the strategies.

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

NJB will keep doing the following actions to support achievement and the charter:

Focus was on Foundational Skills in the first three months with common assessments, intervention, tutoring, and specific targeted instruction. Additional support given in tutoring for three phases, 2 times a week, 4 weeks long. Additional training in SIPPS will be needed for teachers to teach to mastery. To make the program more effective, NJB will add peer mentor tutoring with intermediate grades paired with primary grades and Reading Partners.

NJB will continue to develop a writing and research program for scholars to produce evidence based writing and oral presentations and demonstrates mastery of foundational skills, was implemented with all classes focusing on foundation skills. Data used to look at 3rd grade readiness in the SQII reports used by SCUSD to show growth in trimester I,II, and III to show on track for foundational skills mastery.

In supporting the action of English Language Development, professional Development on ELD Strategies and Supports to English Language Learners to Increase levels in CELDT and reclassify to English, will be used in GLAD training and implementation with a success rate of all teachers trained using the strategies. This will also be progress monitored.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Instead of using the coaches for HET with most staff members trained, NJB determined a need to support ELD and foundational skills mastery. Funds were utilized to support coaching from SCOE for foundational skills and GLAD training for ELD growth and support. There was also a need to tutor scholars and provide additional supports and LCFF funds were utilized.

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.

For the LCAP 2018-19, LCAP 2018-19

1. Community Input/Recommendations: Curriculum to use: SoilBorn Farms NGSS farm curriculum, CCSS Ag-tivities for Math and Science, FOSS Science kits, CCSS Units of Study that centers on the five parts of Agricultural knowledge: Farming, fabrics, food, forestry, and flowers/plants.

2. Community Input/Recommendations: Parents, staff, and community would like a deeper focus on building a stronger body/brain approach. A September visit and collaboration is planned with Joy Roboli at Sherwood Charter School. Joy is a former lead trainer with HET and her school is fully HET Body/brain compatible.

3. Community Input/Recommendations:

Parents, staff, and community would like to continue with tutoring services and use common assessments with progress monitoring in BPST, ESGI, SIPPS and I-Ready. SIPPS training is recommended for all teachers to teach to mastery.

Develop writing and research program for scholars to produce evidence based writing and oral presentations

4. Community Input/Recommendations:

Leader In Me PD for community members and parents for the Leader In Me training for the 2018-19 year.

Train effectively the yard-duty and new afterschool team and have more staff coverage support on the playground to support stronger and positive relationships.

5. Community Input/Recommendations:

Create a customer survey that parents can fill out and place anonymously in box. Survey results will be reviewed and shared with team. Weekly inspection of cleanliness of school using a rubric shared with all staff.

6. Community Input/Recommendations: Continue to monitor the effective GLAD (Guided Language Acquisition Development) Training for ELD scholars, using rubrics that support the strategies. All new teachers will need to be trained on GLAD. Continue Resource Teacher position to support intervention and English language development, intervention, and assessment of ELPAC and other progress monitoring of ELD growth.

7. Community Input/Recommendations: Leader In Me PD for community members and parents for the Leader In Me training for the 2018-19 year.

Hire and develop an effective afterschool and enrichment program to support school culture and climate.

Train effectively the yard-duty and new afterschool team and have more staff coverage support on the playground to support stronger and positive relationships.

8. Community Input/Recommendations: Develop a healthy wellness program needs to be in place to support choices in body/brain. Develop an incentive program and recognition for scholars to encourage good attendance. Hire and train a strong after school program that aligns with the charter to support attendance. Develop an incentive uniform/pride shirt to encourage scholars to attend. Develop and continue enrichment programs, such as sports, arts, music, and multicultural appreciation.

9. Community Input/Recommendations: Continue developing agriculture themes, maps, and farming.

10. Community Input/Recommendations:

Continued development of programs and curriculum. Curriculum to use: SoilBorn Farms NGSS farm curriculum, CCSS Ag-tivities for Math and Science, FOSS Science kits, CCSS Units of Study that centers on the five parts of Agricultural knowledge: Farming, fabrics, food, forestry, and flowers/plants. Develop writing and research programs for scholars to produce evidence based writing and oral presentations.



# Annual Update

LCAP Year Reviewed: **2017-18**

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

## Goal 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 Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>Attendance and Suspension Data form California Dashboard and Infinite Campus Portal</p> <p>Sign In Sheets from Parent Meetings and Events</p> <p>Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff</p> <p>Agendas of Meetings and notes posted</p>	<p>Attendance and Suspension Data form California Dashboard and Infinite Campus Portal are accessed and used consistently.</p> <p>Sign In Sheets from Parent Meetings and Events (SC Meetings, Charter Renewal Meetings, ELAC, Parent Academy, LCAP Townhall Meetings, Celebration of Learning Events, etc.)</p> <p>Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff via FB, School webpage, Office and Cafeteria Parent Board, notices, Infinite Campus Messenger, Remind App.</p> <p>Agendas of Meetings and notes posted publicly 48 hours prior on various school locations, FB, webpage, Office and Cafeteria Parent Board.</p>

## Expected

### 17-18

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.

Weekly parent meetings with school founders and/or principal will draw at least 12 parents each time as shown by sign-in sheets

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.

Survey of English learners and their parents shows 100% agreement that the EL students are progressing

Suspensions will be reduced.

### Baseline

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

Agendas of Meetings posted

## Actual

## Actions / Services

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

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

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

90% NJB staff participated in the Parent Teacher Home Visit Program, and implemented the Academic Parent Teacher Team model for conferences.

Stipends for home visits and Academic Parent Teacher Team participation  
\$8,000  
Grant through Home Visit Project

Stipends for home visits and Academic Parent Teacher Team participation  
\$8,000  
Grant through Home Visit Project

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue after school enrichment programs and tutorial programs for students who need additional support. Implement 4-H program.	NJB utilized the ASES after school program, enrichment programs, and tutorial programs for students who need additional support. Implemented 4-H program.	<p>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>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>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Fall 2016 Charter School Leadership Institute to	Provided the opportunity for members of the Steering Committee (staff and parents) to attend the Spring 2017 Charter School Leadership Institute to	Registration and travel expenses Resource: Grant Object Code: 5000	Registration and travel expenses \$13,100. Resource: 0000 Object Code: 5000

learn more about governance, budgeting and instruction.

learn more about governance, budgeting and instruction. 8 members total attended.

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Town Hall meetings to ensure two way communication with families.	Implemented monthly Town Hall meetings to ensure two way communication with families.	Parent meeting supplies \$2000 Resource: Supplemental Funds 0009 Object Code: 5000  Translation for meetings \$ Resource Supplemental Funds 0007 Object Code 2000-3000	Parent meeting supplies \$2000 Resource: Supplemental Funds 0009 Object Code: 5000  Translation for meetings \$ Resource Supplemental Funds 0007 Object Code 2000-3000

## 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 utilized attendance and suspension data form California Dashboard and Infinite Campus Portal are accessed and used consistently.

Sign In Sheets from Parent Meetings and Events (SC Meetings, Charter Renewal Meetings, ELAC, Parent Academy, LCAP Townhall Meetings, Celebration of Learning Events, etc.)

Meetings were scheduled and placed on Master Calendar and communicated various ways to families and staff via FB, School webpage, Office and Cafeteria Parent Board, notices, Infinite Campus Messenger, Remind App.

Agendas of Meetings and notes were posted publicly 48 hours prior on various school locations, FB, webpage, Office and Cafeteria Parent Board.

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

NJB sees a need for improved attendance and suspension data from California Dashboard and Infinite Campus Portal are accessed and used consistently.

Sign In Sheets and survey from Parent Meetings and Events (SC Meetings, Charter Renewal Meetings, ELAC, Parent Academy, LCAP Townhall Meetings, Celebration of Learning Events, etc.) were collected to determine needs and provide feedback in building our charter.

Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff via FB, School webpage, Office and Cafeteria Parent Board, notices, Infinite Campus Messenger, Remind App. NJB is looking for other ways to provide consistency and timely communication to families and scheduling meeting dates and times to meet the parents needs.

Agendas of Meetings and notes posted publicly 48 hours prior on various school locations, FB, webpage, Office and Cafeteria Parent Board in accordance with the Brown Act.

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.

This year NJB held a Parent Academy designed to serve the families and support advocacy. Funds were used from Title I to support parent engagement.

For next year 2018-19, feedback from parents have suggested doing attendance and uniform incentives and provide resources for parents in need to meet the 96% goal and showing NJB pride by wearing the uniform.

Because the Charter conference was held in San Diego, CA for the 2017-18 year, NJB provided the opportunity for 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. 8 members total attended, by allocating Registration and travel expenses in the amount of \$13,100.

Resource: 0000, Object Code: 5000



# Annual Update

## LCAP Year Reviewed: 2017-18

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

### Goal 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 Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>Rubrics and CAASPP Data Benchmarks</p>	<p>We increased the percent of students meeting/exceeding standards on the CAASPP by 10% growth in ELA and 12% growth in Math on the 2017-18 SBAC. However, we still show gaps in our sub-groups of low-socioeconomic Hispanic/Latino and African American scholars.</p> <p>We are still refining a rubric that clearly shows "mastery" of proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.</p> <p>Each classroom did participate successfully in at least one social action project during the 2017-18 school year, as determined by the completeness</p>

## Expected

### 17-18

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 completeness of the project, the comprehensive approach to the project, and impact it has on people's lives

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.

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.

### Baseline

Rubrics and CAASPP Data Benchmarks

## Actual

of the project, the comprehensive approach to the project, and impact it has on people's lives

Student surveys showed that 90% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 89% can also identify at least two colleges/universities and what they have to offer.

In lieu of the Gettysburg Address, 100% of sixth grade scholars participated in a "Middle School Readiness Academic Olympics" that focused on 7th grade CCSS ELA and MATH standards.

## Actions / Services

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

### Action 1

#### Planned Actions/Services

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.

#### Actual Actions/Services

Used school wide, SBAC, and CCSS aligned rubrics that show mastery of growth. Still developing and refining HET and DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks.

#### Budgeted Expenditures

No Cost

#### Estimated Actual Expenditures

No Cost

### Action 2

#### Planned

#### Actual

#### Budgeted

#### Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
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.	Used 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.	No Cost	No Cost

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Still developing and refining scholar portfolio to show college and career readiness using the descriptors as a guideline and established a college presentation boards during Celebrations of Learning Nights. School had College Fridays each month for awareness.	\$500.00 0000: Unrestricted	No Cost, used on-hand supplies

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a Career Day that showcases and provides information of opportunities in the Agricultural and Civic Services.	Used various presenters of Agricultural and Science fields classroom and Celebration Of Learning events. Career Day that showcases and provides information of opportunities in the Agricultural and Civic Services.	No Cost	No Cost

### Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the	We provided lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars wrote	No Cost	No Cost

Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.

and argued the impact of ancient civilizations during the 6th grade Olympic challenges in lieu of the Gettysburg Address and writing a one-page paper explaining the importance and meaning of Lincoln's words.

# 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.

We increased the percent of students meeting/exceeding standards on the CAASPP by 10% growth in ELA and 12% growth in Math on the 2017-18 SBAC. However, we still show gaps in our sub-groups of low-socioeconomic Hispanic/Latino and African American scholars, we used a tutoring program and a deep focus on foundational skills to support growth in SBAC/CAASPP data. We used various data collection and progress monitoring such as SIPPS, BPST, I-Ready, and district interim benchmarks, however we are still refining a rubric that clearly shows "mastery" of proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.

Each classroom did participate successfully in at least one social action project during the 2017-18 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives in each trimester Celebration Of Learning family nights.

District and school student surveys showed that 90% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 89% can also identify at least two colleges/universities and what they have to offer.

In lieu of the Gettysburg Address, 100% of sixth grade scholars participated in a "Middle School Readiness Academic Olympics" that focused on 7th grade CCSS ELA and MATH standards. The 8 week challenge focused on middle school readiness standards in both ELA and Math. PTA generously donated funds to support the winning teams with an I-Pad as a tool for scholars to have for middle school. Each participating 6th grade scholar received a ready for school supply kit.

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

We increased the percent of students meeting/exceeding standards on the CAASPP by 10% growth in ELA and 12% growth in Math on the 2017-18 SBAC. However, we still show gaps in our sub-groups of low-socioeconomic Hispanic/Latino and African American scholars.

We are still refining a rubric that clearly shows "mastery" of proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.

Each classroom did participate successfully in at least one social action project during the 2017-18 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives

Student surveys showed that 90% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 89% can also identify at least two colleges/universities and what they have to offer. In lieu of the Gettysburg Address, 100% of sixth grade scholars participated in a "Middle School Readiness Academic Olympics" that focused on 7th grade CCSS ELA and MATH standards, which showed their mastery of skills for readiness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

34,000 was allotted for tutoring program as noted in Goal I.

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.

As noted above, in lieu of the Gettysburg Address, 100% of sixth grade scholars participated in a "Middle School Readiness Academic Olympics" that focused on 7th grade CCSS ELA and MATH standards. The 8 week challenge focused on middle school readiness standards in both ELA and Math. PTA generously donated funds to support the winning teams with an I-Pad as a tool for scholars to have for middle school. Each participating 6th grade scholar received a ready for school supply kit.



# Stakeholder Engagement

LCAP Year: **2018-19**

## Involvement Process for LCAP and Annual Update

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

Steering Committee Meetings on LCAP:

Tuesday, April 18, 2017

Tuesday, May 16, 2017

Tuesday, June 06 and 20, 2017

Tuesday, June 12, 2018 Special Meeting

Tuesday, June 19, 2018 Special Meeting

Town Halls that discussed LCAP:

Meetings will be held on the following times to accompany parents' scheduled needs: 8:30-9:30 a.m., Room 26 2:30-3:30 p.m., Room 26 6:00-7:00 p.m., Room 26

Monday, 08/21: "Mission and Vision of School/LCAP Overview"

Monday, 09/25: "LCAP Goal 1: Create the foundation to support high quality teaching and learning."

Monday, 10/23: "LCAP Goal 1 Continued: Create the foundation to support high quality teaching and learning."

No Town-Hall Meeting/Off Track in November

Monday, 12/11: "LCAP Goal 2: Create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement."

Monday, 01/22: "LCAP Goal 2 Continued: Create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement."

Monday, 02/26: "LCAP 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." "Math Focus/LCAP Overview"

Monday, 03/12: "LCAP Goal 3 Continued: 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."

Monday, 04/23: "Looking Ahead 2017-18/LCAP Overview"

Ad Hoc Committees:

Instructional Leadership Teams: October 17, 2017, December 12, 2017, February 21, 2018, March 24, 2018, April 27, 2018, May 14, 2018

ELAC and Parents' Meeting that discussed LCAP:

August 7, 2017

September 1, 2017

November 27, 2017

December 4, 2017

January 8, 2018

April 23, 2018

May 4, 2018

June 11, 2018

Staff Meetings that discussed LCAP:

August 3, 2017

September 8, 2017

October 6, 2017

May 4, 2018

June 8, 2018

SCUSD Survey on district priorities: April 2018

NJB Survey on school priorities: April-May 2018

The data for the Annual Update was shared with the Steering Committee on: June 5 and 12, 2018. Steering Committee approval of LCAP, June 26, 2018

## 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.

A New timeline of gathering data and input, sharing data and input to all stakeholders has been created with the Steering Committee's support for developing further LCAP's.

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. A need for a redesigned after-school program to support the charter. Another need to support positive school culture and climate is adding the Leader In Me/Franklin Covey Grant that will provide professional development and curriculum to support LIFESKILLS.

There is a need to have a counselor on site to support scholars and families with trauma and social-emotional needs.

There is a need to improve attendance and provide families with resources to support scholars in improving attendance and with uniform policies.

# 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.

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

Modified Goal

## Goal 1

Create the foundation to support high quality teaching and learning.

### State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### 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
Common Core aligned instructional materials to support the school's agricultural theme.	2016-17: 100% of classrooms have standards aligned instructional materials.	Continue to maintain instructional materials.  2. There is a need for staff training to implement the school's	Continue to maintain instructional materials.  2. There is a need for staff training to implement the school's	Continue to maintain instructional materials.  2. There is a need for staff and scholar training to implement the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<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>CELDT Testing and Home Language Survey for EL scholars.</p> <p>Agricultural and Civic projects presented in three Celebration of Learning events in the school year.</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 opportunities to provide good customer service and receive feedback.</p> <p>Training of Trailblazers ELD development for some teachers. Body/brain compatible teaching and academic conversations for ELD scholars.</p>	<p>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 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.</p> <p>5. There is a need to maintain a clean, safe, and welcoming school.</p>	<p>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 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.</p> <p>5. There is a need to maintain a clean, safe, and welcoming school.</p>	<p>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 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.</p> <p>5. There is a need to maintain a clean, safe, and welcoming school.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Afterschool, academic and enrichment programs with agricultural focus established.	<p>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.</p> <p>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</p>	<p>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 2017-18 CELDT/ELPAC identified 72 English learners out of 289 enrolled students. The English learners are primarily native Spanish speakers. There is a need to continue training all teachers on GLAD, and progress monitor the effectiveness.</p> <p>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 2017-18 eight boys accounted for 16 suspensions mainly for disobedience and</p>	<p>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 2018-19 CELDT/ELPAC identified 72 English learners out of 289 enrolled students. The English learners are primarily native Spanish speakers. There is a need to continue training all teachers on GLAD, and progress monitor the effectiveness.</p> <p>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 2017-18 eight boys accounted for 16 suspensions mainly for disobedience and</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>suspension rate was 3.58% based on Education Code sections 52060 and 52066. Leader in Me program and professional development grant was awarded to NJB to build school culture and climate, support the LIFESKILLS, and transform leadership and academics. This will support and improve our suspension data along with a new afterschool program "Fathers for Families."</p> <p>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).</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</p>	<p>secondarily for committing battery on another student. Two boys had two or more suspensions. The suspension rate was 3.0% based on Education Code sections 52060 and 52066. Leader in Me program and professional development grant was awarded to NJB to build school culture and climate, support the LIFESKILLS, and transform leadership and academics. This will support and improve our suspension data along with a new afterschool program "Fathers for Families."</p> <p>8. There is a need to increase annual attendance from 93.30% to 96% and to reduce the number of students who miss more than five days of school (aka chronically absent).</p> <p>9. Each scholar plants, raises, and harvests a</p>	<p>secondarily for committing battery on another student. Two boys had two or more suspensions. The suspension rate was 3.0% based on Education Code sections 52060 and 52066. Leader in Me program and professional development grant was awarded to NJB to build school culture and climate, support the LIFESKILLS, and transform leadership and academics. This will support and improve our suspension data along with a new afterschool program "Fathers for Families."</p> <p>8. There is a need to increase annual attendance from 94.30% to 96% and to reduce the number of students who miss more than five days of school (aka chronically absent).</p> <p>9. Each scholar plants, raises, and harvests a</p>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>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>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 farm and creates a project related to agriculture and water conservation.</p>	<p>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 farm and creates a project related to agriculture and water conservation.</p>

## 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:

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

All

#### Location(s):

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

Specific Schools: New Joseph Bonnheim Community Charter

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action  
Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Budget

Reference

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

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

**Action 2**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

Specific Schools: New Joseph Bonnheim

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

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.

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

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.

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget Reference	\$19,309.84 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	\$13,999.80 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	

**Action 3**

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

**Students to be Served:**

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

All

**Location(s):**

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

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

Continue second step to LIFESKILLS using the Leader In Me Program to support conflict resolution and restorative practices in Social-Emotional Learning. This will continue build on positive school climate, low suspension rates, and equity and access.

**2019-20 Actions/Services**

Continue second step to LIFESKILLS using the Leader In Me Program to support conflict resolution and restorative practices in Social-Emotional Learning. This will continue build on positive school climate, low suspension rates, and equity and access.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Source		Grant	
Budget			
Reference	No Cost, SCUSD Training	1000.00, and Grant Funding	

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

Continue to use La Familia and UC Davis services to foster social-emotional growth and crises issues.

**2019-20 Actions/Services**

Continue to use La Familia and UC Davis services to foster social-emotional growth and crises issues.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0		
Budget Reference	none	none	

**Action 5**

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

**Students to be Served:**

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

All

**Location(s):**

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

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue with 1 FTE office manager

Continue with 1 FTE office manager

Continue with 1 FTE office manager

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	\$77,037 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	\$85,000 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	

### Action 6

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

#### Students to be Served:

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

#### Location(s):

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

All

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged  
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged  
for 2019-20

2017-18 Actions/Services

Maintain full-time school principal.

2018-19 Actions/Services

Maintain full-time school principal.

2019-20 Actions/Services

Maintain full-time school principal.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	\$147,866.40 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000	\$163,900.31 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000	

### Action 7

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

#### Students to be Served:

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

All

#### Location(s):

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

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged  
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged  
for 2019-20



**2017-18 Actions/Services**

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 Actions/Services**

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 Actions/Services**

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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget Reference	\$42,286.06 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	\$22,680.00 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	

**Action 8**

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

**Students to be Served:**

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

All

**Location(s):**

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

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

#### 2017-18 Actions/Services

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.

#### 2018-19 Actions/Services

Continue with 15 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.

#### 2019-20 Actions/Services

Continue with 15 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.

#### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	\$1,435,064.00 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000	\$1,650,298.00 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000	

#### Action 9

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

##### Students to be Served:

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

[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

**Location(s):**

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

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

Not recommended

**2019-20 Actions/Services**

Not recommended

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget Reference	\$17,446.80 Concentration Fund: 09 Resource:0009 Object: 1000 & 3000	n/a	

**Action 10**

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

**Students to be Served:**

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

All

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

10 Staff members attend Charter HET like-minded school in Sherwood, Oregon and train with Joy Roboli

**2019-20 Actions/Services**

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0		
Budget Reference	\$9,191.00 Unrestricted Fund: 09 Resource:0000 Object: 5000	\$11,191.00 Unrestricted Fund: 09 Resource:0000 Object: 5000	

**Action 11**

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

**Students to be Served:**

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

All

**Location(s):**

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

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

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

2018-19 Actions/Services

Not recommended

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget Reference	\$9,191.00 Unrestricted Fund: 09 Resource:0000 Object: 5000		

**Action 12**

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

**Students to be Served:**

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

All

**Location(s):**

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

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

## 2017-18 Actions/Services

Professional Development on Literacy and Writing across content areas.

## 2018-19 Actions/Services

Professional Development on Literacy and Writing across content areas.

## 2019-20 Actions/Services

Professional Development on Literacy and Writing across content areas.

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Budget

Reference

\$9,191.00

Unrestricted

Fund: 09

Resource:0000

Object: 5000

\$9,191.00

Unrestricted

Fund: 09

Resource:0000

Object: 5000

**Action 13**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

**Location(s):**

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

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

Progress Monitoring on ELD Strategies and Supports to English Language Learners to Increase levels in CELDT and reclassify to English. GLAD Training

### 2019-20 Actions/Services

Progress monitoring on ELD Strategies and Supports to English Language Learners to Increase levels in CELDT and reclassify to English. GLAD Training

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	No Cost	No Cost	

## Action 14

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

### Students to be Served:

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

### Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners  
Foster Youth  
Low Income

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20



**2017-18 Actions/Services**

Maintain academic tutoring program to improve mastery of foundational skills in ELA and Math.

**2018-19 Actions/Services**

Continue to maintain academic tutoring program to improve mastery of foundational skills in ELA and Math.

**2019-20 Actions/Services**

Continue to maintain academic tutoring program to improve mastery of foundational skills in ELA and Math.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget	0000: Unrestricted	0000: Unrestricted	
Reference	\$33,604.20	\$33,604.20	

**Action 15**

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

**Students to be Served:**

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

**Location(s):**

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

All

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

**2017-18 Actions/Services**

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

Select from New, Modified, or Unchanged for 2018-19

**2018-19 Actions/Services**

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

Select from New, Modified, or Unchanged for 2019-20

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget			
Reference	Free to NJBCC	Free to NJBCC	

## Action 16

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

### Students to be Served:

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

### Location(s):

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

All

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

### 2017-18 Actions/Services

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 Actions/Services

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 Actions/Services

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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	\$15,114.00 One-time grant Fund: 09 Resource:0000 Object: 5000	\$15,114.00 One-time grant Fund: 09 Resource:0000 Object: 5000	

## Action 17

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

### Students to be Served:

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

### Location(s):

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

All

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

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

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	\$13,400.00 Title I Fund: 09 Resource:3010 Object: 4000	\$13,400.00 Title I Fund: 09 Resource:3010 Object: 4000	

## Action 18

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

### Students to be Served:

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

### Location(s):

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

All

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

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.

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

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.

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	\$36,050.72 Unrestricted Fund: 09 Resource:0000 Object: 4000	\$36,050.72 Unrestricted Fund: 09 Resource:0000 Object: 4000	

## Action 19

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

### Students to be Served:

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

### Location(s):

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

All

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

Books and instructional materials for all grades.

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

Books and instructional materials for all grades.

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

Books and instructional materials for all grades.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	\$44,000 Restricted Lottery Fund: 09 Resource:6300 Object: 4000	\$44,000 Restricted Lottery Fund: 09 Resource:6300 Object: 4000	

## Action 20

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

### Students to be Served:

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

### Location(s):

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

All

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

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

Select from New, Modified, or Unchanged for 2018-19

2018-19 Actions/Services

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

Select from New, Modified, or Unchanged for 2019-20

2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	525.00	525.00	
Source	Title I	Title I	
Budget Reference	\$525.00 Title 1 Fund: 09 Resource:3010 Object: 5000	\$525.00 Title 1 Fund: 09 Resource:3010 Object: 5000	



# 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.

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

New Goal

## 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 Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### 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	Attendance and Suspension Data form California Dashboard and Infinite Campus Portal	96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets.	96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets.	96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets.
Sign In Sheets from Parent Meetings and Events	Sign In Sheets from Parent Meetings and Events	Maintain 90% staff participation in Parent Teacher Home Visit Program.	Maintain 90% staff participation in Parent Teacher Home Visit Program.	Maintain 90% staff participation in Parent Teacher Home Visit Program.
Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff	Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff	Parent, student and staff survey shows 100% agreement that the school is clean and welcoming.	Parent, student and staff survey shows 100% agreement that the school is clean and welcoming.	Parent, student and staff survey shows 100% agreement that the school is clean and welcoming.
Agendas of Meetings and notes posted	Agendas of Meetings posted	Weekly parent meetings with school founders and/or principal will draw at least 12 parents each time as shown by sign-in sheets  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.	Weekly parent meetings with school founders and/or principal will draw at least 12 parents each time as shown by sign-in sheets  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.	Bi-Weekly parent meetings with school founders and/or principal will draw at least 12 parents each time as shown by sign-in sheets.  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-

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<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>Survey of English learners and their parents shows 100% agreement that the EL students are progressing</p> <p>Suspensions will be reduced.</p>	<p>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>

## 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:

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

All

#### Location(s):

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

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

## 2017-18 Actions/Services

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

## 2018-19 Actions/Services

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

## 2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	<p>Stipends for home visits and Academic Parent Teacher Team participation</p> <p>\$8,000</p> <p>Resource Title I</p> <p>Object Code 5000</p>	<p>Stipends for home visits and Academic Parent Teacher Team participation</p> <p>\$8,000</p> <p>Resource Title I</p> <p>Object Code 5000</p>	

## Action 2

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

### Students to be Served:

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

### Location(s):

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

All

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

## 2017-18 Actions/Services

## 2018-19 Actions/Services

## 2019-20 Actions/Services

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

Continue after school enrichment programs with new program "Fathers For Families" and tutorial programs for students who need additional support. Implement 4-H program.

Continue after school enrichment programs with new program "Fathers For Families" and tutorial programs for students who need additional support. Implement 4-H program.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	<p>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>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>	

## Action 3

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

### Students to be Served:

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

All

### Location(s):

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

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

Provide the opportunity for 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.

**2018-19 Actions/Services**

Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Fall 2018 Charter School Leadership Institute to learn more about governance, budgeting and instruction.

**2019-20 Actions/Services**

Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring 2020 Charter School Leadership Institute to learn more about governance, budgeting and instruction.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget Reference	Registration and travel expenses \$13,100.33 Resource: Grant Object Code: 5000	Registration and travel expenses \$00 Resource: Grant Object Code: 5000	

**Action 4**

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

**Students to be Served:**

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

All

**Location(s):**

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

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

**2017-18 Actions/Services**

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

Select from New, Modified, or Unchanged for 2018-19

**2018-19 Actions/Services**

Continue Town Hall meetings to ensure two way communication with families regarding LCAP. Also maintain Parent Academy to meet the needs of parents and community.

Select from New, Modified, or Unchanged for 2019-20

**2019-20 Actions/Services**

Continue Town Hall meetings to ensure two way communication with families regarding LCAP. Also maintain Parent Academy to meet the needs of parents and community.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget Reference	Parent meeting supplies \$2000 Resource: Supplemental Funds 0009 Object Code: 5000  Translation for meetings \$ Resource Supplemental Funds 0007 Object Code 2000-3000	Parent meeting supplies \$2000 Resource: Supplemental Funds 0009 Object Code: 5000  Translation for meetings \$ Resource Supplemental Funds 0007 Object Code 2000-3000	

# 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.

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

New Goal

## 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 Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### 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	<p>Increase the percent of students meeting/exceeding standards on the CAASPP.</p> <p>Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.</p> <p>Each classroom will participate in at least one social action project during the 2017-18 school year, as determined by the 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>Increase the percent of students meeting/exceeding standards on the CAASPP.</p> <p>Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.</p> <p>Each classroom will participate in at least one social action project during the 2018-19 school year, as determined by the 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>Increase the percent of students meeting/exceeding standards on the CAASPP.</p> <p>Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.</p> <p>Each classroom will participate in at least one social action project during the 2019-20 school year, as determined by the 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>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		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.	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.	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.

## 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:

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

All

#### Location(s):

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

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

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 Actions/Services**

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 Actions/Services**

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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget			
Reference	No Cost	No Cost	

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

**2017-18 Actions/Services**

School-wide Units of Study that are focused on agricultural and civic themes

**2018-19 Actions/Services**

School-wide Units of Study that are focused on agricultural and civic themes

**2019-20 Actions/Services**

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.

that have a social action project to serve our charter mission of being caretakers of the community.

that have a social action project to serve our charter mission of being caretakers of the community.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	No Cost	No Cost	

### Action 3

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

#### Students to be Served:

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

#### Location(s):

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

All

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

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.

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will have College Fridays each month for awareness.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget	0000: Unrestricted	0000: Unrestricted	
Reference	\$500.00	\$500.00	

### Action 4

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

#### Students to be Served:

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

All

#### Location(s):

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

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

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

2018-19 Actions/Services

Provide a Career Day and three trimester set Celebration of Learning that showcases and provides information of opportunities in the Agricultural and Civic Services.

2019-20 Actions/Services

Provide a Career Day and three trimester set Celebration of Learning that showcases and provides information of opportunities in the Agricultural and Civic Services.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	No Cost	No Cost	

## Action 5

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

### Students to be Served:

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

### Location(s):

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

All

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

### 2017-18 Actions/Services

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 Actions/Services

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. Continue with Academic Olympic challenge to support middle school readiness.

### 2019-20 Actions/Services

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. Continue with Academic Olympic challenge to support middle school readiness.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget			
Reference	No Cost	No Cost	

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$574,776.00

Percentage to Increase or Improve Services

26.6%

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).

Minumum portionality services

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

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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. There is a need to implement GLAD Training to support ELD instruction.

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.

GLAD Training was utilized and implemented to support ELD instruction.

Due to thign percentage un-duplicated students at NJB, our supplemental funds are principally directed to support those needs. Our data shows this is effective.