

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento City Unified School District/ New Joseph Bonnheim  
CDS Code: 34-67439-6034094

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Christie Wells-Artman, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019-20 LCAP Year

This chart shows the total general purpose revenue Sacramento City Unified School District/ New Joseph Bonnheim expects to receive in the coming year from all sources.

The total revenue projected for Sacramento City Unified School District/ New Joseph Bonnheim is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

This chart provides a quick summary of how much Sacramento City Unified School District/ New Joseph Bonnheim plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Sacramento City Unified School District/ New Joseph Bonnheim plans to spend \$2,845,276 for the 2019-20 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Sacramento City Unified School District/ New Joseph Bonnheim is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Sacramento City Unified School District/ New Joseph Bonnheim must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Sacramento City Unified School District/ New Joseph Bonnheim plans to spend \$ on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19

This chart compares what Sacramento City Unified School District/ New Joseph Bonnheim budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sacramento City Unified School District/ New Joseph Bonnheim estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Sacramento City Unified School District/ New Joseph Bonnheim's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Sacramento City Unified School District/ New Joseph Bonnheim estimates that it will actually spend \$ for actions to increase or improve services for high needs students in 2018-19.

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

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Sacramento City Unified School  
District/ New Joseph Bonnheim

Contact Name and Title

Christie Wells-Artman  
Principal

Email and Phone

christie-wells-artman@scusd.edu  
916 277-6294

## 2017-20 Plan Summary The Story

Describe the students and community and how the LEA serves them.

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

We are deeply committed in all aspects of our scholars' learning by providing a quality education using the Highly Effective Teaching model, LIFESKILLS/7 Happy and Healthy Habits (Leader in Me) to promote positive relationships, and implementing the Common Core State Standards. At NJB, scholars are fully engaged in their thinking and demonstrate mastery of learning effectively. Our goal is to guide children to become fully participating citizens by giving them a strong academic education in a nurturing environment that recognizes diversity, promotes healthy choices, positive mindset, and embraces community involvement.

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

In addition to instruction in the core curriculum and units of study in agriculture and science, students are provided learning opportunities in our community garden, library, art and music, sports,

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

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

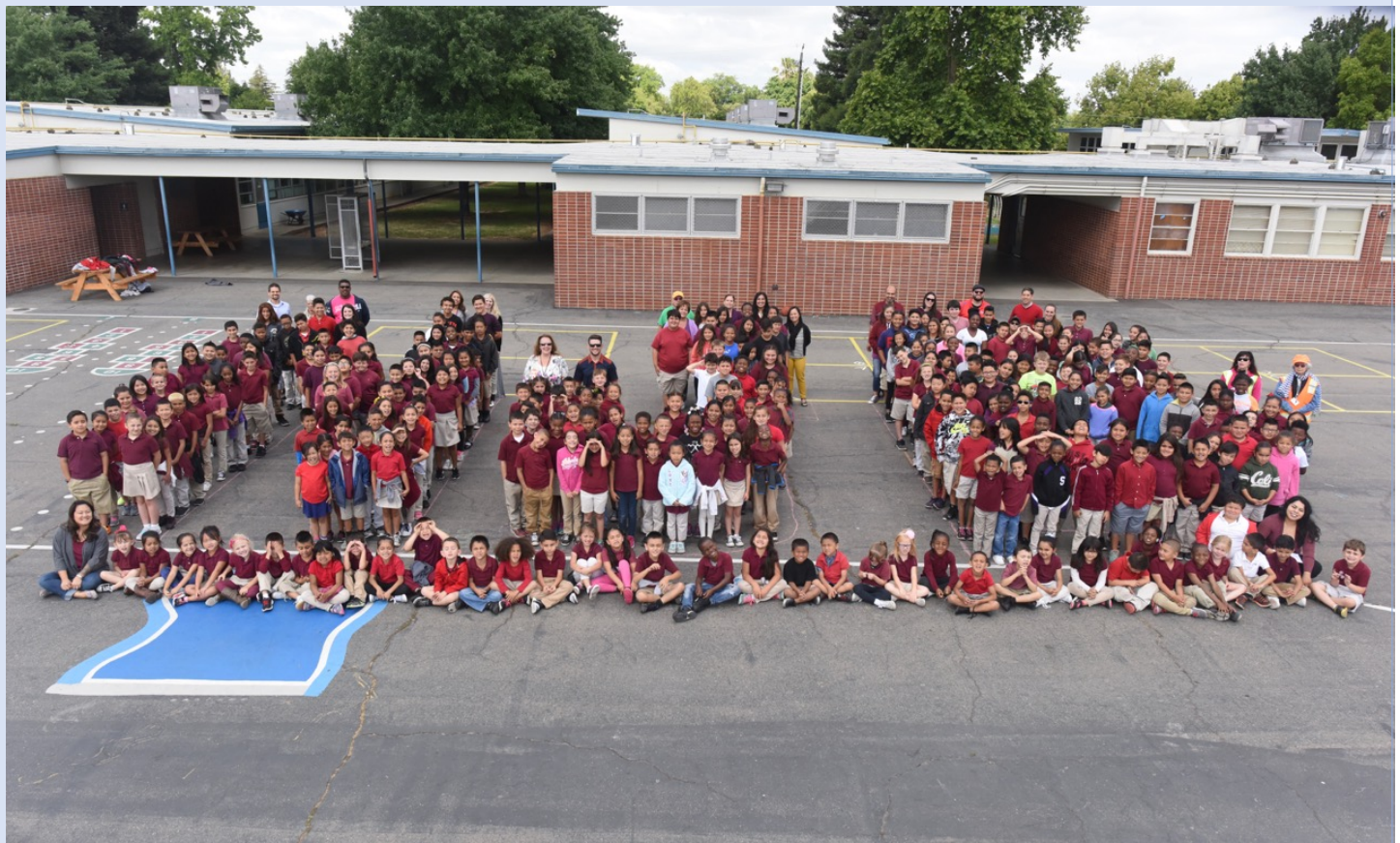
NJB also has a Steering Committee that acts as an advisory board. The Steering Committee is a school community's representative body, made up of school staff, parents/community members. The primary responsibility of the Steering Committee is to participate in the development of the (SPSA) also known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

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

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

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





## LCAP Highlights

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

NJB had several successes to be proud of:

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

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

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

85% of scholars in grades K-2 have knowledge of all letters, sounds compared to last year's data.

60% of grades 4-6 have mastery of multiplication in foundational math skills.

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

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

85% teachers trained on body/brain compatible learning and multiple intelligences, and High Quality First Instruction.

85% teachers trained on Guided Language Acquisition Development (GLAD) to support effective ELD integrated instruction.

62% of EL's had growth by moving performance bands and 7 were re-classified to English proficient from last year's data.

## Review of Performance

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

## **Greatest Progress**

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

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

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

86% of scholars in grades K-2 have knowledge of all letters, sounds compared to last year's data.

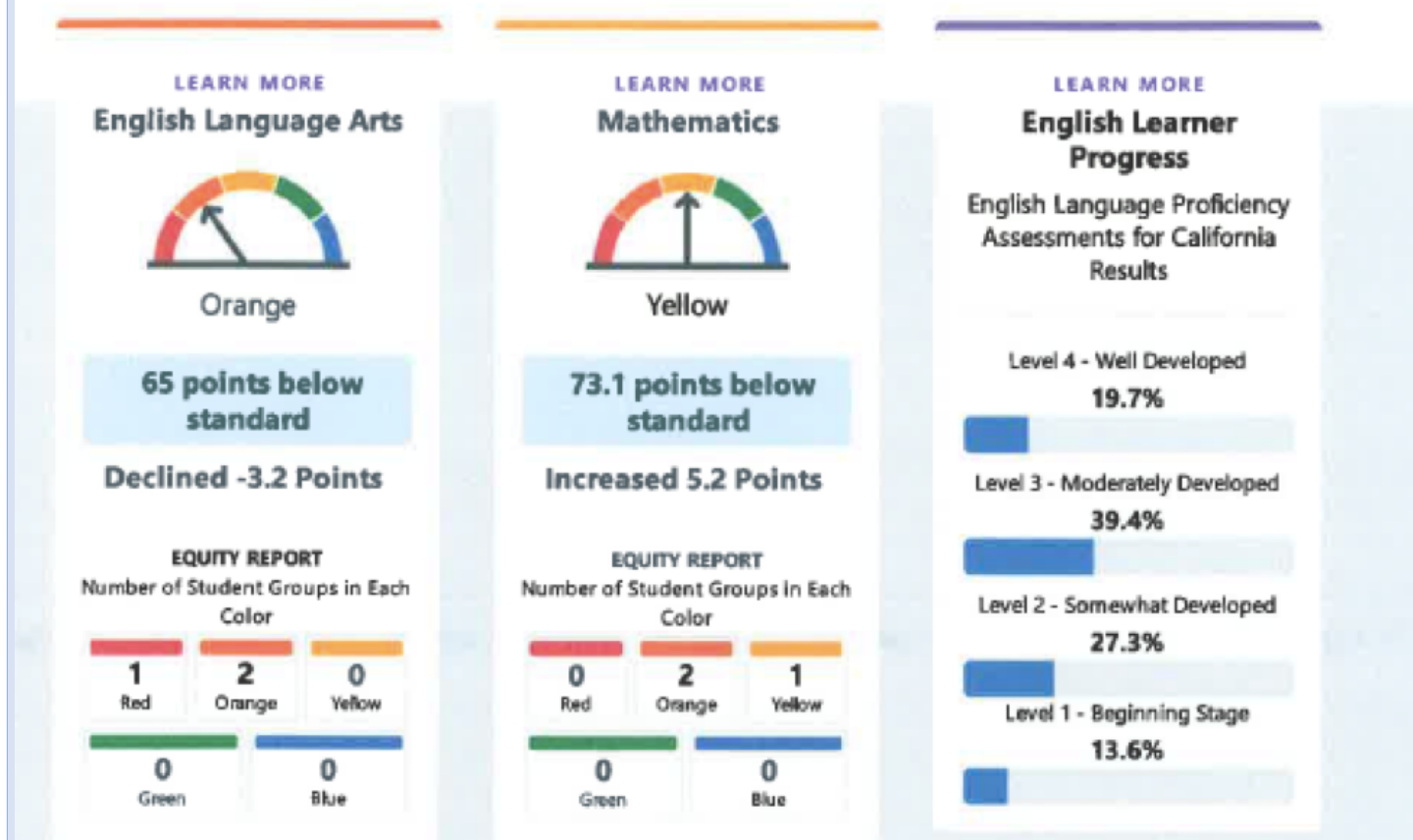
61% of grades 4-6 have mastery of multiplication in foundational math skills.

An improvement of 93.4% attendance overall for the 2018-19 year in Trimester III.

Suspensions at 3.3% overall, lower from year prior.

# Academic Performance

View Student Assessment Results and other aspects of school performance.



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

## Greatest Needs

Chronic Absenteeism Attendance rate is 18.2% which has increased 6%.  
 Overall data in Foundational Skills BPST Data shows that not all scholars mastered foundational reading skills of 40%.  
 Although there was significant growth in Math CAASPP data for 2018-19, dashboard shows that low socioeconomic disadvantaged decreased significantly -10.2, African-American -7.5 and Hispanic -5.7 points in MATH.  
 English Language Learners decreased 3.2 points.  
 Although there is growth in ELA with a 10% increase overall, ELA has decreased in growth for 2017-18 6.2% with our low socioeconomic disadvantaged scholars are performing much lower than non.



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

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# Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

## Chronic Absenteeism



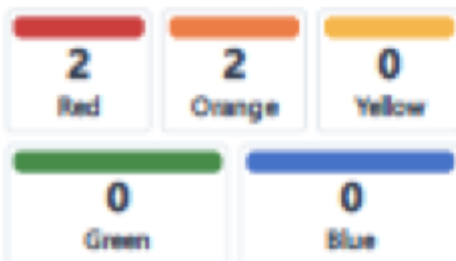
Red

**18.2% chronically  
absent**

**Increased 6%**

### EQUITY REPORT

Number of Student Groups in Each  
Color



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

**Performance Gaps**

Per the California School Dashboard, the low socio-economic student group is two or more levels below All Students. NJB plans the following to address this gap:  
By providing intervention supports in foundational skills and academic tutoring in ELA, MATH, and Writing.  
All teachers using the differentiated instructional model for a response to interventions.  
Continuing the Home Visit and Academic Parent Teacher Teams to build academic and social-emotional supports for scholars and families.  
Counselor and resources in place to assist those in need: DA, La Familia, Foster Youth Alliance.  
Use UC Davis and CSUS interns to provide services for families in need, along with district services.  
Progress monitor the effectiveness ELD strategies, curriculum, assessments, and implementation to support English Language Learners.  
Provide a solid after-school and tutoring programs, with progress monitoring and evaluation of effectiveness.

**Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

**Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

N/A

**Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

**Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 1

Create the foundation to support high quality teaching and learning.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>Common Core aligned instructional materials to support the school's agricultural theme.</p> <p>Professional Learning to implement the body-brain approach to instruction and learning.</p> <p>HET Mastery Rubric with the 10 body/brain compatible learning elements are used to measure effectiveness of all staff.</p> <p>Observations and evidence of LIFESKILLS, respect agreements, body/brain movement with mindfulness used in each classroom daily.</p> <p>Checklist of cleaning dates/rooms/tasks for overall maintenance of clean school.</p> <p>CELDT Testing and Home Language Survey for EL scholars.</p> <p>Agricultural and Civic projects presented in three Celebration of Learning events in the school year.</p>	<p>18-19 NJB Actual</p> <ol style="list-style-type: none"><li>1. Continue to maintain instructional materials.</li><li>2. There is a need for staff training to implement the school's body-brain approach to instruction and learning. Traditional professional development does not focus on this approach.</li><li>3. There is a need to train teachers and scholars about the school's body-brain approach to teaching and learning.</li><li>4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social skills of our scholars. The assumption is that students and parents don't care how much you know until they know how much you care. Reducing class size is a strategy to increase the quality of relationship between all three groups.</li><li>5. There is a need to maintain a clean, safe, and welcoming school.</li><li>6. There is a need to support English learners with effective core instruction as well as appropriate learning supports and interventions to ensure that EL's make expected progress in attaining English and in academic achievement. The 2017-18 CELDT/ELPAC identified 72 English learners out of 289 enrolled students. The English learners are primarily native Spanish speakers. There is a need to continue training all teachers on GLAD, and progress monitor the effectiveness.</li><li>7. There is a need to improve chronic absenteeism which is at 18.6%. There is a need to provide social emotional support to many NJB students and for teachers to learn and use restorative strategies to keep students in schools and turn them into scholars. In 2017-18 eight boys accounted for 16 suspensions mainly for disobedience and secondarily for committing battery on another student. Two boys had two or more suspensions. The suspension rate was 3.0% based on Education Code sections 52060 and 52066. Leader in Me program and professional development grant was awarded to NJB to build school culture and climate, support the Leader in Me (7 Habits) LIFESKILLS, and transform leadership and academics. This will support and improve our suspension data along with a new after-school program "Fathers for Families."</li></ol>



## Expected

### 18-19

Continue to maintain instructional materials.

2. There is a need for staff training to implement the school's body-brain approach to instruction and learning. Traditional professional development does not focus on this approach.
3. There is a need to train teachers and scholars about the school's body-brain approach to teaching and learning.
4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social skills of our scholars. The assumption is that students and parents don't care how much you know until they know how much you care. Reducing class size is a strategy to increase the quality of relationship between all three groups.
5. There is a need to maintain a clean, safe, and welcoming school.
6. There is a need to support English learners with effective core instruction as well as appropriate learning supports and interventions to ensure that EL's make expected progress in attaining English and in academic achievement. The 2017-18 CELDT/ELPAC identified 72 English learners out of 289 enrolled students. The English learners are primarily native Spanish speakers. There is a need to continue training all teachers on GLAD, and progress monitor the effectiveness.
7. There is a need to provide social emotional support to many NJB students and for teachers to learn and use restorative strategies to keep students in schools and turn them into scholars. In 2017-18 eight boys accounted for 16 suspensions mainly for disobedience and secondarily for committing battery on another student. Two boys had two or more suspensions. The suspension rate was 3.0% based on Education Code sections 52060 and 52066. Leader in Me program and professional development grant was awarded to NJB to build school culture and climate, support the LIFESKILLS, and transform leadership and academics. This will support and improve our suspension data along with a new afterschool program "Fathers for Families."
8. There is a need to increase annual attendance from 93.30% to 96% and to reduce the number of students who miss more than five days of school (aka chronically absent).

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

10. Each scholar individually explains orally and in writing how to plant

## Actual

8. There is a need to increase annual attendance from 93.30% to 96% and to reduce the number of students who miss more than five days of school (aka chronically absent).

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

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

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

### Baseline

2016-17: 100% of classrooms have standards aligned instructional materials.

2016-17: Staff, such as yard duty and parents participated in the body/brain compatible teaching and learning in various capacities.

2016-17: 100% of classrooms are using the body/brain compatible teaching and learning in various capacities.

LIFESKILLS, respect agreements, body/brain movement with mindfulness used in each classroom daily.

Duties of SPOM and custodian posted and reviewed for clean school. Office staff provided opportunities to provide good customer service and receive feedback.

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

After-school, academic and enrichment programs with agricultural focus established.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with 1 FTE Plant Manager and 1 FTE night custodian for clean environment		\$103,771.00 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 3.5 FTE attendance clerk who speaks Spanish to track attendance daily, call parents of absent scholars, prepare paperwork for attendance hearing, and related tasks.		\$13,999.80 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue second step to LIFESKILLS using the Leader In Me Program to support conflict resolution and restorative practices in Social-Emotional Learning. This will continue build on positive school climate, low suspension rates, and equity and access.		1000.00, and Grant Funding Grant	

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to use La Familia and UC Davis services to foster social-emotional growth and crises issues.		none	

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with 1 FTE office manager		\$85,000 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	

## Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain full-time school principal.		\$163,900.31 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000	

## Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with three yard duties each 0.438 FTE to monitor yard before school, during recesses and lunch, and after school. Typically a school the size of NJB has two yard duties.		\$22,680.00 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with 15 teachers to meet collective bargaining agreement maximum class sizes of 31 in primary and 33 in intermediate. NJBCC is a CSR school with a ratio of 22 scholars in primary and 24 in intermediate grades. This includes Spanish/English speaking resource teacher to provide additional ELD intervention to EL students, coordinate reclassification, coordinate CEDLT administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for colleagues % parents.		\$1,650,298.00 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000	

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Not recommended		n/a	

## Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
10 Staff members attend Charter HET like-minded school in Sherwood, Oregon and train with Joy Roboli		\$11,191.00 Unrestricted Fund: 09 Resource:0000 Object: 5000	

## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Not recommended			

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development on Literacy and Writing across content areas.		\$9,191.00 Unrestricted Fund: 09 Resource:0000 Object: 5000	

## Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Progress Monitoring on ELD Strategies and Supports to English Language Learners to Increase levels in CELDT and reclassify to English. GLAD Training		No Cost	

## Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to maintain academic tutoring program to improve mastery of foundational skills in ELA and Math.		\$33,604.20 0000: Unrestricted	

## Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional development on ELD strategies, home visits, data		Free to NJBCC	



inquiry, Common Core. Provide free by SCUSD or SCOE.

## Action 16

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Admission and transportation for off campus study trips to build prior knowledge to support ELA 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.		\$15,114.00 One-time grant Fund: 09 Resource:0000 Object: 5000	

## Action 17

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

## Action 18

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

## Action 19

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

## Action 20

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
ESGI software to support data capture and analysis of student work.		\$525.00 Title 1 Fund: 09 Resource:3010 Object: 5000 Title I 525.00	

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:

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

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Attendance and Suspension Data form California Dashboard and Infinite Campus Portal

Sign In Sheets from Parent Meetings and Events

Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff

Agendas of Meetings and notes posted

Actual

18-19 NJB Actual

93% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets in grades 2nd and 3rd. 90% attendance of parents in academic teacher conferences in grades 4th- 6th. 92% of parents attending for grades Kinder and 1st.

NJB maintained 90% staff participation in Parent Teacher Home Visit Program.

Parent, student and staff survey resulted in 100% agreement that the school is clean and welcoming.

## Expected

### 18-19

96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets.

Maintain 90% staff participation in Parent Teacher Home Visit Program.

Parent, student and staff survey shows 100% agreement that the school is clean and welcoming.

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

Parent survey shows 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-making process described in the charter.

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

Suspensions will be reduced.

### Baseline

Attendance and Suspension Data form California Dashboard and Infinite Campus Portal

Sign In Sheets from Parent Meetings and Events

Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff

Agendas of Meetings posted

## Actual

Bi- Weekly parent meetings with school founders and/or principal brought in an average of 14 parents each time as shown by sign-in sheets. There is a need to continue building and supporting parent engagement.

Parent survey resulted in 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-making process described in the charter. All agendas are posted on webpage, FB, and three physical spaces on the school campus.

Survey of English learners and their parents resulted in 92% agreement that the EL students are progressing.

Suspensions were reduced were reduced significantly in 2017-18 by 5.8%.

### Baseline

Attendance and Suspension Data form California Dashboard and Infinite Campus Portal

Sign In Sheets from Parent Meetings and Events

Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff

Agendas of Meetings posted

## Actions / Services

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

### Action 1

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures



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

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

## Action 2

### Planned Actions/Services

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

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

ASES Grant and Teacher Stipend for 4-H program  
\$6,493.76  
Resource: Concentration Funds 0009  
Object Code: 5000  
  
\$55,079.11  
Resource: Supplemental Funds 0007  
Object Code: 5000  
  
\$21,427.13  
Resource: Title I 3010  
Object Code: 5000  
  
\$ TBA  
Resource: Grant  
Object Code: 5000

## Action 3

### Planned Actions/Services

Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Fall 2018 Charter School Leadership Institute to

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

Registration and travel expenses  
\$00  
Resource: Grant

learn more about governance, budgeting and instruction.

Object Code: 5000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue Town Hall meetings to ensure two way communication with families regarding LCAP. Also maintain Parent Academy to meet the needs of parents and community.		Parent meeting supplies \$2000 Resource: Supplemental Funds 0009 Object Code: 5000  Translation for meetings \$ Resource Supplemental Funds 0007 Object Code 2000-3000	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

DRAFT

# Annual Update

LCAP Year Reviewed: 2018-19

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

## Goal 3

Increasing the percentage of scholars demonstrating:

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

State and/or Local Priorities addressed by this goal:

State Priorities:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Rubrics and CAASPP Data Benchmarks</p>	<p>18-19 NJB Actual</p> <p>For the 2017-18 year in ELA, NJB had a 2.2 % decrease as measured by SBAC assessment. In Math, and 5.2% increase as measured by SBAC assessment. There is a need to Increase the percent of students meeting/exceeding standards on the CAASPP.</p> <p>Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.</p>

## Expected

### 18-19

Increase the percent of students meeting/exceeding standards on the CAASPP.

Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.

Each classroom will participate in at least one social action project during the 2018-19 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives

Student surveys will show that 100% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 100% can also identify at least two colleges/universities and what they have to offer.

100% of sixth grade scholars can recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.

#### Baseline

Rubrics and CAASPP Data Benchmarks

## Actual

Each classroom participated in at least one social action project during the 2018-19 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives, in the yearly Celebration of Learning and scholar portfolios.

Student surveys resulted that 97% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 94% can also identify at least two colleges/universities and what they have to offer.

100% of sixth grade scholars recited the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.

#### Baseline

Rubrics and CAASPP Data Benchmarks

## Actions / Services

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

### Action 1

#### Planned Actions/Services

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

#### Actual Actions/Services

#### Budgeted Expenditures

No Cost

#### Estimated Actual Expenditures

### Action 2



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.		No Cost	

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights. School will have College Fridays each month for awareness.		\$500.00 0000: Unrestricted	

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a Career Day and three trimester set Celebration of Learning that showcases and provides information of opportunities in the Agricultural and Civic Services.		No Cost	

### Action 5

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

grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.  
Continue with Academic Olympic challenge to support middle school readiness.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

# Stakeholder Engagement

LCAP Year: **2019-20**

## Involvement Process for LCAP and Annual Update

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

### Steering Committee Meetings on LCAP:

Tuesday, April 5, 2019

Tuesday, May 6, 2019

Tuesday, June 06 and 20, 2019

Tuesday, June 13, 2019 Special Meeting

Tuesday, June 20, 2019 Special Meeting

### Town Halls that discussed LCAP:

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

Monday, 08/22: "Mission and Vision of School/LCAP Overview" and "LCAP Goal 1: Create the foundation to support high quality teaching and learning."

Monday, 10/24: "LCAP Goal 1 Continued: Create the foundation to support high quality teaching and learning."

No Town-Hall Meeting/Off Track in November

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

Monday, 02/27: "LCAP Goal 3: Increasing the percentage of scholars demonstrating:

- a) Mastery of state standards;
  - b) College and career orientation;
  - c) Knowledge of how American democratic institutions work; and
  - d) The ability to recite the Gettysburg Address and discuss it orally and in writing."
- "Math Focus/LCAP Overview"

Monday, 03/25: "LCAP Goal 3 Continued: Increasing the percentage of scholars demonstrating:

- a) Mastery of state standards;
- b) College and career orientation;
- c) Knowledge of how American democratic institutions work; and
- d) The ability to recite the Gettysburg Address and discuss it orally and in writing."

Monday, 05/05: "Looking Ahead 2018-19 and 19-20 LCAP Overview"

**Ad Hoc Committees:**

Instructional Lighthouse Leadership Teams: October 18, 2018, February 21, 2019, March 21, 2019, May 15, 2019

**ELAC/SSC and Parents' Meeting that discussed LCAP:**

August 8, 2018

September 2, 2018

November 28, 2018

December 5, 2018

January 9, 2019

April 14, 2019

May 5, 2019

June 12, 2019

**Staff Meetings that discussed LCAP:**

August 4, 2018

September 8, 2018

October 6, 2018

May 5, 2019

June 9, 2019

SCUSD Survey on district priorities: February 2019

NJB Survey on school priorities: April-May 2019

The data for the Annual Update was shared with the Steering Committee on: June 6 and 13, 2019. Steering Committee approval of LCAP, June 27, 2019

## **Impact on LCAP and Annual Update**

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

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

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

Feedback indicated that HET is having a positive impact, as well as i-Ready. There is a need for a stronger English Language Development Program using GLAD, and a deeper focus of CCSS aligned units of study focusing on agriculture and civic theme project based learning. A need to build foundational skills to support early literacy in reading, math and writing. There is a need for parent input and support as we continue to build the charter and it's renewal. A need for a redesigned after-school program to support the charter. Another need to support positive school culture and climate is adding the Leader In Me/Franklin Covey Grant that will provide professional development and curriculum to support LIFESKILLS.

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

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

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 1

Create the foundation to support high quality teaching and learning.

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

State Priorities:

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

Local Priorities:

### Identified Need:

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

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Common Core aligned instructional materials to support the school's agricultural theme.	2016-17: 100% of classrooms have standards aligned instructional materials.	Continue to maintain instructional materials.  2. There is a need for staff training to implement the school's	Continue to maintain instructional materials.  2. There is a need for staff training to implement the school's	Continue to maintain instructional materials.  2. There is a need for staff and scholar training to implement the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Professional Learning to implement the body-brain approach to instruction and learning.</p> <p>HET Mastery Rubric with the 10 body/brain compatible learning elements are used to measure effectiveness of all staff.</p> <p>Observations and evidence of LIFESKILLS, respect agreements, body/brain movement with mindfulness used in each classroom daily.</p> <p>Checklist of cleaning dates/rooms/tasks for overall maintenance of clean school.</p> <p>CELDT Testing and Home Language Survey for EL scholars.</p> <p>Agricultural and Civic projects presented in three Celebration of Learning events in the school year.</p>	<p>2016-17: Staff, such as yard duty and parents participated in the body/brain compatible teaching and learning in various capacities.</p> <p>2016-17: 100% of classrooms are using the body/brain compatible teaching and learning in various capacities.</p> <p>LIFESKILLS, respect agreements, body/brain movement with mindfulness used in each classroom daily.</p> <p>Duties of SPOM and custodian posted and reviewed for clean school. Office staff provided opportunities to provide good customer service and receive feedback.</p> <p>Training of Trailblazers ELD development for some teachers. Body/brain compatible teaching and academic conversations for ELD scholars.</p>	<p>body-brain approach to instruction and learning. Traditional professional development does not focus on this approach.</p> <p>3. There is a need to train teachers and scholars about the school's body-brain approach to teaching and learning.</p> <p>4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social skills of our scholars. The assumption is that students and parents don't care how much you know until they know how much you care. Reducing class size is a strategy to increase the quality of relationship between all three groups.</p> <p>5. There is a need to maintain a clean, safe, and welcoming school.</p>	<p>body-brain approach to instruction and learning. Traditional professional development does not focus on this approach.</p> <p>3. There is a need to train teachers and scholars about the school's body-brain approach to teaching and learning.</p> <p>4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social skills of our scholars. The assumption is that students and parents don't care how much you know until they know how much you care. Reducing class size is a strategy to increase the quality of relationship between all three groups.</p> <p>5. There is a need to maintain a clean, safe, and welcoming school.</p>	<p>school's body-brain approach to instruction and learning. Traditional professional development does not focus on this approach.</p> <p>3. There is a need to focus on the foundational skills in Reading, Math, and Writing.</p> <p>4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social skills of our scholars. The assumption is that students and parents don't care how much you know until they know how much you care. Reducing class size is a strategy to increase the quality of relationship between all three groups.</p> <p>5. There is a need to maintain a clean, safe, and welcoming school.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Afterschool, academic and enrichment programs with agricultural focus established.	<p>6. There is a need to support English learners with effective core instruction as well as appropriate learning supports and interventions to ensure that EL's make expected progress in attaining English and in academic achievement. The 2015-16 CELDT identified 78 English learners out of 250 enrolled students. The English learners are primarily native Spanish speakers.</p> <p>7. There is a need to provide social emotional support to many NJB students and for teachers to learn and use restorative strategies to keep students in schools and turn them into scholars. In 2014-15 nine boys accounted for 22 suspensions mainly for disobedience and secondarily for committing battery on another student. Three boys had four or more suspensions. The</p>	<p>6. There is a need to support English learners with effective core instruction as well as appropriate learning supports and interventions to ensure that EL's make expected progress in attaining English and in academic achievement. The 2017-18 CELDT/ELPAC identified 72 English learners out of 289 enrolled students. The English learners are primarily native Spanish speakers. There is a need to continue training all teachers on GLAD, and progress monitor the effectiveness.</p> <p>7. There is a need to provide social emotional support to many NJB students and for teachers to learn and use restorative strategies to keep students in schools and turn them into scholars. In 2017-18 eight boys accounted for 16 suspensions mainly for disobedience and</p>	<p>6. There is a need to support English learners with effective core instruction as well as appropriate learning supports and interventions to ensure that EL's make expected progress in attaining English and in academic achievement. The 2018-19 CELDT/ELPAC identified 72 English learners out of 289 enrolled students. The English learners are primarily native Spanish speakers. There is a need to continue training all teachers on GLAD, and progress monitor the effectiveness.</p> <p>7. There is a need to provide social emotional support to many NJB students and for teachers to learn and use restorative strategies to keep students in schools and turn them into scholars. In 2017-18 eight boys accounted for 16 suspensions mainly for disobedience and</p>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>suspension rate was 3.58% based on Education Code sections 52060 and 52066. Leader in Me program and professional development grant was awarded to NJB to build school culture and climate, support the LIFESKILLS, and transform leadership and academics. This will support and improve our suspension data along with a new afterschool program "Fathers for Families."</p> <p>8. There is a need to increase annual attendance from 94.30% and to reduce the number of students who miss more than five days of school (aka chronically absent).</p> <p>9. Each scholar plants, raises, and harvests a crop. Complexity is grade-level dependent.</p> <p>10. Each scholar individually explains orally and in writing how</p>	<p>secondarily for committing battery on another student. Two boys had two or more suspensions. The suspension rate was 3.0% based on Education Code sections 52060 and 52066. Leader in Me program and professional development grant was awarded to NJB to build school culture and climate, support the LIFESKILLS, and transform leadership and academics. This will support and improve our suspension data along with a new afterschool program "Fathers for Families."</p> <p>8. There is a need to increase annual attendance from 93.30% to 96% and to reduce the number of students who miss more than five days of school (aka chronically absent).</p> <p>9. Each scholar plants, raises, and harvests a</p>	<p>secondarily for committing battery on another student. Two boys had two or more suspensions. The suspension rate was 3.0% based on Education Code sections 52060 and 52066. Leader in Me program and professional development grant was awarded to NJB to build school culture and climate, support the LIFESKILLS, and transform leadership and academics. This will support and improve our suspension data along with a new afterschool program "Fathers for Families."</p> <p>8. There is a need to increase annual attendance from 94.30% to 96% and to reduce the number of students who miss more than five days of school (aka chronically absent).</p> <p>9. Each scholar plants, raises, and harvests a</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>to plant, raise, harvest, and market produce. Comprehensiveness is grade-level dependent, but correctness and completeness is required regardless of grade-level.</p> <p>11. Each scholar in a team develops a portion of the school's community garden and creates a project related to agriculture and water conservation.</p>	<p>crop. Complexity is grade-level dependent.</p> <p>10. Each scholar individually explains orally and in writing how to plant, raise, harvest, and market produce. Comprehensiveness is grade-level dependent, but correctness and completeness is required regardless of grade-level.</p> <p>11. Each scholar in a team develops a portion of the school's community farm and creates a project related to agriculture and water conservation.</p>	<p>crop. Complexity is grade-level dependent.</p> <p>10. Each scholar individually explains orally and in writing how to plant, raise, harvest, and market produce. Comprehensiveness is grade-level dependent, but correctness and completeness is required regardless of grade-level.</p> <p>11. Each scholar in a team develops a portion of the school's community farm and creates a project related to agriculture and water conservation.</p>

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

#### Location(s):

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

All  
[Add Students to be Served selection here]

Specific Schools: New Joseph Bonnheim Community Charter  
[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

Specific Schools: New Joseph Bonnheim  
[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

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

Modified Action  
Unchanged Action

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

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget Reference	\$103,771.00 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	\$103,771.00 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	

**Action 2**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income**Scope of Services:**

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

LEA-wide

**Location(s):**

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

Specific Schools: New Joseph Bonnheim

**Actions/Services**

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

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Budget

Reference

\$19,309.84  
Unrestricted  
Fund: 09  
Resource:0000  
Object: 2000 & 3000\$13,999.80  
Unrestricted  
Fund: 09  
Resource:0000  
Object: 2000 & 3000**Action 3**

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

**Students to be Served:**

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

All

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

Specific Schools: New Joseph Bonnheim

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

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

## Action 4

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

### Students to be Served:

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

All

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

Specific Schools: New Joseph Bonnheim

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

## Budgeted Expenditures

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

## Action 5

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

**Students to be Served:**

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

All

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

Specific Schools: New Joseph Bonnheim

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

2017-18 Actions/Services

Continue with 1 FTE office manager

2018-19 Actions/Services

Continue with 1 FTE office manager

2019-20 Actions/Services

Continue with 1 FTE office manager

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Budget

Reference

\$77,037

Unrestricted

Fund: 09

Resource:0000

Object: 2000 &amp; 3000

\$85,000

Unrestricted

Fund: 09

Resource:0000

Object: 2000 &amp; 3000

**Action 6**

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

**Students to be Served:**

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

All

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

Specific Schools: New Joseph Bonnheim

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

2017-18 Actions/Services

Maintain full-time school principal.

2018-19 Actions/Services

Maintain full-time school principal.

2019-20 Actions/Services

Maintain full-time school principal.

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Budget

Reference

\$147,866.40

Unrestricted

Fund: 09

Resource:0000

Object: 1000 &amp; 3000

\$163,900.31

Unrestricted

Fund: 09

Resource:0000

Object: 1000 &amp; 3000

**Action 7**

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



**Students to be Served:**

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

All

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

Specific Schools: New Joseph Bonnheim  
[Add Location(s) selection here]**Actions/Services**Select from New, Modified, or Unchanged  
for 2017-18

Unchanged Action

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

Unchanged Action

Select from New, Modified, or Unchanged  
for 2019-20**2017-18 Actions/Services**Continue with three yard duties each  
0.438 FTE to monitor yard before school,  
during recesses and lunch, and after  
school. Typically a school the size of NJB  
has two yard duties.**2018-19 Actions/Services**Continue with three yard duties each  
0.438 FTE to monitor yard before school,  
during recesses and lunch, and after  
school. Typically a school the size of NJB  
has two yard duties.**2019-20 Actions/Services**Continue with three yard duties each  
0.438 FTE to monitor yard before school,  
during recesses and lunch, and after  
school. Typically a school the size of NJB  
has two yard duties.**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Budget

Reference

\$42,286.06  
Unrestricted  
Fund: 09  
Resource:0000  
Object: 2000 & 3000\$22,680.00  
Unrestricted  
Fund: 09  
Resource:0000  
Object: 2000 & 3000

## Action 8

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

### Students to be Served:

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

All

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

Specific Schools: New Joseph Bonnheim

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Unchanged Action

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

### 2017-18 Actions/Services

Continue with 14 teachers to meet collective bargaining agreement maximum class sizes of 31 in primary and 33 in intermediate. NJBCC is a CSR school with a ratio of 22 scholars in primary and 24 in intermediate grades. This includes Spanish/English speaking resource teacher to provide additional ELD intervention to EL students, coordinate reclassification, coordinate CEDLT administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for colleagues % parents.

### 2018-19 Actions/Services

Continue with 15 teachers to meet collective bargaining agreement maximum class sizes of 31 in primary and 33 in intermediate. NJBCC is a CSR school with a ratio of 22 scholars in primary and 24 in intermediate grades. This includes Spanish/English speaking resource teacher to provide additional ELD intervention to EL students, coordinate reclassification, coordinate CEDLT administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for colleagues % parents.

### 2019-20 Actions/Services

Continue with 15 teachers to meet collective bargaining agreement maximum class sizes of 31 in primary and 33 in intermediate. NJBCC is a CSR school with a ratio of 22 scholars in primary and 24 in intermediate grades. This includes Spanish/English speaking resource teacher to provide additional ELD intervention to EL students, coordinate reclassification, coordinate CEDLT administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for colleagues % parents.

## Budgeted Expenditures

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

## Action 9

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

English Learners  
Foster Youth  
Low Income

### Scope of Services:

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

### Location(s):

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

## Actions/Services

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

2017-18 Actions/Services

Maintain two-week intersession programs to scholars in November 2017 and March 2018. Focus on scholars who need additional support. Funding shown here is for staff.

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

2018-19 Actions/Services

Not recommended

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

2019-20 Actions/Services

Not recommended

## Budgeted Expenditures

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

## Action 10

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

### Students to be Served:

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

### Location(s):

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

All

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

## Actions/Services

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

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

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

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

## Budgeted Expenditures

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

## Action 11

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

### Students to be Served:

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

### Location(s):

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

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

## Actions/Services

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

Not recommended

2019-20 Actions/Services

## Budgeted Expenditures

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

## Action 12

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

Specific Schools: New Joseph Bonnheim

## Actions/Services

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

2017-18 Actions/Services

Professional Development on Literacy and Writing across content areas.

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

2018-19 Actions/Services

Professional Development on Literacy and Writing across content areas.

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

2019-20 Actions/Services

Professional Development on Literacy and Writing across content areas.

## Budgeted Expenditures

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

### Action 13

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

English Learners

#### Scope of Services:

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

#### Location(s):

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

Specific Schools: New Joseph Bonnheim

### Actions/Services

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

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

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

### Budgeted Expenditures

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

## Action 14

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

### Students to be Served:

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

### Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

### Scope of Services:

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

### Location(s):

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

English Learners  
Foster Youth  
Low Income

Specific Schools: New Joseph Bonnheim

## Actions/Services

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

## Budgeted Expenditures

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

## Action 15



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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

Specific Schools: New Joseph Bonnheim

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

Budget

Reference

Free to NJBCC

Free to NJBCC

**Action 16**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

Specific Schools: New Joseph Bonnheim

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

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

**Action 17**

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

Specific Schools: New Joseph Bonnheim

**Actions/Services**

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

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

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

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

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

**Action 18**

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

Specific Schools: New Joseph Bonnheim**Actions/Services**

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

## 2017-18 Actions/Services

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

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

## 2018-19 Actions/Services

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

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

## 2019-20 Actions/Services

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

**Budgeted Expenditures**

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

**Action 19**

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

**Students to be Served:**

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

[Add Students to be Served selection here]**Location(s):**

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

[Add Location(s) selection here]**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

Specific Schools: New Joseph Bonnheim**Actions/Services**

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

## 2017-18 Actions/Services

Books and instructional materials for all grades.

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

## 2018-19 Actions/Services

Books and instructional materials for all grades.

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

## 2019-20 Actions/Services

Books and instructional materials for all grades.**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Budget  
Reference\$44,000  
Restricted Lottery  
Fund: 09  
Resource:6300  
Object: 4000\$44,000  
Restricted Lottery  
Fund: 09  
Resource:6300  
Object: 4000**Action 20**

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

**Students to be Served:**

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

[Add Students to be Served selection here]**Location(s):**

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

[Add Location(s) selection here]**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

Specific Schools: New Joseph Bonnheim

## Actions/Services

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

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

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

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

## Budgeted Expenditures

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

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 2

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

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

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

Local Priorities:

### Identified Need:

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

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

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

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

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance and Suspension Data form California Dashboard and Infinite Campus Portal	Attendance and Suspension Data form California Dashboard and Infinite Campus Portal	96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets.	96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets.	96% attendance by parents at Academic Parent Teacher Team conferences as shown by sign in sheets.
Sign In Sheets from Parent Meetings and Events	Sign In Sheets from Parent Meetings and Events	Maintain 90% staff participation in Parent Teacher Home Visit Program.	Maintain 90% staff participation in Parent Teacher Home Visit Program.	Maintain 90% staff participation in Parent Teacher Home Visit Program.
Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff	Meetings scheduled and placed on Master Calendar and communicated various ways to families and staff	Parent, student and staff survey shows 100% agreement that the school is clean and welcoming.	Parent, student and staff survey shows 100% agreement that the school is clean and welcoming.	Parent, student and staff survey shows 100% agreement that the school is clean and welcoming.
Agendas of Meetings and notes posted	Agendas of Meetings posted	Weekly parent meetings with school founders and/or principal will draw at least 12 parents each time as shown by sign-in sheets  Parent survey shows 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-making process described in the charter.	Weekly parent meetings with school founders and/or principal will draw at least 12 parents each time as shown by sign-in sheets  Parent survey shows 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-making process described in the charter.	Bi-Weekly parent meetings with school founders and/or principal will draw at least 12 parents each time as shown by sign-in sheets.  Parent survey shows 100% agreement that parents know when, where and how to participate in the Steering Committee process. The Steering Committee is the school's decision-



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

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

Specific Schools: New Joseph Bonnheim  
[Add Location(s) selection here]

### Actions/Services

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

**Budgeted Expenditures**

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

**Action 2**

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

**Students to be Served:**

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

All

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

Specific Schools: New Joseph Bonnheim  
[Add Location(s) selection here]

## Actions/Services

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

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

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

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	<p>ASES Grant and Teacher Stipend for 4-H program \$6,493.76 Resource: Concentration Funds 0009 Object Code: 5000</p> <p>\$55,079.11 Resource: Supplemental Funds 0007 Object Code: 5000</p> <p>\$21,427.13 Resource: Title I 3010 Object Code: 5000</p> <p>\$ TBA Resource: Grant Object Code: 5000</p>	<p>ASES Grant and Teacher Stipend for 4-H program \$6,493.76 Resource: Concentration Funds 0009 Object Code: 5000</p> <p>\$55,079.11 Resource: Supplemental Funds 0007 Object Code: 5000</p> <p>\$21,427.13 Resource: Title I 3010 Object Code: 5000</p> <p>\$ TBA Resource: Grant Object Code: 5000</p>	

## Action 3

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

**Students to be Served:**

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

All

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

Specific Schools: New Joseph Bonnheim  
[Add Location(s) selection here]**Actions/Services**Select from New, Modified, or Unchanged  
for 2017-18

2017-18 Actions/Services

Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring 2017 Charter School Leadership Institute to learn more about governance, budgeting and instruction.

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20

Budget

Reference

Registration and travel expenses  
\$13,100.33  
Resource: Grant  
Object Code: 5000Registration and travel expenses  
\$00  
Resource: Grant  
Object Code: 5000**Action 4**

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

**Students to be Served:**

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

All

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

Specific Schools: New Joseph Bonnheim  
[Add Location(s) selection here]**Actions/Services**Select from New, Modified, or Unchanged  
for 2017-18

2017-18 Actions/Services

Continue Town Hall meetings to ensure  
two way communication with families.Select from New, Modified, or Unchanged  
for 2018-19

2018-19 Actions/Services

Continue Town Hall meetings to ensure  
two way communication with families  
regarding LCAP. Also maintain Parent  
Academy to meet the needs of parents  
and community.Select from New, Modified, or Unchanged  
for 2019-20

2019-20 Actions/Services

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

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

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 3

Increasing the percentage of scholars demonstrating:

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

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

State Priorities:

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

Local Priorities:

### Identified Need:

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

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

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

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rubrics and CAASPP Data Benchmarks	Rubrics and CAASPP Data Benchmarks	<p>Increase the percent of students meeting/exceeding standards on the CAASPP.</p> <p>Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.</p> <p>Each classroom will participate in at least one social action project during the 2017-18 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives</p> <p>Student surveys will show that 100% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 100% can also identify at least two colleges/universities and what they have to offer.</p>	<p>Increase the percent of students meeting/exceeding standards on the CAASPP.</p> <p>Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.</p> <p>Each classroom will participate in at least one social action project during the 2018-19 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives</p> <p>Student surveys will show that 100% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 100% can also identify at least two colleges/universities and what they have to offer.</p>	<p>Increase the percent of students meeting/exceeding standards on the CAASPP.</p> <p>Achieve proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.</p> <p>Each classroom will participate in at least one social action project during the 2019-20 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives</p> <p>Student surveys will show that 100% of 4th, 5th and 6th graders see college as a possible option for life after high school graduation. 100% can also identify at least two colleges/universities and what they have to offer.</p>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		100% of sixth grade scholars can recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.	100% of sixth grade scholars can recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.	100% of sixth grade scholars can recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

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

All

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

Specific Schools: New Joseph Bonnheim  
[Add Location(s) selection here]

### Actions/Services

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

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

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

Unchanged Action	Unchanged Action	
------------------	------------------	--

#### 2017-18 Actions/Services

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

#### 2018-19 Actions/Services

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

#### 2019-20 Actions/Services

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

#### Budgeted Expenditures

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

#### Action 2

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

##### Students to be Served:

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

All  
[Add Students to be Served selection here]

##### Location(s):

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

[Add Location(s) selection here]

OR

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

##### Students to be Served:

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

[Add Students to be Served selection here]

##### Scope of Services:

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

[Add Scope of Services selection here]

##### Location(s):

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

Specific Schools: New Joseph Bonnheim  
[Add Location(s) selection here]

#### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

### 2017-18 Actions/Services

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

### 2018-19 Actions/Services

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

### 2019-20 Actions/Services

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

### Budgeted Expenditures

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

### Action 3

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

#### Students to be Served:

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

All

[Add Students to be Served selection here]

#### Location(s):

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

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

Specific Schools: New Joseph Bonnheim  
[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

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

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

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

## Budgeted Expenditures

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

## Action 4

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

### Students to be Served:

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

All  
[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

Specific Schools: New Joseph Bonnheim  
[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

2019-20 Actions/Services

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

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

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

### Budgeted Expenditures

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

### Action 5

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

#### Students to be Served:

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

#### Location(s):

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

All

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

#### Students to be Served:

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

#### Scope of Services:

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

#### Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

Specific Schools: New Joseph Bonnheim  
[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

2017-18 Actions/Services

Provide lessons, texts, resources and tasks on the history of the Civil War and its

2018-19 Actions/Services

Provide lessons, texts, resources and tasks on the history of the Civil War and its

2019-20 Actions/Services

Provide lessons, texts, resources and tasks on the history of the Civil War and its

impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words.

impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. Continue with Academic Olympic challenge to support middle school readiness.

impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. Continue with Academic Olympic challenge to support middle school readiness.

### Budgeted Expenditures

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

# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

New Goal

## Goal 4

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

State Priorities:

Local Priorities:

### Identified Need:

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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## Planned Actions / Services

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

### Action 1

OR

### Actions/Services

### Budgeted Expenditures

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# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$

Percentage to Increase or Improve Services

%

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

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

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$574,776.00

Percentage to Increase or Improve Services

26.6%

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

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

Minumum portionality services

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$574,776	26.6%

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

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

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

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

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

Diagnostic and intervention capability was improved with the use of i-Ready, a program that is customized for each scholar's needs. The on-campus farm was expanded to add capacity to the agriculture-themed units.

GLAD Training was utilized and implemented to support ELD instruction.

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