
Introduction:

LEA: New Joseph Bonnheim Community Charter School

LCAP Year: 2015-16

Contact (Name, Title, Email, Phone Number): Christie Wells-Artman, Principal, Christie-Wells-Artman@scusd.edu, 209-747-2520

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>1. Two formal parent meetings were conducted by interim principal Dennis Mah. One on Monday, May 11, 2015 at 9:00 AM and the second on Wednesday, May 12, 2015 at 6:00 PM. Spanish translation available at the first meeting with a dozen parents. No one attended the second meeting.</p> <p>Parents at the first meeting repeated an ongoing concern of wanting after school programs with an academic focus. They also stated that they were okay with class sizes of 22 in the primary and 24 in the intermediate if this would help increase funding to support after school programs and intersession programs during the off track periods of the new instructional calendar that begins August 3, 2015.</p> <p>They liked the new year round calendar consisting of three months on track followed by one month off done three times during an academic year.</p> <p>Input was collected throughout the year at monthly Steering Committee meetings. The previously mentioned parent meeting is reflective of what the five parent/community Steering Committee members have been saying: additional support for scholars outside the regular day. Since January, parents have been meeting Monday morning to discuss issue important to them.</p> <p>2. Interim principal Frank O'Connor meet two times in March with a focus group consisting of intermediate students. Their chief concern was students bullying other students. This was also a concern of many students who were not members of the focus group.</p> <p>3. Feedback from teachers was collected on May 6, 2015 at a Wednesday afternoon meeting. Every Wednesday, scholars went home at 12:15, which allowed teachers to meet and/or engage in professional development beginning at 1:00 PM. Teachers wanted to implement the charter but wanted more effective training and more consistency throughout the school in regard to discipline procedures.</p> <p>Five teacher members and one classified staff members had opportunities to provide feedback for the LCAP at monthly Steering Committee meetings. The Steering Committee is composed of 5 teachers, 1 classified staff members, 5 parents, and the principal. In 2014-15, there were 11.8 FTE teachers at NJB and two full-time classified staff working at NJB.</p> <p>4. In May 2015, teachers, school administrators, and central office administrators meet three times with the Teacher Associations executive to begin clarifying the parameters around which NJB charter operates.</p>	<p>1. Funds have been set aside to support both after school programs and intersession programs. The former is in the planning stages. A 4-H program is one being considered as it fits with NJB's agricultural theme. Intersession programs will be conducted during the three-week November break and during the three-week March break. They will be developed for scholars in need of extra help. For 2015-16, class sizes have been established at 22 in primary and 24 in intermediate to raise revenue to support the two aforementioned programs.</p> <p>2. A permanent principal was selected to start July 1. She replaces the two retired principals who served in an interim capacity until a principal with the "right" fit could be found. The new principal will be leading a schoolwide effort of mutual respect and restorative practices to end bullying at NJB.</p> <p>3. There seemed to be some confusion on how decisions are made at NJB using the Steering Committee process. More training is planned in 2015-16.</p> <p>4. The short Wednesday schedule did not work out contractually. Teachers were teaching longer days beyond the contracted time on the other four days. In 2015-16, the school will teach five days a week on a regular schedule 8:15 to 2:05 for primary and 8:15 to 2:10 for intermediate. Kindergarten will be in session 8:15 to 11:35 daily.</p> <p>The teachers association and the district agreed to start a year round schedule in 2015-16 to reduce the length of time scholars are out of school. The annual calendar is basically three months on and one month off. During the off track time, intersession programs will be offered to scholars.</p>
Annual Update:	Annual Update:

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. [The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.](#)

[Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.](#)

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

GOAL:	LCAP Year 1: 2015-16	Related State and/or Local Priorities:
	Goal 1: Create the foundation to support high quality teaching and learning.	1_✓_ 2_✓_ 3_✓_ 4_✓_ 5_✓_ 6_✓_ 7_✓_ 8_✓_
	Goal 2: Create an organizational culture that supports and sustains high quality teaching and learning.	COE only: 9_ 10_
	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.	Local : Specify _____

Identified Need :	<ol style="list-style-type: none"> 1. September 8, 2014 was New Joseph Bonnheim (NJB) Community Charter School’s first day of operation. The SCUSD Board approved it on June 19, 2014. As a start-up, NJB needed high quality teachers, tools, materials, and training for teachers and other staff to reach all scholars. At NJB scholars are students who come to school each day ready to learn and do their personal best. All scholars are students, but not all students are scholars. <p>Related to Goal 1:</p> <ol style="list-style-type: none"> 2. There is a need for Common Core aligned materials to support the school’s agricultural theme. Traditional publishers do not cater to this market. 3. 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. 4. There is a need to train parents and scholars about the school’s body-brain approach to teaching and learning. Parents generally do not understand why this approach is effective and being used. 5. 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. 6. There is a need to maintain a clean, safe, and welcoming school. 7. 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>8. There is a need to support English learners. The 2014-15 CELDT identified 92 English learners out of 250 enrolled students. The English learners are primarily native Spanish speakers.</p> <p>9. 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>10. 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>Related to Goal 2:</p> <p>11. Students living in the neighborhood and who attended the school where NJB is now housed before being closed by the district tended to score lower on the old STAR than nearby schools. In 2012-13, 60% proficient in math and 50% in ELA.</p> <p>12. 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.</p> <p>Related to Goal 3:</p> <p>13. 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> <p>14. There is a need to increase the number of student with a college and career orientation. During the second half of the 2014-15 school year, the principal encourage every Friday to be college colors day. Many students did not know the role of college for students and the opportunities available there.</p> <p>15. There is a need to better understand and practice democracy daily in our lives at NJB.</p>				
Goal Applies to:	<table border="1"> <tr> <td data-bbox="359 1013 512 1053">Schools:</td> <td data-bbox="512 1013 2016 1053">NJB Charter School</td> </tr> <tr> <td data-bbox="359 1053 787 1094">Applicable Pupil Subgroups:</td> <td data-bbox="787 1053 2016 1094">All</td> </tr> </table>	Schools:	NJB Charter School	Applicable Pupil Subgroups:	All
Schools:	NJB Charter School				
Applicable Pupil Subgroups:	All				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> Scholar annual attendance increasing from 94.30% schoolwide to 96% as shown by the Infinite Campus attendance program. 96% attendance by parents at 1st and 2nd trimester parent teacher conferences as shown by sign in sheets. Fire marshal inspection shows 100% compliance as shown by fire marshal report. 				

4. Parent, student, and staff survey shows 100% agreement that the school is clean and welcoming.
5. Student survey shows 100% agreement that they feel safe at school.
6. Weekly parent meetings with school founders and/or principal will draw at least 12 parents each time as shown by sign-in sheets.
7. Parent survey shows 100% agreement that parents know when, where, and how to participate in the Steering Committee process. The Steering Committee process is the school's decision-making process described in the charter.
8. Staff survey shows 100% agree that they know when, where, and how to participate in the Steering Committee process.
9. Teacher survey shows 100% feeling well trained to implement the body-brain approach to instruction.
10. Student survey shows 100% understanding of how their brain works to learn and what they need to increase body-brain learning.
11. Survey of English learners and their parents shows 100% agreement that the EL students are progressing.
12. Reduction in suspensions.
13. In 2014-15 NJB scholars took the CAASPP for the first time. The results will be the school's baseline. The school did not exist before 2014-15. The expectation is 50% of the test takers score proficient in ELA and math for the baseline and increase 10% each year as follows 60% proficient in ELA and math as reflected on the 2015-16 test, 70% proficient on the 2016-17 test, and 80% proficient on the 2017-18 test.
14. Each classroom successfully participates in at least one social action project during the 2015-16 school year as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives.
15. Student survey shows 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 them.

16. 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.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
New 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.	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$123,336.98 Concentration Fund:09 Resource:0009 Object: 1000 & 3000
New Hire 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.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$19,309.84 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000
New Hire 3.5 night custodian to clean after scholars and staff leave for the day.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$22,131.70 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000
Hire retired school counselor to work 150 hours with students on conflict resolution.	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$9,860.87 Title 1 Fund: 09 Resource:3010 Object: 1000 & 3000
Continue with 1 FTE office manager and 1 FTE plant manager.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$148,233.96 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000

<p>New Hire full-time school principal. During the first year (2014-15) two retired interim principals served the school. One was paid. The other volunteered time. Since the school had a late start, a principal with the right fit was not found until Spring 2015 to start July 1, 2015. A permanent principal will bring stability and consistency to the school.</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$140,961.54 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000</p>
<p>Continue with five 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.</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$42,286.06 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000</p>
<p>Hire two additional teachers to reduce class size to 22 in the primary and 24 in the intermediate. Typical class size in district schools is 31 in primary and 33 in intermediate.</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$254,144.46 Supplemental Fund: 09 Resource:0007 Object: 1000 & 3000</p>
<p>Hire one additional teacher for a total of three to reduce class size to 22 in the primary and 24 in the intermediate. Typical class size in district schools is 31 in primary and 33 in intermediate.</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$127,636.98 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000</p>
<p>Continue with 10 teachers to meet collective bargaining agreement maximum class sizes of 31 in primary and 33 in intermediate.</p>	<p>Charter wide</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$872,391.75 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000</p>
<p>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.</p>	<p>Charter wide</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$25,629.97 Concentration Fund: 09 Resource:0009 Object: 1000 & 3000</p>

Start offering after school enrichment programs and tutorial programs for students who need additional support. Funded by Concentration funds, Supplemental, and Title I.	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$6,493.76 Concentration Fund: 09 Resource:0009 Object: 5000
Start offering after school enrichment programs and tutorial programs for students who need additional support. Funded by Concentration funds, Supplemental, and Title I.	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$55,079.11 Supplemental Fund: 09 Resource:0007 Object: 5000
Start offering after school enrichment programs and tutorial programs for students who need additional support. Funded by Concentration funds, Supplemental, and Title I.	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$21,427.13 Title 1 Fund: 09 Resource:3010 Object: 5000
Eight of the 12 members of Steering Committee (7 staff and one parent) attend November 17-18 Charter School Leadership Institute. They have opportunity to learn more about governance, budget, and instruction.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,560.00 One-time grant Fund: 09 Resource:0000 Object: 5000
Four of the 12 members of Steering Committee who are parents attend November 17-18 Charter School Leadership Institute in San Francisco. They have opportunity to learn more about governance, budget, and instruction.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,280.00 Title 1 Fund: 09 Resource:3010 Object: 5000
Principal attends week-long June CSDC Summer Leadership Institute	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000.00 One-time grant Fund: 09 Resource:0000 Object: 5000
22 staff members and parents attend weeklong Highly Effective Teacher training on body-brain learning. Registration fee.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$9,191.00 Unrestricted Fund: 09 Resource:0000 Object: 5000

Lodging and meals for those attending the weeklong training.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$17,314.00 Unrestricted Fund: 09 Resource:0000 Object: 5000
ESGI software to support data capture and analysis of student work	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$525.00 Title 1 Fund: 09 Resource:3010 Object: 5000
Professional development to support teachers	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$11,400.00 One-time grant Fund: 09 Resource:0000 Object: 5000
Jo Guzman conducting training on ELD strategies.	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,000.00 Title 1 Fund: 09 Resource:3010 Object: 5000
Professional development on ELD strategies, home visits, data inquiry, Common Core. Provided free by SCUSD or SCOE.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Free to NJB
Consultant Susan Kovalik to support HET model and 4-H after school.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000.00 One-time grant Fund: 09 Resource:0000 Object: 5000
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.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,114.00 One-time grant Fund: 09 Resource:0000 Object: 5000

Services for general operation of the school including utilities, rent, and administrative services purchased from district.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$222,668.45 Unrestricted Fund: 09 Resource:0000 Object: 5000
Books and instructional materials for intermediate grades	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$8,067.52 Restricted Lottery Fund: 09 Resource:6300 Object: 4000
Various materials and supplies identified in school budget to support instruction and operation of the school. Does not include \$24,807.74 instructional reserve in the 4390 object code across three different resources.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$36,050.72 Unrestricted Fund: 09 Resource:0000 Object: 4000
Curriculum Associates iReady one year license to support academic achievement via electronics	Charter wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$13,400.00 Title I Fund: 09 Resource:3010 Object: 4000
SCUSD fee for charter school oversight	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$22,208.67 Unrestricted Fund: 09 Resource:0000 Object: 7000
SCUSD fee for Special Education encroachment	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$171,632.00 Unrestricted Fund: 09 Resource:0000 Object: 7000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Maintain outcomes described above in Year 1: 2015-16 2. Each scholar plants, raises, and harvests a crop. Complexity is grade-level dependent. 3. 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. 4. Each scholar in a team develops a portion of the school’s community garden and creates a project related to agriculture and water conservation.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional development for staff related to growing food. Soilborn as trainers.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,000.00 Unrestricted Fund: 09 Resource:0000 Object: 5000
Materials to build school farm on the 1 acre site in the back of the school.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$18,000.00 Unrestricted Fund: 09 Resource:0000 Object: 4000
Create a Micro Economy based on the school farm.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3000.00 Unrestricted Fund: 09 Resource:0000 Object: 4000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Maintain outcomes described above in Year 2: 2015-16 2. Each 4th grade scholar shares and communicates agricultural research with another scholar at a school in California. Focus on climate. Produces a written report that is correct, complete, and comprehensive. 3. Each 5th grade scholar shares and communicate agricultural research with another scholar at an out of state school. Focus on water. Produces a written report that is correct, complete, and comprehensive. 4. Each 6th grade scholar shares and communicates agricultural research with another scholar in another nation. Focus on technology for increasing quality, crop yield and saving money. Produces a written report that is correct, complete, and comprehensive.
--------------------------------------	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase additional computing devices.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$15,000.00 Unrestricted Fund 09 Resource: 0000 Object: 4000
Purchase services to connect scholars globally.	Charter wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$30,000.00 Unrestricted Fund: 09 Resource:0000 Object: 5000
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal 1. Create the foundation to support high quality teaching and learning.	Related State and/or Local Priorities:	
		1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>
		COE only: 9__ 10__	
		Local : Specify _____	

Goal Applies to:	Schools: NJB
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of teachers hired are passionate about learning and implementing the charters. Baseline established for CAASPP in the school's first year of operation. Increase in Common Core aligned materials, hands on experiences, and study trips. Class size limited to 25 or fewer. Clean site. Steering Committee process started. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> Not 100% yet. Some teachers not regularly target talking the LIFESKILLS or using a restorative approach to solving student problems. Waiting for results. The HET consultant was able to acquire free of charge materials from the California Foundation for Agriculture and from 4-H. Each grade level made at least one study trip. Primary classes averaged 22. Intermediate classes started at 28. By the end of the year they averaged 25. Some parents complained the school could be cleaner. Steering Committee started.
--------------------------------------	--	------------------------------------	---

LCAP Year: 2014-15

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
1. Hired 11 credentialed teachers, which includes 3 to lower class size.		\$1,069,491	1. Hired 11 as planned.		\$1,141,083
Scope of service:	Charter wide		Scope of service:	Charter wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2. Hired HET coach to train teacher and secure materials aligned with Common Core.		\$20,000	2. Materials secured. Training was not 100% effective. Not all teachers were able to implement the HET program.
Scope of service:	Charter wide	Scope of service:	Charter wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3. Hired full-time custodian		\$72,900	3. Custodian hired. Some parents and teachers complained about cleanliness of classrooms and of the grounds.
Scope of service:	Charter wide	Scope of service:	Charter wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4. Start Steering Committee process and engage parents to participate as members of the committee.		\$0	4. Four of the five parent representatives regularly attend the monthly meetings.
Scope of service:	Charter wide	Scope of service:	Charter wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ol style="list-style-type: none"> 1. In 2015-16, follow up professional development to check for understanding and for implementing strategies learned from professional development. 2. Hire a full-time principal to do the follow-up. 3. Hire night custodian to clean 12 classrooms and 2 restrooms. School is too large for one custodian.
--	---

Original GOAL from prior year LCAP:	Goal 2. Create an organizational culture that supports and sustains high quality teaching and learning.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
-------------------------------------	---	---

Goal Applies to:	Schools: NJB	Applicable Pupil Subgroups: All
------------------	--------------	---------------------------------

Expected Annual Measurable Outcomes:	1. Students feel safe at school when there is absence of threat and LIFEKSKILLS practiced by all. 2. Parents have positive view of school. 3. Process in place to examine student work and create strategies that lead to student mastery.	Actual Annual Measurable Outcomes:	1. Focus group of intermediate students report bullying at school. Some students feel threatened at school. Observations show some students do not know all LIFESKILLS, some teachers not target talking LIFESKILLS regularly. 2. Over 90% of returned parent survey rate teachers at NJB very highly and the reason they enroll their children at NJB. 3. Not yet in place schoolwide.
--------------------------------------	--	------------------------------------	---

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
1. Professional development offered to staff.	\$38,000	1. Approximately 50 hours of professional development offered, including Multiple Intelligences by Thomas Armstrong, ELD by Jo Gusman, Study trip procedures and LIFESKILLS by Patty Harrington, gender matters by Dean Tannewitz, Soilborn farms, Foundation for Agriculture in the Classroom, and the HET model by Susan Kovalik.	\$37,000	
Scope of service:	Charter wide	Scope of service:	Charter wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2. Grade level teams create backward standards maps		\$0	2. Maps created by each team to guide them through the year.
Scope of service:	Charter wide	Scope of service:	Charter wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3. Implement shorten Wednesdays		\$0	3. Implemented.
Scope of service:	Charter wide	Scope of service:	Charter wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4. Hire full-time nurse	\$100,000	4. Lacked enrollment to support full-time nurse	\$0
Scope of service:	Charter wide	Scope of service:	Charter wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5. Create positive discipline program	\$0	5. Only partially implement.	\$0
Scope of service:	Charter wide	Scope of service:	Charter wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6. Create process to examine student work.		\$0	6. Implemented at grade-level but not schoolwide.
Scope of service:	Charter wide	Scope of service:	Charter wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<ol style="list-style-type: none"> 1. Create schoolwide process for examining scholar work. 2. Move to a year round schedule to increase opportunities for scholars to be engaged in academic work. 3. Hire full-time bilingual resource teacher 4. Make available additional counseling time for students.
--	---

Original GOAL from prior year LCAP:	Goal 3. Increase 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. Mastery is defined as the ability to understand something well enough to teach it to someone else.	Related State and/or Local Priorities: 1__ 2_✓_ 3__ 4_✓_ 5__ 6__ 7_✓_ 8_✓_ COE only: 9__ 10__ Local : Specify _____
-------------------------------------	--	--

Goal Applies to:	Schools: NJB	Applicable Pupil Subgroups: All
Expected Annual Measurable Outcomes:	1. Take CAASPP for baseline	Actual Annual Measurable Outcomes: 1. All but one student took the test. Some one in LA had her state identification number.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Integration of body-brain teaching and learning	\$0	1. Implementation not consistent schoolwide.	\$0
Scope of service: Charter wide		Scope of service: Charter wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2. Using agriculture as a schoolwide theme		\$0	2. Started, but lacked an agricultural champion on campus for direction
Scope of service:	Charter wide	Scope of service:	Charter wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3. Provide and practice civics education		\$0	3. Still developing. Sixth graders memorized first part of Gettysburg address. One was able to recite entire address at 6 th grade promotion ceremony.
Scope of service:	Charter wide	Scope of service:	Charter wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4. Third party tutoring after school for struggling scholars	\$0	4. Volunteer middle school teacher, parents, and ROTC cadets from Hiram Johnson High School provided tutoring to approximately 13 scholars twice a week from March to May.	\$0
Scope of service:	Charter wide	Scope of service:	Charter wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5. Primary language support from a Spanish speaking teacher at each grade level	\$0	5. Spanish bilingual teachers at Kindergarten, 1 st , 2 nd , and 4 th . Five of 11 classroom teachers are Spanish bilingual.	\$0
Scope of service:	Charter wide	Scope of service:	Charter wide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Hire a full-time permanent principal with strong organizational skills and strong instructional coaching skills to lead.
--	---

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$392,314
Target Supplemental = \$326,539 or 14% of total Target amount of \$2,264,723. Target Concentration = \$146,969 or 7% of total Target amount.	
According to P-2 June 19, 2015, total 2014-15 LCFF funding is \$1,868,165. Using the above percentages, then:	
Supplemental is 14% of LCFF Transition grant or \$261,543. Concentration is 7% of LCFF Transition Grant or \$130,771.	
NJB used the \$392,314 charter wide to reduce class size. Three additional teachers were hired to reduce class size to 22 in all primary classes and 25 in all intermediate classes. The contracted class size is 31 and 33 respectively. Moreover, the three teachers were all experienced veterans, with 13, 16, and 18 years of experience. The strategy was to reduce class size and hire veteran teachers to support new teachers. The intention was half the staff new and half with 10 or more years of experience. Of the 12 NJB teachers when hired, five had less than two years experience three had between three and nine years, and four had ten or more years.	
The schoolwide class size reduction strategy is described in the NJB Charter as a method to increase the quality of relationships between teachers and students and their parents. We believe relationships, relationships, relationships are the key to lowering the affective filter and increase academic and social emotional learning and will benefit all students, including low income, English learners, and foster youth. Moreover the unduplicated pupil percentage reported at P-2 June 19, 2015 stood at 91.15%.	
Next year (2015-16), we plan to use all the concentration and supplemental funds (approximately \$490,000) to continue smaller class size at 22 and 24 as well as adding a full-time bilingual resource teacher to support English learners and funding after school and intersession programs for the pupils who generated the funds.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

8.28	%	Determined by FCMAT LCFF Calculator v16.e released June 22, 2015.
------	---	---

2014-15 was the school's first year of operation. It is not possible to compare this year to a prior year to determine an 8.28% increase or improvement in services.

All funding was directed towards setting up the school. All students benefited, including the 91.15% of the school's pupils who were identified as unduplicated low income, English Learners, or foster youth. The 91.15% generally are more at risk of not becoming proficient academically and social emotionally. Parents via survey felt that the smaller class sizes and the school's hands on instructional approach benefited the 91.15% more than the remaining 8.85%. No quantitative data, however, were collected.

The qualitative and anecdotal data from parents, students, and teachers suggested that the 91.15% of pupils benefited more than 8.28% over the remaining students who were not low income, English learners, or foster youth. In both surveys and conversations, parents consistently reported their children having much more success at NJB than in their previous school, both academically and socially.

With an unduplicated pupil percentage of 91.15% reported at P-2 June 19, 2015, no systematic attempt was made this year to identify the 20 students who were not English Learners, foster youth, or low income. Informally, they were students who spoke English, paid for lunch or brought a lunch from home, and lived with their biological parents. Students in this group, who were known by the two interim principals, tended to do well in class and seemed well adjusted. They may have benefited from smaller class size and hands on learning, but they would have also done well in larger classes with more traditional curriculum.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]