

The Single Plan for Student Achievement 2017-18

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

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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



The District Governing Board approved this revision of the SPSA on August 3, 2017.

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

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

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

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

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

III. NEW JOSEPH BONNHEIM COMMUNITY CHARTER STANDARDS:

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

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

We will create an environment of trust and respect.

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

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

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

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

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

We will uphold confidentiality.

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

We will abide by policies, procedures and school rules.

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

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

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

1. Be Safe,
2. Be Productive
3. Be Attentive, Listen and Follow Staff Directions
4. Be Respectful and Responsible to Everyone and Their Property
5. Be Kind to Other People

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

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

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

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

In addition to instruction in the core curriculum and units of study in science, scholars are provided learning opportunities in our community garden, library, art and music, sports, technology, and various after school and enrichment programs. NJB also has smaller class sizes to support learning and every grade level has a bi-lingual teacher. To further optimize our scholars' learning and development of staff, this year we are utilizing a year-round calendar designed to support a high level of on-going professional development without interfering with the instructional day.

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

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

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

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

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	34	49	34	49	33	49	100.0	100
Grade 4	36	20	36	20	36	20	100.0	100
Grade 5	24	39	22	39	22	39	91.7	100
Grade 6	25	26	23	25	22	25	92.0	96.2
All Grades	119	134	115	133	113	133	96.6	99.3

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2332.2	2358.4	3	8	3	14	21	20	71	57
Grade 4	2379.4	2378.5	6	0	6	10	31	15	58	75
Grade 5	2442.0	2424.5	5	3	14	18	32	10	50	69
Grade 6	2496.3	2498.8	4	12	17	28	48	28	26	32
All Grades	N/A	N/A	4	6	9	17	31	18	54	59

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	8	21	31	73	61
Grade 4	6	0	31	35	64	65
Grade 5	9	5	45	36	45	59
Grade 6	9	8	45	56	45	36
All Grades	7	6	34	38	59	56

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	10	27	33	73	57
Grade 4	3	0	44	40	53	60
Grade 5	0	3	59	28	41	69
Grade 6	5	12	68	48	27	40
All Grades	2	7	47	35	51	58

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	8	52	51	45	41
Grade 4	6	0	44	60	50	40
Grade 5	9	0	55	59	36	41
Grade 6	0	0	91	100	9	0
All Grades	4	3	58	64	38	33

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	6	4	39	51	55	45
Grade 4	8	5	44	30	47	65
Grade 5	14	15	41	38	45	46
Grade 6	0	16	82	52	18	32
All Grades	7	10	50	44	43	46

Conclusions based on this data:

1. Scholars need to have ongoing academic support in ELA that is consistent and rigorous.
2. Scholars will receive strategic and targeted support to increase foundational reading skills, reading comprehension and writing skills with CLOSE analytical reading, leveled readers, i-ready differentiated support and inquiry projects using HET with a science, civics, and agricultural theme, after-school tutoring, and intervention supports.
3. Teachers will continue to set SMART goals, look at various types of data, norming scholar work, professional development around data inquiry, use APPT to engaged parents and scholars to increase academic achievement.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	34	49	34	49	33	49	100.0	100
Grade 4	36	20	36	20	36	20	100.0	100
Grade 5	24	39	22	39	22	39	91.7	100
Grade 6	25	26	24	25	24	25	96.0	96.2
All Grades	119	134	116	133	115	133	97.5	99.3

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2353.3	2358.1	3	0	12	16	21	29	62	55
Grade 4	2397.6	2395.7	0	0	8	5	39	20	53	75
Grade 5	2434.5	2408.2	0	0	9	0	32	31	59	69
Grade 6	2484.8	2475.8	0	0	17	16	50	44	33	40
All Grades	N/A	N/A	1	0	11	10	34	31	53	59

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	4	24	31	67	65
Grade 4	3	5	22	15	75	80
Grade 5	0	0	27	5	73	95
Grade 6	0	4	46	44	50	52
All Grades	3	3	29	23	67	74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	4	36	33	61	63
Grade 4	3	0	44	30	53	70
Grade 5	0	0	36	33	64	67
Grade 6	0	0	63	36	38	64
All Grades	2	2	44	33	54	65

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	0	8	42	45	58	47
Grade 4	0	0	36	35	64	65
Grade 5	5	0	27	31	68	69
Grade 6	4	8	54	68	38	24
All Grades	2	5	40	44	57	52

Conclusions based on this data:

1. Scholars need to have ongoing academic support in MATH that is consistent and rigorous.

2. Scholars will receive strategic and targeted support to increase foundational math skills, conceptual learning of MATH and standards for mathematical practice, i-ready differentiated support and inquiry projects using HET with a science, civics, and agricultural theme, after-school tutoring, and intervention supports.
3. Teachers will continue to set SMART goals, look at various types of data, norming scholar work, professional development around data inquiry, use APPT to engaged parents and scholars to increase academic achievement.

School and Student Performance Data

2016 Accountability Progress Reporting

Met All Components	Met English Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			7			3	50	43	20	17	43	50	33	14	33
1			15	50	63	9	33	38	3	8			8		
2	7			33	69	16	33	31	6	27	2				16
3		19	15	33	43	13	42	29	20	17	10		8		16
4	8	33	30	38	33	19	23	22	27	23	11	25	8		16
5	22	21	7	56	50	13	11	14	10	11	7	25		7	
6	15	13	23	23	50	26	54	38	13	8					16
Total	8	14	13	35	46	31	35	29	30	16	9	4	6	3	6

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers		72	70
Percent with Prior Year Data		100%	100.0%
Number in Cohort		72	70
Number Met		44	51
Percent Met		61.1%	72.9%
NCLB Target	59.0	60.5	62.0%
Met Target		Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort			56	24	57	21
Number Met			19	14	23	15
Percent Met			33.9%	58.3%	40.4%	71.4%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target			Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	Yes
Met Percent Proficient or Above		--	

School and Student Performance Data

LCFF State Priorities Snapshot



LCFF Funding Snapshot

Fiscal Year: 2016–17
(As of February 2017, P-1)

LEA Name: New Joseph Bontheim (NJB) Community Charter

County: Sacramento County

CDS Code: 34-67439-0131136 Charter Number: 1690

Local Control Funding Formula (LCFF) Funding Snapshot summarizes the main LCFF funding components but does not contain all funding details. Complete funding data should be obtained from the certified funding exhibits on the [Principal Apportionment Web page](#).

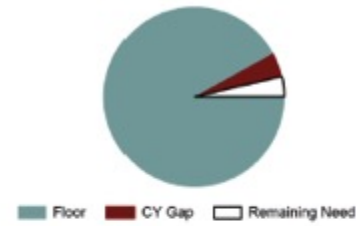
LOCAL EDUCATIONAL AGENCY (LEA) DATA					
Grade Span	K–3	4–6	7–8	9–12	Total
Funded Average Daily Attendance (ADA)	159.18	110.56	0.00	0.00	269.74
Unduplicated Pupil Percentage (UPP)	93.97 %				

LCFF TARGET ENTITLEMENT		LCFF TRANSITION ENTITLEMENT	
Funding calculation based on the LCFF funding model at full implementation. During transition most LEAs will not receive this level of funding.		Calculation of the LEA's funding entitlement during the transition period until full implementation of LCFF. This table will either have an amount shown under the Target or the Floor, whichever is lower.	
Components	Amount	Components	Amount
Base Grant Funding	\$ 2,039,604	LCFF Target Entitlement	\$ 0
Supplemental Grant Funding	383,323	Floor Entitlement, including Prior Year (PY) Gap	2,374,977
Concentration Grant Funding	159,701	Current Year (CY) Gap Funding	113,112
Necessary Small Schools (NSS) Allowance	N/A	Economic Recovery Target	0
Add-On Funding	N/A	Additional LCFF State Aid to Meet the Minimum Guarantee (Additional SA for MSA)	0
Total LCFF Target Entitlement	\$ 2,582,628	Total Transition Entitlement Adjusted for Additional SA for MSA*	\$ 2,488,089

LCFF TARGET vs. LCFF FLOOR	
A comparison of the LEA's Target and Floor Entitlements to determine current year Remaining LCFF Need. Some LEAs are funded at the Target and do not have a Remaining LCFF Need.	
Components	Amount
LCFF Target Entitlement	\$ 2,582,628
Less Floor Entitlement, including PY Gap	(2,374,977)
Less CY Gap Funding	(113,112)
Remaining LCFF Need	\$ 94,539

LCFF FUNDING SOURCES (ACTUAL FUNDING)	
The actual amount of current year LCFF funding by source.	
Components	Amount
Local Revenue	\$ 494,552
Education Protection Account (EPA) State Aid	53,948
LCFF State Aid Before MSA	1,939,589
Additional SA for MSA	0
Total Funding**	\$ 2,488,089

LCFF Target vs. LCFF Floor



LCFF Funding Sources



* LCFF Transition Entitlement components may not sum to Total Transition Entitlement Adjusted for MSA due to miscellaneous adjustments.

** Total LCFF Funding sources (Actual Funding) may be greater than Total Transition Entitlement Adjusted for MSA due to an LEA's EPA State Aid and/or because local revenue exceeds the LEA's Transition Entitlement.

Note: Some amounts may not display on the pie charts due to their relative size compared to other components.



LCFF Funding Snapshot

Fiscal Year: 2016–17
(As of February 2017, P-1)

LEA Name: New Joseph Bonnheim (NJB) Community Charter
County: Sacramento County
CDS Code: 34-67439-0131136 Charter Number: 1690

LOCAL EDUCATIONAL AGENCY (LEA) DATA	
Funded Average Daily Attendance (ADA)	Funded ADA for school districts is the greater of prior year or current year ADA, and includes any ADA funded through the Necessary Small School formula. Charter schools are funded on current year ADA.
Unduplicated Pupil Percentage (UPP)	An LEA's unduplicated pupil count refers to its count of disadvantaged students, i.e., those classified as English learners, those meeting income or categorical eligibility criteria for participation in the National School Lunch Program, foster youth, or any combination of these factors. The sum of unduplicated pupil counts for the current and two prior years is divided by the sum of enrollment for the current and two prior years to determine UPP for the current year.
LCFF TARGET ENTITLEMENT	
Base Grant Funding	An amount of funding provided for each unit of ADA by grade span. The K-3 grade span includes an additional adjustment of 10.4 percent and the 9-12 grade span includes an additional adjustment of 2.6 percent of the base grant. Base grant amounts for the applicable fiscal year are available on the CDE's Funding Rates and Information Web page.
Supplemental Grant Funding	Additional grant equal to 20 percent of the adjusted base grant, multiplied by an LEA's UPP and ADA.
Concentration Grant Funding	Additional grant equal to 50 percent of the adjusted base grant (for each LEA with UPP in excess of 55 percent) multiplied by the LEA's UPP points above 55 percent and ADA. For charter schools, the UPP for concentration grant funding is capped at the lesser of the charter school's own UPP or the determinative district's UPP.
Necessary Small Schools (NSS) Allowance	Funding for school districts with qualifying schools that serve a small population of students and are geographically isolated. NSS funding is provided in lieu of LCFF Base Grant funding.
Add-On Funding	Funding for school districts equal to the LEA's 2012-13 entitlements for the Targeted Instructional Improvement Block Grant, Home-to-School Transportation, and Small School District Bus Replacement Program. These programs were eliminated with the passage of LCFF.

LCFF TRANSITION ENTITLEMENT	
Floor Entitlement, including Prior Year (PY) Gap	For LEAs not yet funded at the LCFF Target, a Floor Entitlement is calculated based on current year funded ADA, 2012-13 deficit funding rates, 2012-13 categorical program funding, and PY Gap funding adjusted for changes in ADA.
Current Year (CY) Gap Funding	LCFF Need is the amount of funding required beyond the Floor to fully fund the Target, i.e., the difference between the Floor and the Target. Gap funding is the amount of LCFF Need that is funded in any given year based on the amount of funds included for LCFF Transition in the annual Budget Act. Each LEA's Gap Funding is based on the LEA's proportion of statewide need; the statewide percentage and funding amount for the applicable fiscal year are available on the CDE's Funding Rates and Information Web page.
Economic Recovery Target	Additional funding for those LEAs that would have received a higher level of funding under revenue limits and various categorical programs, based on certain assumptions.
Additional LCFF State Aid to Meet the Minimum Guarantee (Additional SA for MSA)	The Minimum State Aid (MSA) Guarantee is the level of funding to ensure that LEAs receive at least the same amount in state aid as they received in 2012-13, adjusted for changes in ADA and property taxes. The Additional SA for MSA, available for some LEAs, is the difference between the MSA guarantee and the LCFF State Aid Before MSA (see description below).
LCFF TARGET vs. LCFF FLOOR	
Remaining LCFF Need	The difference between the LCFF Target Entitlement and the sum of Floor Entitlement and CY Gap funding for those LEAs not funded at the LCFF Target. This amount is unfunded.
LCFF FUNDING SOURCE (ACTUAL FUNDING)	
Local Revenue	The amount of local property taxes (in-lieu of property taxes for charter schools) that funds the LCFF Transition Entitlement prior to determining state aid.
Education Protection Account (EPA) State Aid	Funding authorized by Section 36 of Article XIII of the Constitution of the State of California. Each LEA is guaranteed to receive at least \$200 per ADA in EPA funding. The amount an LEA receives in EPA counts towards the LEA's LCFF funds.
LCFF State Aid Before MSA	Amount of State Aid calculated after subtracting property taxes and EPA State Aid from the Transition Entitlement before MSA.
Additional SA for MSA	See the LCFF Transition Entitlement section above for a description of this component.

District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English learners make expected progress in attaining English and in academic achievement.
Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.
Action 2.1: Students will be provided cleaner, better maintained learning environments.
Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular, and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.)
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

LEA Plan Performance Goals

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

2017-18 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A	47,542	0.00
LCFF S/C	513,013	0.00
Other	67,354	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL #1:
Goal 1: Create the foundation to support high quality teaching and learning.
District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready. Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
LEA Plan Goal Alignment
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
Data Used to Form this Goal:
Surveys from scholars, staff, and families, and ongoing observations and student work. Data was normed and discussed to determine needs and approaches for the school.
Findings from the Analysis of this Data:
1. There is a need for Common Core aligned materials to support the school's agricultural theme. 2. There is a need for staff training to implement the school's body-brain approach to instruction and learning. 3. There is a need for a Response to Intervention model to be in place and a structured differentiated instructional model to support scholars at their levels academically. 4. There is a need for ongoing and common assessments that measure both formative, informative, and summative data for mastery of skills, knowledge and deeper understanding of CCSS and concepts. 5. There is a need for systematic instruction to support mastery of foundational Math and English Language Arts skills.
How the School will Evaluate the Progress of this Goal:
Continue to survey from scholars, staff, and families, and ongoing observations and collect student work. A success criterion will be established to progress and monitor growth in academics.
Parent Engagement Activities Related to this Goal:
Establish parent academic meetings APTT (Academic Parent Teacher Teams) where parents are given skills and resources to support their child's academics. Parents will receive training and support about the school's body-brain approach to teaching and learning and foundational skills. Parents generally do not understand why this approach is effective and being used.
For Schools in Program Improvement, please indicate year 1 2 3 4 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Hire Spanish/English speaking resource teacher to provide additional ELD intervention to EL students, coordinate reclassification, coordinate CEDLT administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for colleagues & parents.	Principal	Resource Teacher	LCFF S/C	136,152.36	<u>X</u> All	Student Data and surveys to measure growth and progress. ELD Compliance and strategies in place in all classrooms.
Retain 3 teachers for continued class size reductions in grades K-6th and projected enrollment.	Principal	Teacher FTE	LCFF S/C	340,990.64	<u>X</u> All	Continued smaller class sizes to promote a strong academic and SEL based learning community. Will monitor effectiveness and success through various data.
Start offering two-week intersession programs to scholars in November 2015 and March 2016. Focus on scholars who need additional support. Funding shown here is for staff.	Principal, Teachers	Intersession Program	Title I Part A	18,662.08	<u>X</u> All	Look at projects, standards addressed, and various student work and growth to check for efficacy of program.
ESGI and I-Ready software to support data capture and analysis of student work		Software	Title I Part A	27,825.92	<u>X</u> All	Data collection to look at student performance and tools to guide planning in the HET model.
Start offering after school enrichment programs and tutorial programs for students who need additional support.	Principal and After-school Program Director from Enhanced Learning/3rd	Teacher Per Diem Intervention Program	Other N/A	20,000.		Using the success criterion of body/brain learning and eight multiple intelligences, data

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
	Party Tutoring (60 Scholars total)					will be measured on skills, knowledge of each component and program will be readjusted to meet the needs of all.
<p>Develop and implement targeted response to intervention for scholars not achieving grade level benchmarks, as assessed, utilizing formative and summative assessment measures.</p> <p>Eligibility criteria includes scholars who are achieving "far below basic," "below basic," and at the lower end of "basic" on two or more assessment measures.</p> <p>Utilize the Data Inquiry Process to support the analysis of student achievement data from the CA Benchmark Assessments, Grades 2-6, and later Grade 1 with the assistance of the site Data Inquiry Team during Common Planning Time and beyond.</p> <p>District cut-points at each grade level for each assessment will be utilized to determine student progress towards grade level standards.</p>	Teachers, K-6 EL Resource Teacher Resource Teacher/Training Specialist ELA and Math RSP Guest Program, I-Ready Diagnostic and progress monitoring	Assessment and Intervention program	Other	13,814.		Using the I-ready diagnostic and progress monitoring system, scholars will improve their learning in ELA and MATH by a grade level band and improve their lexile and quantile scores.
Development of a school-wide professional development plan to support academic rigor and improvement for instruction and student learning (e.g., GLAD ELD Training)	Principal/ ILT Team	Service Contract for GLAD Coach	Other	25,900.00	X English Learner	Coach and trainer will work with teacher teams and collect student and family data in home language and supports, growth and progress in

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						strategies that support the ELD standards and framework
Professional Development Highly Effective Teaching Model Body/Brain Compatible teaching and learning.	Principal/ ILT Team	Service Contract for HET Coach	Other	4,040.00	<u>X</u> All	Coach and trainer will work with teacher teams and collect student data, identify supports, growth and progress in strategies that support the HET Model and framework
Professional Development Multiple Intelligences teaching and learning.	Principal/ ILT Team	Service Contract for MI Coach	Other	3,000.00	<u>X</u> All	Coach and trainer will work with teacher teams and collect student data, identify supports, growth and progress in strategies that support the MI's and body/brain compatible learning.
SIPPS Training for Systematic Instruction for Phonics and Phonemic Awareness to support foundational literacy skills		Service Contract SIPPS Trainer	Other		<u>X</u> All	Coach and trainer will work with teacher teams and collect student data, identify supports, growth and

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
						progress in strategies that support the foundational reading skills.
I-Ready Instructional Toolbox	Principal	Instructional Materials and Curriculum	LCFF S/C	34,670.00	<u>X</u> All	Instructional Materials and CCSS Assessments in ELA and Math that shows progress monitoring and Baseline Data.

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL #2:
Goal 2. Create an organizational culture that supports and sustains high quality teaching and learning, within a positive school culture and climate.
District/LCAP GOAL:
Action 2.1: Students will be provided cleaner better maintained learning environments. Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
LEA Plan Goal Alignment
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
Data Used to Form this Goal:
Scholar, parent, and staff surveys and observations of creating a safe climate and a clean school and other organizations to sustain high quality teaching and learning.
Findings from the Analysis of this Data:
<p>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.</p> <p>There is a need for smaller learning communities to support academics and the social emotional needs of a child.</p> <p>There is a need for mentoring, counseling, and building the LIFESKILLS and Lifelong Guidelines.</p> <p>There is a need to establish universal rules and procedures to set the conditions for a positive learning and school environment.</p> <p>There is a need to maintain a clean, safe, and welcoming school.</p> <p>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.</p> <p>There is a need to increase annual attendance from 94.30% and to reduce the number of students who miss more than five days of school. In order for a scholar to have 96% attendance, he/she cannot miss more than seven days out of 180.</p> <p>There is a need to increase the number of students engaged in social action. This allows scholars to apply their academic knowledge to improve our school and community.</p>
How the School will Evaluate the Progress of this Goal:
Continuous surveys and feedback from all stakeholders. School climate and safety committee established to revise and plan from feedback data to improve our school climate, attendance, and a clean a safe school.
Parent Engagement Activities Related to this Goal:

Community Townhall meetings to survey and get input from all stakeholders. Use LIFESKILLS and social-emotional learning for consistency from school to home.

For Schools in Program Improvement, please indicate year **1** **2** **3** **4** **5**

For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).

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

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Safety Committee to establish schoolwide safety plans and protocols.	Principal and Safety Committee				<input checked="" type="checkbox"/> All	Safety Action Plan in place and procedures followed and monitored to reduce hazards, promote a secure and safe climate and culture.

Planned Improvements in Student Performance

School Goal #3

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

Parent volunteer liaison for home visits will be conducted to provide support and build relationships with families and scholars
 Parent volunteers for translating regular schedule of useful notices, memos, phone calls, newsletters and other communication in the language of the home. A school hosted website and facebook page is regularly updated by parent volunteers.
 School Site Council, Steering Committee, English Learner Advisory Committee, P.T.A. or other parent organizations or committees for parent leadership and participation.
 Family support programs to assist families with health, nutrition, and other services
 Parent Leadership Pathways to develop leaders in our school community.
 Family nights and events on a monthly basis to build and foster relationships (i.e. movie nights, celebration of learning, cultural events, scholar celebrations and awards)

For Schools in Program Improvement, please indicate year 1 2 3 4 5

For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).

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

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
	Community Partners (Founders) PTA	LCFF S/C 1200.00				information in establishing a community hub for families.
ELAC Meetings (English Learner Advisory Committee) that provide parent support and information on the following: Learn more about the programs offered to their children. Participate in the school's needs assessment of students, parents, and teachers. Provide input in the most effective ways to support full participation of English Learners in all school activities. Provide input on the most effective ways to ensure regular school attendance.	Principal and ELAC	ELAC Resource Materials	Title I Part A	804.00	<u>X</u> English Learner	Parent Surveys and feedback of resources and information in establishing the ELAC. Progress monitoring of ELAC objectives.
Regular schedule of useful notices, memos, phone calls, newsletters and other communication in the language of the home.	Principal, Office Manager Teachers, Parent volunteers, and Community Partners					Parent surveys and feedback on trainings and information in establishing a strong home to school communication and language. Monitor the website usage and other school-to-home translation and communication. (newsletters, infinite campus messenger)

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

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF S/C	513,013.00
Other	67,354.00
Title I Part A	47,542.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	625,055.00
Goal 3	2,854.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Christie Wells-Artman	X				
Cassandra Boltz		X			
Amelia Villanueva		X			
Shannon Zavala		X			
Terri Ha		X			
Michael Madden				X	
Arthur Aleman				X	
Lisa Romero				X	
Bruce Brummett			X		
Rose Ramos				X	
Dr. Dennis Mah				X	
Angelica Garcia-Sevilla				X	

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

Recommendations and Assurances

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

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

X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
X	Other committees established by the school or district (list):	_____
	Steering Committee	Signature

4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.
5. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency Plan.
6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
7. This SPSA was adopted by the SSC at a public meeting on June 30, 2017.

Attested:

Christie Wells-Artman	_____	_____
Typed Name of School Principal	Signature of School Principal	Date
Rose Ramos	_____	_____
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Annual Evaluation – REQUIRED Spring 2018

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

Strategies and Activities

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

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

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

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

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

NJB provided training and coaching of HET, MI, and HQFI

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

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

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

NJB did not fully utilize resource teacher globally as there was a need to place teacher in open kinder position until filled. Resource teacher did support other kinder teacher and was able to support school-wide in January.

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

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

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

Eliminating it from next year's plan

X

Continuing it with the following modifications:

Progress monitoring of all programs in place and sharing out with stakeholders.

Deepening our training and understanding of data that support the programs and learning outcomes.

Recommendations and Assurances

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

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

☒ English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

☒ Other committees established by the school or district (list):
Steering Committee

Signature

4. For *Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.

5. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the Local Educational Agency Plan.

6. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

7. This SPSA was adopted by the SSC at a public meeting on June 30, 2017.

Attested:

Christie Wells-Artman

Typed Name of School Principal

Signature of School Principal

Date

6/30/2017

Rose Ramos

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

7-24-2017