

New Joseph Bonnheim (NJB) Community Charter School #1690

Opened September 2014

Request for renewal of the charter to continue operating between
July 1, 2019 to June 30, 2024 (5-year renewal)

A dependent charter school petition
submitted by parents, teachers, staff members, and community members
to
The Sacramento City Unified School District Board of Education
for consideration

January 22, 2019



Lead petitioner:

Christie Wells Artman, Principal

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Forward

Keeping an Eye on the Prize

Five years ago, Lisa Romero, the parent of two students who attended Joseph Bonnheim Elementary School before it closed at the end of the 2012-13 school year, started a movement that led to her children's school re-opening in 2014-15 as the New Joseph Bonnheim (NJB) Community Charter School. Her co-petitioners at the time included Art Aleman, a resident in the Bonnheim neighborhood, whose grand-daughter attended the school before the closure, and Michael Madden, a parent of two students who attended a neighboring elementary school. They worked with three professional educators to develop the original NJB Charter: Susan Kovalik, internationally renowned advocate for body-brain compatible education, Ellie Boyce, a retired special education teacher, and Dennis Mah, a retired charter school principal.

During the past four years, NJB successfully opened, created an agricultural-based curriculum with a small on-campus farm (including chickens), established a 4-H program, started practicing schoolwide the seven habits of effective people through the *Leader in Me* program from the Franklin Covey Institute, instituted an after-school program, and refined the role of parents and staff in operating the school.

In regard to the latter, Tim Nelson, from the 3rd District PTA attended the December 4, 2018 Steering Committee meeting and praised the parents and staff for their deep level of discussion on issues and their participation in the school's governance. Often times, school committees become a rubber stamp for administrative decisions. He did not find this to be the case at NJB.

Now, five years later, the current group of petitioners has grown from the original three to include the many staff, parents, and scholars who joined NJB after its initial approval in the spring of 2014. As such, the proposed charter renewal represents a renewed commitment by the current broader-based group to continue the focus, as describe in the original charter, on:

creating an extraordinary school that educates high performing scholars. We use the term scholar to describe students who choose to come to school regularly, do their personal best, and use what they learn to think beyond the obvious. Not all students choose to be scholars. At the NJB, however, students will want to be scholars. At NJB we are creating a program that uses the agricultural resources close at hand, here in the heart of California, as a means to teach academic, social, and civic skills. (Page 4 of 155)

Though one of the original charter goals, of re-opening the school has been accomplished, the educational goal of academic mastery for each student has not yet been reached and thus becomes the main problem that the current charter team sets out to solve during the next five years as a dependent charter school. We will call it "Solving Our Big Problem" (SOBP). If America can send astronauts to the moon and back, we can surely teach scholars at NJB to master state educational standards and teach them to think beyond the obvious.

During the 2016-17 and 2017-18 CAASPP testing cycles, NJB ranked approximately 33 and 39 respectively in ELA and Math, among the district's 59 traditional and charter authorized schools with 3rd-6th graders. We are not satisfied with the results. NJB ranked second in ELA and math growth among the five elementary schools in the four adjacent geographical attendance areas. As a charter school, NJB does not have its own attendance area within the district. There is no consolation in even this comparison with nearby schools.

As described in the body of the charter, we will use a continuous improvement model that relies on data to reduce the variation of outcome between scholars and as a result the variation between classrooms. Our model is one described by W. Edwards Deming's Continuous Improvement Process (CIP). A key assumption in the Continuous Improvement Process is that 95% of an organization's problems can be traced to faulty routines and processes in the system and 5% to the people who are members of the organization. According to Deming's principles of management, an organization must always focus on quality. He saw quality as pride in

workmanship and taking joy in one's work. Quality results from continuous improvement.
http://en.wikipedia.org/wiki/W._Edwards_Deming

Deming's ideas on continuous improvement can also be found in Article 24 of the SCTA-SCUSD Collective Bargaining Agreement (CAB). We believe adherence to the continuous improvement process and adherence to the CAB process for improving instruction will be keys to solving the problem represented by low academic achievement at NJB and many other schools in SCUSD. As a dependent charter school, with control over curriculum and instruction and over budgeting provides NJB flexibility in "Solving Our Big Problem."

In renewing the charter, we begin by accepting Our Big Problem as ours to solve. As Habit 1 and Habit 2 from the 7 Habits remind us:

Habit 1: Be Proactive. Proactive people don't blame genetics, circumstances, conditions, or conditioning for their behavior. They know they choose their behavior.

Habit 2: Begin with the end in mind.

Petition Requirement Checklist

Requirements Prior to Petition Submission Checklist

- ✓ Charter Department meeting
 - At least 30 days prior to petition submission.
- ✓ Letter of Petition Intent - signed
 - Due at a Board meeting during Public Comment at least 1 week before petition submission.
 - 8 copies for Board members
 - 1 copy for Superintendent
 - 1 copy for Charter Department (Email the day before Public Comment)
- ✓ Petitioner Assurances and Disclosures - signed
 - Due at a Board meeting during Public Comment at least 1 week before petition submission.
 - 8 copies for Board members
 - 1 copy for Superintendent
 - 1 copy for Charter Department (Email the day before Public Comment)
- ✓ Public Comment at a Board meeting at least 1 week before petition submission to state intention to submit a petition

Christie Wells-Artman Christie Wells-Artman 1/10/2019
Name Signature Date

New Joseph Benheim
Charter School Name

Letter of Petition Intent

Letter of Petition Intent: Renewal

To: Sacramento City Unified School District Board of Education

From: Christie Wells-Artman

Date: November 26, 2018

It is the intent of New Joseph Bonnheim Community Charter to submit a renewal charter petition on January 22, 2019. ~~The current charter~~ petition expires on June 30, 2019.

New Joseph Bonnheim Community Charter seeks to be renewed as a classroom based charter school serving grades K-6th with an anticipated year one enrollment of 300 students and an anticipated year five enrollment of 320 students.

New Joseph Bonnheim Community Charter seeks to be located at its current address at 7300 Marin Avenue, Sacramento, CA on district owned property.

New Joseph Bonnheim Community Charter is not operated by a 501 (c) (3) non-profit organization that seeks to be direct funded or locally funded.

It is the intention of New Joseph Bonnheim Community Charter to utilize Sacramento City Unified School District for Special Education services.

New Joseph Bonnheim Community Charter is also submitting the attached Petitioner Assurances and Disclosures at this time.

Thank you,


Christie Wells-Artman, Principal

cc: Charter Department

Petitioner Assurances and Disclosures

Petitioner Assurances and Disclosures: Initial

- ☒ Yes ☐ No Petitioner has read and understands the Petitioner Requirements as available on the District's website.
- ☒ Yes ☐ No Petitioner has read and understands the Board Policies and Administrative Regulations regarding charter school matters as available on the District's website.
- ☒ Yes ☐ No Petitioner has met with the Charter Department at least 30 days prior to the anticipated petition submission date.
- ☒ Yes ☐ No Petitioner assures that the same or similar petition has not been submitted to another authorizer within the last 60 days.
- ☒ Yes ☐ No Petitioner will notify SCUSD if the same or similar petition is submitted to another authorizer within 7 days of that petition's submission date.
- ☒ Yes ☐ No Petitioner assures that all ADA and revenues generated by the school will be spent for the respective school.
- ☒ Yes ☐ No Petitioner understands that, until negotiated MOUs have been signed by the Petitioner and approved by the SCUSD Board, District staff will not participate in the charter school's application to the California Department of Education to obtain a charter school number and funding. (Independents only).
- ☒ Yes ☐ No Petitioner will not operate, manage or govern the charter school through a non-profit corporation that has a sole statutory member.
- N/A Petitioner deems a material amendment to the corporate bylaws of the non-profit corporation that operates or manages the charter school to be a material amendment to the charter petition. (An example of a material amendment to the corporate bylaws includes, but is not limited to, the appointment of a sole statutory member.)
- ☒ Yes ☐ No Petitioner will follow the Petition Submission Requirements.
- ☒ Yes ☐ No Petitioner is authorized to mutually agree with SCUSD for extensions up to 30 days for Board vote on the petition.
- ☒ Yes ☐ No Petitioner is submitting a signed Letter of Petition Intent with this form.


 Name


 Signature

 11/26/2018
 Date


 Charter School Name

Assurances - General

Assurances-General

- ☒ Yes ___ No Petitioner will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ed. Code §47605(c)(1)] <E1-3>
- ☒ Yes ___ No Petitioner will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 1 of the Government Code. [Ed. Code §47605(b)(5)(O)] <Impact>
- ☒ Yes ___ No Petitioner will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ed. Code §47605(d)(1)] <Lead>
- ☒ Yes ___ No Petitioner will not charge tuition. [Ed. Code §47605(d)(1)] <E9 and Lead>
- ☒ Yes ___ No Petitioner will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be given equal chance of admission through a random lottery process. [Ed. Code §47605(d)(2)(B)] <E8>
- ☒ Yes ___ No Petitioner will not discriminate against any student on the basis of ethnic background, national origin, gender, or disability. [Ed. Code §47605(d)(1)] <E8>
- ☒ Yes ___ No Petitioner will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it. <E1>
- ☒ Yes ___ No Petitioner will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. <E5>
- ☒ Yes ___ No Petitioner will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. Ed. Code §47605(i) <E5>
- ☒ Yes ___ No Petitioner will at all times maintain all necessary and appropriate insurance coverage. <Impact>
- ☒ Yes ___ No Petitioner will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school. <Lead>
- ☒ Yes ___ No Petitioner will ensure that admission will not be determined according to the pupil or parent or guardian's place of residence within this state, except in cases when an existing public school converts partially or entirely to a charter school (these schools must give admission preference to pupils who reside within the school's former attendance area). [Ed. Code § 47605(d)(1)] <E8>

- ☒ Yes ___ No Petitioner will ensure if a pupil subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year, the charter school must notify the superintendent of the school district of the pupil's last known address within 30 days, and must, upon request, provide that school district with a copy of the pupil's cumulative record, including a transcript or report card and health info. [Ed. Code §47605(d)(3)] <Lead>
- ☒ Yes ___ No Petitioner will not charge fees or other mandatory payments for attendance at the charter school or for participation in programs that are required for students. <E9 and Lead>
- ☒ Yes ___ No Petitioner will not discriminate on the basis of the characteristics included in Ed. Code §220, including but not limited to race, color, creed, sex, sexual orientation, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. <All>
- ☒ Yes ___ No Petitioner will consult on a regular basis with parents, guardians, and teachers regarding its educational programs. [Ed. Code §47605(c)(2)] <E1 – LCAP>
- ☒ Yes ___ No Petitioner will offer, at a minimum, the number of minutes of instruction per grade level as required by Ed. Code §47605.5(a)(1)(A)-(D). <E1>
- ☒ Yes ___ No Petitioner will offer at least the minimum amount of instructional time at each grade level as required by law, and comply with Title 5, California Code of Regulations, section 11960 (b) with respect to the legally required minimum school days. <E1>
- ☒ Yes ___ No Petitioner will maintain written contemporaneous records that document all pupil attendance and make these records available for audit and inspection. [Ed. Code §47612.5(a)(2)] <E9 and Lead>
- ☒ Yes ___ No Petitioner will obtain, keep current, and make available for inspection all necessary permits, licenses, and certifications related to fire, health, and safety on school property. <E6>
- ☒ Yes ___ No Petitioner will obtain, keep current, and make available for inspection all necessary teacher certifications, permits, or other documents. [Ed. Code §47605(l)] <E5>
- ☒ Yes ___ No Petitioner will require the Charter School Board to comply with the provisions of the Brown Act. <E4>
- ☒ Yes ___ No Petitioner will comply with the provisions of the California Public Records Act. <E4>
- ☒ Yes ___ No Petitioner will ensure that schools are located within the geographical boundaries of the District or otherwise comply with the requirements of Ed. Codes §47605 and §47605.1. <Lead>
- ☒ Yes ___ No Petitioner shall comply with all applicable portions of the Every Student Succeeds Act. <All>

Christie Wells-Artman Christie Wells-Artman
 Name Signature
New Joseph Benneheim
 Charter School Name

01/16/2019
 Date

V060818

Assurances – Health and Safety

Assurances-Health and Safety

<E6 Team>

- | | |
|--|--|
| <input checked="" type="checkbox"/> Yes ___ No | Petitioner will require that each employee of the school furnish the school with a criminal record summary. [Ed. Code, §44237] |
| <input checked="" type="checkbox"/> Yes ___ No | Petitioner will require the examination of faculty and staff for tuberculosis. [Ed. Code §49406] |
| <input checked="" type="checkbox"/> Yes ___ No | Petitioner will require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. [Health & Safety Code §120325 et seq.] |
| <input checked="" type="checkbox"/> Yes ___ No | Petitioner will require schools to screen pupils' vision and hearing and also, to screen pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school. [Ed. Codes §49452, 49452.5 and 49455] |
| <input checked="" type="checkbox"/> Yes ___ No | Petitioner will provide emergency epinephrine auto-injectors for use by school nurses and trained personnel. [Ed. Code §49414] |
| <input checked="" type="checkbox"/> Yes ___ No | Petitioner will adhere to requirements regarding training and procedures for handling concussions or head injuries caused by athletic activity, if the school offers an athletic program. [Ed. Code §49475] |
| <input checked="" type="checkbox"/> Yes ___ No | Petitioner will prohibit tobacco use on school property and in school vehicles. [Health & Safety Code §104559] |
| <input checked="" type="checkbox"/> Yes ___ No | Petitioner will annually train employees and persons working on their behalf regarding their duties as mandated reporters under child abuse reporting laws. [Ed. Code §44691; Pen. Code, § 11165.7(d)] |
| <input checked="" type="checkbox"/> Yes ___ No | Petitioner will have health and safety policies and procedures addressing: <ul style="list-style-type: none"> • Immunizations, health screenings and administration of medications • Student wellness • Food service • Campus supervision • Field trip supervision • Screening of volunteers |
| <input checked="" type="checkbox"/> Yes ___ No | Petitioner will assure that facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible files documenting such compliance. |
| <input checked="" type="checkbox"/> Yes ___ No | Petitioner will have a comprehensive school safety plan and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan. |

V0052918

☒ Yes ___ No

Petitioner will include contract or other verification of plan for providing free or reduced price nutritionally adequate meals.

☒ Yes ___ No

Petitioner will include certification that all employees have been trained in health, safety and emergency procedures.

Christie Wells-Autman

Name

Christie Wells-Autman

Signature

01/16/2019

Date

New Joseph Bannheim

Charter School Name

Introduction

Abraham Lincoln

November 19, 1863. Gettysburg, Pennsylvania

“Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here.

It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.

It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

Seven score and sixteen years after Gettysburg, the great task continues. The significance of the above Gettysburg Address is the very center of NJB’s mission and vision in developing citizens to be proactive in democracy, by creating a community charter and school of excellence that is truly for the people, by the people.

Mission Statement

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

Vision Statement

“Our NJB vision is to create a quality education program through a variety of learning intelligences to prepare students for the 21st Century.”

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

Our targeted and laser-like focus of “Solving Our Big Problem” of having every scholar be able to read, write, think critically, and master grade level standards is the very crux of what NJB stands for as a dependent charter, will be accomplished by high quality first instruction. All of our goals described below in the introduction support our quest for high quality first instruction and learning.

History and Background

The closure of the old Joseph Bonnheim Elementary School proved to be a blessing in disguise. It provided both a clean slate and an unoccupied physical plant to house a completely new program. This would not have been possible had it remained open.

The school closing energized a group of community-minded parents to find ways to simply keep the school open and create a community-based school of excellence. After meeting with a group of educators, they began to see the need to establish a new kind of school. One that would stand out from others and that would attract students from beyond the neighborhood, as well as bring back neighborhood students who left the district and needed a reason to return.

In the last five years, the focus was on creating an extraordinary school that educates high performing scholars. We use the term scholar to describe students who choose to come to school regularly, do their personal best, and use what they learn to think beyond the obvious. Not all students choose to be scholars. At the NJB, however, students will want to be scholars. At NJB we created a program that uses the agricultural resources close at hand, here in the heart of California, as a means to teach academic, social, and civic skills.

Now, the current group of petitioners has grown from the original three to include the many staff, parents, and scholars who joined NJB after its initial approval in the spring of 2014. As such, the proposed charter renewal represents a renewed commitment by the current broader-based group to continue the focus, as describe in the original charter

The willingness of the state's agricultural organizations to support the new school was an important development. The Foundation for Agriculture in the Classroom, along with UC Davis, Soilborn, and 4H, has provided curriculum materials. There is a great need for agricultural programs in urban settings.

By having a curriculum fully based in agriculture, scholars will learn the necessity of providing the best, the most efficient, the healthiest, and the most productive practices to enable California to remain among the world's leaders in sustaining the world's population, and by giving scholars mastery to enter 21st century careers in science and agriculture that aren't created yet. Scholars will also see the opportunities available to them in fields related to agriculture such as science, technology, engineering, and mathematics (STEM). Some are careers are listed in Table 1.

Table 1. Career Opportunities Related to Agriculture

Departments in the College of Agriculture and Environmental Sciences at UC Davis	Career Opportunities
Animal Biology: Develop a theoretical knowledge of domestic or wild animal biology and principles that can be used in research and in solving social problems associated with animals in agriculture, urban areas, or natural environments.	Doctor, Epidemiologist, Geneticist, Nurse, Paleontologist, Pest Management, Physician's Assistant, Research Biologist, Veterinarian, Zoologist
Animal Science: Learn about the biology, management and utilization of domestic and captive animals by focusing on modern, efficient and humane ways to make the best use and care of the animals' people encounters on a daily basis.	Agribusiness, Food Scientist, Ag. Educator, Animal Behaviorist, Animal Care Technician, Aquaculturist
Biotechnology: Focus on the mechanics of life processes and their application by learning how genes affect human health, food safety and environmental quality	Biological Scientist, Biomedical Engineer, Clinical Laboratory Technologist, Food Scientist, Forensic Scientist, Geneticist, Drug Researcher, Pathologist, Pharmacist, Plant Breeder
Entomology: Gain an understanding of insect science, diversity, and uses while focusing on the importance of insects to the economy, environment and public health.	Ag Inspector, Beekeeper, Biosecurity, Ecotourism, Plant/crop management, Pest Management
Plant Sciences: Learn how plants grow and develop in managed agricultural ecosystems and how plant products are utilized for food, fiber and environmental enhancement	Agribusiness, Food Scientist, Agronomist, Biologist, Crop Farmer, Farm Advisor, Heirloom Seed Collection Manager, Horticulturist, Journalist, Pest management, Plant Breeder, Plant Geneticist, Postharvest Technology Manager, Research Scientist
Sustainable Agriculture and Food Systems: Understand the environmental, social and economic challenges and opportunities associated with agricultural and food system sustainability	Agricultural Policy Analyst, Agribusiness, Agricultural Developer, Agricultural Producer, Economic Policy Analyst, Educator, Food Systems Manager, Organic Farmer, Rural and Urban Community Organizer, Small Farm Consultant
Ecological Management and Restoration: Learn how to manage and restore wild and rangeland plant communities by gaining an understanding of how natural and managed ecosystems function, interact and connect with human society and social change	Educator, Environmental Planner, Farm Manager, Forester/Forest Service Technician, Journalist, Naturalist/Outdoor Education Specialist, Park Manager, Rangeland Manager, Soil Consultant
Hydrology: Focus on the occurrence, distribution and behavior of water while building skills to understand and develop sustainable water quality	Environmental Scientist, Farm Consultant, Fisheries Specialist, Hydrologist, Wastewater Treatment Planner
Landscape Architecture: Use creativity and develop visual and technological skills to design parks, neighborhoods and urban open spaces for the use of the communities and conservation of the environment.	Architect, City Planner, Engineer, Environmental Scientist, Forestry Technician, Groundskeeper, Landscape Designer, Park Ranger, Urban and Regional Planner
Wildlife, Fish and Conservation Biology: Understand the relationships between the needs of wildlife, people, and the environment, and how these relationships are vital for the maintenance of ecological diversity, recreational resources, and food supplies.	Aquaculturist, Conservation Biologist, Endangered Species Advocate, Fisheries Biologist, Forest Ranger, Park Ranger, Veterinarian, Wildlife Biologist, Wildlife Rehabilitation, Wildlife Technician

NJB serves a diverse and ever-changing community of students and families. The needs of this community are extensive and require the swift action of a school site designed to be uniquely attuned to their circumstances. The strengths of this community are also expansive and can be leveraged through the relationships built between families and school-staff. The localized

governance structure of the Steering Committee and New Joseph Bonnheim's status as a dependent charter school have allowed the school to maintain a laser-like focus on the unique needs of the local school community. This has resulted in gains in academic proficiency over the years since becoming a charter. These gains must be maintained and surpassed through a continuation of the dependent charter school status.

Today, a revised charter is being submitted for renewal. It has been updated to reflect changes in our population, organizational structure, and educational plan. Our goal is to consistently provide instruction and support that will meet the needs of our diverse community.

Original Charter Dates and Renewal Dates

Original Charter date and first year of operation was July 1, 2014

This is the first renewal petition, respectfully submitted on January 22, 2019

Founders/Leadership Team/Key Supporters

As stated in the forward, five years ago, Lisa Romero, the parent of two students who attended Joseph Bonnheim Elementary School before it closed at the end of the 2012-13 school year, started a movement that led to her children's school re-opening in 2014-15 as the New Joseph Bonnheim (NJB) Community Charter School. Her co-petitioners at the time included Art Aleman, a resident in the Bonnheim neighborhood whose grand-daughter attended the school before the closure and Michael Madden, a parent of two students who attended a neighboring elementary school. They worked with three professional educators to develop the original NJB Charter: Susan Kovalik, internationally renowned advocate for body-brain compatible education, Ellie Boyce, a retired special education teacher, and Dennis Mah, a retired charter school principal.

The Steering Committee of NJB is the leadership team composed of five teachers, five parent/community members, one classified, and one principal.

Key supporters include many community partners such as Reading Partners, CSUS and UC Davis agricultural departments, 4-H and Soilborn, and Mosaic Community Church.

Highlights and Accomplishments

During the first four years, New Joseph Bonnheim Community Charter School each year served a total of approximately 300 students in grades K - 6 in an economically stressed area of Colonial Heights and Colonial Manor of Sacramento. During the past four years, NJB successfully opened, created an agricultural-based curriculum with a small on-campus farm (including chickens), established a 4-H program, started practicing schoolwide the seven habits of effective people through the Leader in Me program from the Franklin Covey Institute,

instituted an after-school and enrichment program, and refined the role of parents and staff in operating the school.

In a time when many high-needs schools are struggling to keep credentialed teachers in classrooms, NJB has managed to hire and retain a very highly-qualified and experienced workforce. 100% of teaching positions are filled with fully-credentialed teachers, 50% of whom are long-time veteran teachers with over 10 years of experience. NJB has added newer teachers who have passion, dedication and commitment for growth, and have added their talents to our team.

This stability is a direct result of the site-based governance and the empowerment that teachers feel as a part of the NJB team. Additionally, NJB has leveraged their community resources and hired several parents and other family members as classified staff. The instructional leadership at NJB works hard to empower staff and families so that all can be at grade level readiness and reach their targeted SMART Goals. The capacity of this leadership team is made evident through the most recent CAASPP data with NJB students demonstrating proficiency at much higher rates than the three comparable neighborhood schools. For specific CAASPP data, see Element 1.

Defining Characteristics of New Joseph Bonnheim Community Charter School

This is what is unique about NJB...

1. First dependent charter school in SCUSD started by parents and community members.
2. Agriculture as the theme to create interest and promote deep thinking in scholars, teachers, and parents. Agriculture as a hands-on and practical gateway to studying science, technology, engineering, and mathematics (STEM).
3. A year-round calendar designed to support a high level of on-going professional development without interfering with the instructional day. A calendar that provides time for teachers to recharge their batteries throughout the year and maintain a high level of energy every day in their classrooms. The year-round calendar began in Year 2 and has continued to the present.
4. Local control is enacted through NJB's own governance process. The parents, scholars and school staff are responsible for decisions related to curriculum and budget. Together, they will be responsible for all things related to the Local Control Funding Formula and Local Control Accountability Plan, including setting goals, spending money, and assessing program effectiveness. As such, NJB goes beyond simply engaging families and communities: it empowers them.
5. A school designed around a unified theory of learning and organizational theory. NJB's body-brain approach to teaching and learning is based on science and a unified theory of learning created by Susan Kovalik, and other researchers.

What Can Be Expected at NJB (What we are doing now, and what we will continue to improve on doing)

NJB has created and demonstrated classrooms that show:

✓ **Absence of threat in a safe and predictable environment.** Creating a safe and predictable environment with consistency and continuity sets the tone for students and adults that school is where meaningful, purposeful and relevant learning takes place. NJB teachers and staff will use the training technique of “Target Talk” whereby scholars are made aware of the specific LIFESKILLS they are displaying. Examples would be: “You were showing the life skill of cooperation when you worked on that project.” or “What skill do you think you were using right now?” or “Did you forget about the LIFESKILL of caring when you said that?”

✓ **Meaningful content that has practical application.** Meaningful and relevant learning is created when the skills and standards are taught in a tangible way. We believe that using agriculture with the vast array of careers, skills and opportunities it presents, will provide scholars with a deeper understanding of the interrelationships that occur in our world. Scholars will be engaged in hands-on projects that demonstrate how things work. Examples may include: incubating eggs, planting a community garden, selling produce, researching fertilizers, or building a model of erosion.

✓ **Scholars having choices and adequate time to understand what they are learning.** By using a project-based approach to learning, an atmosphere that requires scholars to search out and problem solve will be created. Independence in learning will occur. The daily and weekly schedules at NJB, will show how adequate time will be programmed into the curriculum. Scholars will work on projects under adult supervision at school. They may also work on projects at home.

✓ **Immediate feedback to guarantee the learner is on the right track while learning the material.** It is important for scholars to receive encouragement when they are pursuing the right course and to receive redirection when needed to become better focused. Teachers and staff will be trained in recognizing the opportunities for providing feedback as they arise. All feedback will be considered positive and redirection will be the term used when a scholar has taken a wrong or not useful approach.

✓ **Using collaboration to successfully work with others.** Many projects will require scholars to work with partners or in groups. The interaction that occurs will enable scholars to develop the skills needed to work with others. Again, the use of Target Talk by both staff and scholars will help reinforce successful collaboration.

✓ **Body movement that increases learning when incorporated into instructional strategies.** Staff will be trained to provide activities that will include body movement on a daily basis. The freedom for scholars to move about the classroom will also be acknowledged and addressed within classroom management.

✓ **Mastery of content with the ability to teach it to someone else.** The best way to determine mastery is to teach what has been learned to another. This skill can

be easily demonstrated to peers and evaluated by an adult.

Location of the School

NJB is a K-6 elementary charter school located at 7300 Marin Avenue in Sacramento's Colonial Heights and Colonial Manor neighborhoods.

Number and Grades of Scholars Served

On October 26, 2018, 295 pupils were enrolled in grades K through 6.

- 195 or 66% chose to attend the charter school at NJB rather than enroll at one of the three non-charter schools assigned to the old Bonnheim when it closed.
- 74 or 25% were assigned to 23 other district schools but chose NJB.
- 26 or 9% came from out of district (i.e., Elk Grove USD, Folsom-Cordova USD, Natomas USD, and San Juan USD).

Below is the School Attendance Summary in Table 2.

Table 2. School Attendance Summary

Schools NJB pupils would otherwise attend 10/26/2018	Kinder	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade	total
Peter Burnett	13	11	24	14	18	10	20	110
Earl Warren	8	4	12	9	9	7	8	57
Mark Twain	3	4	1	9	4	4	3	28
Oak Ridge	3		2	2	1	1	3	12
Elder Creek	4	1		1	2	2	1	11
Nicholas		1	2	1		1	2	7
Pacific	2					2	1	5
Ethel I Baker						3	1	4
Ethel Phillips				1	2	1		4
Fr. Keith B Kenny	1	1	1				1	4
Golden Empire			2			1		3
Hollywood Park	1	1	1					3
Hubert H Bancroft	1		1	1				3
Parkway	1	2						3
Caleb Greenwood		1				1		2
Cesar E Chavez					1		1	2
Isador Cohen				1			1	2
Bret Harte							1	1
H. W. Harkness						1		1
James Marshall							1	1
John Still		1						1
Leataata Floyd				1				1
Pony Express				1				1
Rosa Parks		1						1
Sequoia					1			1
Susan B Anthony	1							1
Elk Grove USD	5	1	2	2		1	4	15
Folsom-Cordova USD	1				1		1	3
Natomas USD			1	1			1	3
San Juan USD	1	2			1		1	5
Total	45	31	49	44	40	35	51	295
subtotal district	38	28	46	41	38	34	44	269
subtotal non-district	7	3	3	3	2	1	7	26

Enrollment is projected to steadily grow to 342 maximum, by 2023-24 as shown in Table 3. Scholar to teacher ratio goals are 24:1 in primary and 25:1 in intermediate.

Table 3. School Enrollment Projections

Year	Enrollment	ADA	ADA as % of Enrollment	Source
2014-15	260	238.25	91.63%	P-2 CDE
2015-16	263	243.82	92.71%	P-2 CDE
2016-17	290	270.00	93.31%	P-2 CDE
2017-18	283	261.73	92.48%	P-2 CDE
2018-19	296	275.28	93.00%	Projection
2019-20	300	282.00	94.00%	Projection
2020-21	310	291.40	94.00%	Projection
2021-22	320	300.80	94.00%	Projection
2022-23	330	310.20	94.00%	Projection
2023-24	342	321.48	94.00%	Projection

Executive Summary

Overview and Key Points of the Petition

This charter renewal petition revises and clarifies the local governance structure (i.e. Steering Committee) found in the original charter. As a dependent charter school, much of the policies and administrative procedures of the charter school are defined by and/or aligned to Sacramento City Unified School District. As such, some portions of this charter related to policies and procedure will be brief and direct the reader to district policy. The proposed renewal charter clarifies and updates the instructional and social emotional programs that support agriculture and body/brain compatible learning in order to be more effective.

Highlights and Accomplishments of Current Petition Years

Through the above mentioned of NJB having control over academic and enrichment programs, with LCFF, and inspecting what we expect, these are examples of NJB's biggest accomplishments:

- NJB has established the “Leader in Me” program, along with consistent use of the LIFESKILLS, that supports a positive school culture and climate, and has improved overall suspension data as shown on CDE Data Dashboard.
- NJB Farm is built, with a full agricultural focus and implementation in all units of study and culminating projects, that includes social action and civics.
- Overall growth in CAASPP testing in ELA, 11.52% and in Math, 8.75% from 2014-2018
- Based on parent and community needs, NJB successfully established a Parent Academy and has held various “My Community Matters” events with community and business

partners.

- NJB became the model 4-H school that serves grades K-6th, for after-school and enrichment program design through a partnership with UC Davis and 4-H.
- Selected scholars competed and won awards in city and county competitions in the Nature Bowl and 4-H Agricultural Bowl resulting in Gold and Silver awards for achievement in agricultural and science presentations.
- As part of our educational plan, Steering Committee has fully funded “Being There Experiences” or study Trips for each grade level, including the 6th grade Sly Park Science Classroom trip held each year.
- In 2017, through various data collection, NJB recognized that 6th grade scholars were not prepared both academically and social-emotionally for middle school. Teachers designed and piloted a “Middle School Readiness Academy”, where the teachers teach to their content strengths and scholars receive targeted instruction.
- Steering Committee found a source of funding to establish an afterschool and enrichment programs that supports agricultural and body/brain compatible learning.
- In 2015-16 parents requested a parent based pre-school to support pre-kinder skills. NJB successfully partnered with the McClaskey Adult Education program and establishes a pre-school. Thus, supporting upcoming enrollment for kinder.
- NJB received several grants to open the library, and receive books and professional development on improving literacy from the (GLLR) grant, Growing Lifelong Readers.
- NJB received several grants and partnerships to support the school’s mission in agriculture and science with Hands on Sacramento, Renew Energy, SMUD, CSUS, UC Davis, and community businesses.

Plans for the Future: Overall, Academic, School Governance and Financial

While the comparative data shows some success at NJB, we are far from satisfied with our results. As long as we have scholars who are not achieving academic success and at grade level readiness, we have more work to do to become effective. Thus, NJB is committed to “solving our big problem.” The steering committee and faculty will continue to review data, policies, and research to collaborate on solutions to meet school challenges.

Some possibilities currently being explored are: expanding the science focus to a STEAM focus, expanding the agricultural program, increasing opportunities for professional collaboration through strategic scheduling, expanding access to the arts, and increasing family engagement opportunities through collaboration with the Family and Community Empowerment office.

Classroom aides, school counselor, and librarian are planned to further support academics and social-emotional wellness.

The most significant financial change is in staff salaries and benefits. NJB recognizes that there will be challenges in the next five years financially because of increasing salaries and benefits, and other expenses, and the possible upcoming recession that can affect state educational funding. The Steering Committee will look at the context of the school's programs and balance the budget that will reflect the changes to accommodate and balance the budget. Those changes will be decided by the steering committee.

Charter Goals

Keeping with our “end in mind” and doing high quality first instruction, as reflected on our LCAP, New Joseph Bonnheim will address the following measurable goals over the term of this charter July 1, 2019 through June 30, 2024:

If practiced consistently and effectively...

Goal 1, Teacher Qualifications that demonstrate effective (HQFI) High Quality

First Teaching: NJB will seek to maintain the current rate of 100% fully credentialed teaching staff who are trained and implementing HQFI consistently.

We will master...

Goal 2, Foundational Literacy in Learning to Read: Every year an increase of 10% of scholars who have met or exceeded the foundational reading, math, and writing skills measured in grade level common assessments, such as the BPST and ESGI, fluency ORF assessments.

Goal 3, Foundational Literacy in Reading to Learn: Every year an increase of 10% of scholars who have met or exceeded to understand text, and respond both orally and written form in benchmark and unit of study common assessments in grade level.

Goal 4, Grade Level Readiness and Mastery: For 70% or more of scholars to be on track for grade level readiness in ELA and Math and have mastered the learning skills required in the CCSS, measured by the PATAI beta tool.

Goal 5, CAASPP Proficiency, Grades 3-6: An annual increase of 10% or more growth in grades 3-6 in ELA and 6% or more growth in Math. Instruction and staff development will emphasize the skills and content knowledge of the state standards with a goal of continuous improvement in scholar SBAC scores. Specific measurable achievement objectives and each content area are outlined in Element 1 and revised each year through the development of the LCAP.

Thus improving...

Goal 6, Attendance: NJB will attain and maintain a minimum attendance rate of 95%.

Goal 7, Enrollment: A growth of 5% or more each year of scholars attending NJB. Application and registration information will be publicized annually to maintain enrollment that maximizes the facility capacity while maintaining class size reflected in the collective bargaining agreements.

Goal 8, Minimal Suspensions: NJB will strive to keep suspension rates as low as possible with a goal of less than 1%, thus developing each scholar's leadership and social-emotional wellness.

Which results in scholars being 21st century ready for middle school readiness, thus providing them more opportunities of choices for college and Career...

Goal 9, Critical Thinkers: An annual increase of 10% or more growth of scholars to critically think and construct viable arguments, by using evidence in their unit of study performance tasks.

Goal 10, Problem-Solving: An annual increase of 10% or more growth of scholars to be effective problem solvers and make a difference in their school, community, and world, by using evidence in their unit of study performance tasks and presentations.

How we will accomplish this is listed below in detail in our educational plan in Elements 1, 2, and 3.

Element 1—Educational Program

I. Affirmation of each condition described in Education Code Section 47605 subdivision (d)

The petitioners **affirm** that the New Joseph Bonnheim (NJB) Charter School is dedicated to and committed to each of the conditions described in Education Code Section 47605 subdivision (d). That subdivision reads as follows:

47605 (d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220.

Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the school. (B) If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

II. Description of the Items Required by Education Code Section 47605 subdivision (b) paragraph (5) of the Charter Schools Act

(i) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. (ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Ed. Code 47605(b)(5)(A)

Table 4. Numerically Significant Subgroups at NJB from 2015-2018

NJB Scholars Served	2015-16	2016-17	2017-18									
<u>Student Served</u>	<u>Total #</u>	<u>Total #</u>	<u>Total #</u>	<u>Total %</u>	<u>TK #</u>	<u>K #</u>	<u>1 #</u>	<u>2 #</u>	<u>3 #</u>	<u>4 #</u>	<u>5 #</u>	<u>6 #</u>
- Total Enrollment	263	290	283	100%	0	30	48	43	47	47	40	28
- In District	255	279	272	95%								
- Out of District	8	11	14	5%								
- English Learner	70	76	70	24.7%								
- Students with Disabilities	21	27	27	9.5%								
- Socioeconomically Disadvantaged	252	272	258	91.2%								
- Foster Youth	4	3	5	1.8%								
- Homeless Youth	4	5	2	0.7%								
- African American	37	40	26	9.2%								
- American Indian or Alaska Native	1	2	2	0.7%								
- Asian	16	19	22	7.8%								

- Filipino	1	1	0	0%
- Hispanic or Latino	174	186	192	67.8%
- Pacific Islander	1	0	0	0%
- White	22	28	29	10.2%
- Two or More Races	10	13	12	4.2%
- No Race Indicated	0	0	0	0%

Mission Statement

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

Vision Statement

“Our NJB vision is to create a quality education program through a variety of learning intelligences to prepare students for the 21st Century.”

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

Program Overview and Description

As mentioned previously in the introduction, New Joseph Bonnheim's targeted and laser-like focus of “Solving Our Big Problem” of having every scholar be able to read, write, think critically, and master grade level standards is the very crux of what NJB stands for as a dependent charter, will be accomplished by high quality first instruction. All of our goals described below in the introduction support our quest for high quality first instruction and learning.

The educational plan is the means to accomplish the NJB mission and the 10 “end in mind” goals listed previously. The mission of the New Joseph Bonnheim Community Charter School is to raise responsible, respectful, and proactive citizens to become caretakers of our community, our

state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim being centered on agriculture and on the very community it serves.

A. Educated Person in the 21st Century

Moreover, the educational plan supports developing educated people for the 21st Century. We feel an educated person in the 21st Century has a firm foundation in the basic academic skills of reading, writing, mathematics, and science. In addition to being academically prepared (i.e., book smart) an educated person is linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his or her own learning (i.e., street smart). This is consistent with Dr. Howard Gardner's theory of multiple intelligences.

When experiencing new situations, an educated person has the necessary skills to overcome the challenges she or he encounters. These skills include the ability to:

- Think critically
- Collaborate with others
- Communicate effectively
- Write for a variety of purposes and audiences
- Be creative and innovative
- Demonstrate informational, media, and technological literacy
- Demonstrate moxie (i.e., a combination of confidence, courage, daring, spirit, and determination)

In summary, the goal is for every NJB scholar to become a self-motivated, competent, lifelong learner, and a well-versed advocate of democracy, as demonstrated in their performance tasks, projects, presentations, and how they handle carry themselves every day at NJB.

B. How Learning Best Occurs

The educational plan is based on two bodies of research: how the brain learns and how schools are organized for learning. The plan combines both. The result is a successful school that has high academic results. A summary of those two bodies of research is provided here before describing the four components of the educational plan.

The cliché “all kids can learn” is incomplete. Instead, kids are “learning” all the time is more accurate. Learning is natural. The real question for educators is “How do we get kids to learn what we want them to learn?” The answer, in part, lies in two bodies of work created by scholars and researchers during the past 30 years. One group examined how the human brain learns. The other group studied how to organize schools to produce higher student achievement.

Typically, teachers are attracted to the brain-compatible approach, and administrators to the organizational approach. More often than not, the two bodies of knowledge have not been used together. NJB, however, incorporates research from both to design a new school where scholars will thrive.

C. Findings from How the Brain Learns

During the past 35 years, Susan Kovalik studied and summarized the literature on how humans learn. In her book, *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom* (2005), she describes her Highly Effective Teaching Model. The model suggests that learning best occurs when the following ten elements are present:

- Enriched Environment
- Meaningful Content
- Choices
- "Being There" Experiences
- Movement
- Adequate Time
- Collaboration
- Absence of Threat
- Immediate Feedback
- Mastery

Curriculum and Materials Description

New Joseph Bonnheim uses the following curriculum and materials to support scholar outcomes.

English Language Arts/Spanish Language Arts

Teachers at NJB design language arts instruction that supports science and social studies content. To do this, they are provided with class sets of novels, a variety of read-aloud texts, and Ready Common Core. Teachers use the guidance in the ELA/ELD Framework to pull strategically from the variety of resources available. The ELA program additionally has SIPPS, Wonders and EngageNY as additional resources for Language Arts and writing for genres. (Narrative, Expository, and Argumentative)

Mathematics

As with language arts, teachers are encouraged to pull from a variety of resources to design instruction to meet the needs of their students. Teachers have access to Envisions, EngageNY, and Ready Common Core.

Science

To enhance the science experiences of students, the teachers at NJB have begun using Foss Kits, 4-H and Soilborn agricultural themed lessons. All kits and lessons, provide opportunities for hands-on, experiential learning in science in which students can construct their understanding of science concepts over the course of a unit of study. These kits and lessons also include a variety of informational texts that support teachers to integrate language arts and their units of study. Some teachers have also begun exploring STEM units to increase student exposure to the engineering process.

Social Science/History

Teachers are encouraged to use the *California History/Social Science Framework* as a guide for instruction and to integrate social science and history into their integrated units. This requires sets of mentor and supplemental texts. NJB has purchased text sets requested by each grade-level team to support this integration.

English Language Development

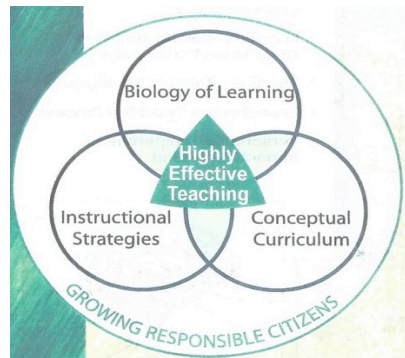
The new *California English Language Development Standards*¹ and the *ELA/ELD Framework* call for language instruction that is integrated and “builds into and from” content area instruction. To this end, NJB has not provided separate materials for ELD, but supports teachers to design language instruction based on both the ELD Standards and the content with which they are engaging students. Because these lessons have inconsistent quality, teachers are always encouraged to design instruction using the standards.

Instructional Approaches

The NJB program is based, in a large part, on Kovalik’s explanation of how human learning takes place. Using the theory described by her model, one can predict what will work and what won’t work in helping scholars learn what we set out to teach.

Kovalik’s Highly Effective Teaching model incorporates three dimensions as shown in Figure 1: The biology of learning, Conceptual curriculum, and Instructional strategies. It is intended to help educators translate current brain research into practical strategies for the classroom and schoolwide, and to do so in ways that make effective first teaching a reality, not just a dream. (Kovalik, 205, p. xvi)

Figure 1. Overview of Susan Kovalik's Highly Effective Teaching Model



Biology of Learning. The Highly Effective Teaching model is based on five principles of learning that come from brain research. They are:

1. Intelligence is a function of experience.
2. Learning is an inseparable partnership between brain and body.
 - a. Emotion is the gatekeeper to learning and performance.
 - b. Movement enhances learning.
3. There are multiple intelligences or ways of solving problems and/or producing products.
4. Learning is a two-step process:
 - a. Step one: Making meaning through pattern seeking. (Input)
 - b. Step two: Developing a mental program for using what we understand and wiring it into long-term memory. (Output)
5. Personality/temperament impacts learning.

Conceptual Curriculum. Kovalik's Highly Effective Teaching model suggests five elements of conceptual curriculum aid in optimal learning:

- 1) Sensory-rich experiences
- 2) Organizing concepts
- 3) Key points
- 4) Inquiry helps students to understand "how" and to incorporate the multiple intelligences and pull from the state and district standards
- 5) Social/political action

The two guiding questions that help in the development of the conceptual curriculum are:

- 1) What do I want my students to UNDERSTAND?
- 2) What do I want them to DO with what they understand?

Instructional Strategies. In the model, instructional strategies that facilitate and support optimal learning include: respectful relationships, classroom management and leadership, and CORE (collaboration, organization, reflection, engagement) instruction.

D. Findings from Studying School Organizations

Instead of looking at learning from an individual perspective, another group of researchers studied how schools organized themselves to produce learning. They examined schools at which a high percentage of students were successful and then identified common variables. The U.S. Department of Education's recent study on charter schools, for example, concluded that the following elements were common to schools in their study: leading with a mission and staying

mission-driven, strong accountability system, highly collegial culture focused on continuous improvement, supportive school environment, and parents engaged as real, not nominal, partners.

Similarly, Jim Cummins, in his study of Arizona schools that “beat the odds,” found corresponding variables. Given the ethnic and socioeconomic background of the student bodies, the schools were not expected to produce as many high-scoring Hispanic/Latino students as they did. He found the schools had the following common elements: A clear bottom line, a focus on individual students, ongoing assessments, collaborative solutions, and strong and steady principals.

The Effective Schools literature revealed a list of similar variables. They included the following: clear and focused mission, time on task, frequent monitoring of student progress, safe and orderly environment, strong instructional leadership, a climate of high expectations for success, and positive home-school relationships.

In summary, organizational researchers suggested that learning best occurs when staff members are highly collaborative, mission-driven, student-driven, and data-driven, as summarized in Table 5.

Table 5. Common Organizational Features Supporting Learning

Feature:	US Dept. of Ed. 8 charter schools	Cummins' Beat the Odds 12 schools	Effective School literature
Mission	Leading with a mission and staying mission-driven	Clear bottom line focused on each student	Clear and focused mission. Time on task
Monitoring progress with data	Strong accountability system	Ongoing assessment	Frequent monitoring of student progress
Environment	Supportive school environment		Safe & orderly environment
Leadership		Strong & steady principal	Instructional Leadership
Collaborating to make continuous improvements	Highly collegial culture focused on continuous improvement	Collaborative solutions	Climate of high expectations for success
Parent involvement	Engage parents as real, not nominal, partners		Positive home-school relationships

E. The Education Plan Components

The educational plan has four components. Each component is described below by examining its elements. The four components are:

1. Create a body-brain compatible infrastructure to stimulate natural learning.
2. Create a safe environment with a sense of community, belonging, and self-confidence.
3. Teach to mastery.
4. Provide high quality and timely professional development.

Educational Plan Component 1: Create a Body-Brain Compatible Infrastructure to Stimulate Learning

This component is composed of seven elements: school size, class size, flexible attendance days and hours of instruction, year-round calendar, flexible daily schedule, after school and off-track programs, and mandatory attendance. The NJB educational plan reorganizes the traditional school infrastructure to control time, a precious resource. Every Thursday, for example, is a shortened day to provide teachers with adequate time to collaborate, which in turn leads to high quality teaching and learning.

Both the annual instructional calendar and daily schedules are developed to maximize teacher collaboration and planning time. This is supported by the research on organizing schools and on how the brain works. Teachers need time to analyze student work and to develop curriculum. At the same time, NJB's daily schedule and annual calendar were designed to meet the state's requirements for instructional minutes as shown in Table 10.

a. Year-Round Calendar

NJB will use a 180-day instructional calendar as approved by SCTA. The calendar is different from the traditional district school to support NJB's program. Here's how the calendar is different:

- Early start in August
- Instructional breaks are distributed throughout the year, rather one long summer break

How this calendar benefits and supports our program is it gives everyone a mental break and gives time for the brain and body to process, sustain, and retain information.

The current year's academic calendar and bell schedules can be found in the appendix.

b. Collaborative Planning Purpose and Daily Schedule

The purpose of collaborative time is improving high quality first instruction which will improve scholar outcomes. Teachers meet weekly to "discuss the non-discussables and make plan for change." (*The Journal of the National Association for the Education of Young Children, Vol.73, # 5., November 2018, page 54*)

Administrators, teachers, staff, and some parents have been prepared to take on this challenge to

improve scholar outcomes through their recent training on the 7 Habits of Highly Effective People through Franklin Covey's Leader in Me program, in where collaboration and leadership synergize together.

Currently the daily schedule calls for 1st through 3rd grade between 8:15 AM and 2:17 PM. 4th through 6th grade students to attend NJB between 8:15 AM and 2:22 PM on Monday, Tuesday, Wednesday, and Friday. The 36 Thursdays during the instructional year, start at the same time but dismiss an hour earlier. The early dismissal allows for staff collaboration, professional development, curriculum development, per collective bargaining contract, with minimal disruption to the instructional day. Eight additional shortened days have been set aside for parent-teacher conferences as shown in Table 6.

Table 6. Length of Instructional Days for Grades 1 - 6

# of Days	Grade 1 – 6
131	Regular days 8:15 to 2:17 primary and 8:15 to 2:22 intermediate with a 15-minute morning recess and a 40-minute lunch.
36	Shortened Thursdays with three closest to the end of each trimester reserved for updating reports and records. 8:15 to 12:45 primary and 8:15 to 12:58 intermediate.
14	Shortened days to be determined for parent teacher conferences. 8:15 to 12:45 primary and 8:15 to 12:58 intermediate.
180	Total Instructional Days

Currently, the kindergarten instructional day is scheduled to begin at 8:15 and end at 11:35 for 180 days. After the 200-minute day dismissal, is a scholar lunch period supervised by teachers. This presents a perfect opportunity to teach nutrition. After kindergarten dismissal and after their own 40-minute lunch break, kindergarten teachers will have their preparation and data inquiry time.

c. Tutoring, After School, and Enrichment Programs for Scholars

NJB provides tutoring for scholars that need additional supports in academic skills with teachers and/or 3rd party providers. Reading Partners, a community based non-profit organization, houses their reading center on the school site and serves 58 scholars who are at a reading level or two behind. NJB has an afterschool program through the After-school Education and Safety Program (ASES) grant that provides care for 110 scholars, M-F, till 6:00 PM.

d. Attendance Requirements

Scholars are required to attend school every day per the state compulsory attendance laws, unless ill or for another legitimate reason such as bereavement. At the beginning of the year, families will be provided with information regarding the importance of regular attendance.

Educational Plan Component 2: Create a Safe Environment with a Sense of Community, Belonging, and Self-Confidence.

This component has four elements: building and maintaining strong relationships, living by a common set of values at school, developing a health mindset, and creating effective procedures schoolwide and in each classroom. According to the Highly Effective Teaching Model, full implementation of these elements will accelerate learning.

a. Building and Maintaining Strong Relationships

Scholars learn best when they come to school and feel safe, feel welcome, and feel that those at school can help them learn. The importance of *relationships, relationships, relationships* with adults at school in neutralizing the effect of difficult circumstances in the home environment.

To support this importance, Horacio Sanchez's book, *A Brain-Based Approach to Closing the Achievement Gap*, suggested students learn best when they feel safe, feel welcome, and feel those at school can help them learn. He emphasized the importance of *relationships, relationships, relationships* with adults at school in neutralizing the effect of difficult circumstances in the home environment.

He suggested educators have the power to create a school environment that helps students with difficult temperaments become more even-tempered and, thus, better able to learn. These students are often anxious, struggle to establish healthy eating and sleeping habits, slow to adjust to stimuli, sensitive to change, volatile, and impulsive. Sanchez suggested they make up 5-10% of the population, but perhaps more in low-income neighborhoods. All scholars benefit, however, by an environment created in which everyone feels safe, feels accepted, and feels able to learn.

NJB will continue to focus on building relationships with each student and with each student's family. It is very important to understand President Theodore Roosevelt's observation, "*Nobody cares how much you know, until they know how much you care.*" NJB participates in the Home Visit Project and is a Leader in Me school.

Each year, teachers will make at least one home visit to the home of each of their scholars. Teachers at each grade level will learn and use the names of every scholar at his/her grade level. Teachers will teach parents how to analyze their child's achievement data and work with them as partners.

b. Living by a Common Set of Values

A common set of values and language has been started at NJB based on the LIFESKILLS, Lifelong Guidelines, and the Efficacy principles, along with the Seven Happy Habits for developing scholar leaders, using the Leader in Me program. They are the foundation of NJB's character education program. Teachers, principal, and other staff will use "Life Lingo" of the habits and skills as a method of training. The values will be integrated schoolwide, including the

classroom and all other areas of the school following a positive discipline program that is based on Jane Nelson's work. According to Nelson, consequences should be reasonable, related, respectful, and responsible.

Table 7. Lifelong Guidelines

Trustworthiness	To act in a manner that makes one worthy of trust and confidence
Truthfulness	To be honest about things and feelings with oneself and others
Active Listening	To listen with the intention of understanding what the speaker intends to communicate
No Put-Downs	To never use words, actions, and/or body language that degrades, humiliates, or dishonors others
Personal Best	To do one's best given the circumstances and available resources

Table 8. LIFESKILLS

Caring	To feel and show concern for others
Common Sense	To use good judgment
Cooperation	To work together towards a common goal or purpose
Creativity	To generate ideas; To create something original or redesign through imaginative skill
Courage	To act according to one's beliefs despite fear of adverse consequences
Curiosity	To experience the desire to investigate and seek understanding of one's world
Effort	To do your best
Flexibility	To be willing to alter plans when necessary
Friendship	To make and keep a friend through mutual trust and caring
Initiative	To do something, of one's own free will, because it needs to be done
Integrity	To act according to a sense of what's right and wrong
Organization	To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use
Patience	To wait calmly for someone or something
Perseverance	To keep at it
Pride	To gain satisfaction from doing one's personal best
Problem Solving	To create solutions to difficult situations and everyday problems
Resourcefulness	To respond to challenges and opportunities in innovative and creative ways
Responsibility	To respond when appropriate; To be accountable for one's actions
Sense of Humor	To laugh and be playful without harming others

Table 9. 7 Happy Habits for Scholars, Franklin Covey, Leader In Me

Habit 1	Be Proactive---“You’re in charge” <ol style="list-style-type: none"> 1. Develop motivation; take pride in work. 2. Act responsibly toward self, family, school, community, nation, and the world. 3. Show initiative and entrepreneurialism. 4. Use unique talents and abilities to their full potential. 5. Think about choices; be accountable and responsible for actions and results, and understand that choices affect others.
Habit 2	Begin With The End In Mind---“Have a plan” <ol style="list-style-type: none"> 1. Use critical thinking to organize information. 2. Develop the intrapersonal skills of self-confidence and self-management. 3. Use creative and entrepreneurial thinking to solve problems, 4. Develop the ability to set goals and follow through. 5. Develop strong oral and written communication skills.
Habit 3	Put Things First---“Work first, then play” <ol style="list-style-type: none"> 1. Demonstrate time-management skills. 2. Cultivate a strong work ethic, flexibility, and adaptability. 3. Develop intrapersonal skills of self-management. 4. Be accountable and responsible for actions and results. 5. Begin to cultivate analytical skills.
Habit 4	Think Win, Win---“Everyone can win” <ol style="list-style-type: none"> 1. Use unique talents and abilities to the fullest; value others’ talents and abilities. 2. Develop flexibility and adaptability. 3. Be open-minded and nonjudgmental when considering the views of others. 4. Demonstrate attentive listening skills. 5. Cultivate a spirit of cooperation to live in an interdependent community and world
Habit 5	Seek First to Understand, Then Be Understood---“Listen, before you talk” <ol style="list-style-type: none"> 1. Demonstrate attentive listening skills to build and maintain healthy relationships. 2. Cultivate good social and communication skills. 3. Show compassion toward others, share, and put others first. 4. Appreciate different relationships. 5. Learn to relate to people who are alike as well as different, and work effectively in group settings.
Habit 6	Synergize---“Together is better” <ol style="list-style-type: none"> 1. Express and present information and ideas clearly in oral, visual, and written forms. 2. Use unique talents and abilities to the fullest; value others’ talents and abilities. 3. Cultivate the ability to inspire, motivate, and draw out the best in others. 4. Communicate and work as a team in a multicultural and interdependent world. 5. Show initiative and entrepreneurialism.
Habit 7	Sharpen the Saw---“Balance feels best” <ol style="list-style-type: none"> 1. Demonstrate healthy ways to express needs, wants, and feelings. 2. Develop strong intrapersonal skills, self-reliance, self-confidence, and self- discipline. 3. Demonstrate characteristics of a responsible friend and family member. 4. Recognize relationship between personal behavior and individual well-being. 5. Strive to be healthy for life.

c. Developing a Healthy and Leadership Mindset

In her powerful book, *Mindset: The New Psychology of Success*, Carol Dweck points out the difference between a fixed mindset and a growth mindset. “In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply fixed traits. They spend their time documenting their intelligence or talent instead of developing them. They also believe that talent alone creates success—without effort. They’re wrong.”

“In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.”

Everyone Can Be a Leader. A large part of having a growth mindset is believing natural intelligence and talents do not determine success or failure. One of the five *Leader in Me* paradigms is that “Everyone can be a leader,” instead of the typical paradigm that “Leadership is for the few.” This paradigm applies to scholars and adults.

Combining this paradigm with the growth mindset results in a powerful belief that anyone can be a leader if he or she decides to learn, work, and develop leadership skills and characteristics.

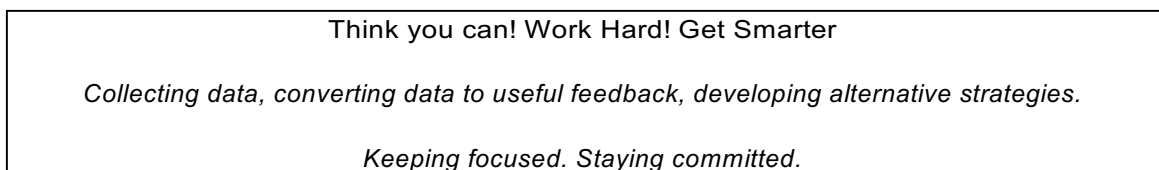
The Success in Failure. When children (and adults) set challenging goals, there is a risk and no guarantee that they will achieve it. It may be out of reach at the moment, but may be accomplished with more time and or work. This is one area where a growth mindset is strongest. Using the growth mindset allows us to help children (and adults) understand how hard they have worked, what they have learned, and how to grow from the experience.

Similarly, Jeff Howard and the Efficacy Institute developed an approach for students and teachers that empowers them with a healthy mindset. The model called the Self-Directed Improvement System (SDIS) has its roots in developmental psychology and social psychology. One of the major ideas is: smart is not something you are, it is something you get by working hard; knowledge is constructed. The efficacy approach can be summarized by the reminder of “Think you can, work hard, get smarter.”

Efficacy assumes that everyone has intelligence, but not everyone knows how to get smarter. The first step is to believe you can get smarter. If you believe you can, then you will work hard. If you work hard by keeping focused, by staying committed, and by developing alternative strategies when you encounter an obstacle, then you will get smarter.

With success comes increased self-confidence, which boosts the momentum required to keep the cycle going. New success strategies are created by using the Data-Feedback-Strategy (DFS) method which involves: 1) identifying a target; 2) collecting data about how one is doing in relation to the target; 3) converting data to useful information, and then, 4) using the useful information to create strategies. The Data-Feedback-Strategy method can be used by students and teachers in various situations, from shooting basketballs in PE to teaching long division successfully to all scholars.

Figure 2: The Efficacy Approach



The Self-Directed Improvement System (SDIS) also states that you don't get smarter unless you are challenged in your Zone of Development (ZOD). This is an area a little beyond your current abilities and knowledge. Goals in the ZOD are difficult, but they can be achieved if you work at it. On either side of the ZOD are the "Too Easy" Zone and the "Too Hard for Now" Zone. In the former, you get bored. In the latter, you get frustrated. The Zone of Development is where you get smarter and develop your knowledge and abilities.

Other strategies found in the Efficacy approach which help you get into and stay in your Zone of Development include: using the strong side over the weak side, attribute theory (explaining how and why people explain events as they do), using feedback to find your personal learning zone, and developing and using a support group. The underlying theme of these strategies is that the responsibility for development, and the ability to develop, rests with each individual. The strategies are the skills and attitudes that will be learned and taught by NJB staff and students to develop and improve in their personal Zone of Development.

d. Creating Effective Schoolwide and Classroom Procedures Result in Orderliness and a Sense of Safety

Effective procedures will be established, taught to scholars, and reviewed as needed. Effective procedures make clear how something is done whether it is asking questions in the classroom or going to use the restroom. Schoolwide procedures include playground rules and steps in the discipline process. Clear procedures reduce threat. Susan Kovalik's theory and Horacio Sanchez's work both suggest the absence of threat increases learning.

Educational Plan Component 3: Teach to Mastery

Mastery teaching occurs when every student makes meaning of what is being taught and develops a pattern to connect the information to long-term memory. Mastery teaching involves three elements: a) Creating a Backward Standards Map with a clear end in mind, to guide teaching; b) teaching, and re-teaching smartly until each scholar "gets it" and uses it; and c) having interesting and relevant materials to support planning and teaching.

a. Backward Standards Map/ Units of Study

Teaching to mastery requires knowing what we want students to know and do. Thus, we begin with the end in mind by creating a Backward Standards Map (BSM). The term "backward" comes from the method of planning backward from the last day of instruction to the first day.

Teachers identify the key content area standards for their grade level in ELA, math, science, history, writing, P.E., and visual & performing arts. Then they identify when each content area standard will be taught. In addition, NJB maps will include: 1) social action projects, 2) the civic education, 3) the eight state priorities described in the Local Control Accountability Plan (LCAP) template, and 4) the monthly schoolwide concept related to agriculture.

The BSM focuses on conceptual teaching so students are able to make daily connections between content and skills. It encourages teachers to plan ahead for “*Being There*” experiences (e.g., study trips), guest speakers, service projects, and more. The prep teacher will work with teachers at all grade levels to integrate their subject area (e.g., music, P.E., agriculture, science, etc.). Once completed, teachers will meet and align the seven-grade level BSMs. This is an opportunity to coordinate content, concepts, and student-based projects across grade levels.

It is also an opportunity to coordinate the shortened Wednesday activities. As previously discussed, Wednesday is schoolwide concept and project day. Schoolwide concepts will be introduced on Wednesday by the Highly Effective Teaching (HET) Coach. The same concept is introduced schoolwide. This allows for siblings and friends across grade levels to discuss the same concept at home.

Friday is also community service project day. It will be an opportunity to use knowledge and skills learned in class to serve the community. The 6th grade community service project, for example, might be to organize a farmer’s market to be held weekly at NJB for the community. The project would include researching key factors contributing to successful markets, contracting farmers, advertising in the community, and planning how to make the project self-sustaining. Given that parts of the area near the school are considered “food deserts” by the US Department of Agriculture, this type of project would be a valuable community service.

The Backward Standards Map (BSM) also becomes the year-long pacing guide for the teacher and class. It helps to keep the end in mind. The map is an intentional and deliberate strategy to assist the brain in pattern seeking. When scholars are able to recognize a pattern for what is being taught, and it becomes meaningful, they are then able to build a mental program and commit the information to long-term memory. This increases the quality of instruction by eliminating the need to re-teach.

The BSM is not intended to be a rigid timeline to be followed to the minute. Having the end in mind, however, provides flexibility to take advantage of unplanned teachable moments and to look ahead, over the horizon, for opportunities. Moreover, when teachers are aware of each other’s BSM, they can help one another find useful materials.

The BSM will be shared with parents and scholars so they understand the learning expected of the scholars during the year. The BSM is an essential guide for demonstrating a clear understanding of and planning for teaching the grade-level Common Core Standards. For accountability, the BSM for each grade level team will be kept in a binder available for Steering Committee and for public browsing. Updated BSMs will be placed in the binder at the end of each trimester.

A Common Core Compliant Backward Standards Map (BSM) similar to those that will be used at NJB is shown in Appendix C. NJB teachers have available the following resources to help develop Backward Standards Maps:

b. Step 2. Teaching and re-teaching smartly is the second step in the mastery teaching process

As teachers teach their students, it is important they check whether students “get it.” Checking for understanding must be built into the lesson. If some students do not “get it,” then the teacher must re-teach the skill immediately. Continual practice doing the skill incorrectly will build faulty patterns for the brain. Re-teaching means presenting the information in a new way and giving the student adequate time and exposure to master the skill. When appropriate, teachers will use technology to increase feedback to students.

If a student does not demonstrate mastery after re-teaching, then his/her work is brought to the daily collaboration meeting with the grade-level teammate. Mastery is defined as being able to teach something you learned to someone else. At the meeting, the student’s work is examined and the teammates make inquiries as to why the student did not “get it.” If a problem is beyond the scope of the grade-level team, other teachers and the principal will be consulted. Strategies for re-teaching are identified. If the teacher is unfamiliar with the strategy, he/she has an opportunity to practice it and receive coaching on the strategy.

Teachers are expected and required to use brain-compatible strategies, including differentiation, planning with learning modalities in mind, building relationships, and thorough understanding of developmentally appropriate practices that work well with all categories of students including English learners, students with 504 plans, and gifted/talented students. Their learning needs will be addressed during the core instructional day in homogenous standards-based workshop groups for focused teaching and heterogeneous groups for application opportunities. Class size of 24 – 25 scholars allows teachers to manage the classroom for whole class direct instruction and small group instruction.

NJB Teachers will implement the body/brain compatible teaching through the practice of HQFI or High Quality First Instruction where teachers model the task and skill specifically, provide guided and individual practice, close the lesson with a task/assessment to check for mastery. Embedded is checking for understanding, engaging scholars, and providing specific feedback.

In addition, NJB teachers will individualize instruction as needed for each student to successfully grasp the content taught in class. These accommodations may include, but are not limited to highlighted textbooks, extended time on tests or assignments, peer assistance with note taking, frequent feedback, extra sets of textbooks for home use, computer aided instruction, enlarged print, positive reinforcements, behavior intervention plans, rearranging class schedules, visual aids, preferred seating assignments, taping lectures, oral tests, and individual learning contracts.

c. Gathering Curriculum and Materials for Mastery Teaching

A Backward Standards Map allows teachers to plan ahead and find proper materials to help students engage in meaningful learning. Because the BSM is standards-based, teachers can draw from a variety of sources for materials to help teach each standard.

The Highly Effective Teaching Coach will be in charge of helping teachers secure interesting and effective instructional materials aligned to the Common Core Standards. In addition to traditional materials, the Highly Effective Teaching Coach will gather agriculture-related materials to help scholars think beyond the obvious. As mentioned earlier, the Foundation for Agriculture in the Classroom and 4H have already pledged curriculum materials.

Science Partnership with UC Davis and California State University of California (CSUS)
According to the National Academies Committee, to be competitive in the global market the United States must have a highly qualified workforce proficient in mathematics and general sciences. New Joseph Bonheim has had an agricultural and science partnership with UC Davis and the 4-H division for the past five years. Just recently, NJB has been working with CSUS in bringing science in the classroom for our 5th and 6th grade middle school readiness academy. In this partnership, Sacramento State student teachers and professors are working with the farm coordinator to bring a science projects and strategies in building and maintaining an Aquaponics component to our agricultural program. Scholars are given a tour of the CSUS STORC Aquaponics. We will continue this relationship, as well as build others with local universities and companies in order to achieve a well-rounded agricultural and science program.

Educational Plan Component 4: Provide High Quality and Timely Professional Development

Staff at NJB will be provided the training needed to successfully carry out the charter. The content will include:

- Introduction to understanding the different aspects of the Highly Effective Teaching Model
- LIFESKILLS and Lifelong Guidelines
- Leader in Me
- Training on how to create schoolwide and classroom procedures
- Agriculture, Science and Civics
- Multiple Intelligences
- Creating Backward Standards Maps/Units of Study
- How to collaborate and use common assessments by looking at student data in the Data Inquiry Model and Causal System Analysis
- HQFI (High Quality First Instruction)
- SIIPS Training (Systematic Instruction in Phonemic and Phonics)
- GLAD (Guided Language Acquisition to support English Language Learners)

For each topic covered, follow-up coaching by the various presenters will be made available.

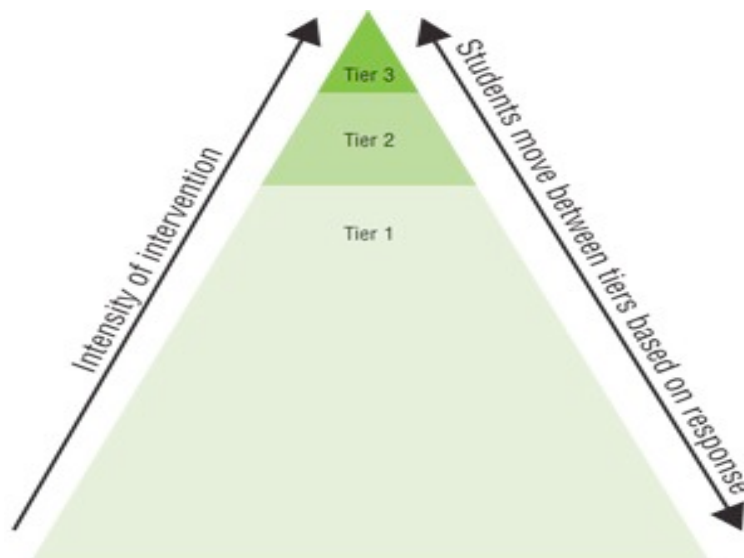
Interventions: Identifying and Responding to Needs of All Pupils

Interventions begin with the classroom teachers, who are responsible for the ongoing assessment of student progress. When classroom teachers identify students requiring additional support, based on multiple measurements, they provide specific accommodations for those students within the classroom instructional setting. These “tier-one” interventions might include: changes in seating, additional check-ins with the teacher, additional small group instruction, peer support, instructional aide support, and the use of the “break center.”

If additional interventions are deemed necessary, the teacher shall refer students to the school’s Student Study Team (SST). The SST is a problem-solving team whose job is to review and analyze all available data and design a plan of support for students. This team can recommend more intensive interventions. Because of the mutually influential factors of social, academic, and attendance issues, the SST at NJB consists of experts in all three areas including family members. The SST sets goals for the student that are reviewed within two to three months. If the student is still not making adequate or expected progress, changes can be made to the intervention plan or more extensive evaluation and consultation with special education specialists is requested.

The NJB mastery process described above is consistent with the RTI approach adopted by the SCUSD SELPA. The RTI approach has three tiers and is part of the general education program. The RTI approach reminds the petitioners to take a holistic view at how students learn and to take into consideration personal factors (e.g., medical problems, inadequate nutrition, difficult temperament and adjustment problems) and environmental conditions (e.g., school and peers, family, and neighborhood) when organizing meaningful and engaging curriculum and instruction for scholars.

Figure 3. The 3 Tiers of Response to Intervention (RTI)



Tier 1 represents the core instructional program all students receive. At least 80% of students experience success with the instruction provided. Anything less suggests the curriculum and/or the instruction is/are not working. In Tier 1, instruction is differentiated and personalized as much as possible to produce high results for all students. Use of field trips at the beginning of a unit, for example, increases exposure and creates prior knowledge for instruction in class. A structured and nurturing schoolwide environment, as another example, creates a sense of safety and belonging that is a prerequisite for learning by all students.

Teachers will examine student work on a regular basis through norming. The shortened Thursdays provide a collaborative time in the afternoon for grade level teams to meet and examine student work. Based on student work, the team can determine if progress is being made. If not, the team identifies evidenced-based practices that work. These practices come from a variety of sources, including team members, the principal, the nurse, other site staff, SELPA staff, the research literature, various resources and from consultants.

The RTI process calls for NJB teachers to look at how students learn and then adapt curriculum and instruction to help students be successful. When students are successful, teachers are successful. If the lack of learning is due to poor instruction, NJB teachers will take the initiative to identify evidenced-based practices that work, then they will rehearse using the practice before applying it in class. The regular examination of student work by each grade-level team is essentially a mini Student Study Team (SST). The RTI process also encourages accurately identifying barriers to learning and reducing the dramatic increase in misdiagnoses over the last 20 years reported by Howard Adelman and Linda Taylor in their 2010 book titled *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools* (2010).

As described above, creating a positive and supportive schoolwide environment that reaches into every corner of the school and into the home is an essential part of the core program in Tier 1, as well as in Tiers 2 and 3. In the NJB environment, students and staff will feel they belong, and that they can participate and learn. Adelman and Taylor remind us that “(1) *the behavior, learning, and emotional problems experienced by most youngsters stem from sociocultural and emotional factors not from psychopathology, and (2) such problems often can be countered through promotion of social and emotional development and preventive interventions.*”

Tier 2 represents a smaller group of students who may require additional help to be successful in Tier 1. This tier represents 10-15% of students. The supplemental interventions are 8 to 12 weeks in duration and are in addition to the core instruction. The interventions take place in small groups. An after-school or lunch-time tutoring group, for example, may be formed at the beginning of the school year in August to help 4th graders master multiplication so they can be prepared to learn and understand long division when it is introduced at the end of September. Or a support group may be formed to deal with anger management lasting two to three months. The group might be facilitated by the school nurse or by a part-time retired school counselor.

Tier 3 represents an even smaller group of students who need more intensive one-on-one interventions to achieve the same goals as other students in Tier 1. This tier represents 5-10% of

students.

If interventions at each of the three tiers are ineffective and if poor teaching can be ruled out, then the next step is to determine if a particular student qualifies for Special Education services. If done well, the RTI process can be more efficient and accurate than the deficiency model used in the past to identify students for Special Education services.

English Learners and Program Description

English learners will be identified by the Home Language Survey completed at registration and by the subsequent ELPAC score. In 2017-18, 24.73% of the 283 enrolled scholars at NJB were English learners at various levels of proficiency. Lack of English fluency, however, is not a reason for not excelling in math, social studies, science, physical education, or visual & performing arts. We recognize becoming fluent in a second language takes many years. We intend to accelerate the acquisition of English proficiency with our brain-compatible approach. Our project-based approach to learning is ideal for EL scholars.

The brain-compatible approach used at NJB is consistent with the natural approach to second language acquisition advanced by Stephen Krashen and described by his *i+1* or Input Hypothesis (www.sk.com.br/sk-krash.html). The key to success is comprehensible and meaningful input received in a safe learning environment where one lowers his/her affective filter. His theory has its roots in Vygotsky's concept of the Zone of Proximal Development (ZPD). An individual's Zone is just a bit beyond what he/she already knows or can do alone. It is in this zone that students learn best. Thus, the instruction and curriculum in the Zone is not too hard, not too easy, but just right.

"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." - Stephen Krashen

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." - Stephen Krashen

Earlier, we shared Susan Kovalik's conclusion that learning best occurs when the following 10 elements are present: Enriched Environment, Movement, Absence of Threat, Meaningful Content, Adequate Time, Immediate Feedback, Choices, Collaboration, Mastery, "Being There" Experiences.

By combining the natural approach with the brain-compatible approach, teachers at NJB will create lessons in which English Learners are thoroughly engaged throughout the day in learning

English as a second language and in learning state content standards. Depending on a student's Zone of Development (ZOD), his/her primary language may be used to explain concepts. Otherwise, teachers will scaffold instruction and use strategies learned from, for example, Project GLAD (Guided Language Acquisition Design), including total physical response. In keeping with our instructional plan, one can expect to see many hands-on activities and field trips to create prior knowledge and to build vocabulary.

We recognize English Learners will be at different levels as determined by the ELPAC. We also recognize natural development stages in learning a language: listening, speaking, reading, and writing. Teachers will take this into consideration as they create lessons to help their students reach state standards in English Language Development, English language arts, math, social studies, science, physical education, and visual & performing arts.

We also recognize the difference between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP), a distinction made by Jim Cummins. He pointed out, *"Conversational fluency is often acquired to a functional level within about two years of initial exposure to the second language whereas at least five years is usually required to catch up to native speakers in academic aspects of the second language. Failure to take account of the BICS/CALP (conversational/academic) distinction has resulted in discriminatory psychological assessment of bilingual students and premature exit from language support programs (e.g. bilingual education in the United States) into mainstream classes."* - www.iteachilearn.com/cummins/bicscalp.html.

English Learners will be re-classified as Fluent English Learners when they: 1) demonstrate fluency on the ELPAC, 2) score proficient or advanced on the English language arts portion of the state test, 3) are identified by their teachers as fluent, and 4) show authentic fluency with a product developed in class.

EL progress in ELD is assessed annually using the ELPAC. Once a student has met the district re-designation criteria for language proficiency and academic achievement in ELA, teachers consults with the family and recommends re-designation. In the past four years, the student's academic achievement was monitored and interventions were provided as needed to maintain their success in the classroom.

In order to ensure that the EL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), NJB will regularly assess the quality of its program in collaboration with the English Learner Advisory Committees (ELACs) and reported to the Steering Committee.

NJB meets all applicable legal requirements for English Learners relative to annual notification to parents, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, re-designation to Fluent English Proficient (FEP) status, monitoring and evaluation of program effectiveness, and standardized testing requirement. NJB implements policies to effectuate proper placement, evaluation, and communication regarding ELs and the rights of parents and students. Our expectation is for EL's to advance one ELPAC level per year.

All teachers at NJB have an English Learner authorization with their credential and are fully qualified to teach English learners. These highly qualified educators follow the guidance of the *CA ELA/ELD Framework* to provide English Language Development through two structures: integrated ELD and designated ELD. Integrated ELD includes language instruction taught within the content areas and is designed to support developing the language of the particular genre or discipline. Designated ELD is a protected time when English learners can have their particular language needs met in a small group setting. Even during this protected time, the core content of the classroom is the vehicle for language instruction. To support teachers in delivering the type of high-quality ELD instruction described above, NJB has participated in the *GLAD (Guided Language Acquisition and Development) professional development*. This intensive, one-year professional learning.

Special Education (SPED) Program Description

Our project-based approach to learning is ideal for students with different learning modalities. Moreover, NJB is committed to working with SCUSD Special Education Local Plan Area (SELPA) to ensure each student's special education needs are being met as outlined in his/her individualized education programs (IEP) and in accordance with applicable laws and with SCUSD policies and practices regarding students with special needs. NJB works with SCUSD staff to provide any required special education services to pupils and to identify and refer students as needed for such services using SCUSD protocols. NJB is committed to securing such services as may be required by the IEP or in compliance with other laws governing students with disabilities, including Section 504 of the Rehabilitation Act. To the fullest extent possible, services will be provided in a full-inclusion setting.

NJB functions as a public school of the Sacramento City Unified School District for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Each year NJB operates as an arm of the district for special education purposes, NJB shall pay to the district an amount of funding per ADA equal to the amount the district spends from its general fund per ADA to support special education costs in the district. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend NJB are provided a free and appropriate education in accordance with each student's IEP. Unless otherwise agreed upon between NJB and SCUSD, NJB will be solely responsible for compliance with Section 504.

NJB complies with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). NJB staff will work directly with the SCUSD Special Education Department including Child Find, which requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child.

As a dependent charter, NJB is a SCUSD school and receives Special Education services from the district, which is NJB's SELPA. SCUSD Special Education personnel assist the school in providing Special Education services: referrals, assessment, instruction, and due process. SCUSD allocates actual costs of the Special Education at NJB. NJB is fiscally responsible for an annual encroachment fee to the district (see budget projections).

IDEA

New Joseph Bonnheim Community Charter School provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of SCUSD, which shall include but not be limited to identification; assessment; IEP development, implementation, and review; and provision of a full continuum of placement options to ensure each identified student is offered a free appropriate public education (FAPE) in the least restrictive environment. NJB has a .50 FTE Resource Specialist. Speech services are provided by a licensed Speech-Language Pathologist.

NJB follows SCUSD policies and procedures, and utilizes SCUSD forms in identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records.

Section 504 of the Rehabilitation Act/ADA

NJB recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. A 504 team will be assembled by the principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Consultation and collaboration with the SCUSD Student Services to determine support especially for aides, transportation and resources beyond the school's resources.
- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those, which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (FAPE). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff and SCUSD support. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) mandated a multi-level prevention system in general education programs to maximize student achievement and to reduce behavior problems. Response to Intervention (RTI) was a recommended option. In the SCUSD Special Education Local Area Plan (SELPA), schools use RTI as the multi-level prevention system. The RTI process can also help schools evaluate their procedures and structures,

"to ensure that students receive instruction and supports that are culturally and linguistically responsive to their students' needs." - SCUSD Response to Intervention (RTI) Manual.

Engaging Parents and Families

In our efforts to provide the best possible learning environment for our scholars and successful academic outcomes, NJB will work with families to develop opportunities and partnerships to improve student learning and social-emotional growth.

In addition to the Steering Committee, parent partnerships include the English Learner Advisory Committee (ELAC), School Site Council (SSC), Home Visits, Volunteer Opportunities, Parent Teacher Association (PTA), Parent Workshops, Youth and Family Support Services, Parent Teacher Conferences, Home Visits and APPT (Academic Parent Teacher Teams) Family Night Activities, Home-School Communication, and Leader in Me Workshops. Translation support and childcare will be provided as needed.

Instructional Days and Minutes for Each Grade Level

NJB follows the district instructional calendar with 180 days of instruction. NJB also complies with the instructional day outlined in the SCTA contract. The annual instructional minutes for each grade-level are shown in Table 10.

Table 10. Minimum Minutes of Instruction Required by Ed. Code

Grade	State Requirement	# minutes of instruction NJB/SCUSD
K	36,000	36,000
1 st – 3 rd	50,400	50,660
4 th – 6 th	54,000	54,064

The state requirement for 200 minutes of physical education every ten days is provided at NJB with a full time P.E. teacher.

Technology and Digital Literacy

NJB recognizes the importance in developing digital literacy skills to be successful in the 21st Century. Given the well-documented “digital divide” seen in communities with high rates of poverty (like ours), it is absolutely critical that students learn digital literacy in the classroom setting. This starts with providing access to technology in the classroom. Beginning in 2018, NJB is a “one-to-one” school with every student having a dedicated computer or tablet.

Teachers are already using technology with purpose to provide differentiated skills practice, research and inquiry, checking the accuracy, validity of online resources, and some teachers are learning how to use the technology to provide authentic collaboration and content publishing opportunities. NJB will continue to explore how to best support our students’ digital literacy.

Local Control Accountability Plan Executive Summary

1. Background

Development of the LCAP requires charter schools to consult with teachers, the principal, other school personnel, parents, and scholars. Since most stakeholders are not known at this time, this section of the charter summarizes the priorities, the annual goals, and the actions required to achieve the goals. A more detailed draft of the LCAP is included in Appendix E.

In order to genuinely engage all stakeholders, the school along with the Steering Committee consults with teachers, the principal, other school personnel, parents, and scholars using the Steering Committee process described below in this document under Element D. Thereafter, the LCAP will be updated every year by July 1st, and submitted to the district and California Department of Education.

As of 2017-2018 enrollment by English Language Acquisition Status (ELAS) data on DataQuest, which shows out of 283 scholars enrolled, 70 (24.73%) are English Language Learners. An additional 21 out of 283 scholars who are reclassified as fluent and English proficient (RFEP). Our focus on high quality first instruction and the application of the brain-compatible approach will engage and support all students including those identified as English learners, low income, and foster youth.

LCAP State Priorities

AB97 identifies eight state priorities required for all public schools, including charter schools. The eight priorities are intended to represent key variables in effective schools. They are described in Table 3. All schools are required to develop annual goals and actions for each priority. Charter schools may create additional priorities and goals that support the charter. NJB chooses to establish an additional priority as articulated in its mission statement: Raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This additional priority is described in Table 12.

Table 11. Alignment of Goals, Actions, and Priorities

Priority # 1: Fully <u>credentialed</u> teachers & <u>Access to Common Core materials</u> & <u>Good facility</u> .
Priority # 2: Implement Common Core content & standards.
Priority # 3: Parent input in decision making.
Priority # 4: Achievement on standardized tests, API, share who are college and career ready, share of ELs becoming proficient, share of ELs reclassified.
Priority # 5: Pupil engagement – school attendance rate and absenteeism rates
Priority # 6: School climate – suspension rates and surveys to determine sense of safety and school connectedness.
Priority # 7: <u>Access</u> to a broad course of study
Priority # 8: Pupil outcomes in English, math, social science, science, visual & performing arts, health, P.E.
Priority # 9: Develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

Table 12. Additional Priority at NJB

<p>Develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.</p> <p>(A) Every scholar develops a firm foundation in the basic academic skills of reading, writing, math, and science.</p> <p>(B) Every scholar becomes linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his/her own learning.</p> <p>(C) Every scholar becomes a self-motivated, competent, lifelong learner, and a well-versed advocate of democracy. Scholars think critically, collaborate with others, communicate effectively, demonstrate moxie, and understand technology.</p>
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Below are measurable outcomes that align with the state priorities and established additional priority of NJB.

Table 13. Charter School Outcomes That Align with the State Priorities

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing that the Charter School's outcomes that align with the state priorities and the Charter School goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p>	
STATE PRIORITY #1: BASIC SERVICES	
Fully credentialed teachers and access to the CCSS materials and good facilities.	
Sub Priority A—Teachers	
GOAL TO ACHIEVE SUB-PRIORITY	100% of teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject area(s) and for the pupils that they are teaching.
ACTIONS TO ACHIEVE GOAL	SCUSD requires that all teaching applicants produce the appropriate credentials when hired, before they begin their teaching assignments.
MEASURABLE OUTCOME	SCUSD will measure success of this outcome by identifying the credential status of all applicable teaching staff
METHODS OF MEASUREMENT	The percent of teachers with the appropriate credentials, when applicable.
Sub Priority B—CCSS Curriculum and Materials	
GOAL TO ACHIEVE SUB-PRIORITY	100% of students have access to standards-aligned instruction materials pursuant to Education Code section 601119.
ACTIONS TO ACHIEVE GOAL	New Joseph Bonnheim purchases instructional materials at the start of the school year that are aligned to the standards and/or develop instructional materials on the basis of current standards. Each year, teachers inventory their adopted instructional materials and request any needed materials based on full enrollment for the following year.

MEASURABLE OUTCOME	100% of core content areas have instructional materials aligned to the standards; 100% of students have access to instructional materials.
METHODS OF MEASUREMENT	Annual inventory of the adopted instructional materials.
SUB-PRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUB-PRIORITY	The school facilities are maintained in good repair pursuant to Education Code section 17002(d).
ACTIONS TO ACHIEVE GOAL	NJB operates in a district facility. NJB will continue to ensure consistent custodial services are provided daily at the school and request needed repairs from SCUSD
MEASURABLE OUTCOME	NJB campus will be clean and in good repair.
METHODS OF MEASUREMENT	Annual administrative review of school facilities.

STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUB-PRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUB-PRIORITY	NJB will increase student proficiency in both ELA and Math.
ACTIONS TO ACHIEVE GOAL	Specific and detailed actions are listed throughout Element 1. Additionally, staff participate in ongoing professional learning around the ELA/ELD framework and (GLAD) Guided Language Acquisition and Development.
MEASURABLE OUTCOME	Increase of 2% of the student population meeting/exceeded standards as measured by the CAASPP for ELA and Math.
METHODS OF MEASUREMENT	CAASPP results from the state.
SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUB-PRIORITY	English learners will achieve re-designation criteria at increased rates.
ACTIONS TO ACHIEVE GOAL	Specific and detailed actions are listed throughout Element 1. EL students will engage in scaffolded content instruction with high levels of rigor as their English proficiency is addressed through integrated and designated ELD.
MEASURABLE OUTCOME	Scholars will move a level each year and re-classify as English proficient.
METHODS OF MEASUREMENT	ELPAC assessment and benchmark.
SUB-PRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUB-PRIORITY	ELs at Intermediate or below will increase their English proficiency.
ACTIONS TO ACHIEVE GOAL	Intense professional learning around the ELA/ELD framework prepares teachers to provide high-quality integrated and designated ELD.
MEASURABLE OUTCOME	To be determined after baseline data collected with new ELPAC assessment.

METHODS OF MEASUREMENT	Baseline data collected from 2017-18 ELPAC.
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STATE PRIORITY #3— PARENTAL INVOLVEMENT <i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUB-PRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUB-PRIORITY	Parents, family and community stakeholders will become more fully engaged as partners in the education of scholars at NJB.
ACTIONS TO ACHIEVE GOAL	Parents are involved as partners in committees, provided with outreach and capacity-building activities.
MEASURABLE OUTCOME	Steering Committee, Parent Academy, PTA, School Site Council, and ELAC will have parent representation.
METHODS OF MEASUREMENT	Sign-in sheets for steering committee, Parent Academy, PTA, SSC, and ELAC.
SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUB-PRIORITY	Parents will feel welcomed to all school decision-making and partnership committees.
ACTIONS TO ACHIEVE GOAL	Effective Communications: Translation Services and Surveys
MEASURABLE OUTCOME	All notices for committees and other parent partnership events will be provided in multiple languages. Surveys will be generated under LCAP priorities to get parent feedback and input.
METHODS OF MEASUREMENT	Flyers and other evidence of translated notices. Surveys generated and collected.
STATE PRIORITY #4— STUDENT ACHIEVEMENT <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> <i>A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i> <i>B. The Academic Performance Index (API)</i> <i>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i> <i>D. Percentage of EIs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)</i> <i>E. EL reclassification rate</i> <i>F. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i>	

SUB-PRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUB-PRIORITY	Increase percent of students on track to graduate college and career ready.
ACTIONS TO	Please see Element 1 section for full description of educational program. Additionally, teachers are provided ongoing professional learning (including training workshops and

ACHIEVE GOAL	training specialist support on-site) to increase student achievement.						
MEASURABLE OUTCOME	<p>Goals for expected outcomes for each grade-level are listed below.</p> <table border="1"> <tr> <td>ELA</td><td>Math</td></tr> <tr> <td colspan="2">Expected Growth each year from 2019-2024 Based on prior growth 2015-2018</td></tr> <tr> <td>3rd Grade 10% 4th Grade 10% 5th Grade 10% 6th Grade 10%</td><td>3rd Grade 6% 4th Grade 6% 5th Grade 6% 6th Grade 6%</td></tr> </table>	ELA	Math	Expected Growth each year from 2019-2024 Based on prior growth 2015-2018		3rd Grade 10% 4th Grade 10% 5th Grade 10% 6th Grade 10%	3rd Grade 6% 4th Grade 6% 5th Grade 6% 6th Grade 6%
ELA	Math						
Expected Growth each year from 2019-2024 Based on prior growth 2015-2018							
3rd Grade 10% 4th Grade 10% 5th Grade 10% 6th Grade 10%	3rd Grade 6% 4th Grade 6% 5th Grade 6% 6th Grade 6%						
METHODS OF MEASUREMENT	Proficiency rates on the CAASPP in ELA/Literacy and mathematics						
SUB-PRIORITY B – API							
GOAL TO ACHIEVE SUB-PRIORITY	As API is no longer being used in California, NJB will meet the state expectation on the replacement for API, as announced and implemented.						
ACTIONS TO ACHIEVE GOAL	Please see Element 1 section for full description of educational program. Additionally, teachers are provided ongoing professional learning (including training workshops and training specialist support on-site) to increase student achievement.						
MEASURABLE OUTCOME	To be determined by Dashboard system.						
METHODS OF MEASUREMENT	Baseline data to be collected upon full implementation of Dashboard system.						

SUB-PRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
NOT APPLICABLE	
SUB-PRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUB-PRIORITY	ELs at Intermediate or below will increase their English proficiency.
ACTIONS TO ACHIEVE GOAL	Intense professional learning around the ELA/ELD framework prepares teachers to provide high-quality integrated and designated ELD.
MEASURABLE OUTCOME	To be determined after baseline data collected with new ELPAC assessment.
METHODS OF MEASUREMENT	Baseline data collected from 2017-18 ELPAC.
SUB-PRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	English learners will achieve re-designation criteria at increased rates.
ACTIONS TO ACHIEVE GOAL	Specific and detailed actions are listed throughout Element 1. EL students will engage in scaffolded content instruction with high levels of rigor as their English proficiency is addressed through integrated and designated ELD.

MEASURABLE OUTCOME	Scholars will move one level each year and then be reclassified as English proficient.
METHODS OF MEASUREMENT	ELPAC and % of scholars moving up levels

SUB-PRIORITY F – AP EXAM PASSAGE RATE	
NOT APPLICABLE	

SUB-PRIORITY G – COLLEGE PREPAREDNESS/EAP	
NOT APPLICABLE	

STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<i>A. School attendance rates</i>	
<i>B. Chronic absenteeism rates</i>	
<i>C. Middle school dropout rates (EC §52052.1(a)(3))</i>	
<i>D. High school dropout rates</i>	
<i>E. High school graduation rates</i>	

SUB-PRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUB-PRIORITY	NJB will increase daily attendance to 95% or more.
ACTIONS TO ACHIEVE GOAL	The school will provide varied opportunities for students to become interested in school and learning through technology based activities, after-school and enrichment activities.
MEASURABLE OUTCOME	School wide attendance rates will maintain at 95% or more.
METHODS OF MEASUREMENT	Average Daily Attendance Rate Chronic Absence Rate

SUB-PRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUB-PRIORITY	NJB will have fewer than 5% of students chronically absent.
ACTIONS TO ACHIEVE GOAL	The school will provide varied opportunities for students to become interested in school and learning through technology based activities, extended day and enrichment activities.
MEASURABLE OUTCOME	Decrease Chronic Absence rates, to 10%
METHODS OF MEASUREMENT	Chronic Absence Rate

STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<i>A. Pupil suspension rates</i>	

<p><i>B. Pupil expulsion rates</i></p> <p><i>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i></p>	
SUB-PRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	NJB will maintain low suspension rates.
ACTIONS TO ACHIEVE GOAL	Develop and maintain safe school plan and relationships between staff and students to facilitate a safe, positive school climate. Social emotional support will be provided through Leader in Me, LIKESKILLS, counseling services, Student Support Center staff.
MEASURABLE OUTCOME	Maintain suspension rate at less than 1.5%.
METHODS OF MEASUREMENT	Suspension rate

SUB-PRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUB-PRIORITY	NJB School will maintain low expulsion rates.
ACTIONS TO ACHIEVE GOAL	Develop and maintain safe school plan and relationships between staff and students to facilitate a safe, positive school climate. Social emotional support will be provided through Leader in Me, LIKESKILLS, counseling services, Student Support Center staff.
MEASURABLE OUTCOME	Maintain expulsion rate of 0%
METHODS OF MEASUREMENT	Expulsion rate
SUB-PRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUB-PRIORITY	School stakeholders will feel satisfied with the academic rigor, structure, safety and communication of the Charter School.

ACTIONS TO ACHIEVE GOAL	NJB will administer an annual survey each year and track the families who have responded.
MEASURABLE OUTCOME	Parents and/or guardians of students at NJB Charter will be satisfied with the academic rigor, structure, safety and communication of the Charter School. 80% or more of parents will demonstrate satisfaction on these metrics through an annual survey, with 70% or more of families responding. Staff at NJB will be satisfied with the academic rigor, structure, safety and communication of the Charter School. 80% or more of staff will demonstrate satisfaction on these metrics through an annual survey, with 80% or more of staff responding.
METHODS OF MEASUREMENT	Annual family survey and an annual staff survey.

STATE PRIORITY #7— PUPIL ACCESS TO BROAD COURSE OF STUDY	
The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as	

applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03. (Section 51210 describes subjects for grades 1 to 6: English, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, P.E. Section 51220 is for grades 7-12)

SUB-PRIORITY A – PUPIL ACCESS

GOAL TO ACHIEVE SUB-PRIORITY	NJB will maintain all content areas required by state standards.
ACTIONS TO ACHIEVE GOAL	NJB uses different curriculum than traditional schools, every scholar will have access to all curriculums to access content knowledge.
MEASURABLE OUTCOME	Maintain study trips, at no-cost to scholars, classroom and school materials, such as laptops and texts.
METHODS OF MEASUREMENT	Measure one to one pupil access of materials and curriculum through audit.

STATE PRIORITY #8— PUPIL OUTCOMES RELATED TO COURSE OF STUDY

Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Section 51210 describes subjects for grade 1 to 6: English, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, P.E. Section 51220 is for grades 7-12)

SUB-PRIORITY A – PUPIL ACCESS

GOAL TO ACHIEVE SUB-PRIORITY	NJB will maintain all common assessments built in units of study that demonstrate mastery of content areas required by state standards.
ACTIONS TO ACHIEVE GOAL	NJB uses common assessments that every scholar will take to measure mastery of content knowledge. Staff will progress monitor scholar growth.
MEASURABLE OUTCOME	Scholar will be at grade level readiness and master the CCSS through access of a broad course of study.
METHODS OF MEASUREMENT	Measure pupil progress in common assessments, benchmarks, and exit tickets.

NJB ADDITIONAL PRIORITY— ACHEIVEMENT OF SCHOOL MISSION

Develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

(A) Every scholar develops a firm foundation in the basic academic skills of reading, writing, math, and science.

(B) Every scholar becomes linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his/her own learning.

(C) Every scholar becomes a self-motivated, competent, lifelong learner, and a well-versed advocate of democracy. Scholars think critically, collaborate with others, communicate effectively, demonstrate moxie, and understand technology.

SUB-PRIORITY A – FOUNDATIONAL MATH AND READING SKILLS

GOAL TO ACHIEVE SUB-PRIORITY	NJB will maintain all common assessments built in foundational math and reading skills that demonstrate mastery required by state standards.
ACTIONS TO	NJB uses common assessments that every scholar will take to measure mastery

ACHIEVE GOAL	foundational skills. Staff will progress monitor scholar growth.
MEASURABLE OUTCOME	Scholar will be at grade level readiness and master foundational skills.
METHODS OF MEASUREMENT	Measure pupil progress in common assessments, benchmarks, and exit tickets.
SUB-PRIORITY B AND C – CRITICAL THINKING AND PROBLEM SOLVING	
GOAL TO ACHIEVE SUB-PRIORITY	Scholars will demonstrate higher levels of rigor by creating performance tasks built in units of study that demonstrate mastery of content areas required by state standards.
ACTIONS TO ACHIEVE GOAL	Scholars will complete a performance task at the end of unit of study, that demonstrates a deep knowledge of key concepts and enduring understandings. Staff will progress monitor scholar growth.
MEASURABLE OUTCOME	Scholars will be able to analyze, create and evaluate tasks to demonstrate higher level thinking.
METHODS OF MEASUREMENT	Measure pupil progress in performance task and culminating projects using Hess’ rigor matrix and Highly Effective Teaching rubrics.

3. LCAP Goals

In addition to “All Pupils,” six numerically significant subgroups are projected at NJB. The largest consists of Low Income scholars who are 100% of the enrollment as shown in Table 5. DataQuest and AR&E data from SCUSD pertaining to the years of 2015-2018 were used to estimate the number of scholars in each subgroup.

There are three goals that lead to accomplishing the mission: Developing responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

Goal 1. Create the foundation to support high quality first instruction and learning. The following actions will be taken to reach this goal:

- a. Action: Hire appropriately credentialed teachers who are passionate about learning and about implementing the NJB Charter. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- b. Action: Hire an educator who understands and who can implement the Highly Effective Teaching (HET) model to gather and provide students with standards- aligned materials, standards-aligned hands-on experiences, and standards-aligned “Being There” experiences. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Hire a full-time custodian to maintain the Joseph Bonnheim site in good repair and to support the positive school culture. (Priority 1, 5, 6, 9)
- d. Action: Implement the Steering Committee decision-making process described in the charter. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

- e. Action: Increase parent and teacher engagement in the Steering Committee process. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- f. Action: Limit class size to 25 or fewer students with a goal of 24 in grades K-3. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

Goal 2. Create an organizational culture that supports and sustains high quality first instruction and learning. The following actions will be taken to reach this goal:

- a. Action: Provide ongoing professional development in content area and for the schoolwide strategies described in the charter, including Common Core Standards and Highly Effective Teaching Model (HET), Efficacy, and English Learner strategies. (Priorities 2, 4, 5, 6, 7, 8, 9)
- b. Action: Create grade-level Backward Standards Maps incorporating Common Core Standards, other state-adopted standards, Highly Effective Teaching Model, Efficacy, English Learner strategies, and other strategies. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Organize the hours and days of instruction (within state requirements) to increase time for professional development and collaboration time between staff and with parents. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- d. Action: Create a welcoming schoolwide environment that is safe and predictable with consistency and continuity. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Based on fiscal budget, hire a part-time school nurse and counselor to attend to medical and mental health needs, to coordinate school safety, and to coordinate Special Education issues. Classroom aides to support ELs and all scholars who are not at grade level readiness. (Priorities 3, 4, 5, 6, 7, 8, 9)
- f. Action: Create a discipline program based on LIFESKILLS, Lifelong Guidelines, the 7-habits in Leader in Me, Efficacy, and Positive Discipline (Priorities 3, 4, 5, 6, 8, 9)
- g. Action: Create a data driven process to examine student work, create new strategies, and re-teach when needed. The process can be used schoolwide, by grade level, or individually. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

Goal 3. Increase the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation, c) knowledge of how American democratic institutions work, and d) the ability to recite the Gettysburg Address and discuss it orally and in writing. Mastery is defined as the ability to understand something well enough to teach it to someone else. The following actions will be taken to reach this goal:

- a. Action: Integrate body-brain teaching and learning throughout the instructional

day to engage all students and all subgroups. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

- b. Action: Use the agricultural theme with brain-compatible strategies to integrate content areas into daily instruction. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Integrate civic education into the curriculum by means of social action projects. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- d. Action: Provide third party support for those scholars who have not yet mastered what is being taught. (Described later in the educational plan.) (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Provide primary language support as needed for English Learners while maintaining English as the medium of instruction. Strategies to accomplish this goal include small group preview-review in the primary language coupled with whole class instruction using scaffolding strategies taught by the Guided Language Acquisition by Design program (Project GLAD). In order to provide preview-review the Steering Committee will identify the required number of bilingual certificated teachers when requesting teachers for vacant positions. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

Please refer to our 2018-19 LCAP in the Appendix for a detailed look of our programs of where we are currently and where we are planning go.

Element 2: Measurable Pupil Outcomes

(B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Ed. Code 47605(b)(5)(B)

CASSP Data

Table 14. NJB SBAC ELA and Surrounding School Comparison

<u>SBAC ELA</u>	Number of Students Tested 2017-18	% Standard Met/Excee ded 2017- 18 Difference from 2014-15	% Standard Met/Excee ded 2014- 15	% Standard Met/Excee ded 2015- 16	% Standard Met/Excee ded 2016- 17	% Standard Met/Excee ded 2017- 18	District % Standard Met/Excee ded for 2017-18	Comp School 1 (Tahoe) (# of students) % Standard Met/Excee ded 2017-	Comp School 2 (Peter Burnett) (# of students) % Standard Met/Excee	Comp School 3 (Mark Twain) (# of students) % Standard Met/Excee
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								18	ded 2017-18	ded 2017-18
Status as of: 1/22/19										
- Site	159	11.52	13.00	23.00	27.09	24.52	40.03	20.74	22.35	24.20
- African American	17	-12	12	6	4.76	0.00	21.77	13.51	6.66	11.76
- American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	30.58	N/A	N/A	N/A
- Asian	12	50.33	8	63	38.46	58.33	47.86	N/A	31.71	60.00
- Filipino	N/A	N/A	N/A	N/A	N/A	N/A	60.15	N/A	N/A	N/A
- Hispanic or Latino	114	13.44	12	22	27.62	25.44	31.40	17.39	20.35	21.74
- Pacific Islander	NA	N/A	N/A	N/A	N/A	N/A	21.92	N/A	N/A	N/A
- White	N/A	N/A	15	27	36.36	N/A	63.12	42.86	20.83	18.19
- Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A	49.36	14.28	15.38	28.57
- Male	85	22.44	4	21.00	26.44	22.35	35.04	15.46	18.82	17.93
- Female	74	6.03	21	26.00	27.94	27.03	45.31	26.37	26.09	32.05
- English Learner	40	9.5	3	17	19.23	12.50	8.02	0	8.70	13.64
- Reclassified-Fluent English Proficient (RFEP)	23	16.17	36	75	55.00	52.17	57.59	N/A	54.91	61.11
- Students with Disabilities	20	20.00	N/A	0	11.12	20.00	15.15	8.69	9.53	5.66

- Economically Disadvantaged	140	9.43	12	12	26.90	21.43	30.64	15.53	23.47	22.08
- Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
- Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	49	18.49	6	22	26.19	24.49	35.70	17.39	22.78	26.67
Grade 4	41	12.39	12	10	29.55	24.39	37.75	29.16	21.13	23.08
Grade 5	42	4.81	19	21	14.29	23.81	36.33	17.31	23.07	16.28
Grade 6	27	2.92	23	40	34.15	25.92	37.72	19.05	22.33	28.81

Table 15. NJB SBAC MATH and Surrounding School Comparison

<u>SBAC Math</u>	Number of Students Tested 2017-18	% Standard Met/Exceeded 2017-18 Difference from 2014-15	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16	% Standard Met/Exceeded 2016-17	% Standard Met/Exceeded 2017-18	District % Standard Met/Exceeded 2017-18	Comp School 1 (Tahoe) % Standard Met/Exceeded 2017-18	Comp School 2 (Peter Burnett) % Standard Met/Exceeded 2017-18	Comp School 3 (Mark Twain) % Standard Met/Exceeded 2017-18
Status as of: 1/22/19			Official	Official	Official					
- Site	159	8.75	12.00	10.00	21.93	20.75	31.98	13.83	19.64	17.20
- African American	17	-0.12	6	0	0	5.88	13.42	0	13.33	5.88
- American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	23.33	N/A	N/A	N/A
- Asian	12	33	17	18	46.15	50.00	42.09	N/A	31.33	46.67
- Filipino	0	N/A	N/A	N/A	N/A	N/A	47.74	N/A	N/A	N/A
- Hispanic or Latino	114	8.30	11	12	21.19	19.30	23.37	14.13	13.45	15.65
- Pacific Islander	0	N/A	N/A	N/A	N/A		16	N/A	N/A	N/A
- White	N/A	N/A	8	9	27.27	N/A	52.79	35.71	25.00	13.64
- Two or	N/A	N/A	N/A	N/A	N/A	N/A	41.85	7.14	15.38	14.28

More Races										
- Male	85		11	10	24.14	20	32.09	13.40	21.31	16.04
- Female	77	8.62	13	9	19.12	21.62	31.87	14.29	17.90	18.75
- English Learner	40	-3.00	13	9	15.38	10	9.31	0	10.44	1.56
- Reclassified-Fluent English Proficient (RFEPT)	23	-9.91	36	25	45	26.09	42.30	N/A	41.18	61.11
- Students with Disabilities	20	N/A	N/A	6	16.67	20	12.84	6.52	4.76	1.89
- Economically Disadvantaged	140	6.29	13	9	21.38	19.29	23.61	8.69	18.77	14.34
- Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
- Homeless Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	49	17.65	15	16	38.09	32.65	37.99	13.04	24.35	20
Grade 4	41	18.83	8	5	29.54	26.83	34.77	27.08	26.76	17.95
Grade 5	42	4.81	19	21	14.29	23.81	25.16	3.85	8.86	6.98
Grade 6	27	2.92	23	40	34.15	25.92	33.87	11.90	19.42	22.03

Table 16. CST Science

<u>CST Science</u>	Number of Students Tested for Field Test Year 2017-18	Number of Students Tested for Pilot Year 2016-17	Standard Met/Exceeded 2015-16 Difference from 2013-14	% Standard Met/Exceeded 2013-14	% Standard Met/Exceeded 2014-15	% Standard Met/Exceeded 2015-16
Grade 5	51	32	N/A	N/A	12%	19%

Table 17. NJB Performance Fitness Test

<u>PFT</u>	% in HFZ (5 of 6 and 6 of 6) 2017-18	% in HFZ (5 of 6 and 6 of 6) 2016-17	% in HFZ (5 of 6 and 6 of 6) 2015-16	% in HFZ (5 of 6 and 6 of 6) 2014-15	% in HFZ (5 of 6 and 6 of 6) 2013-14
Grade 5	43.9	42.8	57.1	30.4	N/A

Table 18. ELPAC Testing and Rank

<u>ELPAC</u>	2017-18
Number Tested	66
Well Developed	-13
Moderately Developed	-26
Somewhat Developed	-18
Minimally Developed	-

Table 19. CELDT Scores

<u>CELDT</u>	2016-17	2015-16	2014-15
Number Tested	58	80	80
Reclassified (Number of students)	9	12	8
Advanced (Number of students)	9	11	6
Early Advanced (Number of students)	18	37	28
Intermediate (Number of students)	20	23	28
Early Intermediate (Number of students)	7	7	13
Beginning (Number of students)	4	2	5

Table 20. Key Performance Indicators

<u>Key Performance Indicators (KPI)</u>	2017-18	2016-17
KPI-1: % Secondary Students (9th +) Receiving one or more D's or F's	N/A	N/A
KPI-2: % of 8th Grade On Track to Graduate	N/A	N/A
KPI-3: Kindergarten Attendance Rate	92%	90%
KPI-4: Chronic Absence Rate	12%	11%
KPI-5: Suspensions Rate	2.1%	6%
KPI-6: Math Benchmarks (3,6,8,11)	-	-

KPI-7: ELA Benchmarks (3,6,8,11)	-	-
KPI-8: Increased Positive School Climate Rate	81%	76%
KPI-9: Participation in Expanded Learning Rate	87%	83%
KPI-10: Participation in Advanced Learning Rate	N/A	N/A
KPI-A: 3rd Grade Reading	58%	49%

Table 21. API Ranking

API	2013-14	2012-13	2011-12	2010-11
API	N/A	N/A	N/A	N/A
Ranking	N/A	N/A	N/A	N/A
Similar Schools	N/A	N/A	N/A	N/A

Table 22. Overall 4-year Growth

Comparison of the Percentage of Pupils Meeting or Exceeding State Standards Between 2014-15 and 2017-18 at New Joseph Bonnheim Charter School and Four Nearby Schools

ELA Summary by School	2014-15	2015-16	2016-17	2017-18	4-year growth
New Joseph Bonnheim 3rd-6th	13.00%	23.00%	27.09%	24.52%	11.52%
Peter Burnett 3rd-6th	22.00%	23.00%	22.65%	22.35%	0.35%
Mark Twain 3rd-6th	25.00%	23.00%	18.82%	24.20%	-0.80%
Earl Warren 3rd-6th	29.00%	41.00%	41.84%	44.45%	15.45%
Tahoe 3rd-6th	24.00%	24.00%	23.00%	20.74%	-3.26%
SCUSD ELA 3rd-6th only	31.64%	34.71%	34.16%	36.88%	5.25%
SCUSD ELA 3rd-6th, 8th, 11th	35.00%	39.00%	39.41%	40.03%	5.03%

Math Summary by School	2014-15	2015-16	2016-17	2017-18	4-year growth
New Joseph Bonnheim 3rd-6th	12.00%	10.00%	21.93%	20.75%	8.75%
Peter Burnett 3rd-6th	17.00%	14.00%	19.06%	19.64%	2.64%
Mark Twain 3rd-6th	16.00%	18.00%	15.27%	17.20%	1.20%
Earl Warren 3rd-6th	23.00%	40.00%	40.00%	39.55%	16.55%
Tahoe 3rd-6th	17.00%	14.00%	14.90%	13.83%	-3.17%
SCUSD math 3rd-6th only	28.03%	30.21%	31.21%	32.88%	4.84%
SCUSD math 3rd-6th, 8th, 11th	29.00%	31.00%	31.46%	31.98%	2.98%

Element 3: Measurable Pupil Progress

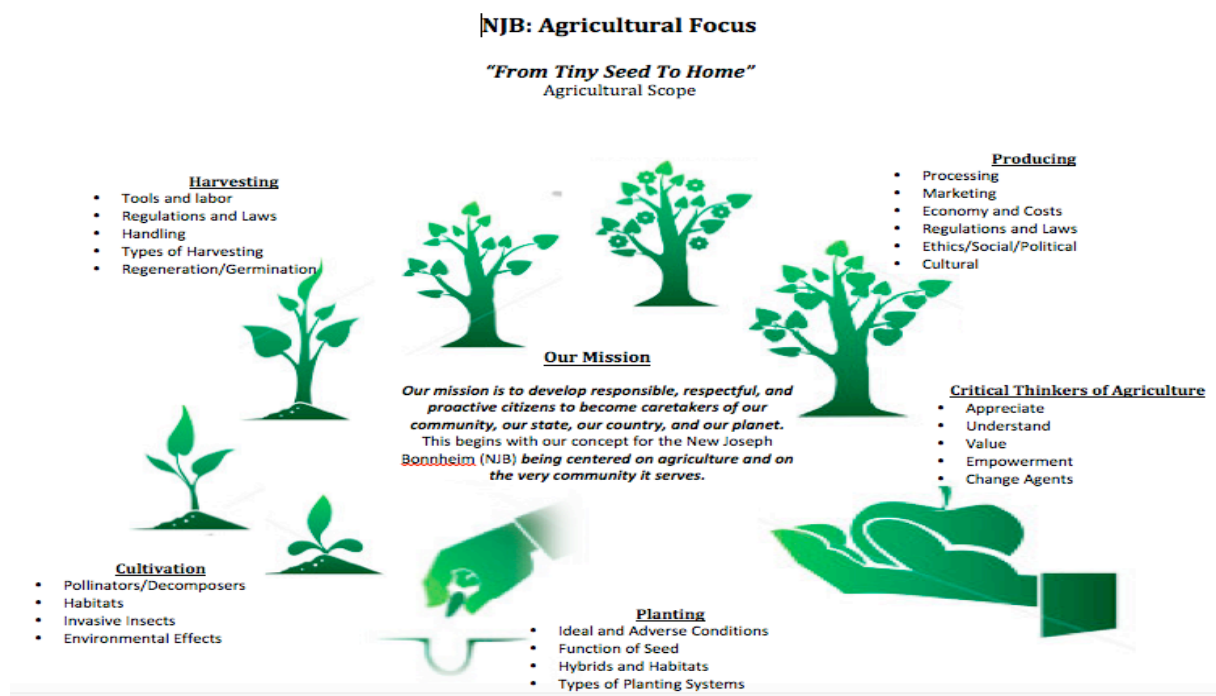
Overview

As stated in Element 1, our targeted and laser-like focus of “Solving Our Big Problem” of having every scholar be able to read, write, think critically, and master grade level standards is the very crux of what NJB stands for as a dependent charter, and will be accomplished by high quality first instruction.

The outcomes in this section describe what we expect scholars to be able to do as a result of learning at NJB. In the next section, Element 3, we describe how the outcomes will be measured. The outcomes are for all scholars. Element 2 and Element 3 taken together explain how we will inspect what we expect.

As an agricultural destination charter school, our school-wide focus is “From Tiny Seed to Home.” An agricultural scope and sequence was created by teachers and community members to deepen the scholars learning in agriculture through thematic units of study integrating all content areas.

Figure 4. NJB Agricultural Focus



Earlier in Element 1, we defined an educated person as a person who has a firm foundation in the basic academic skills for reading, writing, mathematics, and science. Thus, we expect the following from each of our scholars, regardless of subgroup affiliation:

English Language Arts: Scholars will listen and speak clearly and concisely in English. Scholars will read with understanding across genres. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity.

Mathematics: Scholars will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Scholars will understand the connection between mathematics, science, and technology.

Science: Scholars will develop an understanding of physical, earth, and life sciences through application of the inquiry process and the scientific method.

Social Studies: Scholars will apply their understanding of past civilizations and compare their relationships to the diverse cultures and communities of today. They will examine past and present civilizations from a variety of perspectives. Each scholar will learn to respect all cultures and better understand his/her own culture.

Physical Education: Scholars will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness. Scholars will understand the body and brain connection and use this knowledge to reach their full potential, physically and intellectually.

Visual and Performing Arts: Scholars will demonstrate their developing talents in the visual and performing arts. They will understand the arts are a form of communication among people from all cultures.

Social Skills: Scholar behavior will embody the 7 healthy and happy habits described in the Leader in Me, tenets of the LIFESKILLS and the Guidelines for Living. Scholars will be able to identify, articulate, and apply the LIFESKILLS and Guidelines for Living when problem solving and interacting with others.

Civics Education: Scholars develop civic knowledge about institutions, leaders, key documents, important principles, and processes. They develop and use civic skills such as active listening, critical thinking, and expressing one's opinion. They learn and practice civic dispositions such as tolerance and respect. They grow to understand the rights, responsibilities, and duties of a citizen in our democracy.

School-Wide Performance Goals To Be Achieved Over A Period of Time

As stated in the Charter Goals section, keeping with our "end in mind" and doing high quality first instruction, as reflected on our LCAP, New Joseph Bonnheim will address the following measurable goals over the term of this charter July 1, 2019 through June 30, 2024:

If practiced consistently and effectively...

Goal 1, Teacher Qualifications that demonstrate effective (HQFI) High Quality First

Teaching: NJB will seek to maintain the current rate of 100% fully credentialed teaching staff who are trained and implementing HQFI consistently.

We will master...

Goal 2, Foundational Literacy in Learning to Read: Every year and increase of 10% of scholars who have met or exceeded the foundational reading, math, and writing skills measured in grade level common assessments, such as the BPST and ESGI, fluency ORF assessments.

Goal 3, Foundational Literacy in Reading to Learn: Every year and increase of 10% of scholars who have met or exceeded to understand text, and respond both orally and written form in benchmark and unit of study common assessments in grade level.

Goal 4, Grade Level Readiness and Mastery: For 70% or more of scholars to be on track for grade level readiness in ELA and Math and have mastered the learning skills required in the CCSS, measured by the PATAI beta tool.

Goal 5, CAASPP Proficiency, Grades 3-6: An increase of 10% or more growth in grades 3-6 in ELA and 6% or more growth in Math. Instruction and staff development will emphasize the skills and content knowledge of the state standards with a goal of continuous improvement in scholar SBAC scores. Specific measurable achievement objectives and each content area are outlined in Element 1 and revised each year through the development of the LCAP.

Thus improving...

Goal 6, Attendance: NJB will attain and maintain a minimum attendance rate of 95%.

Goal 7, Enrollment: A growth of 5% or more each year of scholars attending NJB. Application and registration information will be publicized annually to maintain enrollment that maximizes the facility capacity while maintaining class size reflected in the collective bargaining agreements. Enrollment for NJB will be maintained at 320 and has been steadily growing since 2014.

Goal 8, Minimal Suspensions: NJB will strive to keep suspension rates as low as possible with a goal of less than 1%, thus developing each scholar's leadership and social-emotional wellness.

Which results in scholars being 21st century ready for middle school readiness, thus providing them more opportunities of choices for college and Career...

Goal 9, Critical Thinkers: An increase of 10% or more growth of scholars to critically think and construct viable arguments, by using evidence in their unit of study performance tasks.

Goal 10, Problem-Solving: An increase of 10% or more growth of scholars to be effective problem solvers and make a difference in their school, community, and world, by using evidence in their unit of study performance tasks and presentations.

How we will accomplish this is listed below in detail in our educational plan in Elements 3.

In addition, we described an educated person as one who is linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his or her own learning. As such we expect our scholars to:

1. Think critically
2. Collaborate with others
3. Communicate effectively
4. Be creative and innovative
5. Demonstrate informational, media, and technological literacy
6. Demonstrate moxie (i.e., a combination of confidence, courage, daring, spirit, and determination)

47607. (a) (3) (B) For purposes of this section, "all groups of pupils served by the charter school" means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school.

52052. (a) (1) The Superintendent, with approval of the state board, shall develop an Academic Performance Index (API), to measure the performance of schools and school districts, especially the academic performance of pupils.

(2) A school or school district shall demonstrate comparable improvement in academic achievement as measured by the API by all numerically significant pupil subgroups at the school or school district, including:

- (A) Ethnic subgroups.*
- (B) Socioeconomically disadvantaged pupils.*
- (C) English learners.*
- (D) Pupils with disabilities.*
- (E) Foster youth.*

(3) (A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils, each of whom has a valid test score.

(B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

(C) For a school or school district with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the state board

Section 47605 (c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Element 3: Methods to Assess Pupil Progress Toward Meeting Outcomes

Description of Assessment Overview

Scholar assessments are intended to provide information for decision-making. Decisions are made at the policy level (state and district) and at the scene of learning (classroom, school and home).

The former generally relies on annual test scores and tends to be summative in nature. The latter is best served by on-going common assessments that help teachers and scholars increase their capacity to teach and learn. Sometimes, a school staff will succumb to chasing a high annual test

score.

At NJB, the focus on learning and using common assessments to improve teaching and learning. Standardized testing is secondary, but recognized as important. In short, NJB is not about teaching to the test; NJB is about teaching scholars so they can demonstrate mastery of content in rigorous tasks, and skills by using them for problem solving, for social action, and for teaching someone else. Assessments at NJB must be mission driven, scholar driven, and data driven. Assessments at NJB inform the Steering Committee, teachers, parents, administrators, and scholars on how they are doing so they can improve.

The NJB recognizes that the most effective assessments give scholars immediate and specific feedback. In Kovalik's Highly Effective Teaching model, and embedded in High Quality First Instruction (HQFI), immediate and specific feedback is one of the 10 elements that supports high level learning. Feedback comes from a variety of sources: Teacher to scholar feedback, peer to peer feedback, tasks and scholar work. Related to the specific feedback is from principal to teacher regarding high quality first instruction. This must be done on a consistent and regular basis for effectiveness.

Common Assessments Chosen and Rationale

Element I of this document outlined which common assessments are used at New Joseph Bonnheim Community Charter School. When appropriate, NJB uses curriculum-embedded assessments provided in the instructional materials as a measure of student mastery of curriculum because they are designed to do just that and do not take away from valuable instructional minutes. There are times, however, where diagnosing a scholar's particular strengths and weaknesses in a particular area cannot be done through the assessments provided in the instructional materials. Particularly in English Language Arts, the curriculum-embedded assessments have proven insufficient to inform instruction. For that reason, NJB has adopted the following assessments. Included in this element is the details of school-wide common assessments, state mandated assessments, and authentic performance-based assessments.

A. Common Assessments

Emergent Reader Assessments

As students are making their way towards "breaking the code," there are many skills that primary teachers need to measure to ensure that students are on track. These assessments come in many varieties, but all measure the same skills. NJB has specified the specific assessment EGSI to be used for letter ID, Phonological Awareness, and Dolch Sight Words, and has specified that all teachers at the grade-level must use the same assessment.

SIPPS Placement and BPST

The BPST is designed to assess a student's mastery of phonics skills. The assessment diagnoses exactly which sound-spelling patterns a student can read and where their decoding skills are

breaking down. This specific data tells the teacher exactly what kind of instruction will be the most useful for each student. Teachers provide targeted phonics instruction based on this assessment.

Reading Comprehension and Fluency

Reading Inventory

The Reading Inventory is designed to determine what level of text complexity a reader can handle independently. The assessment provides a Lexile range for each student to assist with matching readers to appropriately complex text. It is not always enough information to provide leveled reading instruction, so teachers are encouraged to use running records in conjunction with the Reading Inventory to group students and design instruction.

Fluency

Oral Reading Fluency (ORF) is a standardized, individually administered test of accuracy and fluency with connected text. The ORF passages and procedures are based on Stan Deno and colleagues program of research and development of Curriculum-Based Measurement of Reading at the University of Minnesota. These procedures are described in Shinn (1989). ORF is a standardized set of passages and administration procedures designed to (a) identify children who may need additional instructional support, and (b) monitor progress toward instructional goals. The passages are calibrated for each grade level. Student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute is the oral reading fluency score. ORF includes both benchmark passages to be used as screening assessments across the school year, as well as 20 alternate forms for monitoring progress.

Additionally, NJB uses the end of unit assessments in the Ready Common Core curriculum and diagnostic 1,2, and 3 for benchmark testing.

Math Assessments

Teachers use the curriculum-embedded assessments for the end of each unit. (currently Ready Common Core and EngageNY)

Science Assessments

Teachers use the curriculum-embedded assessments for the end of each unit. (currently FOSS kits)

End of Unit of Study Performance Task

Teachers create a culminating unit of study performance task to measure scholars' knowledge of key concepts and enduring understandings.

B. State Assessments

As required by the state charter law, NJB will meet all statewide standards and conduct all

mandated state assessments including the California Assessment of Scholar Progress and Performance (CAASPP), the English Language Proficiency Assessments for California (ELPAC), and the California Physical Fitness Test (PFT) as shown in Table 23.

Table 23. State Mandated Tests Used at NJB

Assessment Name	Purpose
(CAASPP) Smarter Balanced Assessment Consortium (SBAC) will be given at the end of each school year. Aligned to Common Core Standards.	Summative assessment for English language arts (ELA) and mathematics in grades three through six. In addition to measuring individuals, the results will contribute to describing the school's ability to teach all scholars.
(CAASPP) California State Test (CAST) – Science.	Science assessment in grade five.
(CAASPP) California Modified Assessment (CMA) will be used for students who have an active IEP or 504 plans.	To assess factual information, concepts, skills, and standards in Language Arts and math for students in grades three through six and Science in 5 th grade.
(CAASPP) California Alternate Performance Assessment (CAPA) will be given to students with an active IEP requiring modification above the CMA.	Summative assessment for English language arts (ELA) and mathematics in grades three through six
English Language Proficiency Assessments for California (ELPAC) will be given to students identified as English Learners to determine English listening and speaking proficiency levels.	To assess the English language proficiency level in scholars, grades kindergarten through six and reclassify students as necessary.
(CAASPP) Standards-Based Tests in Spanish (STS) will be given to Spanish speaking English learners who have been enrolled in a United States school less than 12 months.	To assess Language Arts and math achievement on concepts, skills, and standards in Spanish for students in grades three through six.
California Physical Fitness Test (PFT)	To show a level of fitness in grade 5.

C. School – Grade Level Common Performance-Based Assessments

In addition to mandated state tests, NJB will use common performance-based assessments to measure student progress on the outcomes described in Section B. Both standardized tests and performance-based assessments are needed to create an accurate picture of each student's growth.

NJB teachers, administrators, and parents will use formative and informative assessment tools that provide feedback on how scholars are progressing towards mastery. NJB will use criterion-referenced assessments in the classroom that satisfy Bloom's/Webb's/Hess Cognitive DOK Rigor Matrix.

See Appendix for Bloom's/Webb's/Hess Cognitive DOK Rigor Matrix ELA/Social Science and Math/Science.

The Common Core Standards set an expectation of thinking deeply. The previous standards encouraged levels of understanding referred to by Benjamin Bloom in his taxonomy as knowledge, comprehension and application and Karen Hess's knowledge of rigor by combining Bloom's taxonomy and Webb's Depth of Knowledge chart into a cognitive rigor matrix. The Common Core Standards ask scholars to move to the matrix's higher levels of analysis, evaluate, and create. The new Smarter Balance Assessment is moving in that direction and is aligned with NJB's Performance-based approach.

The Office of Technology Assessment of the U.S. Congress describes performance-based assessment as testing that requires a student to create an answer or a product that demonstrates his or her knowledge or skills. Examples of performance-based assessments include:

- a. Group projects enabling a number of students to work together on a complex problem that requires planning, research, internal discussion, and group presentation.
- b. Essays assessing students' understanding of a subject through a written description, analysis, explanation, or summary.
- c. Experiments testing how well students understand scientific concepts and can carry out scientific processes.
- d. Demonstrations giving students opportunities to show their mastery of subject-area content and procedures.
- e. Portfolios allowing students to provide a broad portrait of their performance through files that contain collections of students' work, assembled over time.

One key feature of all common performance-based assessments is that they require students to be active participants and accountable for their learning. They also focus attention on how students arrive at their answers and require students to demonstrate the knowledge or skills needed to obtain a correct answer. To illustrate understanding of geometry standards, a 4th grade student would be required to design a garden using appropriate units of measurement with at least 4 beds that have different perimeters but equal areas. A teacher can easily see if the student understands units of measurement, perimeter and area of rectangles, and performs mathematical computations correctly.

Table 24 describes performance-based and authentic assessments that relate to the school's instructional design and application of brain-compatible teaching and learning. Since we value the *process* and *growth* in learning, a variety of assessments are used throughout the year to gather individual student data.

Table 24. Performance-Based and Authentic Assessments to be Used at NJB

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
Teacher-Made Tests and Quizzes <i>Measurement using a variety of intelligences</i>	Common assessments created by the teacher that allow for student choice and variety to demonstrate an enduring understanding of core content knowledge and mastery of skills. These tests also allow for modification for students with special needs.	To measure student achievement on the significant learning objectives, benchmarks, or standards during a unit of study in all subjects and grades.
Observation Checklists <i>Records of evidence on skills, criteria, and behaviors</i>	A record-keeping device for teachers to track individual student progress and mastery of targeted skills. They contain room for anecdotal notes for qualitative data. Some examples include the Basic Phonic Skills Test (BPST), Running Records, and Words Their Way Inventories.	A formative assessment used to monitor growth and mastery. Determine a need for the intervention of individual students or groups. Checklist will be used in all subjects and grades.
Performance Tasks and Rubrics <i>Measures standards, application, and transfer</i>	Performance tasks provide evidence of a student's ability to apply skills and content learned to real-life problems and real-life applications. Teacher and student created rubrics will be used as the criteria for determining the adequacy of students' understanding of content and discrete skill ability.	Provide evidence of higher-level thinking skills, according to Bloom's taxonomy. A formative tool to measure standards for enduring learning and a summative tool to measure the final product, application, and transferability of content and skills.
Learning Logs and Journals <i>Measures student growth and thought-process to attaining an "answer"</i>	Journals provide insight into connections made by students based on personal importance, the world around them, and the current curriculum being taught. They contain students' opinions, are personal, and subjective. Learning logs contain the factual proof of learning that has occurred (i.e., science experiments, problem-solving entries, reading log, etc.).	A formative assessment that will be graded by a rubric. Grades K-1: Learning logs and journals will be compiled from teacher observations, checklists, and interviews in all subjects. Grades 2-6: Learning logs and journals will be written and compiled by students in all subjects.
Graphic Organizers <i>Measures knowledge and synthesis of core ideas and content</i>	Graphic organizers represent a student's ability to synthesize their knowledge learned through a mental map. They represent key skills like sequencing, comparing and contrasting, and classifying. Students can bridge connections and remember key concepts taught using a visual representation. Graphic organizers assess both student learning as well as student thinking. They will be graded by a rubric.	A visual representation of knowledge in all grades and subjects. Grades K-1: constructed using pictures and manipulatives. Grades 2-6: constructed using pictures, manipulatives, and/or written responses.
Metacognitive Reflection <i>Measures motivation, competence, and life-long learner characteristics</i>	Evidence of inner thought process through a learning experience into a written or oral reflection of what has been learned. Allow students to become aware of their thought process in order to transfer their learning into real-life situations in the future. It provides evidence of reasoning for answers given. Some types of metacognitive reflections include KWL charts, group processing, journals and logs, pluses/minuses/interesting (PMI) graphic organizers, and self-assessment questions.	A formative and summative assessment that provides evidence of transferability in all subjects. Grades K-1: students will practice and demonstrate metacognitive reflections orally. Grades 2-6: students will demonstrate metacognitive reflections in both written and oral formats.

<p>Portfolios</p> <p><i>Measures process, product, and growth</i></p>	<p>Portfolios provide insight into the student’s thought process and chronological growth over time of discrete skills and deep understanding of content knowledge. They demonstrate the growth and development. The types of portfolios that will be used are listed below:</p> <p><u>Integrated Unit Portfolios:</u> a compilation of student work from 1 unit of study that ties together learning across disciplines (ELA, math, science, social studies, art, etc.)</p> <p><u>Yearlong Portfolios:</u> a compilation of student work that contains key artifacts as evidence of growth, transferability, and enduring understanding.</p> <p><u>Literacy Portfolios:</u> a compilation of student work that demonstrates growth and mastery of reading, writing, speaking, and listening skills and enduring understanding.</p> <p><u>Process and Standards Portfolios:</u> a compilation of student work that demonstrates the thought process and revision of student work towards the pre-established expectation of “mastery.”</p>	
<p>Multiple Intelligences</p> <p><i>Provides evidence of student diversity, individualism, and creativity</i></p>	<p>Assessments that incorporate more than one intelligence into the assessment. The eight intelligences according to Howard Gardner are visual/spatial, logical/mathematical, verbal/linguistic, musical/rhythmic, bodily/kinesthetic, interpersonal/social, intrapersonal/introspective, and naturalist. Some examples of authentic assessments using the multiple intelligences is listed below:</p> <p><u>Verbal/Linguistic Assessments:</u> speeches, oral presentations, written reports, debates, storytelling, crosswords, paper-pencil tests, and portfolios.</p>	
	<p><u>Logical/Mathematical Assessments:</u> solving puzzles, developing outlines, creating chronological timelines, creating and explaining patterns, problem-solving activities (individual and group), observation checklists, portfolios, and lab experiments.</p> <p><u>Visual/Spatial Assessments:</u> the creation of artwork, photographs that convey learning, the use of math manipulatives, graphic organizers, poster/ charts/ and other illustrations that demonstrate higher levels of understanding, portfolios, and creating props for plays.</p> <p><u>Bodily/Kinesthetic Assessments:</u> role-playing, hands-on lab work, learning games, cooperative learning activities in learning centers, use of body language and gestures to convey meaning, and experiments.</p> <p><u>Musical/Rhythmic Assessments:</u> creating songs, chants, jingles, raps, or other forms of music to convey understanding of a concept being taught.</p> <p><u>Interpersonal:</u> group presentations, group performance task assignments, pair-share activities, jigsaws, portfolios, and conferences (student-student, student-teacher, student-administrator).</p> <p><u>Intrapersonal:</u> reflective journals, learning logs, goal-setting journals, metacognitive reflections, independent reading, portfolios, and diaries.</p>	

	Naturalist: participation in outdoor activities, portfolios, and action-research on environmental studies and other science-related studies.	
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Some of the performance-based and authentic assessments described in Table 14, require the use of a rubric to determine performance level. NJB will use Susan Kovalik’s 3C’s Rubric to assess Bloom/Webbs/Hess’ higher levels of understanding (analysis, synthesis, evaluation, and create). The 3C’s Rubric is especially well suited to assess reports and social action projects. The 3C’s Rubric encourages deep thinking or what Kovalik describes as “thinking beyond the obvious.” The 3C’s of assessment are:

- f. Correct – Conforming to fact or truth; free from error, accurate.
- g. Complete – Having all parts or elements presented in an organized way for clear understanding.
- h. Comprehensive – Encompassing inclusive and extensive intellectual range or scope.

NJB Will also use the Highly Effective Teaching body-brain compatible strategies and indicators, academic efficacy strategies and indicators, and GLAD strategies and indicators in appendices A.

D. Parent Training and Academic Parent Teacher Teams

NJB’s approach to assessment is different from what parents and scholars have traditionally received. NJB will organize training sessions for parents via the PTA, ELAC, and the Site Council. The training will provide information about grading with an IP or M verses grading with an A, B, C, D, or F. The training will also include an explanation of levels of understanding represented in Bloom’s/Webb’s/Hess’ rigor matrix. In the NJB approach, everyone is expected to reach mastery, some sooner than others. As such, every scholar can earn a “M” grade.

The training will also include the work of Howard Gardner and Thomas Armstrong. Their work with multiple intelligences reminds us that there are different instructional approaches, some more successful than others, to help a particular scholar to mastery. As such, demonstrations of mastery may not be reflected in a paper and pencil test or on a computer test, especially when trying to assess the higher levels of understanding in Bloom’s Taxonomy: Analysis, Synthesis, and Evaluation. NJB addresses this challenge with Kovalik’s 3C’s Rubric.

Academic Parent-Teacher Teams (APTT) is a model of family engagement that is grounded in the notion that schools can thrive when families and teachers work together, as genuine partners, to maximize student learning inside and outside of school. NJB teachers participate in the training with the district to build a collaborative culture with parents in the Home Visit and APTT projects.

The Parent Academy will make a needs assessment to determine trainings for parents in support

knowledge around the state standards, outcomes, special education and ELs.

E. Collaborative Assessment Meetings

The shorten Thursdays provide an opportunity for quarterly Collaborative Assessment Meetings/Academic Conferences. During these collaborative planning meetings, teachers will meet with grade level partners, support staff, and the principal to discuss and norm scholar work. The team will utilize improvement science and a causal system analysis to inform and guide the teaching and learning to improve scholar outcomes in Academic Conferences. Each scholar is progress monitored and the appropriate interventions, if necessary, are put into place. After each collaborative planning meeting, a report will be drafted on the data, which will be shared and discussed later during the next staff meeting and at Steering Committee.

Collecting, Analyzing, and Using Data to Inform Stakeholders

All data is collected and normed using improvement science, by the Principal and teachers during collaborative time and academic conferences. Data is shared to parents in conferences and APPT meetings. Data and progress monitoring is also shared to the Steering Committee to inform and to “inspect what we expect,” and to the ELAC team in supporting English Learners. Scholars are shared how they are progressing in their SMART Goals and mastery skills in the CCSS.

Plan for Utilizing Data for Continuous Improvement to the Educational Program

While we have seen growth over the past several years and our state test scores outpace our neighborhood schools, we are far from satisfied with our student achievement. As a staff, we continue to monitor student achievement regularly and use that data to modify existing methods of instruction and research new methods that will allow us to better serve our students and families. In addition to state test scores, we analyze the results of various emergent reader assessments and the reading inventory. We also keep an eye on how our students perform on the state tests in comparison to our locally generated data to ensure we are monitoring achievement with reliable data. In addition to academic data, NJB regularly reviews attendance and other social/behavioral data. This often leads to identification of patterns and a better understanding of what’s happening with students and families than would be possible from only analyzing academic data. This well-rounded approach to data analysis means we can design supports for students and families that address the root issues rather than just the surface-level issues. Rather than “implementing fast and learning slow,” we believe educators should adopt a more rigorous approach to improvement that allows the field to “learn fast to implement well.” Using improvement science NJB will deepen their practice and process of disciplined inquiry.

For example, the reading inventory may indicate that a student has plateaued in reading achievement, but it won’t tell you if that is due to the child dealing with a standard academic struggle, the birth of new sibling, a change in schedule, or recent homelessness.

New Joseph Bonnheim is committed to high levels of student achievement. Because we know that education is often a gateway to opportunity, we are dedicated to making sure that gateway is open to *all* students.

Method of Measuring Pupil Outcomes for State Priorities

NJB uses the district tool, Infinite Campus, for reporting final grades, attendance, discipline, etc., all of which is aggregated by SCUSD and reported to the CDE. NJB follows the grade reporting calendar of SCUSD for reporting impending failure, progress grades and trimester grades.

Annually, faculty reviews SBAC goals and data on Illuminate. Data is reported and disseminated on the SCUSD website in the (SARC) School Accountability Report Card and SPSA and LCAP. Individual student achievement reports are sent through the mail to families—this includes grade reports and CAASPP results. Please refer to the 2017-18 SARC in Appendix A.

F. Summary

At the classroom level, the educational program is designed to integrate assessment into the daily instruction. Checking for understanding is an integral part of the instructional design. Teachers have multiple opportunities to gather evidence of progress and mastery through simultaneous response activities (pair-share, whole-class shout-outs, etc.), cooperative learning assignments (group tasks), and individual accountability practices (tests/quizzes, portfolios, observations, etc.).

At the schoolwide level, the principal and the Steering Committee will analyze data to discover trends across classrooms, grade levels, and subgroups. In addition, the principal will make regular visits to classrooms. During the visits, he/she will interview a sample of students to check if they understood and mastered the current day's objectives. The interviews also provide the principal with opportunities to talk with and listen to students, honor their ideas and opinions, and assist children in thinking about their own learning. The principal will check to see if the standards being addressed match the Backward Standards Map. That way the principal can determine if the teacher is following the yearly plan.

Table 25. Summary of Assessments to be Used at NJB

Outcome	Standardized Tests measuring knowledge, comprehension, and application	Performance-based and authentic assessments measuring knowledge, comprehension, application, analysis, synthesis, and evaluation
English Language Arts: Students will listen and speak clearly and concisely in English. Students will read with understanding across genres. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity.	Smarter Balance Assessment ELPAC once a year for English Learners or within 30 days of new enrollment. CMA CAPA	Baseline: BPST, EGSI, and I-Ready Diagnostic Teacher-Made Tests and Quizzes Measurement using a variety of intelligences Observation Checklists

Mathematics: Students will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Students will understand the connection between mathematics, science, and technology.	Smarter Balance Assessment CMA CAPA	Records of evidence on skills, criteria, and behaviors Performance Tasks and Rubrics Measures standards, application, and transfer of critical thinking skills Learning Logs and Journals Measures student growth and thought- process to attaining an “answer” Graphic Organizers Measures knowledge and synthesis of core ideas and content
Science: Students will develop an understanding of the physical, earth, and life sciences through application of the inquiry process and the scientific method.	CAST – Science 5 th grade	Metacognitive Reflection Measures motivation, competence, and life-long learner characteristics Interviews and Conferences Measures growth towards outcomes Portfolios Measures process, product, and growth
Social Studies: Students will apply their understanding of past civilizations and compare their relationships to the diverse cultures and communities of today. They will examine past and present civilizations from a variety of perspectives, including Hmong. Each student will learn to respect all cultures and better understand his/her own culture.		Multiple Intelligences Provides evidence of student diversity, individualism, and creativity
Physical Education: Students will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness. Students will understand the body and brain connection and use this knowledge to increase their intellectual capacity.	5 th grade Physical Fitness Testing (PFT) once each year between February and May.	
Visual and Performing Arts: Students will demonstrate their developing talents in the visual and performing arts. They will understand the arts are a form of communication among people from different cultures.		
Social Skills: Student behavior will embody the tenets of the LIFESKILLS and the Guidelines for Living. Students will be able to identify, articulate, and apply the LIFESKILLS and Guidelines for Living when problem solving and when interacting with others.		

Element 4: Governance Structure of the School

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Ed. Code 47605(b)(5)(D)

Overview and Processes of the Governance Structure

Governance is about making decisions. There are three levels of decision making at New Joseph Bonnheim (NJB) Community Charter School. First is the authorizing level occupied by the

Sacramento City Unified School District (SCUSD) Board. Second is the school policy-making level. Decisions made at this level rest with the NJB Steering Committee. Third is decision-making by the principal related to the day-to-day operation of the school. The three levels are described here. Table 27 appears at the end this section and summarizes the decision-making role at each level.

A. Level 1 - SCUSD Board: The Authorizer

The SCUSD Board of Education is the charter school's authorizer. As such, the board or its designee will provide oversight of NJB to ensure that the approved charter is carried out and to ensure applicable laws are followed. The charter school will submit regular progress reports to the Board and/or the Board's designees as mutually agreed upon or as required by law, by regulation, and by a Memorandum of Agreement.

NJB, as a dependent charter school, will be staffed by SCUSD employed teachers and staff. In essence, NJB will follow all collective bargaining agreements and policies related to their employment. Per SCUSD, NJB will pursue the following as called for in the Charter School's Act of 1992:

- a) Improve pupil learning.*
- b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- c) Encourage the use of different and innovative teaching methods.*
- d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public-school system.*
- f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.*
- g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools." (Ed. Code Section 47601)"*

Thus, the proposed charter will be the guidebook followed at NJB to reach the goals stated in this petition. NJB, however, may choose to participate in those district initiatives that the Steering Committee feels are aligned with the charter and that will help NJB reach the outcomes stated in the charter.

B. Level 2 - NJB Steering Committee: The Key to Successful School Decision-Making

Governance is about making decisions. NJB's governance model is based on Article 24 of the SCTA-SCUSD negotiated agreement.

An effective governance structure is democratic in nature. It encourages and promotes: 1) the making of good decisions, 2) the implementation of decisions, and 3) the evaluation of the effectiveness of those decisions. At the heart of this process is the notion that knowledgeable professional educators (i.e., school staff) and parents, who work day in and day out with students, can develop the strategies that will lead to achieving the school's mission. To paraphrase John Dewey: Building a political consensus requires maintaining and nurturing the fragile culture of respect, tolerance, and compromise necessary for real democracy to flourish. The NJB mission is *"to raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet."*

1. Decision-Making Criteria

At NJB decision-making is based on three criteria: 1) mission driven, 2) student driven, and 3) data driven. In the NJB decision-making process, everyone knows when, where, and how to give his or her input and to inspect what we expect in academics and the school budget.

Conal Lindsey, former district psychologist and SCTA leader, saw site-based decision making as the foundation for continuous school improvement and an opportunity to practice and model democracy in our public schools on a daily basis. He championed the inclusion of Article 24 into the Collective Bargaining Agreement.

Article 24 is about being mission driven, student driven, data driven. Article 24 is consistent with the legislative intent of the Charter Schools Act to improve pupil learning and "to provide new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site." Article 24 can be found at these links:

<http://www.scusd.edu/document/scta-tentative-agreement-0> or http://www.scusd.edu/sites/main/files/file-attachments/scta_contract_all.pdf

The key points of Article 24 are:

The purpose of site-based decision-making teams is to participate in a collaborative decision-making, problem-solving process that seeks to improve the education of students and the quality of the workplace. Subsection 24.3

The focus of site-based decision-making shall be mission and student oriented, and data based. The measure of success for site-based decision-making will be whether there is continuous improvement in student learning and in the working environment. Subsection 24.3

The process empowers the stakeholders who are affected by a decision to participate in the problem solving either directly or through their representatives, utilizing the consensus decision-making model. Subsection 24.3

Consensus is a process whereby each person in a decision-making group can resolve to agree with a decision, even though he/she may not be entirely satisfied with the resolution; it is the process of gaining mutual consent. By agreeing, he/she commits to supporting the resolution and refrains from sabotaging the

implementation. Subsection 24.5

Consensus decisions are not made by voting. If consensus cannot be reached, the issue or solution shall revert to the status quo until a new, creative solution can be found. Subsection 24.5

Combining Article 24 with the state Charter Schools Act creates an opportunity to implement site-based continuous improvement and at the same time fulfill the eight priorities found in the LCAP as decisions for NJB are made regarding: 1) curriculum & instruction, 2) budget, 3) professional development, and 4) time. In exchange for this opportunity, the NJB school, staff and school governance accept the responsibility for making decisions that will dramatically increase the measurable outcomes described above under Elements 2 and 3.

It is important to practice and model democratic decision-making at every level in America, especially in public schools where it is generally accepted that schools exist in part to prepare our young citizens to maintain our democracy. Practicing and modeling democracy for our students on a daily basis is one way of keeping it.

2. The Steering Committee Operation

The Steering Committee approves all policy statements, including the Local Control Accountability Plan (LCAP), its annual update, and the NJB Budget. In addition, the Steering Committee monitors: 1) implementation of the charter, 2) implementation of LCAP and SPSA, and 3) student achievement. Areas of responsibility are summarized in Table 16

a. Role of the Steering Committee Representatives

A representative's two major responsibilities are to: 1) convey information between the constituent group and the Steering Committee and 2) make decisions in the best interest of students based on data and the school mission. If a representative is unable to attend a meeting, an alternate member of the constituent group will attend.

b. Elections and Appointments

The following procedures will be used:

1. In June, the certificated non-management staff (teachers) will elect five representatives. classified staff will elect one representative. The community members /parent will elect five representatives. The elections will be conducted following the procedures described in the Steering Committee bylaws. The term of office is one year. An elected member may run for re-election in future years.
2. Each of the five community members will be responsible for forming a

Constituent Group from the community and will hold constituent meetings, to disseminate information and to gain suggestions, opinions, requests, and data from the community using the constituent feedback form.

3. At the first meeting of the new school year, the Steering Committee will elect a president to chair meetings and a secretary to take and keep minutes. They each serve a one-year term.
4. At the end of each school year, the constituents and Steering Committee members will evaluate the effectiveness of the governance structure and identify what needs to be changed to improve functioning.
5. In the fall of each year, and throughout the year, there will be training for staff and community members on the governance and decision-making process at NJB. The Steering Committee is responsible for setting up and carrying out the training.

c. Steering Committee Member Roles

In the consensus-building process, each voting member of the Steering Committee is responsible for working with and representing a constituent group. The representative is to meet regularly and share with the constituents using the feedback form, with his or her constituent group to gather input and keep them informed as to various kinds of policies being developed within the school.

Feedback from Constituent Groups is to be given at each Steering Committee meeting. The representative will share all input from all constituents. If a vote was taken in the Constituent Group, the results of the vote should be conveyed. If the representative disagrees with the group's opinion, the representative is nonetheless bound to present the group opinion.

d. Decision-Making Process

Decisions will be made as follows:

1. The Steering Committee, as well as the Constituent Groups, will operate with a consensus-building model, and will seek to reach consensus whenever possible. Consensus is defined as "general agreement." Participants will seek to establish common or neutral ground for matters of disagreement that will enable everyone to at least "live with" the group decision.
2. The Steering Committee may use a 2/3 vote to move an issue forward.
3. The president will chair meetings.
4. Constituents may have a Steering Committee decision revisited by either:

a.) By requesting a vote at the staff meeting that follows the Steering Committee meeting at which the decision was made and then receiving the support of at least 51% of the staff members present.

OR

b.) Gathering the signatures of two-thirds of the certificated staff and presenting a petition to the president of the Steering Committee within five days of the staff meeting that follows the Steering Committee meeting at which the decision was made.

OR

c.) Gathering the signatures of 20% of the parents with children registered at NJB and presenting the petition to the president of the Steering Committee within ten days of the Steering Committee meeting where the decision was made. All decisions made by members, are to follow the protocols listed below:

NJB Steering Committee Meeting Protocols are as listed:

1. Speak to the topic
2. One speaker at a time
3. Not personal
4. Support the majority
5. Respect the minority

e. Revisiting a Decision

A proposal that has already been voted on and passed may still be revisited. If a Steering Committee member is able to present new information, and is able to get the majority (51% of the decision-making members) to sign a petition to revisit, then the item can be presented to the decision-making members for a possible revote.

f. Bylaws

Once convened, the Steering Committee shall develop and adopt a set of bylaws to follow and will be reviewed and progress monitored by an establish Bylaw Committee. Much of the bylaw content is already described here. Bylaws will be reviewed and updated annually. Steering Committee bylaws can be found in the Appendix.

3. Pilot Programs

A pilot project is proposed to the Steering Committee by an individual, a group of individuals, or a committee. Steering Committee representatives bring the pilot project idea to constituents for input. If the project is approved by the Steering Committee without objection from the constituents, the Steering Committee will choose an appropriate time frame and assessment

methodology to evaluate its effectiveness.

If the Steering Committee finds the pilot to have been successful, it will set up an opportunity to replicate the pilot in a different classroom or whatever milieu is appropriate. Success must be based on criteria developed by Steering Committee and agreed to by the certificated staff. The Steering Committee may adopt the pilot as a new strategy without replicating it.

C. Level 3 - The Principal: Transforming Policy into Action

The principal is the chief executive officer at NJB. Teachers and other employees will report to the principal as well as follow the NJB governance procedures. As SCUSD Board employees, however, all district personnel policies will be followed, including those for hiring/firing.

Sole Statutory Member

Non-Applicable, as a dependent charter school, we are a unit of SCUSD.

Legally Related Entities

As stated above in the overview, SCUSD is the school's authorizer.

Size and Composition of Steering Committee

To bring different points of view to the governance process, the Steering Committee will be composed of five teachers, one classified staff member, the principal, five community members and one non-voting district representative as shown in Figure 5.

Figure 5. Steering Committee Composition

STEERING COMMITTEE				
1 elected president (not the principal) and 1 elected secretary				
5	1	1	5	1 (<i>non-voting</i>)
Certificated	Classified	Principal	Community	district rep.

Steering Committee Meetings

At the beginning of each school year, the Steering Committee will publish a list of regular meeting dates and times. Regular Steering Committee meeting agendas will be posted and announced at least 72 prior to each meeting.

Special meeting, if called, will follow the Brown Act and post notices at least 24 hours in

advance.

In the event of an emergency meeting is required, public notice will be posted and announced following the Brown Act.

In order to conduct a meeting, a quorum of 51%, 7 of the Steering Committee members is required. 60%, or 85 Steering Committee members are required to pass any measure. The process for calling regular, special or emergency meetings will adhere to the Brown Act.

Steering Committee Meeting Accessibility

To make meetings accessible to all, the Steering Committee holds meetings in the evenings for parent participation, provides childcare and translation services and accessibility per (ADA) American Disability Act.

Listing of Steering Committee Meeting Dates Held in 2017-2018

Below is the list of Steering Committee meeting dates and times held for the year 2017-18.

Table 26. 2017-18 Board Meeting Dates and Times

Month	Day	Year	Meeting Held	Start Time	End Time	Meeting Type	Location
July	25	2017	Yes	6:00	8:00	Regular	7300 Marin Ave.
August	1	2017	Yes	6:00	8:00	Regular	7300 Marin Ave.
August	15	2017	Yes	6:00	8:00	Regular	7300 Marin Ave.
September	5	2017	Yes	6:00	8:00	Regular	7300 Marin Ave.
September	19	2017	Yes	6:00	8:00	Regular	7300 Marin Ave.
October	3	2017	Yes	6:00	8:00	Regular	7300 Marin Ave.
October	17	2017	Yes	6:00	8:00	Regular	7300 Marin Ave.
November	7	2017	Yes	6:00	8:00	Regular	7300 Marin Ave.
November	21	2017	No	6:00	8:00	Regular	7300 Marin Ave.
December	5	2017	Yes	6:00	8:00	Regular	7300 Marin Ave.
December	19	2017	No	6:00	8:00	Regular	7300 Marin Ave.
January	2	2018	No	6:00	8:00	Regular	7300 Marin Ave.
February	6	2018	Yes	6:00	8:00	Regular	7300 Marin Ave.
March	6	2018	Yes	6:00	8:00	Regular	7300 Marin Ave.
April	3	2018	Yes	6:00	8:00	Regular	7300 Marin Ave.
May	1	2018	Yes	6:00	8:00	Regular	7300 Marin Ave.
May	15	2018	No	6:00	8:00	Regular	7300 Marin Ave.
June	9	2018	Yes	6:00	8:00	Regular	7300 Marin Ave.
June	12	2018	Yes	6:00	8:00	Emergency	7300 Marin Ave.

Compliance of Brown Act and Public Records Act

All Steering Committee meetings will comply with the Ralph M. Brown Act and Public Records Act.

Governance Training

Each year the members of the Steering Committee will receive ongoing training in the governance process. In June, of the prior year the trainer will be identified by the Steering Committee.

Governance trainings are held in September and at each meeting and throughout the year.

Brown Act Training

Steering Committee members will receive training on the Brown Act each year in September. The California School Board Authority and California Charter Schools Association will support trainings for all members.

In addition, Steering Committee members will receive training about the various aspects of operating the charter such as, educational, instructional practices and budget programs, and laws during the course of year.

Public Access to Agenda and Minutes

Steering Committee meetings will be open to the public and agendas will be posted in at least two locations that are freely accessible to members of the public 72 hours prior to a regular meeting. The agenda will also be posted at the school's website. A schedule of regular meetings will be adopted by the Steering Committee and posted at the beginning of each school year. In addition, all meeting agendas and minutes of previous meetings will be posted on the school's website, parent resource room, and parent board located in the cafeteria.

California Government Code 54950 (Brown Act) states:

In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people's business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.

The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

Parent Involvement in the Governance Structure and Committees Overview

Five seats on the Steering Committee are reserved for parents. Parents or others may place signed suggestions in the school suggestion box. The suggestions are addressed at each Steering Committee meeting. A form placed in the parent center, will address the suggestions made by parents from the Steering Committee.

As parent voice and input is valued, parents are highly encouraged to participate in all Steering Committee meetings and can make comments, suggestions, or state concerns, during the “public comment” portion of the meeting. NJB has many parent constituent meetings such as ELAC, School Site Council, Parent Academy, and the NJB PTA to give input and feedback as well. Other committees like the Farm and Curriculum Committee are in place for parents to participate. By providing more access for parents to be involved, NJB will have a strong parent voice in building a school of excellence.

Conflict of Interest Policy

NJB Steering Committee adheres to the Brown Act and SCUSD’s policy of conflict of interest.

Policy Changes

None

Site Advisories and Design Teams

Each certificated staff member is expected to serve on a committee. Classified staff members are encouraged to be on a committee. Parents are also encouraged to serve on a committee. Different types of committees are expected to emerge during the life of the charter to support meeting the goals of the SPSA and LCAP. Their roles are as follows:

The Steering Committee is the primary decision-making body. The Steering Committee may create committees and design teams responsible for developing policy statements. The Steering Committee approves these policy statements.

Standing Committees have a mission statement, are ongoing, and meet regularly. Upon request, they will report to the Steering Committee. Standing committees will be identified by the Steering Committee and Principal at the beginning of each school year. During the school year, the Steering Committee will announce the formation of any additional committees that may be needed. The Safety Committee is an example of a standing committee.

Design Teams meet for a specific time and specific task and are then disbanded. They are created by the Steering Committee.

Parent committees act as independent advisory bodies to the Steering Committee. Two are currently planned: School Site Council (SSC) and English Learner Advisory Committee (ELAC). Each has staff and parent representatives.

The following operational parameters will guide each committee’s work:

Decide their decision-making model.
Decide their leadership structure. It is recommended that each

committee have a chairperson and a secretary.
 Decide when to meet and post the meeting dates and time.
 Share information and report to the Steering Committee as requested.
 Determine their composition and the number of members.
 Take minutes at each meeting and publish them for the staff to review in a timely manner.

The following process will be used to develop school policies:

Form Design Team or Committee around a specific task.
 Develop a calendar for completion of task.
 Decide on decision-making process.
 Notify constituencies as to the upcoming issue and when, where, and how they can have input.
 Gather appropriate research and information and prepare for dissemination.
 Develop and circulate a draft document to all constituents.
 Set time limit and state method of response to draft.
 Present final draft to Steering Committee.

Steering Committee either accepts the policy or recommends revision.
 If the policy is approved by the Steering Committee without objection from the constituents, the Steering Committee will choose an appropriate time frame and assessment methodology to evaluate the effectiveness of the policy. The proposed date for reviewing the new policy will be published in the Steering Committee minutes.

Parent Teacher Organization

NJB (PTA) Parent Teacher Association, is the part of the 3rd district council and California PTA organization. PTA general meetings are held throughout the year and executive meetings are held monthly.

Table 27. Areas of Responsibilities for Making Decisions

SCUSD Board	NJB Steering Committee (SC)	Principal
<ul style="list-style-type: none"> - Authorizes the charter. - Conducts oversight of the charter school. - Hires, employs, and releases teachers and other district staff assigned to NJB. - Works with SCTA to agree on variances to the Collective Bargaining Agreement (CBA) that will support implementation of the NJB Charter. - Negotiates Collective Bargaining Agreement (CBA) with SCTA. Teachers at NJB are bound to the CBA and 	<ul style="list-style-type: none"> - Creates and updates bylaws for the SC annually. - Reviews and provides input Local Control Accountability Plan (LCAP). As such LCAP becomes the policy guide for NJB and the tool to set annual goals and to review attainment of prior year goals. - Reviews student assessment data as part of LCAP process. - Study and interprets formative and summative data on implementation of charter. - Approves annual budget for LCFF 	<ul style="list-style-type: none"> - Conducts day-to-day operation of the school. - Supervises and evaluates teachers and other staff per collective bargaining units. - Leads staff in implementing the charter. - Leads staff and community in developing the Single Plan for Student Achievement (SPSA) and Local Control Accountability Plan (LCAP). As such LCAP becomes the policy guide for NJB and the tool to set annual goals and to review attainment of prior year goals.

variances to the CBA that pertain to NJB.	<p>and other funds.</p> <ul style="list-style-type: none"> - Adopts schedule of meetings. - Conducts an evaluation at the end of each school year on the effectiveness of the Steering Committee (SC) process. - Conducts annual training for constituent groups on how the SC process works. - Schedules Brown Act training each September for SC members and interested parents and staff. - Establishes sub committees as needed. - Reviews suspensions and expulsion data 	<ul style="list-style-type: none"> - NJB's liaison to SCUSD. - Carries out steps to ensure charter success. - Proposes daily schedule and calendar to SCUSD for approval. - Proposes annual attendance days to SC for approval. - Proposes annual budget to SC for approval. - Creates with the SC chairperson meeting agendas and minutes. - Prepares and provides information to SC members to enable good decisions. - Posts SC agendas and minutes in accordance with Brown Act. - Posts agenda and minutes on the school's web site. - Leads staff and community in developing Local Education Plan for Title I. - Annually leads staff and SC through the LCAP process in reviewing goals and budgeting by July 1. - Completes annual reports to district. Submits report to SC for review before submitting, as needed. - Completes other official reports to SCUSD, to the County Office of Education, to the state Department of Education, and to other agencies including the School Accountability Report Card (SARC) that is due each year. - Carries out SC and district policies. - Creates and works with Safety Committee to train staff on safety procedures listed in Element 6 Health and, Safety.
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Element 5: Employee Qualifications

(E) The qualifications to be met by individuals to be employed by the school. Ed. Code 47605(b)(5)(E)

General Staff Qualifications of Various Categories of Employees Overview

Staff at NJB are employees of the SCUSD Board. As such, they must meet the district's minimum qualifications for their respective positions. In addition, they are expected to meet the additional qualifications described below.

All posting for vacant positions shall include a statement indicating that NJB is a charter school requiring staff who are committed to the school's philosophy and who are able to devote the extra time and work necessary for NJB to be successful.

To the extent possible, NJB shall strive to attract a staff that reflects the diversity of the students in the school district in terms of ethnicity, culture, language skills, and gender.

Before any certificated or classified candidate is recommended for a position at the charter school, he or she will be asked to: 1) read the charter, 2) discuss the charter with members of a committee appointed by the Steering committee for this purpose, 3) pledge to abide by the philosophy of the charter, 4) agree to participate in training to master the skills and knowledge necessary to fully implement the charter, and 5) sign the charter petition.

Key Positions and Expected Qualifications

A. Teachers –Bringing the Charter to Life

Teachers at NJB are employees of the SCUSD Board of Education.

Education Code Section 47605(e) states: *No governing board of a school district shall require any employee of the school district to be employed in a charter school.*

1. General Teacher Qualifications

Education Code Section 47605(l) states: *Teachers shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to teachers of noncore, non-college preparatory courses.*

Credentialing Requirements

Teachers must hold a credential issued by the California Commission on Teacher Credentialing. It is desirable, but not a requirement, for teachers of non-core classes to hold a credential issued

by the Commission on Teacher Credentialing. Whenever possible we will attempt to hire qualified teachers to teach non-core subjects such as music, dance, and agriculture. In other cases, non-core teachers may be local artists or recognized experts who hold a license or the equivalent in their field. Non-certificated instructors of non-core classes will be under the supervision of the principal. Please see Appendix A for number of teachers who are 100% credentialed and qualified.

2. Additional Teacher Qualifications

Applicants for new teaching positions at NJB must meet the following additional criteria:

- Be familiar with the Highly Effective Teaching model of learning, High Quality First Instruction (HQFI) and Guided Language Acquisition and Development (GLAD). Preference will be given to those who have successfully used the model.
- Available and willing to participate in a variety of professional development experiences during the year, including a 3-day professional development session before the first day of school each year.

The Steering Committee may identify additional requirements and special skills for applicants based on criteria that are mission driven, student driven, and data driven.

3. Teacher Expectations

To maintain the integrity of the charter, NJB teachers are expected to:

- Support the goals and objectives of the charter and the Local Control Accountability Plan.
- Participate in the site-based decision-making process by attending governance and staff meetings and serving on at least one committee.
- Strive to ensure proficiency for all students through consistent teaching practices and professional collaboration.
- Create a challenging yet supportive school atmosphere that encourages academic achievement by all students.
- Build relationships and maintain positive classroom discipline using such methods as LIFESKILLS, 7-habits in Leader in Me, Efficacy and Town Hall/class meetings.
- Communicate with parents and/or the principal about any relevant classroom matters and student performance. Provide collegial support to other NJB staff members.
- Participate in staff development programs to ensure all staff have the tools to fulfill the vision of the charter.

More experienced staff will be encouraged to help coach and support less experienced staff members. All staff will be expected to share knowledge with one another and to support one another to fully implement the charter.

An important part of the teacher evaluation process will examine how well they incorporate the ideas and strategies introduced through professional development into the classroom culture, lesson design, and instructional delivery.

Non-Core Teaching Positions and Qualifications

Depending on funding, NJB will utilize a resource teacher who has a teaching credential and is bi-lingual in a support role in testing, interventions.

Number of Currently Employed Non-Core Teachers

Currently, NJB has one bi-lingual resource teacher who supports all scholars in interventions.

B. School Nurse and Counselor – Medical and Mental Health Staff Funded By NJB

1. School Nurse and Counselor Qualifications

If funding is available, the assigned school nurse and counselor will hold a certificate from the Commission on Teacher Credentialing for the position.

The extended duties of the school nurse require an individual with:

- effective organizational skills
- effective interpersonal skills
- effective leadership skills
- perseverance
- passion to work as a team player in establishing NJB

2. Extend Duties and Responsibilities of the School Nurse and Counselor

In addition to performing school nurse and counselor duties as described in the SCUSD job description, the school nurse will participate and give input in the school Safety Committee. As such the school nurse and counselor will take the lead in implementing the *Procedures for Safety and Security* found in Appendix B.

The school nurse also has responsibilities described below in *Element F - Health and Safety Procedures*. The school nurse will be the school's liaison with the SELPA/Special Education Department. The school nurse will coordinate Student Study Team meetings and Section 504 meetings.

C. The Principal – Educational Leader

Principal Qualifications and Requirements

The principal is the educational leader of the school. He/she sets and maintains the tone for the school. It is a critically important position that must be filled by an individual who is passionate for scholar learning, possesses strong interpersonal skills, is an experienced instructional leader, and understands how to find and use resources to attain educational goals. The principal shall have an administrative credential issued by the Commission on Teacher Credentialing.

1. Principal Competencies

The principal shall demonstrate the following leadership and administrative competencies:

- The ability to articulate and support the philosophy and direction of NJB
- The ability to implement school program initiatives through appropriate professional development for staff
- The ability to lead effectively within a team environment
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school
- The ability to use appropriate communication tools, especially current technologies
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation
- The ability to implement a shared decision-making process agreed upon by all stakeholders
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, a mission, and goals for the school
- The ability to make informed, objective judgments
- The ability to work with all staff to create an effective staff development plan
- The ability to maintain and promote confidentiality as the norm under which the school operates
- The desire and ability to engage in continuing education and skills upgrading
- The ability to create and maintain a safe, orderly, positive and effective learning environment
- The ability to annually evaluate the performance of all school-based staff
- The ability to employ and monitor acceptable accounting procedures
In the maintenance of all fiscal records
- The ability to coordinate the operation of the school site council
- The ability to create and maintain a climate of respect and fairness for all staff and students

2. Principal Responsibilities

The principal reports directly to the Steering Committee and district, and is responsible for the supervision of all employees within the school and the orderly operation of the school.

The principal supports teachers and classified staff and provides schoolwide leadership to address issues impacting all students, teachers, and school facilities. The principal is guided by the charter and by the respective agreements between the various bargaining units and the Board of Education.

Many of the principal's duties have roots in the various employee bargaining agreements. Examples include recommending candidates for positions at the school, evaluating staff, making teaching assignments, making room assignments, supervising staff, disciplining staff, acknowledging staff accomplishments, initiating spending described in the school plan, and filing reports.

The principal is also responsible for coordinating the orderly implementation of the charter and will serve as the charter school's administrative liaison to the district. His or her work includes budget forecasting, purchasing, accounting, budget monitoring, facilities management, staffing, proposing admission regulations, and serving as a liaison with outside organizations.

The principal shall perform such tasks as are assigned by the Steering Committee and district, that is required to undertake some or all of the tasks enumerated below. These tasks may vary from time to time with the evolution of the school and may include but not be limited to the following:

- Ensure the charter school enacts its mission
- Communicate and report to the Steering Committee
- Work with community organizations to develop partnerships
- Supervise and evaluate teachers and staff
- Identify the staffing needs of the school and assist with the selection of school staff
- parents, recruit new families and students, help secure local grants, etc.
- Take all reasonable steps to secure full and regular attendance of the students enrolled in the school in accordance with policies established by the Steering Committee
- Complete and submit required documents as requested by the district and/or the Steering Committee
- Oversee school finances, including ensuring financial stability
- Maintain up-to-date financial records
- Ensure appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, attendance, purchasing, budgets, and timetables
- Ensure the security of the school building
- Interact effectively with media and promote positive public relations.

3. Principal Compensation

The principal will be placed on the represented management salary schedule and is represented by (UPE) United Professional Educators, a collective bargaining union.

4. Principal Selection Process

Selection of a NJB principal is a three-step process:

Step 1: The Steering Committee will identify the criteria for the vacant position. The criteria will be forwarded to SCUSD Human Resources. The Steering Committee will appoint members, including members from each of the employee groups, and parents of currently enrolled students to participate on the district interview committee.

Step 2: The top candidates from the district interview will have a callback interview with the Steering Committee for final consideration. The callback interview will focus on the candidate's 1) knowledge of the charter, 2) willingness to accept the responsibility for working toward the charter's outcomes, 3) willingness to abide by philosophy, curricula, and goals of the charter, and 4) willingness to work toward mastering the skills and knowledge necessary to fully implement the charter. The Steering Committee will recommend a candidate to the Board of Education. After a candidate is appointed to the charter school, he or she will sign the charter petition.

5. Principal Evaluation

The principal will be *formally* evaluated annually by the district. In addition, the Steering Committee will develop a feedback survey tool that measures how well the principal implements the charter and provides leadership and support to the staff in reaching the goals of the charter. Qualitative and quantitative data will be collected from staff, students, and parents.

D. Classified Staff – Support that Makes the Difference

Classified staff members will include the office manager, the plant manager, classroom aides, and yard duties. Additional staff may be hired as needed. Individuals holding these positions must meet the district minimum requirements. In addition, candidates interested in these positions and the eventual holders of the positions must clearly understand the effort and flexibility required to successfully build a school of excellence. They must realize this before accepting their respective positions.

Other staff under consideration as funding increases may include, but are not limited to:

- A dean of students who would serve as assessment coordinator, student council sponsor, and, if needed, disciplinarian when a student forgets he/she is a scholar.
- A second prep teacher so every scholar will have two additional days of skill development such as music, physical education, martial arts, or culinary arts.

The specific skill required will be determined by the Steering Committee. The addition of a second prep teacher would allow classroom teachers to have a daily prep period. Currently first through sixth grade teachers have two 45-minute prep periods each week.

Record Keeping

Each certificated non-management employee and each certificated management employee at the charter school will meet the state licensing requirements for the position that he/she holds. Verification will be done in the established manner through the human resources department.

When no state licensing requirements exist, as in the case of most classified positions, the employee needs to meet all district performance specifications required for the position as described in the job description and the notice of vacancy. Verification will be done in the established manner through the human resources department.

Element 6: Health and Safety

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Ed. Code 47605(b)(5)(F)

Overview

A. Dealing with Health and Safety Issues from Within Before They Happen

The principal is responsible for leading the staff and community in creating a school environment in which students feel safe, feel welcome, and feel they can learn. NJB is a Leader in Me school that values and promotes a safe and nurturing environment for all. The staff and community will teach and model the 7-habits, LIFESKILLS and the five Lifelong Guidelines: 1) Trustworthiness, Truthfulness, Active Listening, No Put-Downs, and Personal Best. Definitions of these terms are found in Element I. Living by these guidelines, the staff, parents, and students can create a healing environment that eliminates bullying and replaces it with caring, friendship, compassion, and responsibility.

B. Protecting Scholars and Staff from External Health and Safety Issues

The charter will follow the health and safety procedures adopted by the district. <http://www.scusd.edu/school-safety-department>

These procedures include personnel background checks for criminal records. New staff members will not be allowed to work at the charter until they have obtained fingerprint clearance and are medically cleared of tuberculosis. Volunteers are gladly accepted, but only

allowed to work under the direct supervision of a certificated staff member in accordance with District guidelines.

The school nurse will participate and give input the Safety Committee.

Staff will monitor health and safety issues and report shortcomings directly to the Steering Committee, the Safety Committee, or to the principal. Staff will also work with the principal and school nurse to resolve issues related to health and safety at the school.

As stated above under Element 4, Governance, the Steering Committee and Principal will appoint a Safety Committee. The committee will develop procedures and disseminate the procedures for dealing with a variety of safety issues including the following:

- Responding to natural disasters and emergencies, including fires, floods, earthquakes, toxic gases, intruder, crashes (auto and airplane)
- Prevention of contact with blood-borne pathogens
- Emergency medical techniques – i.e., Heimlich maneuver and CPR
- Playground safety
- Stranger Danger
- Hand washing

The Safety Committee, the principal, and the school nurse will work jointly to implement the *NJB Safety Plan* found in Appendix A.

Annually, the staff at NJB will receive training from competent experts on:

- Sexual harassment prevention, as required by Government Code section 12950.1.
- The mandate reporter requirements under the Child Abuse and Neglect Reporting Act.
- Anti-discrimination laws applicable to charter schools, including FEHA and Education Code section 220 *et seq.*
- The district's uniform complaint procedure.

Furthermore, the below policies are in place at New Joseph Bonnheim Charter School:

Immunizations

All students enrolled are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Screenings

Tuberculosis

NJB faculty and staff are tested for tuberculosis prior to commencing employment and working

with students as required by Education Code Section 49406.

Vision, Hearing/Scoliosis

Students are screened for vision and hearing. New Joseph Bonnheim Charter School adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Blood Borne Pathogens

NJB meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students follow the latest medical protocol for disinfecting procedures.

Administration of Medications

New Joseph Bonnheim Charter School adheres to Education Code Section 49423 regarding administration of medication in school.

Zero Tolerance Use of Drugs, Alcohol and Tobacco

New Joseph Bonnheim Charter School functions as a drug, alcohol and tobacco free workplace.

Background Check

SCUSD Human Resources Department monitors compliance with all background clearance as required by Education Code Sections 44237 and 45125.1.

Mandated Reporting

All NJB non-certificated and certificated staff are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by the District. Training agendas and sign in sheets are kept in the Human Resource Department at SCUSD and are held each year in the Fall.

Earthquake and Natural Disaster Preparedness

New Joseph Bonnheim Charter School adheres to a Safe School Plan drafted specifically to the needs of its school sites in conjunction with law enforcement and the SCUSD Safety Office. This handbook includes the following responses: fire, flood, earthquake, terrorist threats and hostage situations. All staff are trained on emergency preparedness procedures. The Charter School conducts fire drills as required in Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures

NJB is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age,

medical condition, marital status, sexual orientation, or disability. New Joseph Bonnheim Charter School complies with the SCUSD comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at NJB (including employee to employee, employee to student, and student to employee misconduct).

Staff Training to Include Emergency and First Aid Response

Epi-pen Training	School Nurse provides
Violent Intruder training	Principal provides in Staff meetings
Diabetes Training	School Nurse provides
Epilepsy Training	School Nurse provides
Mandated Reporter Training	HR and Principal
Suicide Risk Assessment	Student Support Center

Fire and Earthquake Drill Completion dates for 2017-18 can be found in the Appendix.

Facilities and ADA Compliance

As a dependent charter, New Joseph Bonnheim Charter School pays a pro-rata share for the use of district facilities and utilizes district services for maintenance and repairs. Any construction or facilities improvements as well as ADA compliance are managed by district staff.

Element 7: Racial and Ethnic Balance

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Ed. Code 47605(b)(5)(G)

NJB is non-sectarian in its programs, admission policies, employment practices, and all other operations. The school does not charge tuition for the charter program, and does not discriminate on the basis of race, ethnicity, national origin, gender or disability.

The 2018-19 ethnic make-up of students in the Sacramento City Unified School District is shown in Table 28.

Table 28: Racial- Ethnic Balance Composition of SCUSD Scholars 2017-18

	2017-18	2017-18	2017-18	2017-18	2016-17	2016-17	2016-17	2015-16	2015-16	2015-16
<u>Student Population</u>	<u>District: #</u>	<u>Site: #</u>	<u>Site: %</u>	<u>District: %</u>	<u>Site: %</u>	<u>District: %</u>	<u>District: #</u>	<u>Site: %</u>	<u>District: %</u>	<u>District: #</u>
Status as of: 06/05/18	Official	Official	Official	Official	Official	Official	Official	Official	Official	Official
- Total Enrollment	40,854	283	100	100	100	100	41,085	100	100	41,028
- English Learner	7,752	70	24.7	19	26.2	19.8	8,143	26.6	15.4	6,305

- Students with Disabilities	5,973	27	9.5	14.6	9.3	13.3	5,455	8.0	13.7	5,601
- Socioeconomically Disadvantaged	29,147	258	91.2	71.3	93.8	70.3	28,876	95.8	72.6	29,772
- Foster Youth	207	5	1.8	0.5	1.0	< 1.0	261	1.5	< 1.0	276
- Homeless Youth	319	2	0.7	0.8	1.7	0.8	367	1.5	1.5	611
- African American	5,751	26	9.2	14.1	13.8	14.2	5,818	14.1	14.8	6,083
- American Indian or Alaska Native	216	2	0.7	0.5	0.7	0.6	251	0.4	0.6	262
- Asian	7,274	22	7.8	17.8	6.6	17.6	7,219	6.1	17.8	7,290
- Filipino	618	0	0.0	1.5	0.3	1.5	604	0.4	1.4	590
- Hispanic or Latino	15,964	192	67.8	39.1	64.1	39.3	16,136	66.2	38.7	15,889
- Pacific Islander	907	0	0.0	2.2	0.3	2.2	891	0.4	2.0	803
- White	7,332	29	10.2	17.9	9.7	18.2	7,476	8.4	18.5	7,600
- Two or More Races	2,785	12	4.2	6.8	4.5	6.5	2,690	3.8	6.1	2,501
- No Race Indicated	7	0	0.0	< 1.0	0.0	unavailable	unavailable	0.4	< 1.0	10

Meeting Balance

Currently NJB is not meeting the balance reflecting the district's proportion of scholars. The neighborhood surrounding the school site within a square mile is racially and ethnically diverse, however a large portion of families are comprised of Hispanic/Latino, white and low socio-economically.

Plan for Achieving Balance Reflective of the District

In January of each year, the Steering Committee will compare the racial and ethnic balance of NJB to SCUSD. Based on this finding, the Steering Committee will develop and implement a student recruitment strategy that includes, but is not necessarily limited to, the following strategies to ensure a racial and ethnic balance among students reflective of SCUSD's demographics:

- An enrollment process scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process
- The development of promotional and informational material with appeal to the various racial and ethnic groups represented in SCUSD
- The development of promotional and informational materials in languages other than English to appeal to limited English proficient populations
- The distribution of promotional and informational materials to a broad variety of community groups and agencies serving the various racial and ethnic groups

- represented in SCUSD
- Focused recruitment of groups which are underrepresented, using brochures, public meetings, and other venues
- Outreach meetings in several areas of SCUSD to reach prospective students and parents

Additionally, NJB will establish a website to promote the school and encourage broad based enrollment by all ethnic, racial, and demographic groups.

Plan for Monitoring and Correcting Imbalances

As a charter school, we actively pursue the racial and ethnic balance of our student population. All efforts are made to attract students to more closely resemble the district's ethnic balance, with particular attention on the demographics of our surrounding neighborhood. There is space available for new students every year, at least in kindergarten. While NJB cannot legally ensure a specific racial and ethnic balance (prohibited both by the State Constitution and the Charter Schools Act). To specifically address each subgroup imbalance NJB will do the following:

African American

- The distribution of promotional and informational materials to a broad variety of African American churches in the surrounding Oak Park areas, such as Calvary Christian Center, located on 8605 Folsom Blvd, Sacramento, CA 95826. Oak Park Community Center, and other groups and agencies serving the African Americans. NJB has a partnership with the Black Parallel School Board to support recruitment and representation, in community events.
- Focused recruitment of groups which are underrepresented, using brochures, public meetings, and other venues, such as the Oak Park Peace Walk.
- Outreach meetings in several areas of SCUSD to reach prospective students and parents.

Asian

- The distribution of promotional and informational materials to a broad variety of Asian community Centers, churches and temples in the surrounding Colonial Manor and Heights areas, such as Asian Pacific Center, located on 273 14th Ave, Sacramento, CA 95820.
- NJB has a partnership with Hmong Innovative Political Group to support recruitment and representation in community events.
- Focused recruitment of groups which are underrepresented, using brochures, public meetings, and other venues, such as the Asian Community Arts and Cultural events.

- Outreach meetings in several areas of SCUSD to reach prospective students and parents.

Pacific Islander

- The distribution of promotional and informational materials to a broad variety of Pacific Islander community centers, churches and temples in the surrounding Colonial Manor and Heights areas, such as the Pacific Islander Political Outreach, located on 4000 Truxel Rd #3, Sacramento, CA 95834.
- Focused recruitment of groups which are underrepresented, using brochures, public meetings, events, and other venues, such as the Pacific Islander Rugby sports league, many of our scholars play in.
- Outreach meetings in several areas of SCUSD to reach prospective scholars and parents.

Annual Outreach and Recruitment with Specific Organizations and Media

New Joseph Bonnheim will actively participate in La Feria De Education, My Community Matters, MLK day, and Hmong New Year Events at Cal Expo where a recruitment table showcasing NJB's rich and diverse agricultural program to recruit scholars. NJB will create a media video and booklet to be distributed at many other cultural events and centers throughout the year.

Practices and Policies to Support Balance

NJB will develop an assessment survey and plan that will include community participation in order to build community ownership and ensure representation of diverse perspectives with staff, scholars, and parents. A team will be established to discuss how to build a inclusionary program that supports all diverse needs. NJB will identify key stakeholders that will be part of the team, including, for example, district and school personnel who represent a variety of areas of expertise, such as equity and access, and community relations. School-level staff, parents/guardians, and, as appropriate, scholars should be included as well. It is also important to include external stakeholders, such as business leaders, leaders of community organizations, family and youth service providers, and members of other public agencies on the team.

Some data will include methods currently used for student assignment, including the impact of school attendance boundaries on the diversity of a student population. Census data, which can be used to determine poverty, racial, or ethnic diversity in the school site or metropolitan area. NJB will continue with its annual My Community Matters events to bring diverse communities together.

To maintain the balance

Our target student population is our neighborhood of Colonial Heights and Colonial Manor. Our goal is to offer a setting where students and families can thrive and become agents for change within and beyond their communities. The community we serve is very ethnically diverse and includes high numbers of English learners as well as students with an Individual Education Plan (IEP) receiving services through special education. We strive to continue serving our neighborhood community.

The three-year enrollment trend shows steady reflection of the demographics of the neighborhood surrounding New Joseph Bonnheim Charter School. While this data does not necessarily show parity with the overall district demographics, it is certainly reflective of the demographics at our neighboring district schools. NJB will continue with existing recruitment efforts to maintain the racial and ethnic balance that reflects our neighborhood.

To maintain the balance of scholars attending, NJB believes having rich academic and enrichment programs is what keeps scholars attending and families wanting to be a part of a unique school. NJB provides multicultural celebrations of learning throughout the year, and all classrooms are inclusive and racially and culturally represented. NJB staff is racially and ethnically diverse where a scholar can identify a mentor and leader in their school community to build a connectedness.

Element 8: Admission Requirements

Admission requirements, if applicable. Ed. Code 47605(b)(5)(H)

Scholar Application Process and Timeline

The application can be filled out at the school site front office. A 24-hour or less period response of notifying parents that they can enroll their child or children immediately after. If the applicant drops off the form on a Friday or after school hours, the process can take 48-hours. Application form can be found in the Appendix.

Enrollment Process and Timeline

All students who apply, regardless of residency, will be admitted, contingent on available space. In the event there are more applicants than available space, at any grade level, a public random drawing (general lottery) will be conducted.

Parents/guardians who give false registration information (e.g., residential address) to gain an

advantage will have their children's admission to the charter school revoked.

NJB will coordinate with the SCUSD Enrollment Center to register students. The current practice is to register new kindergarten students at the school site and all grades. Scholars do not need to enroll through the Enrollment Center, however the center will pass on scholar's information who wish to enroll at NJB.

Students who are chronically tardy or absent for non-medical reasons will be referred for a School Attendance Review Board (SARB) hearing. A student may be dis-enrolled after ten unexcused absences in one school year so other students may have an opportunity to attend the charter school. The dis-enrolled student will need to register at his or her home school.

Tuition will not be charged for attending the charter school.

Ed. Code Section 47605 (f) No governing board of a school district shall require any pupil enrolled in the school district to attend a charter school.

Lottery Process and Description

If applicants exceed space at any grade level for the next school year, on May 1st of the current school year, a public random drawing will be conducted, on the third Tuesday in May, for the next school year.

To participate in the general lottery, parents must complete a school enrollment/lottery form at the school for each student they wish to enroll. For the first year, the letters of intent submitted by parents serve as the lottery form.

A current utility bill will be used to verify the residence of students. Students who reside in the former attendance area of the old Joseph Bonnheim will be entered four times. Other students residing in SCUSD will be entered in the general lottery twice. Students living outside the district will be entered once. This weighted lottery system satisfies state law requiring preference be given to students who reside in the district in which the charter school is located; separate lotteries for resident and nonresident students are not allowed. By mutual agreement, however, the Steering Committee and the SCUSD Board may increase the weight factor for in-district students.

Drawings will be conducted separately for each grade level. Each lottery form will be numbered in sequence as it is drawn until all forms are gone. A list will be created and posted for each grade level showing who was drawn first, second, etc. Parents of students on the list will be telephoned beginning with the first drawn. They will be telephoned at the number they provide. Students with more than one entry will be listed each time on the list, but will be called once. Parents have 48 hours to accept or reject the offer of admission. Students who do not get a seat in the lottery will be placed on a waiting list in the order of their drawing. If a student does not attend the first day of school, he/she will be dropped and the seat will be offered to the next person on the waiting list, unless the absence is related to health as verified by a physician or is due to other extenuating circumstances of which the school is notified by the first day.

Exceptions:

- Students already attending the charter school will be automatically enrolled for the next year. They do not need to participate in the next year's general lottery.
- Children of faculty teaching at the school and children of founders are exempt from the general lottery and will be enrolled before the general lottery. If the pupils in this category exceed 10% of the next year's anticipated school enrollment, a special lottery will be conducted following the procedures described above, but for members of this category only. This lottery will take place before any other special lottery, and before the general lottery conducted on the same day. The percentage of pupils enrolled from this category shall not exceed 10% of the total annual school enrollment. Children of employees other than faculty may not be part of this category per non-regulatory federal guidance.
- Siblings of existing pupils are exempt from the general lottery. If there is not enough space for all the students in this category, a special lottery will be conducted to determine who will be enrolled. The special lottery will be conducted following the procedures described above, but for members of this category only, and will take place before the general lottery on the same day.

Waiting List Number of Scholars on the on the 5th School Day in 2018-19

NJB has no identified scholars on waitlist at this time.

Recruitment of Academically Low Achieving, Economically Disadvantaged, and Scholars with Disabilities

The existing recruitment and outreach practices have provided an appropriate balance of academically low achieving students, economically disadvantaged students, and students with disabilities. No additional efforts have been necessary.

Statement of All Who Wish to Attend

New Joseph Bonnheim Charter is a welcoming, diverse, and safe school that is open to all California residents in grades K-6th, that wish to attend.

Commentary Regarding Admissions and Screening Scholars

NJB uses an application form to gather basic information of the scholar, such as name, address, parent contact, and grade they wish to enroll. Our enrollment form is the SCUSD form that asks for more details such as, demographic information, transportation and related information, health and emergency information, and household and secondary contact information.

Information Regarding Parent and Guardian Involvement

New Joseph Bonnheim values and encourages all parent and guardian involvement in various ways. However, it is not mandatory. The district's budget covers finger-printing cost through the district for those who wish to volunteer on chaperoning or assisting at the school on a regular basis. NJB sends a survey out at the beginning of each school year with multiple ways parents and guardians can volunteer and support the school.

Element 9: Annual Financial Audits

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Ed. Code 47605(b)(5)(I)

Financial Overview

The annual audit of the charter school will be encompassed in the district's annual independent audit. The school's budget and funds will be incorporated into those of the district. As a component financial unit of the district, the school's financial affairs will be audited through the district's annual external audit process. The annual audit will be done in accordance with generally accepted accounting practices. If exceptions are revealed in the audit, they will be corrected immediately.

Ed. Code Section 47605 (m) A charter school shall transmit a copy of its annual, independent, financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, and the State Department of Education by December 15 of each year. This subdivision shall not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.

Below is the table financial dependent charter General Fund Unrestricted Carryover from 2014-2018.

Table 29. General Fund Unrestricted Carryover

Year ->	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment on CBEDS Day - 1st Wednesday in Oct.	0	252	252	262	290
Current year revenue.	0	1,959,887.00	2,384,028.00	2,644,423.00	2,655,670.00
Amount carried over to the next year.	0	219,690.00	223,129.82	296,162.69	206,191.13
Carryover to next year as percentage of current year revenue	0	11.21%	9.36%	11.20%	7.76%

Grants, Fundraising, and Other Projected Revenue

New Joseph Bonnheim Charter has received various grants from community partners listed below:

1. Growing Lifelong Readers, (GLLR) a literacy grant through the district that provides training, books, one-to-one computers and support in Family Reading Events
2. Leader in Me grant through Franklin Covey that provides training, materials, and coaching in building a positive culture and climate for all stakeholders.
3. Reader Partners a literacy grant through a non-profit that provides tutoring and mentoring, books, and support in Family Reading Events.
4. Hands on Sacramento and Just Renew Energy, grant through non-profit that provides science hands on projects to support environmental on conservation causes.

Revenue to Pay for the Services

NJB receives funding from three main sources: state, district, and donations. Most of the funds are from: 1) state aid as calculated by the Local Control Funding Formula (LCFF), 2) the state's Educational Protection Act (EPA), and 3) In-Lieu Property Tax from the district. The money flows through the Sacramento County Office of Education to the SCUSD for the charter school to use. Other state funds include, and is not limited to: Mandated Block Grant and Lottery. Federal funds include, and is not limited to, Title I, Title II, and Title III.

As a dependent charter, NJB is included in the district's applications for state and federal categorical funding. The charter school shall receive all funds generated by the students enrolled at the charter school minus any mandated hold-backs.

Financial Statements

The detailed proposed operational budget, including financial projections for the first three years of operation are available upon request as they are currently being developed by the Steering Committee. A final adopted budget for 2019-20 year will be submitted to SCUSD by June 30th, as required by law. At that time, the budget will be posted on the school's website.

Element 10: Suspension and Expulsion

The procedures by which pupils can be suspended or expelled. Ed. Code 47605(b)(5)(J)

Table 30. Scholar Suspension and Exits

<u>Student Population</u>	Suspensions 2017-18	Suspension % 2017-18	Expulsions 2017-18	Expulsion % 2017-18	Suspensions 2016-17	Expulsions 2016-17	Suspensions 2015-16	Expulsions 2015-16	Suspensions 2014-15	Expulsions 2014-15
- Total Enrollment	1	0.3%	0	0	21	5.5%	11	3.0%	22	3.5%
- English Learner	0	0	0	0	0	0	0	0	0	0
- Students with Disabilities	0	0	0	0	0	0	0	0	0	0
- Socioeconomically Disadvantaged	0	0	0	0	0	0	0	0	0	0
- Foster Youth	0	0	0	0	0	0	0	0	0	0
- Homeless Youth	0	0	0	0	0	0	0	0	0	0
- African American	0	0	0	0	8	13.0%	4	8.9%	2	2.6%
- American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0
- Asian	0	0	0	0	2	10.5%	1	6.3%	0	0
- Filipino	0	0	0	0	0	0	0	0	0	0
- Hispanic or Latino	1	0.5%	0	0	8	3.3%	3	1.5%	4	2.2%
- Pacific Islander	0	0	0	0	0	0	0	0	0	0
- White	0	0	0	0	3	9.7%	1	3.3%	16	17.2%
- Two or More Races	0	0	0	0	0	0	0	0	0	0
<u>Exits</u>	2017-18	2016-17	2015-16	2014-15	2013-14					
Total Exits	40	35	27	36	N/A					

Identified Offences in Which Scholars Must or May Be Suspended or Expelled

The following list identifies the sections of the California Education Code that governs scholar behavior and the consequences in the district Standards of behavior that may be applied. Most violations allow for a range of disciplinary action. Some consequences may occur simultaneously.

A scholar may be disciplined for the following acts that are related to school activity or school attendance occurring at any district school, or within any other school district, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off campus.
- During, going to, or coming from a school sponsored activity.

Suspended scholars are not permitted on or near any Sacramento City Unified School District campus, nor are they allowed to participate in any school activities during the period of suspension.

Table 31. Identified Offences of Suspension and Expulsion

Mandatory Expulsion [E.C. 48915(c)]	Alternative to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
c1 Sale, possession or furnishing of a firearm.	no	yes 5 days	yes	yes
c2 Brandishing a knife at another person.	no	yes 5 days	yes	yes
c3 Selling a controlled substance.	no	yes 5 days	yes	yes
c4 Sexual assault or sexual battery.	no	yes 5 days	yes	yes
c5 Possession of Explosives.	no	yes 5 days	yes	yes
Mandatory Recommendation for Expulsion [E.C. 48915(a)]	Alternative to Suspension	Shall Suspend	Shall Recommend Expulsion	Contact Law Enforcement
a1 Causing serious physical injury to another person, except in self-defense.	no	yes 5 days	yes	yes
a2 Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.	no	yes 5 days	yes	yes
a3 Unlawful possession of any drug except for the first offense of possession of not more than one ounce of marijuana.	no	yes 5 days	yes	yes
a4 Robbery or extortion.	no	yes 5 days	yes	yes
a5 Assault or battery upon a school employee.	no	yes 5 days	yes	yes

1. Acts of Violence [E.C. 48900(c)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
a1 Caused, attempted to cause, or threatened to cause physical injury to another person.	may be considered	yes 3-5 days	yes	yes
a2 Willfully used force or violence upon another person, except in self-	may be considered	yes 5 days	yes	yes
2. Weapons and Dangerous Objects [E.C. 48900(b)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Possession, sale, or furnishing of weapons (knife, gun, sharp object, club, or an object that could inflict injury) or	may be considered	yes 3-5 days	yes	yes
3. Drugs and Alcohol [E.C. 48900(c)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Possession, use, sale or otherwise furnishing, or being under the influence of alcohol or drugs.	may be considered	yes	yes	yes
4. Sale of "look-alike" Drugs and Alcohol [E.C. 48900(d)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Offering, arranging, or negotiating to sell drugs, alcohol, or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol, or an	may be considered	yes	yes	yes
5. Robbery or Extortion [E.C. 48900(e)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Committed or attempted to commit robbery or extortion.	may be considered	yes	yes	yes
6. Damage of Property [E.C. 48900(f)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Cause, or attempt to cause, damage to school or private property including electronic files and databases.	may be considered	yes	yes	yes
7. Theft or Stealing [E.C. 48900(g)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement

Stealing or attempting to steal school or private property including electronic files and databases.	may be considered	yes	yes	yes
8. Tobacco [E.C. 48900(h)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Citation or Arrest
Possession or use of tobacco or nicotine products.	may be considered	yes	yes	may cite
9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1. Directed at peers.	may be considered	yes	yes	yes
2. Directed at school personnel.	may be considered	yes	yes	yes
10. Drug Paraphernalia [E.C. 48900(j)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.	may be considered	yes	yes	yes
11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Failure to follow school rules.	may be considered	yes	yes	no
Failure to follow directive or instruction of staff or teachers.	may be considered	yes	yes	no
Failure to follow conduct code for school bus	may be considered	yes	yes	no
12. Possession of Stolen Property [E.C. 48900(l)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Knowingly receive stolen school property or private property.	may be considered	yes	yes	yes
13. Imitation Firearm [E.C. 48900(m)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement

Possession of an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.	may be considered	yes	yes	yes
14. Sexual Assault or Sexual Battery [E.C. 48900(n)]	Alternative to Suspension	Shall Suspend	Shall Recommend Expulsion	Contact Law Enforcement
Committed or attempted to commit sexual assault or battery.	no	yes	yes	yes
15. Harassment of a Scholar Witness [E.C. 48900(o)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.	may be considered	yes	yes	yes
16. Unlawful Drug Soma [E.C. 48900(p)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
Offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.	may be considered	yes	yes	yes
17. Hazing [E.C. 48900(q)]	Alternative to Suspension	May Suspend	May Recommend	Contact Law Enforcement
Engaged in or attempted to engage in hazing.	may be considered	yes	yes	yes
18. Bullying [E.C. 48900(r)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.	may be considered	yes	yes	yes

19. Aids or Abets [E.C. 48900(s)]	Alternative to Suspension	May Suspend	May Recommen d Expulsion	Contact Law Enforcement
The infliction or attempted infliction of physical injury to another person.	may be considered	yes	no, unless judged by a juvenile court to have committed as an aider or abettor causing serious injury. Expulsion would move forward under	yes
20. Sexual Harassment [E.C. 48900.2]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies to grades 4-12	may be considered	yes	yes	yes
21. Acts of Hate Violence [E.C. 48900.3]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Cause, threaten, attempt to cause, or participate in an act of hate violence defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, disability or sexual orientation. Speech that threatens violence when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence. Applies to grade 4-	may be considered	yes	yes	yes
22. Other Harassment [E.C. 48900.4]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement

Intentionally engaged in harassment, threats, or intimidation against district personnel or scholars that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or scholars by creating an intimidating or hostile educational environment.	may be considered	yes	yes	yes
23. Terrorist Threats [E.C. 48260-71]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Making terrorist threats against school officials and/or school property.	may be considered	yes	yes	yes
24. Attendance	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Truant [E.C. 48260] Warning letter #1) Absent from school without a valid excuse.	Must be considered	no	no	no
Repeat truant [E.C. 48261] (Warning letter #2)	Must be considered	no	no	no
Habitual truant [E.C. 48262] (Warning letter #3) Any scholar truant three or more times per school year. Scholars who are habitually truant may be referred to the School Attendance Review Board (SARB) for further action.	Must be considered	no	no	no

Suspension and Expulsion Policies and Procedures

NJB will follow the district's policies and administrative regulations for suspension and expulsion.

NJB will maintain a safe learning environment while balancing a student's right to due process. The *Annual Parent and Student Rights Notification and Standards of Behavior Handbook* clearly describes expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Any student who engages in violations of these expectations may be required to attend a meeting with the school's staff and student's parent/guardian.

Students who present an immediate threat to the health and/or safety of themselves or others may

be immediately suspended by the school and later expelled by the district. NJB will notify the Behavior Office at SCUSD of all suspensions and will include suspension and expulsion data in its annual School Accountability Report Card (SARC).

NJB's behavioral expectations, policies, and rules will also be distributed in the form of a Parent/Student Handbook that will be given to every student at the beginning of the school year and upon new registration. The New Joseph Bonnheim Charter Scholar Family Handbook clearly describes expectations regarding attendance, mutual respect, substance abuse, violence, and safety and work habits. Each student and his or her parent(s) or guardian(s) will be required to verify that they have reviewed the policies and that they understand them, prior to enrollment. Any student who engages in violations of these expectations may be required to attend a meeting with the school's staff and the student's parent/guardian. A specific remediation agreement which includes restorative justice practices in accordance with the SCUSD policy will be written, to be signed by student, parent/guardian, and executive director, outlining future student conduct expectations, timeliness, opportunities for restoration, and consequences for failure to meet the expectations which may include, but are not limited to suspension. (Please see NJB Scholar Family Handbook in Appendix A.)

NJB recognizes that exclusion from school by means of suspension or expulsion are consequences given as a last resort. At NJB, a set of discipline procedures reflecting this philosophy will be developed and adopted by the Steering Committee. The procedures will be consistent with NJB's character education program, which is based on the Lifelong Guidelines, the LIFESKILLS, and Efficacy. The procedures will also be consistent with SCUSD's Board policies and administrative regulations cited above.

In addition, the procedures will incorporate Jane Nelson's work as described in her book, *Positive Discipline*. Her work suggested that 90% of misbehavior is for getting attention. The call for attention may be a call for help. She attributes the other 10% of misbehavior to inadequacy, power, and revenge. She suggests that consequences should be related, reasonable, respectful, and build responsibility.

Each month, suspensions will be reviewed by staff and Steering Committee for adherence NJB's procedures, for due process, and for consistency with district policy and administrative regulations. Suspensions will also be reviewed with the notion that engaged students are not misbehaving students.

The principal may, pursuant to the school's adopted policies, discipline and ultimately suspend students who fail to comply with the terms of a remediation agreement. Students who present an immediate threat to the health and/or safety of themselves or others may be immediately suspended and referred to the Behavior Office at SCUSD for further discipline. NJB includes suspension and expulsion data in its annual School Accountability Report Card provided to the district.

In accordance with the law, New Joseph Bonnheim will comply with federal due process requirements for suspension and expulsion of regular and special education students. An

individual with exceptional needs, as defined in Education Code Section 56026, may be suspended from school in accordance with Section 1415(k) of Title 20 the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations.

NJB will consult with SCUSD Student Hearing and Placement Office in considering the suspension or expulsion of an individual with exceptional needs and shall provide the authorizer approval rights over such action by the charter school as further defined by the memorandum of understanding between the authorizer and the charter school.

Procedures for Informing Parents and Pupils About Reasons for Suspension and Expulsion and Due Process Rights

NJB follows the district's policy and procedures for informing parents and pupils about reasons for suspension and expulsion. The policy is the Principal contacts the parents and pupils of suspensions or expulsions. More information can be found in the district's Annual Parent and Student Rights Notification and Standards of Behavior Handbook.

Due Process for Scholars with Disabilities

There are specific rules for suspending or disciplining a student with disabilities. Generally, a student with a disability may be suspended or placed in an alternative educational setting to the same extent that these options apply to students without disabilities. When a student with disabilities is in such a placement for more than ten days, an IEP meeting must be held to consider the appropriateness of the student's current placement and the extent to which the disability is the cause of the misconduct.

Regardless of the student's placement, the district must provide a free appropriate educational program for your child.

New Joseph Bonnheim Charter School's policies and rules are distributed in the form of a Scholar Family Handbook to every student at the beginning of the school year. In accordance with law, NJB will comply with federal due process requirements for suspension and expulsion of regular and special education students. An individual with exceptional needs, as defined in Education Code Section 56026, may be suspended or expelled from school in accordance with Section 1415(k) of Title 20 of the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations. The charter school will consult with SCUSD Student Hearing and Placement Office in considering the suspension or expulsion of an individual with exceptional needs and shall provide the authorizer approval rights over such action by the charter school.

Essentially, a student with an IEP will not be suspended if the student's misconduct was caused by or had a direct and substantial relationship to his/her identified disability. Additionally, for a student with a Section 504 plan, the student will not be suspended if the misconduct was a direct result of the school's failure to implement the plan. For students with an IEP, his/her IEP team will meet to make a Manifestation Determination. For those with a 504 plan, his/her Student

Study Team (SST) will meet and make the determination. The appropriate form for each situation will be download from the district website and used.

Figure 5. IEP and 504 Plans Defined

IEP Defined. The Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

504 Plan Defined. The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Subtle but Important Differences

Not all students who have disabilities require specialized instruction. For students with disabilities who do require specialized instruction, the [Individuals with Disabilities Education Act \(IDEA\)](#) controls the procedural requirements, and an IEP is developed. The IDEA process is more involved than that of [Section 504 of the Rehabilitation Act](#) and requires documentation of measurable growth. For students with disabilities who do not require specialized instruction but need the assurance that they will receive equal access to public education and services, a document is created to outline their specific accessibility requirements. Students with 504 Plans do not require specialized instruction, but, like the IEP, a 504 Plan should be updated annually to ensure that the student is receiving the most effective accommodations for his/her specific circumstances.

District Involvement or Notification of Disciplinary Matters

The Scholar Hearing and Placement office notifies scholars and parents/guardians of any disciplinary action the department has overseen apart from the school site.

Counseling Out of Scholars

NJB does participate in counseling out scholars of school. It is not a practice as the charter seeks to keep all scholars.

Figure 6. When Fighting is Not Always an Automatic Suspension

Two students are playing basketball on a hot spring day during lunch recess. They are avid basketball fans and are on opposing teams. It's a close game and as the bell rings, Student #1 turns and takes the final shot. As he turns, Student #2 is hit in the face. Student #2 reacts by shoving Student #1 who in turn reacts by punching Student #2. The other players break up the altercation. The yard duty brings them to the office to check on the bruises. The office staff sits them in separate areas of the office to cool down and write their respective versions of what happened. They are given a form that lists the LIFESKILLS and Lifelong Guidelines in the margins. The margins also list the basic Efficacy principles of Think You Can, Work Hard, Get Smarter.

The principal interviews each of the students separately and reads their respective stories. The principal then brings them together after they have cooled down. They hear each other's story and come to an agreement on what actually happened and come to understand that an accidental bump in the face led to an inappropriate punch. With the principal's guidance, the two students agree that they should have made more effort to keep their power and problem solve how to avoid this happening again. They apologize to each other. The principal

guides the two students in a discussion about consequences. The principal explains there are always consequences, some natural and some created by people. In their case there will be a consequence and it will be related, reasonable, respectful, and responsible.

After a brief conversation led by the principal, the consequence is issued. First, the two students must prepare a presentation to all the classes that witnessed the fight. The presentation must include an apology for disturbing the safety of NJB and offer suggestions on how to avoid a re-occurrence (responsible).

Second, both students are banned from the basketball court for five days and will spend the time instead on the bench (related and reasonable). Third, both students must call home to tell their parents what happened (Respectful). The principal decides that an in-house suspension is appropriate for the remainder of the afternoon during which time the students create their presentation (reasonable). The presentation is made before the end of the day. Estimated total elapsed time for the principal: one hour, 30minutes.

Element 11: Retirement Programs

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Ed. Code 47605(b)(5)(K)

Retirement Plans, Eligibility and Qualifications

The established district retirement system will be used. Staff members as employees of the SCUSD will participate in the STRS, PERS, and Social Security programs in the same fashion as other district staff. Certificated staff members are covered by STRS. Classified staff members are covered by PERS and/or Social Security. The district will create the necessary reports required by STRS, PERS or federal Social Security as articulated in Education Code Section 47611.3 subdivision (a).

Ed. Code Section 47611.3 (a) At the request of a charter school, a school district or county office of education that is the chartering authority of a charter school shall create any reports required by the State Teachers' Retirement System and the Public Employees' Retirement System. The county superintendent of schools, employing agency, or school district that reports to those systems pursuant to Section 23004 of this code or Section 20221 of the Government Code shall submit the required reports on behalf of the charter school. The school district or county office of education may charge the charter school for the actual costs of the reporting services.

Element 12: Attendance Alternatives

The public-school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Ed. Code 47605(b)(5)(L)

Attendance Alternative Policy

Students who choose not to attend NJB have the option of attending other district schools or their district school of assignment. They may also pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of the District or county of residence. Admission to NJB does not guarantee the right of any student into any other District school.

Ed. Code Section 47605 (f) No governing board of a school district shall require any pupil enrolled in the school district to attend a charter school.

Element 13: Employee Rights

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Ed. Code 47605(b)(5)(M)

Rights of School District Employees

Staff members at NJB Community Charter School are employees of the SCUSD Board. Therefore, rights, including sick/vacation leave and service credit, will be maintained by district employees when working at NJB or when leaving NJB to work at another district school.

As district employees, faculty and staff at New Joseph Bonnheim Charter School:

- are part of the collective bargaining unit;
- may resume employment within the district if they leave NJB;
- earn sick/vacation leave carry over;
- continue to earn service credit (tenure) while at the charter school;
- are salaried employees of SCUSD;
- are eligible for all SCUSD employee benefits;
- earn tenure per the SCUSD policy;
- are eligible for STRS or PRS per SCUSD policy.

Element 14: Dispute Resolution

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Ed. Code 47605(b)(5)(N)

Dispute Resolution Process

Any and all disputes between Sacramento City Unified School District (District) and New Joseph Bonnheim Charter School (Charter School) shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated in (a)-(c), below, each may pursue a remedy as entitled to them by law. Notwithstanding the foregoing, if any such dispute concerns facts or circumstances that may be cause for revocation of the Charter, the District shall not be obligated by the terms of this section as a precondition to revocation.

- a. The disputing party shall provide written notice of the dispute to the other party. Thereafter, the Charter School's designee shall meet with the District's Superintendent or designee within thirty (30) days to attempt informal resolution of the dispute.
- b. In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Charter School's designee and the District's Superintendent or designee and attempt to resolve the dispute.
- c. If this joint meeting fails to resolve the dispute, the District and the Charter School shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the Charter School, and shall incorporate informal rules of evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless the governing boards of the Non-Profit and the District jointly agree to bind themselves.

Exercise of any dispute mechanism authorized by this Agreement shall not, in and of itself, constitute a material violation of the charter or otherwise be grounds for revocation.

When district policy conflicts with the policies laid out in this charter, the above dispute resolution process will be used. While the dispute resolution is in progress, New Joseph Bonnheim Charter School will adhere to the policies laid out in this charter.

Resolution Process for Internal Complaints and Disputes

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and Steering Committee members of the school, shall be resolved pursuant to policies and processes established by the District.

As mentioned earlier, charter revocation will follow the process described in the Charter Schools Act under Ed Code 47607(c) through 47607(k) and will not be part of the dispute resolution process.

Ed Code 47607(c) A charter may be revoked by the authority that granted the charter under this chapter if the authority finds, through a showing of substantial evidence, that the charter school did any of the following:

- (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.*
- (2) Failed to meet or pursue any of the pupil outcomes identified in the charter.*
- (3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.*
- (4) Violated any provision of law.*

Labor Relations

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Ed. Code 47605(b)(5)(O)

The charter school will not be the exclusive public-school employer of employees at NJB. The Sacramento City Unified School District shall be deemed the exclusive public-school employer for purposes of the Education Employment Relations Act. The respective collective bargaining agreements will be followed. The bargaining units bargain with the SCUSD Board, not with NJB Steering Committee or any part of its governance structure.

Uniform Complaint Process

As a dependent charter operating within the parameters set by the SCUSD Board of Education, Bowling Green Charter School complies with Board Policy, BP 1312.3 and the corresponding Administrative Regulations. Parent notification of the Uniform Complaint Procedures is provided in the SCUSD annual Notification to Parents and Students. It is also available on the district website at www.scusd.edu.

Uniform Complaints Filed and Resolved 2014-15 to 2018-19

Please see the table below of uniform complaints filed and their resolution fulfillment.

Table 32. Uniform Complaints Filed and Resolved

Year of Complaint Filed	Number of Complaint Filed	Resolved
2014-15	0	N/A
2015-16	2	Yes
2016-17	2	Yes
2017-18	3	Yes

Office of Civil Rights and Other Complaints

Consistent with SCUSD District BP/AR 5145.3, any staff person who receives a report of racial harassment will notify the site principal or designated site administrator. The site administrator or staff person will also notify the parents/guardians of their right to file a formal complaint under the SCUSD Uniform Complaint Procedures (UCP), pursuant to BP/AR 1312.3.

Office of Civil Rights and Other Complaints Filed and Resolved 2014-15 to 2018-19

NJB has no complaints filed during the duration of this time.

Parent Complaint Process and Information

Parent/ guardian complaints and concerns will begin with a referral to the site administrator. The SCUSD Parent Policy Handbook will guide the process, including investigation and interviews with all concerned parties. Any issues not collaboratively resolved at the site level can be referred to the district Ombudsperson for facilitation. Williams UCP, Title IX, and student to student complaints will be referred to the appropriate SCUSD office by the site administrator. You may access the district's website information on all complaints and procedures at the following web address:

<https://www.scusd.edu/document/uniform-complaint-procedures>

Element 15: Procedures for School Closure

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Ed. Code 47605(b)(5)(P)

Closure Overview and Protocol

If NJB ceases operation, and the SCUSD board determines there is no successor charter school that can carry out the mission of the school, then the district shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer may be a district staff member or a third party.

The Authorized Closer will carry out the closure activities described in the California Department of Education's (CDE) Charter School Closure Requirements and Recommendations. <http://www.cde.ca.gov/sp/cs/lr/csclosurerules.asp>.

The CDE closure requirements cover four areas: 1) Closure notification, 2) Transfer and maintenance of school and student records, 3) Financial closeout, and 4) Disposition of liabilities and assets.

The Authorized Closer shall use, but is not limited to, school financial reserves normally maintained for contingencies and emergencies to fund closure procedures. Expenses include postage, photocopying, paper, ink, auditing fee, and clerical assistance. The estimated cost to carry out closure procedures is between \$5,000 and \$10,000.

Disposition of Assets and Liabilities

Prior to the distribution of any remaining net assets, the Authorized Closer shall:

1. Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency. Restricted Government Grant means any grant or donation, in cash or in-kind (i.e., materials or property), made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grants that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency.

2. Dispose of, distribute, or otherwise utilize any proceeds of any grants or donations, whether in cash or in-kind (i.e., materials or property), received by the charter school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the charter school or the school corporation.

Any net assets remaining after all debts and liabilities of the school (i) have been paid to the extent of the school's assets, or (ii) have been adequately provided for, shall be distributed to SCUSD.

Plan for Payment of Outstanding Debts and Expenses

1. The SCUSD will complete an independent final audit within six months of the school closure. The audit will serve as the annual audit and will include:
 - a. An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
 - b. An accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation
 - c. An assessment of the disposition of any restricted funds received by or due to the charter school

Maintenance and Transfer of School and Student Records

2. The Authorized Closer will create a student database/list with the following fields: First name, last name, current year grade, school district responsible for providing the student's educational service.
3. The Authorized Closer will contact the districts and identify the office and the staff member to whom the records should be transferred.
4. The Authorized Closer will transfer each pupil's records to the school district responsible for providing his/her educational services. Pupil records are typically kept in a cumulative file and include state assessment results, results of other academic assessments, report cards, and attendance records. Special education records, often kept separately, will also be transferred and, like all pupil files, treated with confidentiality.
5. Pupil, financial, attendance and other school records shall be maintained and

transferred in accordance with applicable law, e.g., CCR Title 5 section 16023-16026. Pupil mandatory permanent records, for example, are to be kept in perpetuity and as such will be transferred to SCUSD Student Services/Student Records Department in electronic and paper format, as applicable. These include legal name, date of birth, verification of birth date, gender, place of birth, name and address of parent, pupil's residence if different, annual verification, dates of enrollment, subjects taken, grades and credits towards graduation, and immunizations/exemptions.

6. Personnel records will be maintained and transferred in accordance with applicable law. They will include records related to employee performance and grievances.

Maintenance and Transfer of Financial and Other School Related Records

7. The Authorized Closer will complete and file mandated annual reports described by Ed. Code section 47604.33 and submit them to SCUSD, the county superintendent of schools, and CDE. They include:
 - d. On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
 - e. On or before December 15, an interim financial report. This report shall reflect changes through October 31.
 - f. On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
 - g. On or before September 15, a final unaudited report for the full prior year.
8. The Authorized Closer will submit final expenditure reports for any entitlement grants and file final expenditure reports and final performance reports, as appropriate.

Notifications to: All Stakeholders

The Authorized Closer will send notice of the school's closure to:

9. Parents and guardians of scholars
10. Sacramento City Unified School District's (SCUSD) official contact person and the superintendent
11. The special education local plan area (SELPA) in which the charter school participates
12. The retirement systems in which the school's employees participate
13. The California Department of Education (CDE). Notice must be received by CDE

within 10 calendar days of any official action taken by the chartering authority (i.e., SCUSD)

14. Any school district that may be responsible for providing educational services to the former students of the charter school.

The closure notice to the above parties will include the following required items:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school district of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification to the CDE will also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students will also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information

Impact to District

Overview

New Joseph Bonnheim Charter School operates as a dependent charter within SCUSD. Services, including Facilities, Nutrition Services, and Accounting are paid for by NJB annually. All of the Collective Bargaining Units and Agreements approved by the district are recognized by New Joseph Bonnheim Charter School.

Information Regarding Proposed Operation and Potential Effects on SCUSD

Ed. Code 47605 (g) The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

Administrative, Support, and other Services from the District

SCUSD will provide oversight of NJB. The district will define its oversight activities and the school's responsibilities in a Memorandum of Understanding (MOU). The district's typical charter school MOU includes:

- a. Process, activities and associated fees for oversight of the charter
- b. Content, process, timelines, and evaluation criteria for annual review and site visits
- c. Schedule of regular, ongoing fiscal and programmatic performance and reporting
- d. Content, process, timelines and evaluation criteria for charter renewal
- e. A statement allowing reasonable opportunity to correct deficiencies in charter performance

The charter school will comply with the MOU. Education Code Section 47613 will be followed in calculating what the charter school pays the district for supervisorial oversight.

Exclusive Employer Declaration

SCUSD is the exclusive employer for all staff members at New Joseph Bonnheim Charter.

Collective Bargaining Units and Agreements

NJB follows all contract and collective bargaining agreements.

Facilities to be Utilized

The petitioners request that NJB continue to be located at the Joseph Bonnheim Elementary School site, 7300 Marin Avenue, Sacramento, California 95820.

Back Office and Other Support Utilized from the School

Currently, NJB uses back office services provided by the district as described below on page 129.

Timely Submissions of Calendar Due Dates Items

NJB submits all bell schedules, instructional minutes and calendars each year on the assigned due dates.

Timely Submissions of Request for Information Items

NJB submits all items requested by the district's charter oversight and various district personnel.

Potential Liability Effects on the District

None are known at this time.

Positive Impact to the District

During the past five years the NJB community has improved the site as follows:
Established an agricultural farm, planted trees that surround the campus, which supports urban agriculture and habitats, built an outdoor classroom, created a water and environmental conservation programs, and added curb-appeal, in which many community members and families have commented on having a safe and welcoming campus in the community. Parents feel it adds value to neighborhood homes, provides a safe place for children to play and explore agricultural learning.

Miscellaneous

Williams Settlement

Charter schools may opt out of the Williams Settlement. NJB is opting out because the school will be using standards-based curriculum and materials that have not been adopted by the California Department of Education. In regard to facilities, NJB will be renting a district facility. Issues with facilities and the Williams Settlement will be directed to the landlord, SCUSD.

Administrative/Business Services

The charter school will buy administrative services from the district at the enrollment rate described in the district's fee schedule. The district will provide NJB with a description of the services it will receive in return for the fee. The services include: a) Accounts Payable, b) Budget, c) Human Resources, d) Employee Compensation, e) Risk Management/Employee Benefits, f) Property/Liability Insurance, g) Purchasing, and h) Intra district mail service.

Other District Services

The charter school will/may also purchase other district services at the price listed on the district's most current "Fee Schedule for Services to Charter Schools." These services include, for example, a) Technology Services, b) Assessment, Research and Evaluation, c) Hearing

Office, d) Nutrition Services. The district will provide the charter school with a description of the services the school chooses to buy. The charter school will notify the district by April 1 if it intends to use another source for the next fiscal year.

If the cost of using district services becomes too expensive or if the charter school is not satisfied with the quality of service, the charter school may use another source – e.g., a county office of education, a joint powers authority, or outside provider. The charter school will notify the district by April 1 if it intends to use another source in the next fiscal year for a particular service.

Special Education

NJB will be a member of the SCUSD Special Education Local Plan Area (SELPA). As such, the district will pay for Special Education expenses necessary to operate any special education program for students enrolled at NJB. Special Education funds generated by NJB students will go to the district rather than the charter school. The charter school will pay its fair share of the encroachment created by district Special Education students.

As a member of the SCUSD SELPA, NJB will follow all protocols and procedures related to the SELPA, including but not limited to: The Local Plan, federal assurances, Child Find, and the process for enrolling students requiring special education service.

The Steering Committee will request annual training from the SELPA for staff in the above area and other pertinent topics.

Duration of the Charter

The New Joseph Bonnheim (NJB) Community Charter School will operate between July 1, 2019 and June 30, 2024.

In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by NJB and SCUSD.

Amending the Charter

The procedures outlined in the Charter Schools Act for submitting a new charter petition to the Board of Education will be used to make amendments to the charter. Amendments will be attached to the existing charter in sequence of their approval by the Board of Education and numbered as Amendment 1, Amendment 2, etc.

Material revisions of the provisions contained in this charter may be made in writing with the mutual consent of the SCUSD board of trustees and the New Joseph Bonnheim Steering Committee. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605 provided, however, the charter school shall not be required to obtain petition signatures prior to making material revisions or

amendments to the charter petition.

Conclusion

The entire New Joseph Bonnheim Charter School community is honored to have the opportunity to apply for renewal of the charter school that will continue to serve families in the Sacramento City Unified School District and neighboring districts. We are proud to be partners with SCUSD in offering the highest quality high school education for all students.

By approving this charter for a public elementary school, Sacramento City Unified School District will fulfill the intent of the Charter Schools Act of 1992 to improve student learning; create new professional opportunities for teachers; provide parents and students with expanded choices in education; and follow the directive of law to encourage the creation of charter schools. The New Joseph Bonnheim Charter School Community of Petitioners is eager to work cooperatively with SCUSD to establish excellence in education. To this end, we pledge to continue to work as partners with the SCUSD to respond to any concerns regarding this document and to present the district with the strongest proposal requesting five-year terms from July 1, 2019 to June 30, 2024.

Applicable State Law and Administrative Regulation Pertaining to the Approval of NJB

The Charter School Act describes the process for approving a charter as follows:

Section 47605

(b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents.

Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.

The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.

- (3) *The petition does not contain the number of signatures required by subdivision (a).*
- (4) *The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- (5) *The petition does not contain reasonably comprehensive descriptions of all of the following:*

Renewal of the New Joseph Bonnheim Community Charter School

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Sacramento City Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the continued operation of New Joseph Bonnheim Charter School. NJB agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching in the charter school

By the Lead Petitioners:

Christie Wells-Artman Christie Wells-Artman Jan 18, 2019
Name (please print) Signature Date

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter that may be mutually agreeable and necessary to secure approval by the Sacramento City Unified School District governing board.

By the Petitioners:

Teri Ha Teri Ha Jan 18, 2019
Name (please print) Signature Date

JEREMIAH CALES Mack Jeremiah Cales Mack JAN 18, 2019
Name (please print) Signature Date

Becky Van Nest Becky Van Nest Jan 18, 2019
Name (please print) Signature Date

Autumn Ha Autumn Ha January 18, 2019
Name (please print) Signature Date

Mike D. Santis Mike D. Santis January 18, 2019
Name (please print) Signature Date

Amelia Villanueva Amelia Villanueva January 18, 2019
Name (please print) Signature Date

Sandra Enriquez Sandra Enriquez January 18, 2019
Name (please print) Signature Date

Christina Barrish Christina Barrish January 18, 2019
Name (please print) Signature Date

Brittany Billmaier Brittany Billmaier January 18, 2019
Name (please print) Signature Date

Ramon Campos Ramon Campos January 18, 2019
Name (please print) Signature Date

Kathryn Kiley Kathy Kiley January 18, 2019
Name (please print) Signature Date

Gricelda Jaime Gricelda Jaime January 18, 2019
Name (please print) Signature Date

Ian Johnson Ian Johnson January 18, 2019
Name (please print) Signature Date

Shannon Zavala Shannon Zavala January 18, 2019
Name (please print) Signature Date

Sheri Goldberg Sheri Goldberg January 18, 2018
Name (please print) Signature Date

New Joseph Bonnheim Community Charter Appendix Item

1F: Bloom's/Webb's/Hess' Rigor Matrix (ELA Sample)

Bloom's/Webb's/Hess Cognitive DOK Rigor Matrix

NJB: Mastery of Learning Body/Brain DOK Chart ELA, Science, and Social Science

I can...master learning using my brain and body together!				
Revised Bloom's Taxonomy	DOK Level 1: Recall & Reproduction	DOK Level 2: Skills & Concepts	DOK Level 3: Strategic Thinking/Reasoning	DOK Level 4: Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	I can... find or recall facts, details, and definitions in a text or on a website. I can... recall math facts.			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, observe, compare/contrast, match like ideas, explain, construct models.	I can... explain who, what, where, when, or how after reading, listening to, or viewing. I can show relationships using numbers, symbols, and pictures.	I can ... summarize the sequence of events or state the main idea. I can... provide examples and non-examples to show I understand a concept. I can... show how two ideas connect. I can...specify and explain relationships.	I can ...identify the lesson learned or theme and use evidence from the text to support my interpretation. I can... solve a problem one-way and explain my reasoning using another strategy. I can...develop a presentation for a specific purpose and audience.	I can... use examples to explain how ideas in one text specifically connect to another text. I can... write a report using more than one resource or more than one concept.
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (transfer) to an unfamiliar or non-routine task	I can... apply spelling rules to edit my work. I can...calculate, measure, or follow a rule – like rounding a number or finding the average. I can... solve an equation.	I can...locate and use data in a table or graph to solve a word problem. I can... use the clues in a text to figure out what a new word means. I can... use captions and graphics to find more information.	I can...plan how I would collect and analyze data to answer a question. I can...revise the words and visuals in an advertisement for a new audience.	I can...identify a real-world problem, and plan and conduct an investigation to show how the problem could be solved. I can... use what I learned to find other solutions.
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias, point of view, approach/strategy used)	I can ... find and record data from a weather map. I can... identify a pattern or trend. I can... list the best key words to use for an Internet search.	I can ... compare and contrast weather data from two regions or two states. I can ... compare two characters in a story. I can... sort objects by different features.	I can...figure out if there is conflicting or confusing information in one text and explain my reasoning. I can...interpret a political cartoon and use factual information to support my reasoning. I can...generalize a pattern.	I can ... compare styles or themes in two books by the same author. I can...gather and analyze information from many sources to find the best evidence to support an opinion. I can... break down opposing claims or arguments.

		I can...extend a pattern. I can...interpret a simple graph or visual.		
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique	<p>I can...complain that the weather is not good for skiing.</p> <p>I can...state that I like or don't like something and not back up my opinion.</p> <p>I can...state a claim that something is true or not true without giving any justification.</p>		<p>I can ...explain why I'm planning my ski vacation in Utah, using evidence from historical weather patterns.</p> <p>I can... find possible flaws in an experiment or a solution.</p>	I can... use historical weather data from multiple places to choose the best location for my next ski vacation.
Create Reorganize elements into new patterns/structures/ or schemas, generate, hypothesize, design, plan, produce	<p>I can...brainstorm what I know - ideas, concepts, or perspectives on a topic</p>	<p>I can ... use facts, observations, and what I know to make a prediction or state an hypothesis.</p> <p>I can... tell you WHY a claim or opinion might be believable.</p>	<p>I can ... re-present an author's idea in my own way.</p> <p>I can ... develop a model or a media message that shows a stated perspective or a new solution.</p> <p>I can...justify a claim with hard evidence</p>	<p>I can...write a sequel to a story, with a logical story line for the main character.</p> <p>I can...use historical facts to develop believable historical fiction.</p> <p>I can...use historical weather data from multiple sources to choose the best location for my next ski vacation.</p>

New Joseph Bonnheim Community Charter Appendix Item

3A: SARC 2017-18

New Joseph Bonnheim Community Charter School

7300 Marin Avenue • Sacramento, CA 95820 • 916.277.6294 • Grades K-6
Christie Wells-Artman, Principal
christie-wells-artman@scusd.edu

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Sacramento City Unified School District

5735 47th Avenue
Sacramento, CA 95824
(916) 643-7400
www.scusd.edu

District Governing Board

Jay Hansen President, Area 1
Jessie Ryan, 1st VP, Area 7
Darrel Woo 2nd VP, Area 6
Ellen Cochrane, Area 2
Christina Pritchett, Area 3
Michael Minnick, Area 4
Mai Vang, Area 5
Sara Nguyen, Student Member

District Administration

Jorge Aguilar
Superintendent
Lisa Allen
Deputy Superintendent
Chad Sweitzer
Instructional Assistant
Superintendent
Tu Moua-Carroz
Instructional Assistant
Superintendent
Olga L. Simms
Instructional Assistant
Superintendent
Mary Hardin Young
Instructional Assistant
Superintendent

School Description

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

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

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

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

III. NEW JOSEPH BONNHEIM COMMUNITY CHARTER STANDARDS:

1. Commitment--- We will uphold a commitment to high academic and social expectations for all scholars.
We will encourage a positive school climate and a strong sense of community.
We will create an environment of trust and respect.
2. Duty---We will work diligently with school personnel, parents and scholars to reinforce our vision.
We will report improper conduct with procedural fairness and due process.
3. Equity---We will strive for fairness and equity.
We will consider the rights and needs of all parties affected.
4. Integrity---We will remind those facing an ethical decision about the impact of its outcome, while at the same time provide them with the courage and support to make difficult decisions.
We will uphold confidentiality.
5. Ethical Responsibility---We will model appropriate ethical behavior(s) that will have an impact in the lives of others.
We will abide by policies, procedures and school rules.
6. Respect---We will recognize and acknowledge the worth of our school community members and remember to value them through what we say and do.
We will maintain appropriate relationship with staff, scholars and parents/guardians.

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

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

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

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

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

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

In addition to instruction in the core curriculum and units of study in science, scholars are provided learning opportunities in our community garden, library, art and music, sports, technology, and various after school and enrichment programs. NJB also has smaller class sizes to support learning and every grade level has a bi-lingual teacher.

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

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

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

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

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	35
Grade 1	42
Grade 2	48
Grade 3	47
Grade 4	50
Grade 5	28
Grade 6	40
Total Enrollment	290

2016-17 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	13.8
American Indian or Alaska Native	0.7
Asian	6.6
Filipino	0.3
Hispanic or Latino	64.1
Native Hawaiian or Pacific Islander	0.3
White	9.7
Two or More Races	4.5
Socioeconomically Disadvantaged	93.8
English Learners	26.2
Students with Disabilities	9.3
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

New Joseph Bonnheim Community Charter School	15-16	16-17	17-18
With Full Credential	10	13	14
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Sacramento City Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	79
Teaching Outside Subject Area of Competence	♦	♦	14

Teacher Misassignments and Vacant Teacher Positions at this School

New Joseph Bonnheim Community Charter School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1		0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and instructional materials are reviewed and then piloted across the district. Subsequent adoption by the Board of Education is consistent with the cycle of textbook approval by the State, California School Board. Textbooks are chosen for their alignment with California Content Standards, California Frameworks, and appropriateness for Sacramento City Unified School District students. Textbook sufficiency data is collected annually.

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Open Court Reading, SRA Arts Reading/Language 2002 Percent of students lacking their own assigned textbook: 0%
Mathematics	enVisionMATH California Common Core 2015-Pearson-K-6th Mathematics 2014 Percent of students lacking their own assigned textbook: 0%
Science	California Science, McMillian McGraw-Hill Science 2008 Percent of students lacking their own assigned textbook: 0%
History-Social Science	California Vistas, McMillian McGraw-Hill History/Social Science 2007 Percent of students lacking their own assigned textbook: 0%
Foreign Language	Moving Into English, Harcourt English Language Development 2004 Percent of students lacking their own assigned textbook: 0%
Health	Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The main campus was built in 1951. This school has 13 permanent classrooms which include a multipurpose room, a library, and an administrative building. The school also has 19 portables. During the 2000 modernization, renovations and upgrades were made in the following areas: health and safety, HVAC, and miscellaneous upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district governing board has adopted cleaning standards for all the schools in the district. A summary of these standards is available at the school office, or at the district operations office. The principal works directly with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The State Legislature established the Deferred Maintenance Fund (DMF) in 1980 to assist districts in maintaining facilities and sites. The District has participated in the Deferred Maintenance Program since its inception. The program requires both the local district and the State of California to share equally in the cost of major deferred maintenance projects, with the maximum contribution from the State limited to approximately one-half of one percent of the District's General Fund and Adult Education Fund operating budgets. For fiscal years 2008-09 through 2012-13, the Deferred Maintenance Program has been included in the State's Tier III Flexibility Program. Therefore, DMF funds received by the District are deposited in the General Fund, and are unrestricted. Due to state budget cuts for 2010-11 these unrestricted funds have not been designated to deferred maintenance purposes. The funds were used as part of the Tier III recommendations approved by the Board on the May 6, 2010 Board Meeting.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 8/18/17

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Bad ballast W.O.#104229 2 missing light covers W.O.#102743 Bad ballast W.O.#104103 Bad ballast W.O.#102328 Clock not working W.O.#104233
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	23	27	39	39	48	48
Math	10	22	30	31	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	22	32	47	47	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	35.7	35.7	7.1

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	38	38	100.0	31.6
Male	22	22	100.0	36.4
Female	16	16	100.0	25.0
Hispanic or Latino	21	21	100.0	33.3
Socioeconomically Disadvantaged	37	37	100.0	32.4
English Learners	14	14	100.0	21.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	159	155	97.48	27.1
Male	89	87	97.75	26.44
Female	70	68	97.14	27.94
Black or African American	21	21	100	4.76
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	38.46
Filipino	--	--	--	--
Hispanic or Latino	107	105	98.13	27.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	149	145	97.32	26.9
English Learners	71	70	98.59	27.14
Students with Disabilities	20	20	100	10
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	159	155	97.48	21.94
Male	89	87	97.75	24.14
Female	70	68	97.14	19.12
Black or African American	21	21	100	0
American Indian or Alaska Native	--	--	--	--
Asian	13	13	100	46.15
Filipino	--	--	--	--
Hispanic or Latino	107	105	98.13	21.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	11	11	100	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	149	145	97.32	21.38
English Learners	71	70	98.59	22.86
Students with Disabilities	20	20	100	15
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent engagement opportunities include providing assistance in the school, classroom, on field trips and at home with school work. In addition, parent involvement also includes participation and membership on the P.T.A., The Farm Committee, Curriculum Ad-Hoc Committee, the Steering Committee (Governance Advisory Board) and English Learner Advisory Committee.

For more information, contact Christie Wells-Artman, Principal at (916) 277-6294.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Sacramento City Unified School District
 Comprehensive Safe School Plan 2017-2018

Section 1..... Crisis Communication Flow

Section 2.....Site Level Emergency Procedures:

(a) Lockdown Response

(b) Fire

(c) Bomb Threat, ATF Bomb Threat Checklist

(d) Active Shooter
(e) Chemical Accident
(f) Severe Weather / Loss of Power (City of Sacramento)
Section 3.....Earthquake Emergency Procedures
Section 4.....Site Level Use of Schools as a Community Shelter **
Section 5.....District Policies Related to Safety and Missing Student Protocol:
(a) Board Policy 5021: Custodial & Parent Rights
(b) Mandated Child Abuse Reporting
(c) Suicide Risk Assessment
(d) Missing Student Protocol
Section 6.....Bullying Policies and Procedures
Section 7.....Dangerous Student Notification / Email Notifications Made by IT Dept.
Section 8.....Wellness Plan
Section 9.....District Handbook
** To be determined by The American Red Cross and the Office of Emergency Services
Section 10.....Component I: Social Climate
Component II: Physical Climate/Campus
Section 11.....Site Level Incident Command System (ICS) roles and ICS Team
Section 12.....Site Level Communication Procedures
Section 12 (a).....Emergency Phone Tree
Section 13.....Before and After School Programs - Coordinators and Contact Numbers / Days and Hours of Operation on Campus
Section 14.....Site Level Safe Ingress & Egress Procedures and Route Maps
Section 15.....Site Level Family Reunification Plans
Section 15 (a)..... Reunification Logs
Section 16.....(Confidential) Site Level Provisions for Students/Staff With Special Needs
Section 16 (a).....Site Evacuation for Persons With Special Needs
Section 17.....School Site Safety Committee Member List and Approval of CSSP
Section 18.....Staff / School Handbook
Section 19.....Site Map (Please Label Rooms)
Section 20.....OPTIONAL-Additional Site-Specific Safety Information

The Comprehensive Safe School Plans for the Sacramento City Unified School District are revised annually to ensure the contents of the plans are uniform and updated to address the components set forth in Section 32282 of the 2017 California Education Code. This plan is a work in progress as the Safe Schools Office and the Sacramento Police Department continue to seek the most current information and advice from subject matter experts.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.5	3.0	5.5
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	6.1	5.8	6.3
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		52
Percent of Schools Currently in Program Improvement		73.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0000
Counselor (Social/Behavioral or Career Development)	0.0000
Library Media Teacher (Librarian)	0.0000
Library Media Services Staff (Paraprofessional)	0.0000
Psychologist	0.0000
Social Worker	0.0000
Nurse	0.0000
Speech/Language/Hearing Specialist	0.0000
Resource Specialist	0.0000
Other	0.0000
Average Number of Students per Staff Member	
Academic Counselor	0.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	18	18		1	2	2	2				
1	21	23	24				2	3	2			
2	21	21	29				2	2	2			1
3	27	24	24				1	2	2			
4	24	13	20	1	2	1	1	1				
5	27	17	21		2		1	1	2			
6	27	27	27				1	1	1			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

To realize the vision of Sacramento City Unified School District, which is to fully prepare all students for college career and life, it is imperative that the district provides numerous opportunities to expand the professional repertoire of its administrators and teachers.

To that end, the district has crafted a high quality professional program that is focused on the ELA and math Common Core State Standards, the Next Generation Science Standards, English Language Learners, Balanced Literacy and Instructional Strategies for Addressing the Needs of Diverse Learners. These areas of focus were derived from needs assessments coupled with the analysis of student learning of specific content and that is ongoing with follow-up opportunities, models effective practices, and uses assessments to guide and monitor progress. The learning opportunities afforded through this program deeply align with the needs of our individual schools, as well as our strategic plan, and connect to every aspect of school practice: thinking curriculum, intentional instructional practices, assessment for learning, and lesson design.

These learning experiences, which are offered during the school day and after-school are supported with on-site coaching, are complemented with the required collaborative time built into the school day on Thursdays, which is designated for teachers to engage in collaborative professional learning at their respective school sites. Such communities of practices, under the leadership and guidance of site administrators, afford our teachers the opportunity to deepen their content knowledge, strengthen their instructional repertoire, improve their assessment strategies, and foster a shared sense of responsibility. As a result, every teacher will help to promote and nurture a community of learners in which the individual school staff is not only enriched, but the district as a whole is enhanced.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,170	\$47,808
Mid-Range Teacher Salary	\$56,736	\$73,555
Highest Teacher Salary	\$93,113	\$95,850
Average Principal Salary (ES)	\$109,332	\$120,448
Average Principal Salary (MS)	\$111,735	\$125,592
Average Principal Salary (HS)	\$128,526	\$138,175
Superintendent Salary	\$290,000	\$264,457
Percent of District Budget		
Teacher Salaries	29%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,752	326	8,426	65,949
District	♦	♦	\$5,744	\$70,343
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			46.7	-6.2
Percent Difference: School Site/ State			28.2	-16.8

* Cells with ♦ do not require data.

Types of Services Funded

Each district school receives categorical funding to provide supplemental services to assist students reach grade level proficiency and above, master grade level content standards and successfully graduate from high school. Services throughout the district include:

- Class Size Reduction
- Tutoring
- Supplemental instructional materials and books in mathematics, reading/language arts and ELD
- Extended Day/Year/ Summer school
- Enrichment programs
- Access to technology
- AVID/MESA Programs
- Parent Education/Family Nights
- Social Services (Healthy Start)
- Student/Family Primary Language Support
- Translation for Home-School Communication
- Counseling (academic and career)
- Gifted and Talented Education (GATE)
- Special Education
- Professional Development
- Support Staff, such as nurses, instructional assistants, parent advisors, and counselors
- Supplemental Education Services
- School Choice

Please check with your child's principal to receive information regarding the services that are specific to your child's school.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

New Joseph Bonnheim Community Charter Appendix Item

4A: Steering Committee Bylaws and Amending Bylaws

The New Joseph Bonnheim (NJB)

NJB Steering Committee Bylaws

(Yet to be adopted) *Adopted December 5, 2015*

Michael Madden



2014 - 15

**BY-LAWS
OF
the STEERING COMMITTEE at
THE NEW JOSEPH BONNHEIM (NJB)**

Section 1.

NAME, PURPOSE, LOCATION,
CORPORATE SEAL AND FISCAL YEAR

1.1 Name. Herein after all reference to the governing entity of the New Joseph Bonnheim (NJB), to which these bylaws will define, give purpose, and identify the manner that all business shall proceed will be the Steering Committee.

1.2 Purpose. The purpose of the Steering Committee shall be:

(a) Bound by all Sacramento City Unified School District Board of Trustees policies, in recognition of this entity as the authorizing agency for NJB, regarding Board assigned employees (i.e. teachers inclusive of the Collective Bargaining Agreement) and in acknowledgment that NJB under Steering Committee governance will operate independently of the district's administrative structure. (NJB is not exempt from the laws governing the school district as per the Charter School Act §§ 47611 & 41365, Cal. Ed. Code § 47610 (establishing minimum age for public school attendance)).

(b) The governance structure of NJB, including, but not limited to, the process to be followed by the school to ensure parental involvement. Cal. Ed. Code § 47605(b)(5)(D).

(c) As the primary decision-making body at NJB deciding policy direction and acting as the site-based foundation for continuous school improvement as determined by our charter and these bylaws.

(d) As the NJB governance model from Article 24 of the SCTA-SCUSD negotiated agreement; a structure democratic in nature encouraging and promoting: 1) good decision-making; 2) implementing the decisions; and, 3) evaluating the effectiveness of those decisions.

(e) As such that all Steering Committee decision-making will collectively be decided from a consensus of members after presented material meets the basis of criteria as to the information being: 1) mission-driven; 2) student-driven; and, 3) data-driven.

(f) To ensure enforcement the mission of NJB *to raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.*

(g) For approval of all policy statements inclusive of the Local Control Accountability Plan (LCAP) annual update. LCAP decisions for NJB are made regarding: 1) curriculum & instruction; 2) budget; 3) professional development; and, 4) time.

(h) That it remains at all times be in compliance with the *Ralph M. Brown Act*. Cal. Ed. Code § 54950.

(i) In the exercise of responsibility for: 1) implementation of the charter; 2) implementation of the LCAP; and, 3) student achievement. The Steering Committee also evaluates the principal's performance.

1.3 Location. The principal and physical office for business will be at the NJB school site, **7300 Marin Avenue, Sacramento, California, 95820.**

1.4 Seal. The Steering Committee may adopt and/or alter a seal for NJB.

1.5 Fiscal Year. The fiscal year will correspond with that of the authorizing agency (SCUSD), ending on the 31st (Thirty-first) day of the 10th (Tenth) month (October) in each year.

Section 2.

MEMBERS

2.1 Definition. Certificated non-management, classified, and community stake-holders will be known as constituents.

2.2 Composition. The Steering Committee shall be composed of 1 (One) elected president (not the principal) and 1 (One) elected secretary from the Steering Committee body consisting of 5 (Five) certificated staff (teachers to be in compliance with, and in agreement with the SCTA, as to the composition from *Article 24 (Mega-Waiver)*, of the *Charter School Act*), 1 (One) classified staff, 1 (One) principal, 5 (Five) community members, and 1 (One) district representative (non-voting).

(a) The president and secretary will be elected at the first regular Steering Committee meeting. A parliamentary process will be observed for candidacy inclusive of nominations from the floor, seconds, and acceptance. A vote will then be taken in compliance with the *Ralph*

M. Brown Act. Terms of office shall be one year. *The first year (2014-2015 school year), elected officers will hold their office from October of 2014 to January of 2016.

2.3 Selection. As per page 58 (Fifty-Eight) of the submitted charter, beginning the year 2014, founding petitioners Lisa Romero, Art Aleman, and Michael Madden each will sit for a five-year term (ending at the conclusion of the school year 2018-2019).

(a) Two parent/community members will be elected annually by members of the stakeholding community. (Two alternatives will be selected from the non-elected candidacy).

(b) Certificated non-management will elect 5 (Five) members of their constituency with one alternative.

(c) Classified staff will elect one member of their constituency.

2.4 Role of Members. Of greatest importance of duty for any Steering Committee member is an applicable knowledge of the NJB charter. Not only is the Steering Committee charged with the responsibility of its implementation, the text scribed in the charter document is the entire meaning of purpose for the Steering Committee as the governing structure and the very existence of this educational institution called NJB. Furthermore, as this charter document also serves as the legal covenant between NJB and the district (SCUSD) presiding over it, every opportunity for an attempt should be capitalized upon to educate the vastness of population of stake-holders as they are the constituency we are representing.

(a) The president elect will be responsible for the agenda and chairing the meetings. Shall ensure that all proceedings completely consider and are not in any way construed as a violation of the *Ralph M. Brown Act* or any other applicable State of California or federal laws.

(b) The vice president elect shall be prepared to assume responsibilities and duties of the president in the absence of the president. In the event there is a vacancy of presidency, the vice president will assume such title as "*interim president*" until such time an election can be conducted. The vice president will work closely with the president so as to ensure committee and organization oversight are aware of policy changes and representation is formally provided.

(c) The secretary elect will be responsible for keeping the minutes (as per the *Ralph M. Brown Act*). Time-keeping is also a responsibility; however this can be delegated to another attending member.

(d) The certificated non-management and parent/community membership will be representative of a constituency. Random assignment to groups will be done for the certificated

non-management members. The parent/community membership will be responsible for forming their constituency groups, inclusive of ALL stake-holders. They will need to hold constituent meetings to disseminate information and to gain suggestions, opinions, requests, and data from the community. There are Two major responsibilities to the representatives: 1) convey information between the constituent group and the Steering Committee; and, 2) make decisions in the best interest of the scholars based on data and the school mission.

(e) Constituents and Steering Committee will be meeting at each year's end to evaluate the effectiveness of the governance structure and identify what needs to be changed to improve functioning.

(f) Training will be provided for all staff and community members on the governance and decision-making process at NJB. It is the Steering Committee's responsibility to provide for this and execute it.

2.5 Vacancies. A seat may become vacant due to resignation, expiration of term, death, or removal from office. It is the duty of the Steering Committee to execute all efforts to fill such a vacancy (with a member of a constituency class if applicable) as prudently as possible, assuring the individual all updated materials and current events (or committees) so as to assure a competent participation in NJB's decision-making governance.

2.6 Removal from Seat. A two-thirds vote from all Steering Committee members after review using the NJB decision-making process can remove a member from their seat. A member being inexcusably absent for three (3) regular meetings over a twelve (12) month period could be grounds for such a discussion.

Section 3.

COMMITTEES

3.1 Committee's Operational Parameters.

Listed are the operational parameters to

guide each committee's work:

- Decide the decision-making model
- Decide their leadership structure. It is recommended that each committee have a chairperson and a secretary
- Decide when to meet and post the meeting dates and times
- Report to the Steering Committee as requested
- Determine their composition and the number of members
- Take minutes at each meeting and publish them for the staff to review in a timely manner

3.2 Steering Committee. The Steering Committee may create committees and design teams. Once a committee is formed a governance (or chair) shall be formed.

3.3 Certificated Staff. Each certificated staff member is expected to serve on a committee.

3.4 Classified Staff. Classified staff are encouraged to be on a committee.

3.5 Standing Committees. Standing committees have a mission statement. Standing committees are ongoing and meet regularly. These committees will be identified by the Steering Committee at the beginning of each school year. Upon request, they will report to the Steering Committee. The Steering Committee will announce the formation of any additional committees that may be needed. A Safety Committee is an example.

3.6 Parent Committees. These committees act as independent advisory bodies to the Steering Committee. Two are necessarily planned due to Title I monies.

(a) School Site Council (SCC) – This committee has a District Advisor (elected) that attends the District Advisory Council meetings and reports back.

(b) English Learner Advisory Committee (ELAC) – This committee is district involved and again Title I specific in its focus.

3.7 Design Teams. These “Teams” meet for a specific time and a specific task. Created by the Steering Committee, when the design teams’ objectives are met then the team is disbanded.

3.8 Pilot Programs. These programs originate from proposals made to the Steering Committee by an individual, group of individuals, or a committee. The Steering Committee representatives bring the program to their constituency for input. If project is approved without objection, the Steering Committee will choose an appropriate time frame and assessment methodology to evaluate its effectiveness. If the pilot is deemed successful by the Steering Committee, it will set up an opportunity to replicate the pilot in a different classroom or whatever milieu is appropriate. Success MUST be based on criteria developed by the Steering Committee and agreed to by the certificated staff. The Steering Committee may adopt the pilot as a new strategy without replicating it.

Section 4.

VOTING, QUORUMS, & REVISITING DECISIONS

4.1 Quorums. The ability to have a two-thirds vote by members in attendance meets the criteria of a quorum for the Steering Committee at NJB. Notable however, the Steering Committee will operate within a consensus-building model. Consensus is defined as “general agreement.” Attending members will seek to establish common or neutral ground for matters of disagreement that will enable everyone to at least “live with” the group decision. However, in the event there is no motion to table an item for further discussion, a two-thirds vote will move an issue forward. In complying with the process criterion stated in Section I, 1.2(e) of this document, there could always be the occurrence the objecting member has not had time to properly prepare to present their concerns through the prescribed process, and pending the matter is not time sensitive, a consensus of reasonable value for this allowance should be considered.

4.2 Voting. The Steering Committee for NJB shall conduct their voting process with transparency (as statutorily determined under the *Ralph M. Brown Act*), and operating under the U.S. Constitutional principal of “one person, one vote.” As our stated ideal is always a consensus, the formality of the actual vote will always exist in light of the necessary two-thirds. The president will chair all meetings instilling and keeping confidence, order, and integrity.

4.3 Procedure to Revisit. Constituents do have a process to revisit a decision in the event they have an choice in how to act in objection to a policy or protocol implemented through the Steering Committee. They are as follows:

(a) It requires attendance at the staff meeting and request of a vote upon the contested decision. Approval for support of their rebuttal will be determined upon gaining a simple majority of 51% of the staff present; or,

(b) the option of gathering the signatures of two-thirds of the certificated staff and presenting it to the president of the Steering Committee as a petition to revisit a decision within five (5) days of the staff meeting following the Steering Committee where the decision was made; or,

(c) Gathering the signatures of 20% of the parents with children registered at NJB and presenting this petition to the president of the Steering Committee within ten (10) days of the Steering Committee meeting where the decision was made.

4.4 Revisiting by a Steering Committee Member. A proposal that has already been voted on and passed may still be revisited. If a Steering Committee member is able to present new information, and is able to get the majority (51% of the decision-making members) to sign a

petition to revisit, then the item can be presented to the decision-making members for a possible revote.

4.5 Parent Involvement in the Governance Structure. On the counter at the main office at the NJB school-site there is a small white box dedicated to receiving community suggestions. Parents and ALL stake-holders are invited to submit a signed suggestion in this box as they are addressed at every Steering Committee meeting.

Section 5.

MEETINGS

5.1 Steering Committee Meetings. The process for calling all meetings (regular, special, or emergency) will adhere to the *Ralph M. Brown Act*. At the beginning of each school year, the Steering Committee will publish a list of regular meetings.

5.2 Procedures & Protocols.

(a) If 60% of the voting members are not present, a vote may not take place even if it is an emergency meeting. If at least 60% of the members are present, a proposal may only pass if at least 51% (majority) of the members approve the proposal.

(b) Listed is the developmental process for determining school policies:

- Form a design team or committee around a specific task
- Develop a calendar for completion of task
- Decide on decision-making process
- Notify constituencies as to the upcoming issue and when, where, and how they can have input.
- Gather appropriate research and information and prepare for dissemination
- Develop and circulate a draft document to all constituents
- Set time limit and state method of response to draft
- Present final draft to Steering Committee
- Steering Committee either accepts the policy or recommends revision
- If the policy is approved by the Steering Committee without objection from the constituents, the Steering Committee will choose an appropriate time frame and assessment methodology to evaluate the effectiveness of the policy. The proposed date for reviewing the new policy will be published in the Steering Committee minutes.

5.3 Governance Training. The initial Steering Committee members will receive ongoing training in this process and various educational programs described in the charter. This will be provided pro bono by Dr. Dennis Mah.

5.4 Regular Meetings. These are the calendared meetings occurring at the pre-published time discussed in 5.1 of this section. They will be approximately an hour and a half long. As per the *Ralph M. Brown Act*, posting of these meetings will be well in advance (accompanied by the agenda and any necessary material to aid the membership with agenda items). Meetings will be organized and conducted in a parliamentary manner.

5.5 Special Meetings. These meetings may be due to Time-Limited decision-making, or may be called as it is necessary to address some issues that have been presented, tabled, and are overdue in pending action. These meetings will be in compliance with the *Ralph M. Brown Act* regarding the necessary posting and public transparency.

- (a) **Time-Limited Meetings** – These meetings occur when there is not adequate time to get constituent feedback. The first action the Steering Committee will take is in determining if any necessary decision-making is in fact time limited. If this is determined, the Steering Committee will convene without having to follow the usual decision-making process.

Section 6.

COMPENSATION & CONFLICT OF INTEREST

6.1 Compensation. It is never the intention of the NJB charter, nor shall it be a matter for governance regarded by the Steering Committee to: discuss; consider; and/or, in any way, manner, or form suggest compensation, monetarily or otherwise, to any member of this Steering Committee for their dutiful participation within the parameters of these Bylaws.

Section 7.

ETHICAL CONDUCT

7.1 Consensus-Building Model. Through this model democratic compromise and negotiation is practiced. As it is the goal that a general agreement can be met by the membership in their discussion of matters developing policy; if this is not attained the process allows for enabling everyone to at least being able to live with it. For the issues that are of greater complexity with discussion yielding in the interest of time, section 4 of this document details the procedures to bring the matter to readress.

7.2 Grievances. As all members of the committee have an actual stake in the success of NJB, at times there will be the potential for that beneficial value from the differing perspectives to become a narrowed focus blinded of all other perspectives. It is of absolute necessity that the Steering Committee remains open to discussion in the event of such circumstance, nurturing an opportunity for future insight and growth should such a conflict arise.

(a) Confidentiality – must maintain a high degree of integrity if and when such an occurrence avails itself.

(b) Acting in Good Faith – will again address the integrity of the Steering Committee as its own whole entity while weathering the course of opportunity through conflict within the individuals making up the life force of this entity.

(c) Retaliation – takes its most common form under the conditions of this environment by a seemingly harmless appearance of joined forces amongst like-minded thinking. This again speaks to our individual integrity as the conditions being addressed could be a topic for discussion.

7.3 Affiliations. As representatives of this Steering Committee (and ultimately the developers of NJB's environment), and also recognizing each member as a private individual protected to rightly and freely express themselves as such, it is prohibited to ever express yourself in a manner whereas a reasonable person could ascertain your expression is that of a pledge of support or endorsement for any political candidate, political party, religious affiliation, public issue, or controversy. As we are protected to have our personal opinions on all of these matters, never can we in anyway lead the public at large to have the reasonable impression it is the opinion of this institution (NJB).

Section 8.

AMENDING THE BYLAWS

8.1 Amendment. Any amendment to these bylaws of the Steering Committee may be adopted by approval of two-thirds (2/3) vote from the entirety of the current membership of the Steering Committee.

CERTIFICATE OF ADOPTION OF THE BYLAWS

I do hereby certify that the above stated Bylaws of the Steering Committee of the New Joseph Bonnheim (NJB) were approved by the Steering Committee of NJB on <weekday>, <month & day>, 2014 and constitute a complete copy of the Bylaws of the Steering Committee of the New Joseph Bonnheim (NJB).

Secretary _____

Date _____

CERTIFICATE OF ADOPTION OF THE BYLAWS

I do hereby certify that the above stated Bylaws of the Steering Committee of the New Joseph Bonnheim (NJB) were approved by the Steering Committee of NJB on *Friday, December 5, 2014*, and constitute a complete copy of the Bylaws of the Steering Committee of the New Joseph Bonnheim (NJB).

Secretary *Sally J. Weisbecker* 1/20

Date _____

ROD - Rose Ramos 1/20/15

Jan Johnson 1/20/15

Lisa M. Ramos 1/20/15

Frank Olson, 1/20/15

Michael M. K. 1/20/2015

[Signature] 1/20/2015
[Signature]

NJBCC Amendments to the Bylaws of the Steering Committee

September 5, 2017

Alternate Membership

It is necessary for each represented group (classified, certified, and parent/community) to provide an alternate at the time of new term membership. The alternate will be recorded on the membership roster, but will only be recognized for purposes of discussion and vote at the meeting level when attending to fill the seat of an active regular member unable to attend. Exception to this would occur when a regular member is deemed unable to vote for reasons of conflict of interest. Under such circumstances the alternate (specific to membership representation) is recognized as a voting member due to this reason, can participate in any conference prior to action (this includes discussion at prior meetings only for this line item), but then returns to the role as described as alternate for all subsequent line items where no exception is applicable.

Selection of this alternate status remains autonomous to the particular membership representation. Alternate selection for the representation of parent/community membership shall be selected by first giving this option to candidates not selected to the committee due to number of constituency votes in order of most votes received, then so on. If there is a tie in votes at the candidacy level, there are no unselected candidates, or unselected candidates do not accept the appointment; then, alternate selection is by consensus of committee membership for that represented membership with acceptance.

Alternate members will receive personally from the committee all upcoming meeting agendas and the minutes of the prior meeting in an effort to be kept informed should there occur the circumstances regular membership status is required. As the person selected to fulfill this role is selected from the particular represented membership (constituent to that representation), no other committee efforts are necessary to ensure informed decision-making. It is the duty of the committee's represented membership to provide the individual serving as alternate with a copy of the petitioned charter (ensuring the understanding of what this represents), a copy of the by-laws, and to contact this individual when their services are required.

Regular Meeting Procedures

As determined by the agenda (template included as Appendix A): Meetings will be conducted by the Committee President in strict adherence to matters presented on the agenda, as they are presented on the agenda. Upon President commencement to begin

meeting, there will be an approval of the meeting's agenda. There will be public comment, approval of prior meetings minutes, an Informational/Discussion item for steering committee training as provided for in our petitioned charter, coached by Dr. Dennis Mah. Then there are the standing committee reports and matters of address mentioned in the suggestion box. For remaining line items, there will be two classifications of business, "Standing" and "New." "Standing" business will contain Business/Operational items of information sub-grouped by Budget (to include a list of purchase orders and requisitions), Facilities (to include repair updates and all work orders (1st meeting of the month)), and Educational (inclusive of assessments and data with updates on enrichment programs, and upcoming events). All other "Standing" business consists of line items under our current process for decision-making. "New" business is items in their initial introduction to the agenda for steering committee consideration. They may originate as a result of members items occurring at the end of the meeting, targeted areas of concern for address, or informational as to outside (or internal sources) programs for presentation.

Notable is "New" business regarding introductory information from a presentation, prior announcement of this may be prudent to allow for the possible presentation from other organizations or ideas consistent with what may going to be considered for future implementation in an effort to expedite any future decision-making in an equitable manner. "New" business items may be tabled before "Standing" business items when circumstances call for motions in the interest of time.

The process for line item introduction and any subsequent consideration requiring decision-making shall follow this structure. The initial introduction of a line item shall be labeled "Informational." This line item serves the purpose of providing membership with information for consideration so as to collect the necessary feedback from each representation's constituency. The line item, if considered, will then be listed as a "Discussion" item. It is at this meeting that committee membership should be well prepared to provide feedback brought up from discussion with their constituency, ask any pertinent questions, and even provide the committee with further data (either pro or con, both are encouraged in order to secure the most informed decision). Finally, the line item listing will either be "Action," or "Conference/Action" for any concluding statements needs to be made as the committee strives to achieve a consensus on all matters for implementation in their decision-making process. Items meeting approval either through consensus or vote will only then be revisited as detailed in our petitioned charter, or if through follow up review the committee determines collectively that an alternative method or alteration in the method

being used would best serve the New Joseph Bonnheim Community Charter (NJBCC) community.

Steering Committee Membership Term

Terms for all members of Steering Committee are to commence their term beginning July 1st and ending June 30th of each academic school year. Members as listed below:

Certificated and Classified Representatives

Parent and Community Representatives

Steering Committee Office Members (President, Vice President, Secretary)

Officer Elections

Officer elections will be held at the first Steering Committee meeting of the school academic year. Steering Committee Office Members (President, Vice President, Secretary)

Fundraising Oversight

No fundraising by any agent or organization may be conducted in affiliation with or for NJBCC, or using the NJBCC name or property where NJBCC conducts its business without prior approval of the steering committee. The process to gain this approval requires first a submittal of the "Fundraiser Notification Form" to the Principal. These forms will be presented to the steering committee for approval. If approved, the Principal will then sign off on the forms. Forms will be copied in triplicate and filed in the appropriate binders (with one being returned to the soliciting party) for purposes of transparency and accountability.

Chain of command protocols for monies handling must follow this procedure. All monies collected for any said fundraiser must be kept in the provided cashbox that is to be supervised at all times by those persons recognized and preapproved from the submitted forms. Monies collected daily must be counted by at least two persons who will sign and date the collection receipt. This is to be done safely and securely in a private setting. Every time the monies change possession at this point, another count between the distributing and receiving parts is required, signed and dated. Monies will be kept safely in the Principal's office until removed for deposit. Deposit occurs directly from receiving of monies from Principal's office which must be done within 48 hours of its collection during fundraiser. A

printed deposit slip will be returned to the Principal to copy in triplicate, file appropriately, and return a copy to the party involved with the fundraiser.

For greater adherence for accountability and tax benefits potentially available to the end consumer, it is recommended that the party fundraising provide the supporter with a receipt as record of the transaction of exchange. No fundraising will be approved, nor may it take place unless this process is strictly adhered too.

New Joseph Bonnheim Community Charter Appendix Item

4B: Scholar and Family Handbook



**New Joseph Bonnheim
Community Charter School**

SCHOLAR & FAMILY HANDBOOK 2018-2019

Where Learning Is Natural!



Christie Wells-Artman, Principal
Gretchen Serrano, Office Manager
Joe Sanchez, Plant Manager

FAX: (916) 277-6484
MAIN OFFICE/ ATTENDANCE LINE: (916) 277-6294

Welcome to New Joseph Bonnheim Community Charter School!

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

We are deeply committed in all aspects of our scholars' learning by providing a quality education using the Highly Effective Teaching model, LIFESKILLS and 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 science and agriculture. Our project based learning and inquiry is supported with enrichment activities, hands-on and real-life experiences, community resources, and active parent participation and involvement. Parent and community partnerships are encouraged and continue to provide vital assistance to our educational program.

In addition to instruction in the core curriculum and units of study in science, scholars are provided learning opportunities in our community garden, library, art and music, sports, technology, and various after school and enrichment programs. NJB also has smaller class sizes to support learning and every grade level has a bi-lingual teacher.

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

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

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

Communication and positive relationships are critical aspects of bringing a school community together under a common vision for scholars. Therefore, you will receive a monthly Parent Newsletter in the Monday Folder titled *The NJB Buzz*, and a weekly phone message every Sunday evening. You are encouraged to "like" us on Facebook and to sign up for our E-mail blast on our website a www.newjosephbonnheim.scusd.edu for regular updates from the school and the PTA. Teachers will send home regular communication, and we are all accessible by email if you have a question or want to set up a time to talk. Please keep this Scholar & Family Handbook in an easy-to-find location throughout the year, as it is another vital communication tool. It contains important information about our special programs, our policies and procedures, and our expectations for scholar behavior and safety. This document is available on our school website and we will always have additional copies in the front office as well. Please sign and return the "NJB Scholars & Family Handbook Agreement Form" after your family has had a chance to review and discuss the information. Thank you!

In Partnership for Excellence,

Christie Wells-Artman, Principal NJB

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Welcome to:

New Joseph Bonnheim
Community Charter School
7300 Marin Avenue
Sacramento, CA 95820
(916) 277-6294 FAX (916) 277-6484



Guidelines for Success

“Always bear in mind that your own resolution to succeed is more important than any other one thing.”

- Abraham Lincoln

Success comes from within; you have to want it to get it. There are no obstacles to success that cannot be overcome if we choose to persevere, to work hard, and to make our own success happen. At New Joseph Bonnheim, we believe that all our scholars are capable of greatness, personal and professional!

Our scholars will learn, practice, and understand these five Lifelong Guidelines that will develop them to be caring and responsible citizens in the 21st Century.

Trustworthiness---To act in a manner that makes one worthy of trust and confidence

Truthfulness---To be honest about things and feelings with oneself and others

Active Listening---To listen with the intention of understanding what the speaker intends to communicate

No Put-Downs---To never use words, actions, and/or body language that degrades, humiliates, or dishonors others

Personal Best---To do one's best given the circumstances and available resources

We will utilize the Lifelong Guidelines and LIFESKILLS through the practice of the 7 Habits in the Leader In Me program.

HABIT ONE – BE PROACTIVE

HABIT TWO – BEGIN WITH THE END IN MIND

HABIT THREE – PUT FIRST THINGS FIRST

HABIT FOUR – SEEK TO UNDERSTAND, THEN BE UNDERSTOOD

HABIT FIVE – THINK “WIN/WIN”

HABIT SIX – SYNERGIZE

HABIT SEVEN – SHARPEN THE SAW

Choose Success!

LIFESKILLS



By following the LIFESKILLS for success each child should reach their fullest capacity and be successful in life and in school.

Caring---To feel and show concern for others

Common Sense---To use good judgment

Cooperation---To work together towards a common goal or purpose

Creativity---To generate ideas; To create something original or redesign through imaginative skill

Courage---To act according to one's beliefs despite fear of adverse consequences

Curiosity---To experience the desire to investigate and seek understanding of one's world

Effort---To do your best, always!

Flexibility---To be willing to alter plans when necessary

Friendship---To make and keep a friend through mutual trust and caring

Initiative---To do something, of one's own free will, because it needs to be done

Integrity---To act according to a sense of what's right and wrong

Organization---To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use

Patience---To wait calmly for someone or something

Perseverance---To keep at it

Pride---To gain satisfaction from doing one's personal best

Problem Solving---To create solutions to difficult situations and everyday problems

Resourcefulness---To respond to challenges and opportunities in innovative and creative ways

Responsibility---To respond when appropriate; To be accountable for one's actions

Sense of Humor---To laugh and be playful without harming others

The following ethical standards of New Joseph Bonnheim Community Charter School are expected to be upheld, and adhered to by staff, scholars, and parents of the school community.



Ethical Standards of New Joseph Bonnheim Community Charter School

I. Vision Statement

“Our NJB vision is to create a quality education program through a variety of learning intelligences to prepare scholars for the 21st Century.”

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

II. Mission Statement

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

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

III. Standards

1. **Commitment---** We will uphold a commitment to high academic and social expectations for all scholars. We will encourage a positive school climate and a strong sense of community. We will create an environment of trust and respect.
2. **Duty---** We will work diligently with school personnel, parents and scholars to reinforce our vision. We will report improper conduct with procedural fairness and due process.

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

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

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

We will uphold confidentiality.

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

We will abide by policies, procedures and school rules.

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

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

IV. NJB: Our 5 B's

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



Please Mark These Dates on Your Calendar

**HOLIDAYS and OFF-TRACK Dates
(NO SCHOOL)**

Holiday/Off Track	Date:
Labor Day Holiday	Monday, September 3, 2018
Off-Track	November 5 to November 25, 2018
Veterans Holiday	Saturday, November 11, 2018
Thanksgiving Holiday	Thursday, November 22, 2018
Winter Break	December 15 to January 6, 2019
MLK Jr. Holiday	Monday, January 21, 2019
Lincoln's Holiday	Monday, February 11, 2019
Presidents Day Holiday	Monday, February 18, 2019
Off Track	April 13 to April 28, 2019
Memorial Day Holiday	Monday, May 27, 2019
Last Day Of School	Friday, June 14, 2019

MINIMUM DAYS

To Be Determined

Please watch newsletter for dates!

On minimum days scholars in grades 1-3 are dismissed at 12:45. Scholars in grades 4-6 are dismissed at 12:53. The kindergarten schedule remains the same.



General Information

Office Hours: 8: 00 a.m. - 3:30 p.m.

Regular Instructional School Hours: Mondays, Tuesdays, Wednesdays, and Fridays

<u>Kindergarten:</u> <ul style="list-style-type: none"> 8:15 Class begins 11:40 Lunch served in cafeteria 12:00 Class ends (Parents Pick-up) 	<u>Primary Grades 1-3</u> <ul style="list-style-type: none"> 8:15 Class Begins 2:17 Class ends 	<u>Intermediate Grades 4-6</u> <ul style="list-style-type: none"> 8:15 Class Begins 2:22 Class ends
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Early Release School Hours: Thursdays only

<u>Kindergarten:</u> <ul style="list-style-type: none"> 8:15 Class begins 11:40 Lunch served in cafeteria 12:00 Class ends (Parents Pick-up) 	<u>Primary Grades 1-3</u> <ul style="list-style-type: none"> 8:15 Class Begins 1:17 Class ends 	<u>Intermediate Grades 4-6</u> <ul style="list-style-type: none"> 8:15 Class Begins 1:22 Class ends
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Minimum Day Hours:

<u>Kindergarten:</u> Remains The Same as regular schedule.	<u>Grades 1-3:</u> <ul style="list-style-type: none"> 8:15 Class Begins 12:45 Class ends 	<u>Grades 4-6:</u> <ul style="list-style-type: none"> 8:15 Class Begins 12:53 Class ends
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Arrival and Departure Guidelines

- **Scholars are NOT to arrive at school until 30 minutes before the start of school. (7:45 a.m.)** There is no supervision on the yard until that time and the school cannot be responsible for their safety.
- All scholars who eat breakfast at 7:45 a.m. at the school must stay in the cafeteria until 8:00 a.m.
- The front office is not to be used as an entrance by scholars. They are to walk around the school and enter the cafeteria through the back doors.
- Scholars are to leave the campus immediately after school unless they are in a classroom for tutoring or participating in a **supervised** after school program.
- Scholars loitering on campus prior to or after the above times will be referred to the office.
- If necessary CPS and/or law enforcement agencies will be called if the problem becomes persistent. Building relationships is important to us in serving our scholars and families. NJB will work diligently with parents to find a solution to support families before the former is called upon.

The school has a responsibility to hold scholars to strict account for their behavior and conduct on the way to and from school, in the classroom and during recess.

Parking:

- **Please do not drop your scholars off in the staff parking areas located on the north and south sides of the campus. These areas are designated for teachers, staff and delivery trucks only.**
- Children may be dropped off, and picked up, along the green curb on the circle in front of the school. This privilege may be changed based on parent adherence to the rules.
- **Please follow the directions of the traffic and crossing guards. They are there for the safety of all children.**

Closed Campus:

In the interest of scholar safety and supervision, the Board of Education establishes a “closed campus” throughout the District. Once scholars arrive on the school grounds, they must remain until the end of the school day unless they have proper written authorization from a parent/guardian. **Without this permission scholars will be classified as truant and subject to disciplinary action.**



Skateboards, Scooters, Skate-shoes, Bikes, Hoverboards and Rollerblades

The aforementioned are not allowed on school grounds, during, or after school, or at any school function. A first violation of this rule will result in removal of the equipment and require a parent to pick it up. A second violation will result in the item being taken from the scholar until June. It is law that scholars wear helmets when riding anything with wheels. Bikes and scooters must be walked on campus. Skateboards must be carried safely underarm. **Skate-shoes and Rollerblades are prohibited.**



Emergency Cards

Every scholar is required to have a complete and up-to-date emergency card on file in the front office. Any changes in phone numbers and addresses must be recorded on the emergency card. The card is critically important in the event of an emergency. Scholars will not be released to anyone not authorized on the emergency card. **Scholars without an up-to-date emergency card on file will not be allowed to participate in field trips until an up-to-date card is on file.**

TOYS AND OTHER OBJECTS

The following items are not allowed on campus and will be confiscated and returned to parents after conference/meeting. Fidget Spinners, Pokemon Cards, LEGOS, bouncy balls, and other toys unless approved by Principal Artman prior.



Cell Phones, Electronic Equipment & Personal Items



The school will not be responsible for lost, damaged or stolen electronic equipment or personal items brought to school from home. While cell phones may be brought to school they **may NOT interfere with the instructional process.** Cell phones and other electronic devices are to remain off and out of sight (in backpacks) at all times while on campus. Scholars may use cell phones only when instructed by a school authority in the event of a dire emergency. Scholars caught using a phone, or any electronic equipment will have them confiscated and a parent will be required to pick them up in the front office. The second offense will result in the item(s) being taken for the remainder of the year.



Attendance and Absences

Regular school attendance is a key factor in school success. Scholars are expected to be in school every day unless it is absolutely necessary that they be absent.

Please note that even excused absences are not reimbursed by the state. Each day a child is absent reduces the funding base which provides staff, resources, and programs for your scholar.

Please call the attendance line at (916) 277- 6294 to report an absence each day your child is absent. If a call is not made the scholar must bring a note upon their return to school. The note must include the scholars first and last name, the date, reason for absence and parent or guardian signature.

PLEASE NOTE THAT AN ABSENCE MAY STILL BE CONSIDERED UNEXCUSED EVEN THOUGH A PARENT CALL IS MADE.

NOTE: Teachers are not obligated to provide homework for unexcused absences.

Excused Absences:

- Verified illness of scholar.
- Quarantine of scholar under direction of health officer.
- Personal medical or dental appointment.
- Attending funeral service of parent, sibling, grandparent, or any relative living in the immediate household of the child. (limited to 1 day in the state and 3 days out of state)

- Exclusion due to incomplete immunization. Parents/Guardians have 10 days to provide evidence of immunization. After 10 days scholar is excluded from school and recorded as absent for no more than 5 days.

Unexcused Absences:

- Vacations
- Oversleeping
- Babysitting or taking care of other family members
- Personal reasons (missed bus, court...)
- Waiting for service or repair people
- Attending a sporting event
- Shopping
- Going to a concert

Truancy:

If a scholar has 3 or more unexcused absences or 3 tardies of 30 minutes or more, he/she is considered truant.

SCUSD's truancy program includes a partnership with the District Attorney, Sacramento Police, Juvenile Probation, City of Sacramento and several judges.

The process involves letters sent home, a school site SART meeting and a district level SARB (Scholar Attendance Review Board) hearing. It is our goal to make sure every scholar has the opportunity to receive a quality education: therefore, we will do everything possible, prior to a hearing, to improve attendance. However, if attendance concerns continue the District is prepared to implement the SARB process to the fullest extent.

Tardies and Early Dismissal

Scholars arriving 30 minutes or more past the start of school must stop by the office for a tardy slip before going to class. Scholars are considered truant if they are tardy in excess of 30 minutes for three or more days. Scholars less than 30 minutes tardy must check into the office for a pass before proceeding to class.

If scholars arrive to school late after a doctor's appointment, a note from the doctor or clinic is required for admittance and not count as truant.

Scholars are not allowed to leave school early unless they are picked up by a parent/guardian, or other person designated on the emergency card. **Parents/guardians are required to come to the front office to sign a scholar out.**

Identification may be checked before a scholar is released to anyone the front office staff may not recognize.

The office staff will call for the scholar to come to the office to meet the parent/guardian. **In order to ensure the safety of our scholars and staff no one, other than office staff, is allowed to go directly to the classroom**

without signing in at the office first. All visitors will be issued a badge that identifies them as a guest at our school. Please be sure to sign out when leaving the campus.

Uniforms and Dress Code

Uniforms

New Joseph Bonnheim is a proud uniform school. A new survey was conducted in the spring of 2015 and parents overwhelmingly supported the uniform policy. Scholars are expected to wear khaki slacks, skirts, jumpers, shorts (that must extend to the tips of the fingers when the scholar is standing) and **solid** burgundy **shirts or blouses**. Shirts, blouses and pants may not have any writing on them unless they are NJB school spirit shirts. Pants must fit properly and may not sag. Scholars out of uniform will be required to call home for a change or will be loaned a loaner shirt.

Uniforms will be worn on Monday-Thursday and NJB spirit or college shirt on Friday.

Dress Code

All scholars, must abide by the following dress code:

- No baseball caps allowed indoors. They may be worn outside for protection from the sun, but must be worn with the bill forward only.
- No solid color red
- No doo rags
- No headbands
- No beanies allowed indoors
- No bandanas
- No pajamas
- No sagging pants
- No short shorts or skirts
- No bare midriffs
- No low-cut, see through, halter, tank, tube, backless or spaghetti strapped tops
- **No clothing with slogans or pictures of any kind**
- No bare feet, flip-flops, open toe shoes, or slippers
- No wallet chains
- No facial piercings (ears only)
- No spiked jewelry
- No removable dental caps or crowns

Any staff member may hold a scholar accountable for adherence to the dress code.



Medication and Health Matters

We do not have a full-time nurse on staff. Pain relievers and any other over-the-counter medications may not be dispensed to scholars. The school is only equipped to treat minor injuries with ice and band-aides. Parents/guardians will be called for more serious injuries and illnesses. If parents cannot be reached then emergency card will be used for additional contacts.

Scholars are not allowed to possess any type of medication. Education Code 49423 states: "Notwithstanding the provisions of Section 49422, any pupil who is required to take, during the regular school day, medication prescribed for him/her by a physician may be assisted by a school nurse or other designated school personnel if the school district receives:

1. A written statement from such physician detailing the method, amount, and time schedule by which medication is to be taken.
 2. A written statement from the parent/guardian of the pupil indicating the desire that the school district assist the pupil in the manner set forth in the physician's statement."
- Forms are available in the office for the signature of the parent and physician if the child must have medication during the school day.
 - Medication is kept in a secure area and dispensed per the physician's instruction.
 - The dosage on the medicine container must match the dosage on the doctor's orders.
 - If the dosage is changed a new set of doctor's instructions must be provided.



The Office

The office is a very busy place. Scholars must have an "Office Pass" from their teacher to come to the office, emergencies excepted. **Please make all after school arrangements with your child prior to the start of school. Telephone use in the office is limited to emergency calls only.** In addition, teachers will not be disturbed during instructional time for phone calls, except in the case of dire emergencies.

All visitors must check into the office, sign log-in book, and visibly wear a visitor's pass at all times. All visitors must enter the office, using the front door and an only school personnel are to enter behind the office gates unless invited by office staff.



Homework Policies

Scholars often forget their homework or other items at school and expect to be allowed access to the classroom after hours. Unless the teacher is still in the classroom, please do not expect access to the

classroom to be provided by custodial or any other staff members. The only person allowed to provide access to a classroom when the teacher is not present is the principal. If the principal is available access may be provided. Scholars are expected to take personal responsibility and learn to accept logical consequences of their actions.



Lost and Found

Lost and found clothing, and other large items, are kept on a rack outside the cafeteria. Smaller items, such as keys, glasses, or jewelry are kept in the front office. Unclaimed items will be donated to the PTA clothes closet on the last day of every month. Labeling your child's jackets sweaters and sweatshirts will help identify their clothing should it become lost. Please check on through out the month.



Study Trips

Study trips are "being there" experiences that children will always remember. They, however, require teachers have to invest time to complete an inordinate amount of paper work and figure logistics to create a positive educational field experience. In order to make sure that all safety and district requirements are met for each field trip the following protocols must be strictly adhered to:

- ALL field trip paperwork must be submitted to the front office no later than a week and a day prior to the scheduled date.
- ALL permission slips must be turned in with complete and current parent contact information by the deadline stated on the permission slip. **NO late additions to the trip roster will be allowed.**
- All chaperones must have cleared the volunteer screening process, which includes evidence of tuberculosis screening. The paperwork for this screening is included in the first day packet. See the volunteer section of this handbook for further information about volunteers.
- Parents may not just "show up" at the field trip destination, unless prior arrangements were made. Scholars are under the direct care and supervision of the school staff and designated chaperones.
- Field trips are a privilege and as such scholars with poor behavior may be excluded from trips. Our goal is to have every child attend their class/school trip.
- Parents may be called to pick a child up from an overnight trip if the child's behavior is cause for removal.
- Scholars with missing emergency cards will be excluded from field trips.
- Scholars who owe library/text book or cafeteria money may be excluded from end-of-year field trips until all accounts are brought into balance.
- Safety is our primary concern for all field trips. Consequently, field trip guidelines will be strictly adhered to.



Volunteers

Volunteers are the backbone of an effective and thriving school and we need your support at NJB. However, there are a lot of legal requirements that must be met in order to begin volunteering at a school site. The requirements are in place to insure the safety of every child. **The following items must be on file with the school before any volunteer project can be started:**

- A current and completed volunteer registration form. This must be completed each school year.
- Copy of a recent TB test or chest x-ray form/card indicating a negative result. TB tests are “good” for 4 years. Please contact your health care provider for TB tests.
- A completed and cleared Volunteer Sex Offender Check Authorization Form (SOC-1) or a completed and cleared Volunteer Fingerprinting and Criminal Background Check Authorization Form (BC-1). The sex offender form must be completed each school year. There is no charge for this clearance. There is a charge for fingerprinting and the results are good for the duration of “uninterrupted” volunteering in the district. Call 643-7449 for more information.

There are 3 levels of volunteers in SCUSD.

Level 1: Off-campus volunteers with no direct contact with scholars. The only requirement for a Level 1 volunteer is the registration form.

Level 2: Volunteers under the direct supervision of certificated personnel. The requirements for Level 2 volunteers are: Volunteer registration form, Sex offender clearance, TB Test.

Level 3: Volunteers not under direct supervision, with possible unsupervised contact with scholars. The requirements for Level 3 volunteers are: Volunteer registration form, fingerprinting and criminal records clearance, TB Testing, Automobile use form if transporting scholars.



At NJB, we love to celebrate every child who demonstrates the following;

LIFESKILLS: Each month teachers nominate scholars for exemplary academics, attendance and citizenship. These scholars have their pictures posted in the cafeteria, and receive a special certificate.

- ***Please note that all of the above incentives are subject to funding availability and may be revised accordingly.***



Textbooks and Library Books

SCUSD has a policy regarding the care of library and textbooks. Please take careful note of the requirements, and consequences for damage or loss of these costly and necessary resources.

1. Textbooks are provided for use by scholars and remain the property of the Sacramento City Unified School District. Scholars are responsible for returning textbooks checked out in their name in good condition, with no more wear and tear than usually results from normal use. (SCUSD BP 6161.2)
2. Each scholar is responsible for all textbooks checked out under his/her name and is subject to fines if books are lost or damaged. Scholars or parents/guardians are responsible for the current replacement cost of the materials. (SCUSD BP 6161.2 and CA Education Code 48904)
3. Payment can be made by cashier's check, money order or cash. Checks for lost or severely damaged books are made out to Sacramento City Unified School District. If the book(s) are later found (within 9 months) and returned, a refund check will be issued by the district. A receipt must be presented in order to receive a refund.
4. Fines may be waived in instances of unusual circumstances at the discretion of the principal, his/her designee or the district. Or, scholars may complete service hours in lieu of cash payment for damaged or lost textbooks.
5. When materials are damaged but still usable the scholar will be charged as follows:

Damages	Cost
Torn pages, ink or pencil marks	\$1.00 per page
Damaged cover	25% of the cost of the book
Damages that prevent re-issuing books (including mold or mildew or obscenities – drawn or written)	Full cost of the book
Missing bar codes	\$5.00

6. All textbooks must be returned by scholars at the end of every school year. If not, the district may withhold the scholar's grades, diploma, and transcripts until restitution is made or an agreement is reached with the site administration. (CA Education Code 48904). **The scholar may also be denied participation in school privileges or commencement activities. (SCUSD BP 6161.2)**
7. The aforementioned consequences also holds true for unpaid lunch balances.

Please do not wait until the last minute to respond to school communications about unpaid debts. Be proactive so as to avoid having your child be held accountable for parental responsibilities.



Junk Food, Gum and Other Food Items

NJB is a gum-free zone. **Scholars are not to be chewing gum at any time on campus. In addition, candy, soda, chips and sunflower seeds are not allowed.** Please do not send these items to school with your child. Sugary foods can interfere with a child's ability to learn and function in a classroom. Recent legislation bans the sale of soda and candy to scholars at elementary schools.

No food is allowed on the yard. Food is not to be traded, exchanged, sold, extorted, or bullied from other scholars.



Recess

Common sense is the best rule to follow on the playground.

- **Play-fighting is not allowed at all, in that it usually ends up in a fight.**
- Scholars are to remain on the playground area, in sight of yard duty adults, when outside. Off limit areas include: behind the classrooms, the parking lot, beyond the red lines, in the hallways, and on the baseball diamonds.
- Playing in the restrooms, walkways, and classrooms is prohibited and may result in disciplinary action for defiance.
- Absolutely no chasing, warrior, super hero, or games that involve tagging or any physical contact are allowed on the yard.

PERSONAL ITEMS:

Scholars may not bring personal toys, balls, etc. to school. The school will not be responsible for any lost, damaged, or stolen personal items brought from home.

Positive Discipline

The foundation of our schoolwide discipline plan is respect for all, and personal responsibility. Respect is a mutual process. This means that scholars will be shown respect and scholars will respect the authority of teachers, administrators, and **all staff members**. Respectful behavior is a matter of common sense: doing what you know is right, even when no one is looking, and treating others as you would expect to be treated. Failure to show respect for others is the root of behavior violations and will be treated seriously. In addition, scholars are expected to take personal responsibility for their actions. Please note that there are 16 cameras around the school to help support safety and security for all scholars, staff, and visitors to our campus.

All NJB rules and expectations are centered on the 5 B's.

- Be Safe
- Be Productive
- Be Attentive, Listen and Follow Staff Directions
- Be Respectful and Responsible to everyone and Their Property
- Be Kind to Other People



Please note that every attempt is made to resolve issues at the local level, in the classroom or on the yard. Only serious issues are referred to the principal for resolution. Parents are strongly encouraged to contact the scholar's teacher with any questions you may have about a disciplinary action. If you feel it was not resolved appropriately you may make an appointment to discuss the issue with the principal.

Parents are never allowed to speak with any other scholar about a disciplinary action involving more than one scholar.

Bullying

NJB is a bully free zone! Bullying is the most common behavior that creates a hostile and unsafe environment for scholars and staff members. Scholars have a right to not be hurt, physical and emotionally, and the right to learn in a safe environment. Everyone has an ethical responsibility to address bullying.

"A person is bullied when he or she is exposed, repeatedly over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself."

- Bullying is aggressive behavior that involves unwanted, negative actions.
- Bullying involves a pattern of behavior repeated over time.
- Bullying involves an imbalance of power or strength.

Bullying includes, but is not limited to:

- Verbal bullying including derogatory comments and bad names.
- Social exclusion or isolation.
- Hitting, kicking, shoving, and spitting.
- Lies and false rumors.
- Taking money or other things or damaging other scholars' property.
- Threatening or forcing scholars to do inappropriate things.
- Racial bullying
- Sexual bullying
- Cyber bullying (via cell phone or Internet)

Bullying is against California Educational Code and is a suspendable offense.
Bullying has a negative impact on scholar learning.

There is **no excuse** for bullying and it will be appropriately addressed with at NJB.

Profanity and Inappropriate Gestures

Children are exposed to profane language, gestures, and behavior on a daily basis. Television, video games, movies and music lyrics are filled with sexually explicit and racially charged language. While that may be considered appropriate for mainstream pop culture it is totally unacceptable on the NJB school campus. Therefore; such language and gestures will be taken seriously and addressed accordingly.

- The first offense will result in the scholar having to call their parent and repeat the exact words they were heard using, or describe the gesture they displayed.

- The second offense will result in an in-house suspension.
- The third offense will result in a 1 day formal suspension.
- The fourth, and any subsequent offenses, will result in a minimum of 3 days suspension up to a maximum of 5 days.
- After 10 days of suspension scholars will be placed on a behavior contract and may be taken to a behavior review hearing for possible alternative school placement.

New Joseph Bonnheim celebrates the rich diversity of our community and views this diversity as a strength of our community. It is therefore expected that all community members treat each other with the respect and dignity we all deserve.

Discipline and Confidentiality

All disciplinary and educational information about each child is strictly confidential. Staff will not discuss a scholar's progress or actions with anyone other than the legal guardians. Please do not ask about another child's academic progress, behavior, or disciplinary record.

If your child is involved in an incident with other scholars that results in disciplinary action, staff will only discuss the actions taken with your child. As you would not want your child discussed with another parent, other parents do not want their child discussed with anyone else either.

The principal is happy to facilitate a meeting with families of scholars that may be having conflict with each other, **as long as both parties are willing to meet.**

Parents and guardians are never to approach another child and question them about an incident at school.

If you have an issue that needs to be handled please ask the principal to facilitate that process.

Remember, our goal is to help our scholars develop personal responsibility, peaceful problem solving skills, and other behaviors that will help them to be successful in society and in their careers.

It is expected that all parents and staff members will act as positive role models for all children on campus

Processes and Procedures for Disciplinary Actions

All school rules and policies are based on California State Law and SCUSD policy. The rules and policies apply equally to all scholars and are based on the fundamental need to ensure scholar safety and maintain an environment where all scholars can learn. The following behavior matrix comes directly from the districts Standards of Behavior booklet. In addition to the schoolwide discipline plan, each teacher has classrooms rules and procedures that scholars are expected to follow. The classroom rules will be discussed in class.

NJB Behavior Policy and Expectations

New Joseph Bonnheim Community Charter is determined to provide the safest of school environments to nurture and develop our scholars. The following section will explain the scholar expectations, procedures, and consequences.

1.1. Positive School Climate

Our goal at NJB is to maintain a positive, safe, and welcoming learning environment. Our discipline policy contributes to the academic atmosphere and scholar achievement by emphasizing the importance of regular attendance, promptness, academic work, respect for others, and good conduct. Scholars will be learning about character traits through our Lifelong Guidelines (LG) and LIFESKILLS (LS) components of the charter. (See Appendix A)

2.1. Guiding Principles

1. Teachers and Staff will embrace and build relationships to nurture growth and understanding in every child and parent.
2. Scholars are expected to engage actively in their own learning by keeping their power* and applying the Lifelong Guidelines and LIFESKILLS.
3. Scholars have the right to be treated fairly, respectfully, and consistently.
4. Scholars will follow all procedures and rules/expectations established by the school.
5. Scholars will accept responsibility and consequences for the choices they make.

3.1. School Wide Guiding Principles of Rules and Behavior Expectations

Under the NJB Five B's scholars will know how to be safe, respectful, and be responsible at all times.

Be Safe,

Be Productive

Be Attentive, Listen and Follow Staff Directions

Be Respectful and Responsible to everyone and Their Property

Be Kind to Other People

BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
• Choose actions that are safe that don't hurt yourself or others.	• Use kind words and actions. • Be thoughtful and considerate of others.	• Know the rules and understand your responsibility.
• Ask for adult help when needed.	• Be fair, take turns, and share	• Make good decisions knowing the consequences of your choices.
• Be aware of your actions and	• Clean up after yourself.	• Accept responsibility for your

how it might affect others.	<ul style="list-style-type: none"> • Put yourself in the other person's place. 	actions.
<ul style="list-style-type: none"> • Strive to be positive. 	<ul style="list-style-type: none"> • Pay attention to what others say to you. Be a good listener. 	<ul style="list-style-type: none"> • Help others make appropriate choices.
<ul style="list-style-type: none"> • Use LG's and LS's to guide in your decisions. 	<ul style="list-style-type: none"> • Respect other's property and personal space. • Use LG's and LS's to guide in your decisions. 	<ul style="list-style-type: none"> • Apply all these ideas even when no one is watching. • Use LG's and LS's to guide in your decisions.

4.1. Office, Classroom, Cafeteria and Assembly Guiding Principles and Behavior Expectations

Scholars will be expected to model and rules and procedures at all times. All NJB staff members will ensure and positively redirect scholars to correctly follow if expectations are not met.

SCHOOL AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Office	<ul style="list-style-type: none"> • Always have a pass • Always walk with a peer 	<ul style="list-style-type: none"> • Keep hands to self • Walk quietly without talking through the front office entrance • Stand in front of the lower counter and wait for office staff 	<ul style="list-style-type: none"> • Follow all directions given by office staff • Help others to remember and follow LG's and LS's and behavior expectations Classroom
Classroom	<ul style="list-style-type: none"> • Follow all directions given by teaches • Keep your hands and feet to yourself • Use classroom equipment and supplies appropriately • Walk at all times 	<ul style="list-style-type: none"> • Use active listening* • Raise your hand when you have a question or comment • Work collaboratively with other scholars • Use inside voices • Respect others and their belongings • Wait patiently 	<ul style="list-style-type: none"> • Work on assigned tasks • Keep your power* • Be an active participant • Work to problem-solve • Use LG and LS • Clean up after yourself • Make good choices • Be productive
Cafeteria	<ul style="list-style-type: none"> • Walk in a straight, quiet line • Get your food one at a time • Walk to your table, sit and eat quietly • Raise your hands and get permission to leave the cafeteria 	<ul style="list-style-type: none"> • "Please and thank you" are expected • Use soft, inside voices • Eat your own food • Clean area before dismissal 	<ul style="list-style-type: none"> • Help others to remember and follow LG's and LS's and behavior expectations Assembly
Assembly	<ul style="list-style-type: none"> • Sit in designated area with your class at all times • Wait for your teacher's direction to enter and exit quietly 	<ul style="list-style-type: none"> • Enter quietly • Be an active listener and participant 	<ul style="list-style-type: none"> • Help others to remember and follow LG's and LS's and behavior expectations

5.1. Playground, Hallway and Restroom Guiding Principles and Behavior Expectations

SCHOOL AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Hallway	<ul style="list-style-type: none"> • Carry a hall pass • Stay on walkways • Walk, don't run • Report strangers or adults without badges to the closest staff member 	<ul style="list-style-type: none"> • Keep hands to self • Face forward • Walk quietly 	<ul style="list-style-type: none"> • Stay on Target • Keep your power • Walk quietly to where you're supposed to go
Restroom	<ul style="list-style-type: none"> • Wait your turn • Use toilet quickly • Wash hands with soap 	<ul style="list-style-type: none"> • Walk quietly in the hallways • Leave restroom clean (throw away trash, flush toilet) 	<ul style="list-style-type: none"> • Use the restroom appropriately • Do not play around in the restroom
Playground	<ul style="list-style-type: none"> • Be within sight at all times • Stay on school grounds • Be aware of games and activities around you • Walk around ongoing games • Use equipment appropriately • Watch out for bystanders • Ask permission to leave playground • No sitting or standing on top of monkey bars • One scholar at a time across the monkey bars • Down the slide feet first • Keep shoes on at all times • Report strangers or adults without badges to the closest staff member 	<ul style="list-style-type: none"> • Keep hands to self • Play fair • Take turns • Share equipment • Include everyone • Follow game rules • Ask permission before chasing or playing tag • If there is a conflict, work to problem solve • Throw away all trash • Use initiative to pick up trash 	<ul style="list-style-type: none"> • Help others to remember and follow LG's and LS's and behavior expectations • Work problems out or get help from an adult • Use playground equipment properly • Let a staff member know if there are any injuries • Help injured scholar to the office when needed • Use restroom and drink water before recess is over
Playground & PE Equipment	<ul style="list-style-type: none"> • Kick soccer balls on the field only • Play basketball on the black top only • Kicking balls against the wall ball is not allowed • Place balls carefully in the cart/tub when the bell rings 	<ul style="list-style-type: none"> • Play fair • Share equipment • Include everyone • Follow game rules 	<ul style="list-style-type: none"> • Walk equipment back to the cart at the sound of the bell • Ask for adult help when needed
Bell	<ul style="list-style-type: none"> • Stop playing and immediately "freeze" • Return equipment • Walk to your class line 	<ul style="list-style-type: none"> • Keep hands and feet to self • Stand quietly in assigned space in class line • Wait quietly for your teacher 	<ul style="list-style-type: none"> • Take your personal belongings (coats, etc.)
Rainy Days	<ul style="list-style-type: none"> • Stay in cafeteria • Ask permission to leave cafeteria • Wait until dismissed by an adult 	<ul style="list-style-type: none"> • Keep hands and feet to self • Stand quietly in assigned space in class line • Wait quietly to be dismissed 	<ul style="list-style-type: none"> • Help others to remember and follow LG's and LS's and behavior expectations

6.1. Progressive Consequences

The following Progressive Consequences shall occur when school wide guiding principles of rules and behavior expectations are not followed. (Be Safe, Be Respectful, Be Responsible)

A referral will be filled out thoroughly and reviewed by Principal with scholar, staff member who filled out referral, and if necessary the parent. Follow up will include corrective action and steps to make sure scholar is on track successfully. (See Referral Form on next page)

BEHAVIOR	CONSEQUENCE
<p>Examples of unacceptable behavior but not limited to the following:</p> <ul style="list-style-type: none"> • Infractions of any school rules • Disruption of class • Rough play • Disrespect to adult/scholar • Pushing, shoving, and hitting • Harassment • Obscenity • Cheating • Racial or Ethnic slurs • Destruction of property • Lying to adults • Leaving campus without permission • Unsafe or threatening acts • Stealing • Name calling and/or Put-downs 	<p>Depending on severity of behavior, one or more may occur:</p> <p>1st Incident: Acknowledge or Contact Scholar (verbal, gesture, touch) (using positive target talk)</p> <p>2nd Incident:</p> <ul style="list-style-type: none"> • Verbal warning • Loss of time from recess/problem solve time • Special task • Loss of Privileges <p>3rd Incident:</p> <ul style="list-style-type: none"> • Loss of recess/problem solve time • Phone call home • Time-out in another class • Phone call notifying Parent(s)/Guardian(s) <p>4th Incident: (Student is removed from current environment and sent to office/Principal)</p> <ul style="list-style-type: none"> • Referral to Principal • Phone call home by Principal • Referral signed by Parent and returned to School • Incident is documented for Scholar File • Note sent home to Parent(s)/Guardian(s) <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> • Parent-Teacher Conference • Teacher-Scholar Contract • In-School Suspension in effect until parent teacher conference is held • Parent-Teacher -Principal Conference • Out-of-School Suspension <p style="text-align: center;">--- 1-5 days</p>

****These are progressive consequences, which will be followed in most cases. However, depending on the severity of the offences a child may be referred directly to the office for disciplinary action.*

New Joseph Bonnheim Referral Form

Scholar Name:		Date:																					
Referring Staff Member:		Grade:																					
Location:		Time:																					
Minor Incident/Behavior *Referral will be completed and copy given to classroom teacher/administrator <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Disruption <input type="checkbox"/> Property misuse <input type="checkbox"/> Incomplete assignment <input type="checkbox"/> Failure to follow direction <input type="checkbox"/> Teasing <input type="checkbox"/> Name calling <input type="checkbox"/> Late to class <input type="checkbox"/> Other _____	Major Incident/Behavior *Referral will be completed and copy given to site administrator <input type="checkbox"/> Stealing <input type="checkbox"/> Fighting <input type="checkbox"/> Abusive language <input type="checkbox"/> Overt defiance <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Possession of dangerous object <input type="checkbox"/> Threat <input type="checkbox"/> Possession of Illegal Substance <input type="checkbox"/> Other _____	Decision/Consequence <input type="checkbox"/> Loss of Privilege _____ <input type="checkbox"/> Time in Office _____ <input type="checkbox"/> Conference <input type="checkbox"/> Parent Contact (Phone/Person) _____ <input type="checkbox"/> Suspension _____ <input type="checkbox"/> Counselor _____ <input type="checkbox"/> Other _____																					
Response To Intervention																							
What Rule did you break/not follow? 																							
Why did you choose to make a poor choice instead of a good choice? 																							
What Lifelong Guideline was not in use? (circle one) Trustworthiness Truthfulness Active Listening No Put Downs Personal Best																							
Explain how you could have used two LIFESKILLS to avoid this problem: 																							
LIFESKILLS to use to solve further incidents from occurring: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="padding: 5px;"><input type="checkbox"/> Caring</td> <td style="padding: 5px;"><input type="checkbox"/> Friendship</td> <td style="padding: 5px;"><input type="checkbox"/> Sense of Humor</td> <td style="padding: 5px;"><input type="checkbox"/> Courage</td> <td style="padding: 5px;"><input type="checkbox"/> Cooperation</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Flexibility</td> <td style="padding: 5px;"><input type="checkbox"/> Patience</td> <td style="padding: 5px;"><input type="checkbox"/> Responsibility</td> <td style="padding: 5px;"><input type="checkbox"/> Initiative</td> <td style="padding: 5px;"><input type="checkbox"/> Problem Solving</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Effort</td> <td style="padding: 5px;"><input type="checkbox"/> Resourcefulness</td> <td style="padding: 5px;"><input type="checkbox"/> Organization</td> <td style="padding: 5px;"><input type="checkbox"/> Common Sense</td> <td style="padding: 5px;"><input type="checkbox"/> Curiosity</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Creativity</td> <td style="padding: 5px;"><input type="checkbox"/> Pride</td> <td style="padding: 5px;"><input type="checkbox"/> Satisfaction</td> <td style="padding: 5px;"><input type="checkbox"/> Perseverance</td> <td style="padding: 5px;"><input type="checkbox"/> Integrity</td> </tr> </table>				<input type="checkbox"/> Caring	<input type="checkbox"/> Friendship	<input type="checkbox"/> Sense of Humor	<input type="checkbox"/> Courage	<input type="checkbox"/> Cooperation	<input type="checkbox"/> Flexibility	<input type="checkbox"/> Patience	<input type="checkbox"/> Responsibility	<input type="checkbox"/> Initiative	<input type="checkbox"/> Problem Solving	<input type="checkbox"/> Effort	<input type="checkbox"/> Resourcefulness	<input type="checkbox"/> Organization	<input type="checkbox"/> Common Sense	<input type="checkbox"/> Curiosity	<input type="checkbox"/> Creativity	<input type="checkbox"/> Pride	<input type="checkbox"/> Satisfaction	<input type="checkbox"/> Perseverance	<input type="checkbox"/> Integrity
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<input type="checkbox"/> Creativity	<input type="checkbox"/> Pride	<input type="checkbox"/> Satisfaction	<input type="checkbox"/> Perseverance	<input type="checkbox"/> Integrity																			
Scholar Signature:			Date:																				
Decision Makers Signature:			Date:																				

7.1. Behavior Exempted From Progressive Consequences

When there is an incident needing immediate attention, administrators will be notified, and the child sent directly to the office for disciplinary action. It is understood by scholars, staff, and parents that some behaviors could result in skipping the steps above in the Progressive Consequences.

8.1. Post-Suspension Follow Up

After returning from a Suspension, scholars will transition back into the classroom and resume “normal” classroom participation.

1. Post-Suspension conference between Parent(s), Scholar and Principal will take place.
2. Tasks will be assigned to the scholar to assist him/her into transitioning responsibly back into the classroom / school culture.
3. Conference with Parent(s), Teacher and Principal to determine full reinstatement.

Discipline Matrix

The following list identifies the sections of the California Education Code that governs scholar behavior and the consequences in the district Standards of behavior that may be applied. Most violations allow for a range of disciplinary action. Some consequences may occur simultaneously.

A scholar may be disciplined for the following acts that are related to school activity or school attendance occurring at any district school, or within any other school district, including, but not limited to, any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off campus.
- During, going to, or coming from a school sponsored activity.

Suspended scholars are not permitted on or near any Sacramento City Unified School District campus, nor are they allowed to participate in any school activities during the period of suspension.

Mandatory Expulsion [E.C. 48915(c)]	Alternative to Suspension	Shall Suspend	Shall Expel	Contact Law Enforcement
c1 Sale, possession or furnishing of a firearm.	no	yes 5 days	yes	yes
c2 Brandishing a knife at another person.	no	yes 5 days	yes	yes
c3 Selling a controlled substance.	no	yes 5 days	yes	yes
c4 Sexual assault or sexual battery.	no	yes 5 days	yes	yes
c5 Possession of Explosives.	no	yes 5 days	yes	yes

Mandatory Recommendation for Expulsion [E.C. 48915(a)]	Alternative to Suspension	Shall Suspend	Shall Recommend Expulsion	Contact Law Enforcement
a1 Causing serious physical injury to another person, except in self-defense.	no	yes 5 days	yes	yes
a2 Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.	no	yes 5 days	yes	yes
a3 Unlawful possession of any drug except for the first offense of possession of not more than one ounce of marijuana.	no	yes 5 days	yes	yes
a4 Robbery or extortion.	no	yes 5 days	yes	yes
a5 Assault or battery upon a school employee.	no	yes 5 days	yes	yes
1. Acts of Violence [E.C. 48900(a)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
a1 Caused, attempted to cause, or threatened to cause physical injury to another person.	may be considered	yes 3-5 days	yes	yes
a2 Willfully used force or violence upon another person, except in self-defense.	may be considered	yes 5 days	yes	yes
2. Weapons and Dangerous Objects [E.C. 48900(b)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Possession, sale, or furnishing of weapons (knife, gun, sharp object, club, or an object that could inflict injury) or explosive.	may be considered	yes 3-5 days	yes	yes
3. Drugs and Alcohol [E.C. 48900(c)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Possession, use, sale or otherwise furnishing, or being under the influence of alcohol or drugs.	may be considered	yes	yes	yes
4. Sale of "look-alike" Drugs and Alcohol [E.C. 48900(d)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Offering, arranging, or negotiating to sell drugs, alcohol, or any intoxicant and then substituting a look-alike substance intended to represent drugs, alcohol, or an intoxicant.	may be considered	yes	yes	yes
5. Robbery or Extortion [E.C. 48900(e)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
	may be	yes	yes	yes

Committed or attempted to commit robbery or extortion.	considered			
6. Damage of Property [E.C. 48900(f)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Cause, or attempt to cause, damage to school or private property including electronic files and databases.	may be considered	yes	yes	yes
7. Theft or Stealing [E.C. 48900(g)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Stealing or attempting to steal school or private property including electronic files and databases.	may be considered	yes	yes	yes
8. Tobacco [E.C. 48900(h)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Citation or Arrest
Possession or use of tobacco or nicotine products.	may be considered	yes	yes	may cite
9. Profanity, Obscene Acts, Vulgarity [E.C. 48900(i)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
1. Directed at peers.	may be considered	yes	yes	yes
2. Directed at school personnel.	may be considered	yes	yes	yes
10. Drug Paraphernalia [E.C. 48900(j)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Possessed, offered, arranged, or negotiated to sell any drug paraphernalia.	may be considered	yes	yes	yes
11. Willful Defiance or Disruption of School Activities [E.C. 48900(k)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Failure to follow school rules.	may be considered	yes	yes	no
Failure to follow directive or instruction of staff or teachers.	may be considered	yes	yes	no
Failure to follow conduct code for school bus passengers.	may be considered	yes	yes	no
12. Possession of Stolen Property [E.C. 48900(l)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Knowingly receive stolen school property or private property.	may be considered	yes	yes	yes
13. Imitation Firearm [E.C. 48900(m)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement

Possession of an imitation firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm.	may be considered	yes	yes	yes
14. Sexual Assault or Sexual Battery [E.C. 48900(n)]	Alternative to Suspension	Shall Suspend	Shall Recommend Expulsion	Contact Law Enforcement
Committed or attempted to commit sexual assault or battery.	no	yes	yes	yes
15. Harassment of a Scholar Witness [E.C. 48900(o)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Harassed, threatened, or intimidated a scholar who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that scholar from being a witness and/or retaliating against that scholar for being a witness.	may be considered	yes	yes	yes
16. Unlawful Drug Soma [E.C. 48900(p)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.	may be considered	yes	yes	yes
17. Hazing [E.C. 48900 (q)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Engaged in or attempted to engage in hazing.	may be considered	yes	yes	yes
18. Bullying [E.C. 48900®]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.	may be considered	yes	yes	yes
19. Aids or Abets [E.C. 48900(s)]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement

The infliction or attempted infliction of physical injury to another person.	may be considered	yes	no, unless judged by a juvenile court to have committed as an aider or abettor causing serious injury. Expulsion would move forward under EC.48900 a1, or a2	yes
20. Sexual Harassment [E.C. 48900.2]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature. Applies to grades 4-12.	may be considered	yes	yes	yes
21. Acts of Hate Violence [E.C. 48900.3]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Cause, threaten, attempt to cause, or participate in an act of hate violence defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, disability or sexual orientation. Speech that threatens violence when the perpetrator has the apparent ability to carry out the threat, may be considered an act of hate violence. Applies to grade 4-12	may be considered	yes	yes	yes
22. Other Harassment [E.C. 48900.4]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Intentionally engaged in harassment, threats, or intimidation against district personnel or scholars that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or scholars by creating an intimidating or hostile educational environment. Grades 4-12 only.	may be considered	yes	yes	yes
23. Terrorist Threats [E.C. 48900.7]	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement
Making terrorist threats against school officials and/or school property.	may be considered	yes	yes	yes
24. Attendance	Alternative to Suspension	May Suspend	May Recommend Expulsion	Contact Law Enforcement

Tuant [E.C. 48260] Warning letter #1) Absent from school without a valid excuse.	Must be considered	no	no	no
Repeat truant [E.C. 48261] (Warning letter #2).	Must be considered	no	no	no
Habitual truant [E.C. 48262] (Warning letter #3) Any scholar truant three or more times per school year. Scholars who are habitually truant may be referred to the School Attendance Review Board (SARB) for further action.	Must be considered	no	no	no



Expectations for Adult Behavior

Any adult behavior that interferes with the discipline, good conduct and lawful performance of school activities may result in a withdrawal of consent, for 14 days, to remain off campus in accordance with California Penal Code Section 626.4(a) (enclosed).

California Education Code considers the following to be misdemeanor offenses:

- Willful disturbance of any public school or any public school meeting. California Education Code Section 32210.
- Willful interference with the discipline, good order, lawful conduct, or administration of any school class or activity of the school with the intent to disrupt, obstruct or to inflict damage to property. California Education Code Section 44810.
- Conduct which disrupts classwork or extracurricular activity or involves substantial disorder. Education Code Section 44811.

Any behavior that creates a disruption of classroom or school activities, or disturbance of any school employee, may result in a misdemeanor and subject the perpetrator to arrest. In addition, the District will consider further lawful proceedings, such as obtaining a temporary restraining order and other civil action to maintain safety and order on campus. The District will seek reimbursement for attorney costs the courts may impose.

Please be role models for our scholars and refrain from cursing, yelling, intimidating, or threatening any district employee, scholar, or other parent. Please work to resolve any complaints or issues peacefully and respectfully.



Rules for Use of Computers and Computer Networks

When you use school computers you agree to:

1. Follow the directions of teachers and school staff.
2. Abide by the rules of the school and school district.
3. Obey the rules of any computer network you access.
4. Be considerate and respectful of other users.
5. Use school computers for school-related education and research only.
6. Not to use school computers and networks for personal or commercial activities (gaming or Email).
7. Not change any settings, software or documents (except documents you create).
8. Not download any programs unless instructed by teacher.

Use of school computers and access to the Internet is a privilege.

1. If you do not follow the rules you will be disciplined and lose your computer privileges.

Do not produce, distribute, access, use, or store information, which is:

1. Unlawful
2. Private or confidential
3. Copyright protected
4. Harmful, threatening, abusive, or denigrates others
5. Obscene, pornographic, or contains inappropriate language
6. Interferes with or disrupts the work of others
7. Causes congestion or damage to systems

Protect your password

1. Do not allow anyone else to use your password and do not use anyone else's password.

**TEAR OUT PAGE AND RETURN TO CLASSROOM
TEACHER**

Sacramento City Unified School District
Internet and Electronic Communication
(E-mail) Non-Use Policy

*Please fill this out if you **do not** want your child to have access to the internet.*

New Joseph Bonnheim Community Charter

My child is **NOT** allowed access to Internet privileges while in a school environment. I understand that alternative methods are available for completing assignments.

Child's Name

Parent/Guardian Signature Date

Please return to your child's school.

**TEAR OUT PAGE AND RETURN TO CLASSROOM
TEACHER**



**Sacramento City Unified School District
COM-F004 Digital Media/Photograph/Video/Internet
Authorization Form**

I give permission for photos/video, as well as relevant class work, of my child, _____, to be used by the media or Sacramento City Unified School District for publication on the district website, www.scusd.edu, and all related SCUSD publications and Internet sites, including, but not limited to, school and/or club sponsored webpages.

I, the undersigned, am parent and/or legal guardian of the scholar noted on this document, and hereby fully release and discharge the Sacramento City Unified School District, its officers, employees, agents, servants and volunteers from any and all liability arising out of in connection with the above described independent activity and all liabilities associated with any and all claims related to such activity that may be filed on behalf of or for the above-named minor.

For the purposes of this release, 'liability' means all claims, demands, losses, causes of action, suits or judgments of any and every kind that arise as a result of the above described activity and resulting from any cause other than the District's gross negligence.

Parent/Guardian's

Signature Date

Parent/Guardian's Name (printed)

Address

Telephone Number

**** Site administrators are to place this document with original signatures in the scholar's folder.**

New Joseph Bonnheim Community Charter

PARENT & SCHOLAR HANDBOOK

I have read and discussed the NJB Handbook with my son/daughter. We are aware of, and agree to follow, the behavior expectations of NJB School.

Print Scholar's Name

Scholar Signature

Parent/Guardian Signature

Room Number

Date

Please sign and return the right side of this page to your son/daughter's teacher.

New Joseph Bonnheim Community Charter Appendix Item

5A: Credential Status of Teachers

Status of Credentialed Teachers 2018-19

<u>Teachers, 18-19 Year</u>	Number of teachers	Number of credentials current	Number of appropriate assignments
K	2	2	2
1	2	2	2
2	2	2	2
3	2	2	2
4	2	2	2
5	2	2	2
6	1	1	1
Bi-lingual Resource Teacher (K-6)	1	1	1
P.E. Teacher (K-6)	1	1	1
Totals	13		

New Joseph Bonnheim Community Charter Appendix Item

6A: Health Assurances, Signed

Assurances-Health and Safety

<E6 Team>

☒ Yes ☐ No

Petitioner will require that each employee of the school furnish the school with a criminal record summary. [Ed. Code, §44237]

☒ Yes ☐ No

Petitioner will require the examination of faculty and staff for tuberculosis. [Ed. Code §49406]

☒ Yes ☐ No

Petitioner will require immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school. [Health & Safety Code §120325 et seq.]

☒ Yes ☐ No

Petitioner will require schools to screen pupils' vision and hearing and also, to screen pupils for scoliosis to the same extent as would be required if the pupils attended a non-charter public school. [Ed. Codes §49452, 49452.5 and 49455]

☒ Yes ☐ No

Petitioner will provide emergency epinephrine auto-injectors for use by school nurses and trained personnel. [Ed. Code §49414]

☒ Yes ☐ No

Petitioner will adhere to requirements regarding training and procedures for handling concussions or head injuries caused by athletic activity, if the school offers an athletic program. [Ed. Code §49475]

☒ Yes ☐ No

Petitioner will prohibit tobacco use on school property and in school vehicles. [Health & Safety Code §104559]

☒ Yes ☐ No

Petitioner will annually train employees and persons working on their behalf regarding their duties as mandated reporters under child abuse reporting laws. [Ed. Code §44691; Pen. Code, § 11165.7(d)]

☒ Yes ☐ No

Petitioner will have health and safety policies and procedures addressing:

- Immunizations, health screenings and administration of medications
- Student wellness
- Food service
- Campus supervision
- Field trip supervision
- Screening of volunteers

☒ Yes ☐ No

Petitioner will assure that facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible files documenting such compliance.

☒ Yes ☐ No

Petitioner will have a comprehensive school safety plan and kept on file for review, and that school staff will be trained annually on the safety procedures outlined in the plan.

☒ Yes ___ No

Petitioner will include contract or other verification of plan for providing free or reduced price nutritionally adequate meals.

☒ Yes ___ No

Petitioner will include certification that all employees have been trained in health, safety and emergency procedures.

Christe Wells-Aitman

Name

Christe Wells-Aitman

Signature

01/16/2019

Date

New Joseph Bannheim

Charter School Name

New Joseph Bonnheim Community Charter Appendix Item

6B: School Safety Plan

New Joseph Bonnheim Community Charter

School Safety Plan

2018-19



I. VISION STATEMENT

"Our NJB vision is to create a quality education program through a variety of learning intelligences to prepare scholars for the 21st Century."

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

II. MISSION STATEMENT

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

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

III. STANDARDS

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

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

We will create an environment of trust and respect.

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

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

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

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

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

We will uphold confidentiality.

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

We will abide by policies, procedures and school rules.

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

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

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

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

SCHOOL-WIDE DISCIPLINE POLICY:

The most effective school-wide discipline plan begins with building GOOD RELATIONSHIPS with your scholars. Make proactive efforts to get to know your scholars. Make positive phone calls home, create behavior incentives in your classroom and teach engaging and challenging lessons. These are ALL effective strategies to prevent misbehavior. Scholar-centered, interactive classrooms engage scholars in learning, not misbehavior.

Teaching schoolwide and classroom procedures from DAY ONE, communicating expectations, teaching scholars the rules, modeling and practicing procedures and rules, and rewarding good behavior, will pay off. When scholars practice correct and appropriate behavior, it builds habits of excellence; the framework for strong scholars and moral leaders. Consistent expectations make for happier scholars because they know what to do in a predictable and safe learning environment. Establishing and developing the Lifelong Guidelines and LIFESKILLS is an integral part of building a positive school culture and climate. When a more stringent response is necessary, an effective school-wide discipline plan is one that is applied universally so that no matter where the scholars go on campus, they encounter the same plan. THE KEY TO A GOOD DISCIPLINE PLAN IS SCHOOL-WIDE CONSISTENCY. EVERYONE USES IT, TEACHES IT AND APPLIES IT...and praise, Praise, PRAISE!

RULES ~ School-wide Discipline Policy:

- General Rules
 1. Be Safe,
 2. Be Productive
 3. Be Attentive, Listen and Follow Staff Directions
 4. Be Respectful and Responsible to Everyone and Their Property
 5. Be Kind to Other People
- Specific Rules and Procedures (see Appendix A)

RULES ARE MOST EFFECTIVE WHEN THERE ARE CONSEQUENCES TO ENFORCE THEM AND REWARD THEM. IF A SCHOLAR MAKES THE CHOICE TO BREAK A RULE:

Do Not Stop the Lesson.... Give Out the Consequence and Keep Teaching

Appendix A **NJB Behavior Policy and Expectations**

New Joseph Bonnheim Community Charter is determined to provide the safest of school environments to nurture and develop our scholars. The following section will explain the scholar expectations, procedures, and consequences.

1.1. Positive School Climate

Our goal at NJB is to maintain a positive, safe, and welcoming learning environment. Our discipline policy contributes to the academic atmosphere and scholar achievement by emphasizing the importance of regular attendance, promptness, academic work, respect for others, and good conduct. Scholars will be learning about character traits through our Lifelong Guidelines (LG) and LIFESKILLS (LS) components of the charter. (See Appendix A)

2.1. Guiding Principles

1. Teachers and Staff will embrace and build relationships to nurture growth and understanding in every child and parent.
2. Scholars are expected to engage actively in their own learning by keeping their power words and actions* and applying the Lifelong Guidelines and LIFESKILLS.
3. Scholars have the right to be treated fairly, respectfully, and consistently.
4. Scholars will follow all procedures and rules/expectations established by the school.
5. Scholars will accept responsibility and consequences for the choices they make.

3.1. School Wide Guiding Principles of Rules and Behavior Expectations

Under the NJB Five B's scholars will know how to be safe, respectful, and be responsible at all times.

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

BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
• Choose actions that are safe that don't hurt yourself or others.	• Use kind words and actions. • Be thoughtful and considerate of others.	• Know the rules and understand your responsibility.
• Ask for adult help when needed.	• Be fair, take turns, and share	• Make good decisions knowing the consequences of your choices.
• Be aware of your actions and how it might affect others.	• Clean up after yourself. • Put yourself in the other person's place.	• Accept responsibility for your actions.
• Strive to be positive.	• Pay attention to what others say to you. Be a good listener.	• Help others make appropriate choices.
• Use LG's and LS's to guide in your decisions.	• Respect other's property and personal space. • Use LG's and LS's to guide in your decisions.	• Apply all these ideas even when no one is watching. • Use LG's and LS's to guide in your decisions.

4.1. Office, Classroom, Cafeteria and Assembly Guiding Principles and Behavior Expectations

Scholars will be expected to model and rules and procedures at all times. All NJB staff members will ensure and positively redirect scholars to correctly follow if expectations are not met.

SCHOOL AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Office	<ul style="list-style-type: none">• Always have a pass• Always walk with a peer	<ul style="list-style-type: none">• Keep hands to self• Walk quietly without talking through the front office entrance• Stand in front of the lower counter and wait for office staff	<ul style="list-style-type: none">• Follow all directions given by office staff• Help others to remember and follow LG's and LS's and behavior expectations Classroom
Classroom	<ul style="list-style-type: none">• Follow all directions given by teaches• Keep your hands and feet to yourself• Use classroom equipment and supplies appropriately• Walk at all times	<ul style="list-style-type: none">• Use active listening*• Raise your hand when you have a question or comment• Work collaboratively with other scholars• Use inside voices• Respect others and their belongings• Wait patiently	<ul style="list-style-type: none">• Work on assigned tasks• Keep your power*• Be an active participant• Work to problem-solve • Use LG and LS• Clean up after yourself• Make good choices• Be productive

Cafeteria	<ul style="list-style-type: none"> • Walk in a straight, quiet line • Get your food one at a time • Walk to your table, sit and eat quietly • Raise your hands and get permission to leave the cafeteria 	<ul style="list-style-type: none"> • “Please and thank you” are expected • Use soft, inside voices • Eat your own food • Clean area before dismissal 	<ul style="list-style-type: none"> • Help others to remember and follow LG’s and LS’s and behavior expectations Assembly
Assembly	<ul style="list-style-type: none"> • Sit in designated area with your class at all times • Wait for your teacher’s direction to enter and exit quietly 	<ul style="list-style-type: none"> • Enter quietly • Be an active listener and participant 	<ul style="list-style-type: none"> • Help others to remember and follow LG’s and LS’s and behavior expectations

5.1. Playground, Hallway and Restroom Guiding Principles and Behavior Expectations

SCHOOL AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
Hallway	<ul style="list-style-type: none"> • Carry a hall pass • Stay on walkways • Walk, don’t run • Report strangers or adults without badges to the closest staff member 	<ul style="list-style-type: none"> • Keep hands to self • Face forward • Walk quietly 	<ul style="list-style-type: none"> • Stay on Target • Keep your power • Walk quietly to where you’re supposed to go
Restroom	<ul style="list-style-type: none"> • Wait your turn • Use toilet quickly • Wash hands with soap 	<ul style="list-style-type: none"> • Walk quietly in the hallways • Leave restroom clean (throw away trash, flush toilet) 	<ul style="list-style-type: none"> • Use the restroom appropriately • Do not play around in the restroom
Playground, Hallway and Restroom Guiding Principles and Behavior Expectations (Cont.)			
Playground	<ul style="list-style-type: none"> • Be within sight at all times • Stay on school grounds • Be aware of games and activities around you • Walk around ongoing games • Use equipment appropriately • Watch out for bystanders • Ask permission to leave playground • No sitting or standing on top of monkey bars • One scholar at a time across the monkey bars • Down the slide feet first • Keep shoes on at all times • Report strangers or adults without badges to the closest staff member 	<ul style="list-style-type: none"> • Keep hands to self • Play fair • Take turns • Share equipment • Include everyone • Follow game rules • Ask permission before chasing or playing tag • If there is a conflict, work to problem solve • Throw away all trash • Use initiative to pick up trash 	<ul style="list-style-type: none"> • Help others to remember and follow LG’s and LS’s and behavior expectations • Work problems out or get help from an adult • Use playground equipment properly • Let a staff member know if there are any injuries • Help injured scholar to the office when needed • Use restroom and drink water before recess is over
Playground & PE Equipment	<ul style="list-style-type: none"> • Kick soccer balls on the field only 	<ul style="list-style-type: none"> • Play fair • Share equipment 	<ul style="list-style-type: none"> • Walk equipment back to the cart at the sound of the bell

	<ul style="list-style-type: none"> • Play basketball on the black top only • Kicking balls against the wall ball is not allowed • Place balls carefully in the cart/tub when the bell rings 	<ul style="list-style-type: none"> • Include everyone • Follow game rules 	<ul style="list-style-type: none"> • Ask for adult help when needed
Bell	<ul style="list-style-type: none"> • Stop playing and immediately “freeze” • Return equipment • Walk to your class line 	<ul style="list-style-type: none"> • Keep hands and feet to self • Stand quietly in assigned space in class line • Wait quietly for your teacher 	<ul style="list-style-type: none"> • Take your personal belongings (coats, etc.)
Rainy Days	<ul style="list-style-type: none"> • Stay in cafeteria • Ask permission to leave cafeteria • Wait until dismissed by an adult 	<ul style="list-style-type: none"> • Keep hands and feet to self • Stand quietly in assigned space in class line • Wait quietly to be dismissed 	<ul style="list-style-type: none"> • Help others to remember and follow LG’s and LS’s and behavior expectations

6.1. Progressive Consequences

The following Progressive Consequences shall occur when school wide guiding principles of rules and behavior expectations are not followed. (Be Safe, Be Respectful, Be Responsible)

A referral will be filled out thoroughly and reviewed by Principal with scholar, staff member who filled out referral, and if necessary the parent. Follow up will include corrective action and steps to make sure scholar is on track successfully. (See Referral Form on next page)

BEHAVIOR	CONSEQUENCE
<p>Examples of unacceptable behavior but not limited to the following:</p> <ul style="list-style-type: none"> • Infractions of any school rules • Disruption of class • Rough play • Disrespect to adult/scholar • Pushing, shoving, and hitting • Harassment • Obscenity • Cheating • Racial or Ethnic slurs • Destruction of property • Lying to adults • Leaving campus without permission • Unsafe or threatening acts • Stealing • Name calling and/or Put-downs 	<p>Depending on severity of behavior, one or more may occur:</p> <p><u>1st Incident:</u> Acknowledge or Contact Scholar (verbal, gesture, touch)</p> <p><u>2nd Incident:</u></p> <ul style="list-style-type: none"> • Verbal warning • Loss of time from recess • Special task • Loss of Privileges <p><u>3rd Incident:</u></p> <ul style="list-style-type: none"> • Loss of recess • Phone call home • Time-out in another class • Phone call notifying Parent(s)/Guardian(s) <p><u>4th Incident:</u> <i>(Student is removed from current environment and sent to office/Principal)</i></p> <ul style="list-style-type: none"> • Referral to Principal • Phone call home by Principal • Referral signed by Parent and returned to School • Incident is documented for Scholar File • Note sent home to Parent(s)/Guardian(s)

	<p>AND/OR</p> <ul style="list-style-type: none"> • Parent-Teacher Conference • Teacher-Scholar Contract • In-School Suspension in effect until parent teacher conference is held • Parent-Teacher -Principal Conference • Out-of-School Suspension --- 1-5 days
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These are progressive consequences which will be followed in most cases. However, depending on the severity of the offences a child may be referred directly to the office for disciplinary action.

New Joseph Bonnheim Referral Form

Scholar Name:		Date:
Referring Staff Member:		Grade:
Location:		Time:
Minor Incident/Behavior	Major Incident/Behavior	Decision/Consequence
*Referral will be completed and copy given to classroom teacher/administrator <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Disruption <input type="checkbox"/> Property misuse <input type="checkbox"/> Incomplete assignment <input type="checkbox"/> Failure to follow direction <input type="checkbox"/> Teasing <input type="checkbox"/> Name calling <input type="checkbox"/> Late to class <input type="checkbox"/> Other _____	*Referral will be completed and copy given to site administrator <input type="checkbox"/> Stealing <input type="checkbox"/> Fighting <input type="checkbox"/> Abusive language <input type="checkbox"/> Overt defiance <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Possession of dangerous object <input type="checkbox"/> Threat <input type="checkbox"/> Possession of Illegal Substance <input type="checkbox"/> Other _____	<input type="checkbox"/> Loss of Privilege _____ <input type="checkbox"/> Time in Office _____ <input type="checkbox"/> Conference <input type="checkbox"/> Parent Contact (Phone/Person) <input type="checkbox"/> Suspension _____ <input type="checkbox"/> Counselor <input type="checkbox"/> Other _____ _____
Response To Intervention		
What Rule did you break/not follow? 		
Why did you choose to make a poor choice instead of a good choice? 		
What Lifelong Guideline was not in use? (circle one) Trustworthiness Truthfulness Active Listening No Put Downs Personal Best		
Explain how you could have used two LIFESKILLS to avoid this problem: 		

LIFESKILLS to use to solve further incidents from occurring: ■ Caring ■ Friendship ■ Sense of Humor ■ Courage ■ Cooperation ■ Flexibility ■ Patience Responsibility ■ Initiative ■ Problem Solving ■ Effort ■ Resourcefulness ■ Organization ■ Common Sense ■ Curiosity ■ Creativity ■ Pride ■ Satisfaction ■ Perseverance ■ Integrity	
Scholar Signature:	Date:
Decision Makers Signature:	Date:

7.1. Behavior Exempted From Progressive Consequences

When there is an incident needing immediate attention, administrators will be notified, and the child sent directly to the office for disciplinary action. It is understood by scholars, staff, and parents that some behaviors could result in skipping the steps above in the Progressive Consequences.

8.1. Post-Suspension Follow Up

After returning from a Suspension, scholars will transition back into the classroom and resume “normal” classroom participation.

1. Post-Suspension conference between Parent(s), Scholar and Principal will take place.
2. Tasks will be assigned to the scholar to assist him/her into transitioning responsibly back into the classroom / school culture.
3. Conference with Parent(s), Teacher and Principal to determine full reinstatement.

Suspensions

Education Code 48900 – Grounds for Suspension, Expulsion

A scholar may be suspended from the classroom by the classroom teacher or from school by the principal if it is determined that a scholar, while on the school grounds or during an activity off school grounds related to school attendance, has:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
3. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance, as defined in Section 11007 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind.
4. Unlawfully offered or arranged or negotiated to sell any controlled substance, as defined in Section 11007 of the health and Safety code, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material in lieu of the controlled substance, alcoholic beverage, or intoxicant.
5. Committed robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Possessed or used tobacco or tobacco related products.
8. Committed an obscene act or engaged in habitual profanity or vulgarity.
9. Had unlawful possession of or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11364 of the Health and Safety Code.

10. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel.

11. Knowingly received stolen property or private property.

Lifelong Guidelines	Explanation:
Trustworthiness	To act in a manner that makes one worthy of trust and confidence.
Truthfulness	To be honest about things and feelings with oneself and others.
Active Listening	To listen with the intention of understanding what the speaker intends to communicate.
No Put Downs	To never use words, actions, and/or body language that degrades, humiliates, or dishonors others.
Personal Best	To do one's best given the circumstances and available resources.

LIFESKILLS	Explanation:
Caring	To feel and show concern for others.
Common Sense	To use good judgment.
Cooperation	To work together toward a common goal or purpose.
Courage	To act according to one's beliefs despite fear of adverse consequences.
Curiosity	A desire to investigate and seek understanding of one's world.
Effort	To do your best.
Flexibility	To be willing to alter plans when necessary.
Friendship	To make and keep a friend through mutual trust and caring.
Initiative	To do something, of one's free will, because it needs to be done.
Integrity	To act according to a sense of what's right and wrong.
Organization	To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use.
Patience	To wait calmly for someone or something.
Perseverance	To keep at it.
Pride	Satisfaction from doing one's personal best.
Problem Solving	To create solutions to difficult situations and everyday problems.
Resourcefulness	To respond to challenges and opportunities in innovative and creative ways.
Responsibility	To respond when appropriate; to be accountable for one's actions.
Sense of Humor	To laugh and be playful without harming others.

Our Goal: To provide a safe and caring environment where all scholars, families, staff and community members are valued and involved in learning, growing and building positive relationships that lead to harmony and success for everyone.

Current State: The Safe School Planning Committee recognizes and commends the scholars , staff, parents and community for their efforts in the following areas which positively affect "character and LIFESKILLS" at NJB:

- ◆ Caring and competent teachers and staff who are devoted to the NJB community.
- ◆ A rich ethnic and cultural diversity among our scholars which allows for exposure to and awareness and appreciation of other cultures.

- ◆ A focus on the “whole” child.
- ◆ Encourage adherence to the uniform policy and work with the Assistance League to provide uniforms for families in need.
- ◆ Provide extra incentives to stay focused on good attendance. (Scholar Recognition/Attendance Party)
- ◆ An effective Character Education program: The Big Three—Respect, Responsibility and Personal Best.
- ◆ School wide implementation of “Caring School Communities” and Second Step Program.
- ◆ Decreased suspensions and a clear discipline program with alternatives to suspension.
- ◆ An extension of the school day in Our Eight Smarts, an after-school program that builds character and supports scholar success.
- ◆ A Student Study Team that values the team approach to diagnosing scholar’s need.
- ◆ A strong connection with CSUS Education programs.
- ◆ The NJB School PTA who build relationships between families and school and offer valuable support for student learning and school events.
- ◆ Red Ribbon Week Activities
- ◆ Home Visits and APTT Sessions
- ◆ Annual Celebration of Learning (3 times a year) to provide fun activities that encourage families to learn along with their students.
- ◆ Class conferences to address every student need by name.
- ◆ Partnership with the New Life to manage Community Building on site and provide programs for students and families.
- ◆ Free Back to School BBQ to facilitate community engagement.
- ◆ 4-H and other enrichment programs to provide parents opportunities to volunteer on campus.
- ◆ Parent Leadership Classes to support parent participation at school.
- ◆ Community partnerships with TPNA, Rotary, Optimists, and local business people.

Areas of Desired Change: The Safe School Planning Committee recognizes progress achieved and sees a need to commit to do the following:

Prevention

- ◆ Increase opportunities to get feedback from scholars, families, staff and community in the learning environment.

- ◆ Increase involvement from scholars, families, staff and community in the learning environment.
- ◆ Increase student achievement to improve the learning environment and build positive relationships.
- ◆ Continue to focus on outreach to families to build community beyond the school walls.

Intervention

- ◆ Use district Connect Center to make referrals for families in need of support services.
- ◆ Ensure that the Student Study process is used identify and address the social, emotional and behavioral needs, as well as academic concerns for students.
- ◆ Implementation of a scholar mentoring program through “Eight Smarts” for student mentoring, academic support, and sportsmanship.

Objective 1: By June, 2016, there will be an increase in the amount of involvement by scholars, families, staff and community in building an effective learning environment as evidenced by meeting/event sign-in sheets, and teacher logs.

1. Related Activities:

- a. Hold conferences at the end of October to support teacher, family student relationships.
- b. Conduct home visits (Goal is 10 per teacher.)
- c. Track and monitor effective communication with families through the use of phone calls, newsletters, weekly reports and conferences.
- d. Add new events that encourage families to visit school for social purposes: BTS BBQ, Lunch on the Lawn, Winter Show, Jog-A-Thon, Movie Nights, Curriculum Nights, NJB Visit Day (to coincide with open enrollment)
- e. Provide families with multiple opportunities to get involved with school governance, School Site Council, Steering Committee, PTA, ELAC
- f. Use IC to reach out to families with group all-calls.
- g. Publish teacher and school email information to families.
- h. Provide Spanish translation at all meetings.
- i. Hold at least three community events.
- j. Hold Safety Team Meetings on the same night as other parent meetings. (School Advisory Groups) to encourage brainstorming of ideas on safety issues and to review plans, procedures and survey information.

2. Resources needed:

- a. Funds for refreshments for meetings
- b. Funds for compensation for home visits
- c. Funds for translation services

- d. Funds to support food at events such as Back to School BBQ
3. Person(s) responsible for implementation:
- a. Principal/Teachers
 - b. PTA/Staff

4. Timeline for implementation:
- a. Safety Team Meetings (December/January)
 - b. Monthly School Advisory Groups

Objective 2: By June, 2016, teachers will fully implement LIFESKILLS and Lifelong Guidelines through HET programs and continue to use a variety of strategies to address the social and emotional needs of students and families to ensure an effective learning environment as evidenced by decreased discipline referrals and increased attendance, engagement, and achievement.

1. Related Activities:
- a) Support full implementation of the LIFESKILLS and Lifelong Guidelines through HET programs Provide staff review at staff meetings (2)
 - b) Provide opportunities for ongoing staff discussion about effective morning meetings, and APTT activities.
 - b. Focus on reducing bully behaviors of name-calling, put downs, and gossiping. (Principal/Teachers)
 - c. Work with families with students with anger issues to secure counseling through the Connect Center.
 - d. Implement a mentor program to support our most at-risk students.
 - e. Visit other sites implementing LIFEKILLS and Restorative justice practices to determine the feasibility of implementation at NJB.
 - f. Continue to provide attendance incentives (Perfect Attendance Parties, Pictures) to promote good attendance. (Principal/PTA)
 - g. Provide review of key ideas in previously read books—Culturally Proficient Instruction, The First Six Weeks of School and Setting Limits in the Classroom.
 - h. Use staff or curriculum meetings to address safety issues with staff including (but not limited to) the following:

◆ Child abuse reporting	◆ Suspension/discipline
◆ Attendance issues	◆ Reporting-dangerous students
◆ Sexual harassment	◆ Dress codes
◆ Crisis response	◆ Arrival/dismissal procedures

2. Resources needed:
 - a. Funds for attendance incentives
 - b. Funds for support of student character education
 - c. Funds for release days for teachers to visit other sites
 - d. Funds to purchase materials for teachers to research LIFESKILLS and Restorative Practices
3. Person(s) responsible for implementation:
 - a. Principal
 - b. Selected teachers and staff
4. Timeline for implementation:
 - a. August 2015 through June 2016

Objective 3: Continue to address students' health needs and awareness by implementing Nutrition Lessons (Dairy Council), providing 90 minutes of PE each week with certificated PE teacher and holding Body/Brain Movement each day and supporting and monitoring healthy eating in the cafeteria.

1. Related Activities:
 - a. Encourage 4-H and other enrichment providers to hold classes to support this goal. (Nutrition, Cooking, Sports, etc.)
 - b. Continue with Eight Smarts/ACES; nutrition and movement activities
 - c. Brainstorm with staff, students and families other activities to address health
2. Resources needed:
 - a. Support from staff
 - b. Allocated time at Staff and SAG meetings
3. Person(s) responsible for implementation:
 - a. Principal
 - b. PE Teacher
 - c. Eight Smarts teachers

4. Timeline for implementation:

- a. August 2015 through June 2016.

COMPONENT ONE BUDGET:

- ◆ Home Visits: Home Visit Funds and Title I
- ◆ Attendance Incentives: Title I
- ◆ Translation Services: Title I
- ◆ Refreshments for Meetings: Title I

TIMELINE:

- ◆ August 2018 to June 2019

COMPONENT I EVALUATION CRITERIA:

The targeted change is:

- ◆ Increased student and family involvement as evidenced by agendas/sign in sheets from meetings and events.
- ◆ Continued education for families and students resulting in improvement in the learning environment as evidenced by a decrease in office referrals/suspensions and an increase in student engagement in the classroom.
- ◆ Stronger relationships between teachers and students/families as evidenced by a decrease in office referrals/suspensions, increase in student engagement in the classroom, and increased parent involvement in school.



SCHOOL PHYSICAL ENVIRONMENT

The physical conditions in which education takes place (location, buildings, classrooms).

OUR GOAL: To provide a safe and well-maintained school facility and grounds.

AREAS TO BE ADDRESSED:

Current State: The Safe School Planning Committee commends the principal, the custodial staff, support staff, teachers, district personnel and community leaders for their hard work in helping to provide a physical environment that ensures safety and a successful environment for learning. The following strides have been made toward improving the physical environment at NJB Elementary:

- Fencing to enclose the school
- Crossing guard before and after school
- Portable safety signs and signage directing visitors to office
- New blacktop with safety hazards such as cracks removed (Capital Improvement Grant)
- Improved lighting
- Effective ingress and egress procedures
- Five additional cameras installed for safety
- Multipurpose room improvements in paint, bulletin boards, and floors
- Signage to remind visitors with dogs to care for them properly
- Safety mats at entrances
- Improvement of warning system through adequate bell system or all-call system
- Bulletin boards for hall areas to support environment
- Increase in number and effectiveness of yard duty personnel and procedures
- Replace old notification board with digital notification board
- LCD/ELMO installed in every room; updated computers for teachers
- Two computer carts with MacBook Airs and one iPad Cart

Areas of Desired Change:

- Installation of Wireless capability throughout the school to make better use of technology.
- Installation of shade structure or other means of providing shade for playground.
- Improvement in buildings that have falling stucco

- Improvement to windows and doors
- New blacktop

OBJECTIVE 1: By June 2016, improvements will be made to building to provide a safe, inviting and supportive environment for staff and scholars.

1. Related Activities:
 - a. Work with Operations and Maintenance to fix exterior walls and windows.
 - b. Ensure that bathrooms remain free from student writing.
 - c. Request chain or fencing to block off unused parking lot because it is a danger to egress at dismissal time.
 - d. Continue to communicate safety procedures to families during egress and ingress.
2. Resources needed:
 - a. Funding for improvements
3. Person responsible for implementation:
 - a. Principal
 - b. District Staff
4. Timeline for implementation:
 - a. End of year, 2016

OBJECTIVE 2: By August of 2016, the playground at Tahoe School will support student activities and provide a safe environment for student play as evidenced by a reduction of behavior referrals and suspension incidents during playtime.

1. Related Activities:
 - a. Work with District Operations and Maintenance to repaint lines on blacktop.
 - b. Allot additional funds for balls, playground equipment and carts to bring equipment to playground.
 - c. Investigate cost and possibility of building shade structures such as overhang on building or covered area.
 - d. Hire additional yard duty personnel and provide ongoing training.
 - e. Assign a group of parents, staff and students to investigate other ways to provide more activities for students during recess.

2. Resources needed:
 - a. Funds for yard duty
 - b. Support from Central Office O & M on improvements

3. Person responsible for implementation:
 - a. Principal
 - b. District staff

4. Timeline for implementation:
 - a. Completion by June, 2016

COMPONENT II BUDGET:

- Yard duty personnel (General Fund)
- Safety Purchases
- Playground Improvements (Central)
- Wi-fi (Central)

COMPONENT II EVALUATION CRITERIA:

The targeted change is:

- Building and grounds improvement resulting in improved perception and an increase in “School Grounds” and “School Building” scores on Safe Schools Survey to all stakeholders.
- Improved playground with evidence of reduced accidents, referrals and suspensions.

New Joseph Bonnheim Elementary School

Site Level Incident Command System (ICS)

Section 11



The Incident Command System, or ICS, is a standardized, on-scene, all-hazard incident management approach. ICS allows school personnel and community responders to adopt an integrated organizational structure that matches the complexities and demands of the incidents without being hindered by jurisdictional boundaries. The ICS structure is flexible. It can grow or shrink to meet different needs. This flexibility makes it a very cost-effective and efficient management approach for both small and large situations.

When Is ICS Used?

ICS can be used to manage any of the following types of incidents:

- Disasters, such as fires, tornadoes, floods, ice storms, or earthquakes.
- Disease outbreaks and prevention measures.
- Search operations for a missing student.
- Hazardous materials accidents in chemistry labs.
- Hostile intruders or other criminal acts.
- Planned events, such as school drills, festivals, sporting events, and graduations.

ICS Organization

In the ICS organization:

- There is no correlation with the school administrative structure.
- The structure is unique in order to avoid confusion over whom you should take direction from.
- Everyone's titles are different from their daily school titles.

Job Descriptions and Positions

Incident Commander – Christie Wells-Artman, Principal (916) 277-6294 and (209) 747-2520

The Incident Commander has overall responsibility for managing the incident by establishing objectives, planning strategies, and implementing tactics. The **Incident Commander is the only position that is always staffed in ICS applications**. On small incidents and events, one person, the Incident Commander, may accomplish all management functions.

The Incident Commander is responsible for all ICS management functions until he or she delegates the function. The role of the Incident Commander (IC) is to manage and coordinate the school or district's response to incidents affecting student, faculty, staff and facilities. In that capacity, the IC may direct personnel, take actions and implement procedures as necessary to resolve issues related to the incident.

Once a person has assumed command of an incident, that person will remain the IC until there is a transfer of command. Transfer of command may take place when:

- A more qualified person assumes command.
- The incident situation changes over time.
- There is normal turnover of personnel on long or extended incidents, i.e., to accommodate work/rest requirements.

The transfer of command process always includes a transfer of command briefing, which may be oral, written, or a combination of both.

The responsibilities of the IC are as follows:

- Assume command.
- Classify level of threat by matching situation facts to threat criteria.
- Take protective action to stabilize the scene.
- Select and establish an appropriate command post.
- Activate appropriate ICS functions.
- Establish a unified command structure with responding agencies, if necessary.
- Conduct initial briefing of the Incident Management Team (IMT).
- Set specific objectives and direct that incident action plans be developed/
- Brief all command post personnel on incident action plans.
- Continually review and update incident action plans with the IMT.
- Approve all incident information released to the news media.
- Set objectives and approve plans for returning to normal operations.

Operations – Gretchen Serrano, Office Manager (916) 202-1555

Operations manage all tactical operations of the incident, directing the implementation of action plans and strategies developed by the IC and IMT. The responsibilities of Operations are as follows:

- Supervise and direct the activities of all personnel assigned to the Operations sections.
- Participate in planning sessions, concentrating on tactical objectives and operational strategies.
- Select or recommend perimeter assignments, staging area locations and resource requirements/availability to the IC.
- Advise the IC of the readiness for tactical deployment of resources.
- Issue operational orders to implement directives of the IC.
- Supervise and direct tactical operations, utilizing available resources as required.
- Make expedient changes to incident action plans based on field developments (with the concurrence of the IC.)
- Provide the IC with frequent incident status updates.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Logistics – Open, Plant Manager/Acting Plant Manager, Benita Thomas (916) 896-2191.

Logistics provides personnel, facilities, services and other resources required for the incident. The responsibilities of Logistics are as follows:

- Supervise and direct the activities of all personnel assigned to the Logistics section.
- Participate in planning sessions, concentrating on obtaining required resources and advising on their availability.
- Provide, maintain and control selected equipment, supplies, facilities and services required by the Operations section.
- Establish and maintain communications.
- Stage resources so that they are readily available.
- Coordinate the process requests for additional resources.
- Assign the security for command post, staging areas and other sensitive areas as required.

- Maintain a visible chart of resources requested and advise the IC and Operations when resources are available for deployment.
- Direct that meals and refreshments be provided as needed for all incident personnel.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Planning & Intelligence – Caleb Mack, P.E. Teacher (209) 808-8049

- Planning & Intelligence collects, evaluate and disseminates the information needed to measure the size, scope and seriousness of the incident and to plan an appropriate response. The person serving in this function should be prepared to tap resources both inside and outside the school district. The responsibilities of Planning & Intelligence are as follows:
 - Provide briefing on incident size and scope to all personnel.
 - Deploy and supervise personnel as needed to gather and assess intelligence information.
 - Participate in planning sessions, concentrating on obtaining the information needed for decision making.
 - Prepare estimates of incident escalation or de-escalation.
 - Report to Safety any condition observed which may cause danger or be a safety hazard to personnel.
 - Ensure an activity log is maintained and after-action reports are prepared and submitted

Administration/Finance - NA

Administration/Finance handles the cost and financial matters of the incident. This generally includes overseeing the district's emergency procurement policy so that the essential resources for an effective response are available. It also encompasses managing the process of filing claims for loss, compensation, etc. The responsibilities of Administration/Finances are as follows:

- Participate in planning, concentrating on financial and cost analysis issues.
- Assist Logistics with procurement of equipment, supplies and other resources needed for incident resolution.
- Ensure that all personnel time records are maintained.
- Prepare incident-related cost analysis as requested by the IC.
- Respond to and evaluate incident-related compensation claim requests.
- Ensure an activity log is maintained and after-action reports are prepared and submitted.

Public Information – Cassandra Boltz, Head teacher (916) 223-6305

Public Information is responsible for the formulation and release of information regarding the incident to the news media and other appropriate agencies and personnel. The person serving in this function will represent the district in the eyes of the public and should be the only one authorized to release information to the media. All information and briefing materials should be approved by the IC prior to being released. The responsibilities of Public Information are as follows:

- Establish a media information center.
- Obtain copies of all media release and post them in the command Post (CP) for review.
- Prepare information summary on media coverage for command post personnel.
- Obtain approval from the IC for release of information to the new media.
- Provide press briefings and news release as appropriate.

- Arrange for meetings between news media and incident personnel as directed by the IC.
- Provide escort service for the media and other officials as necessary.
- Maintain a log of all activities.

Safety – Bruce Brummett, Campus Monitor (916) 719-5997

Safety's mission is to help prevent injuries from occurring to anyone involved in the incident. The person serving in this function is the only person other than the IC who has the authority to stop an authorized plan from being put into action. Safety must be prepared to intercede to protect lives at any time, in whatever manner is necessary. The responsibilities of Safety are as follows:

- Participate in planning sessions, concentrating on issues of safety for both those caught up in the incident and those responding to it.
- Monitor operational activities to assess potential danger and unsafe conditions.
- Correct unsafe acts or conditions through regular lines of authority when possible.
- Invoke EMERGENCY AUTHORITY to immediately correct unsafe acts when time is of the essence.
- Monitor stress levels of personnel involved in the response.

Liaison – Lupe Garcia, Clerk (916) 402-3318

Liaison serves as the point for responding agencies (law enforcement, fire, emergency medical, utilities, etc.) and other school districts that may be involved in the incident. This includes initiating and negotiating mutual aid agreements with these agencies and districts. Liaison usually manages the Agency Representatives, coordinating personnel assigned to the district's command post by responding agencies. He/she also manages any Agency Representatives activated by the district and sent to other command/operations posts to coordinate activities there. The responsibilities of Liaison are as follows:

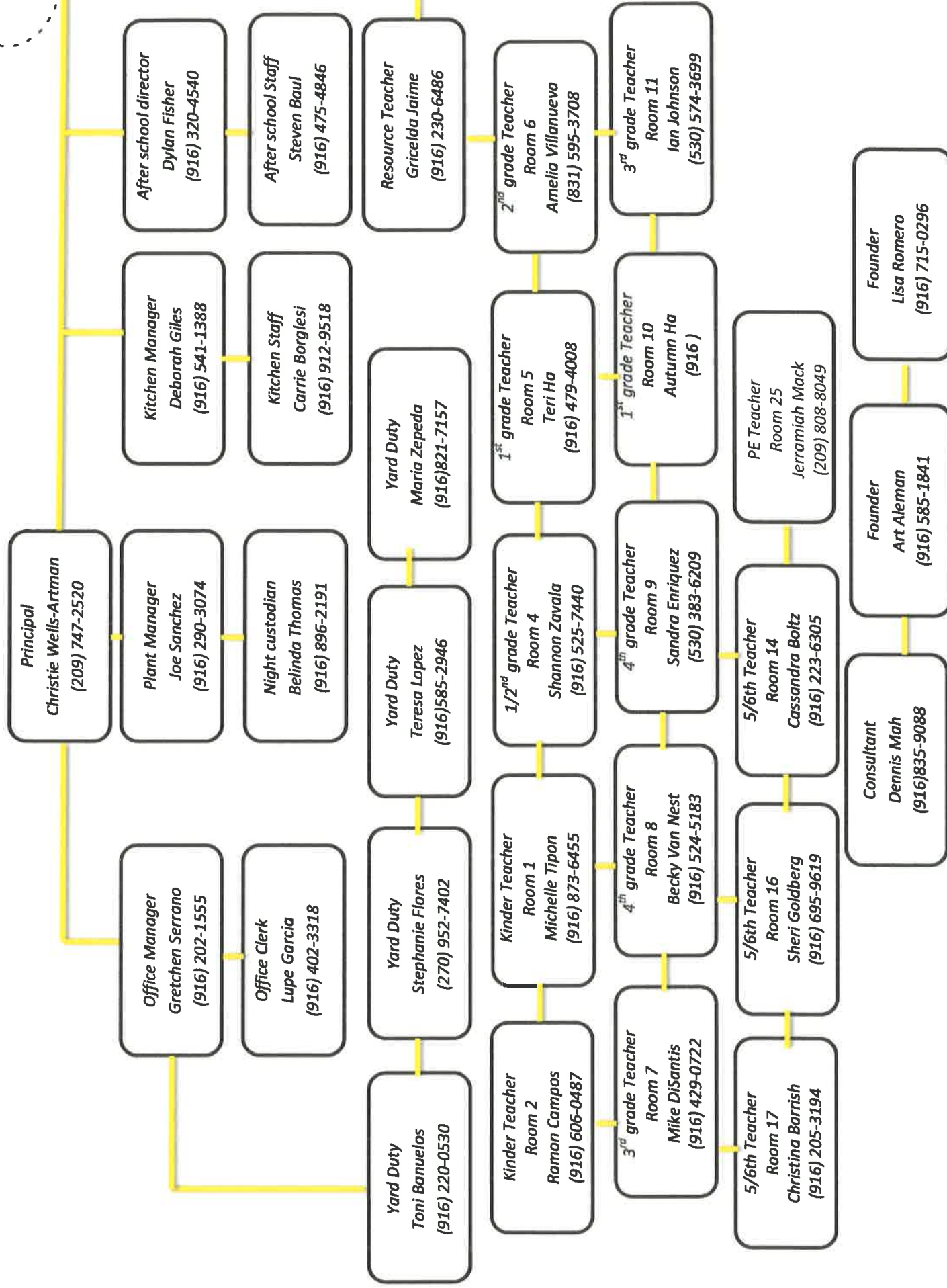
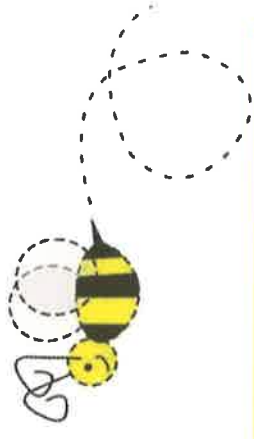
- Identify representatives from and maintain contact with each responding agency, including communication links and locations of all assisting personnel.
- Handle requests from command post personnel for inter-organizational contacts.
- Monitor operations to identify current potential inter-organizational problems.
- Provide information to appropriate governmental agencies.
- Maintain an activity log.

Incident Log/Scribe – Gretchen Serrano, Office Manager (916) 202-1555

Incident Log/Scribe is charged with keeping a written log of all incident events and updating appropriate command post personnel on significant developments. This function is crucial as it serves as the basis of documenting the information needed to effectively manage an incident and to prepare the after-action reports and claims needed for the district to resume normal operations. The information captured by the Incident Log/Scribe also serve as the cornerstone for analysis and training that will aid the district's response to future events. The responsibilities of Incident Log/Scribe are as follows:

- Maintain a command post journal, including minutes from command post briefings.
- Periodically distribute "situation reports" to command post personnel.
- Refer pertinent information to Public Information.
- Maintain and display an updated map of the incident location.

NEW JOSEPH BONNHHEIM EMERGENCY PHONE TREE



NJB: Site Level Communication Procedures

Section 12

The Weekly Staff Bulletin, issued by the principal no later than 7:30 a.m. Monday morning, includes important information relating to current school events and activities. Each staff member should read the bulletin carefully before school starts on Monday morning. Staff members are also encouraged to submit timely information for inclusion in the weekly staff bulletin.

E-mail is the most utilized avenue of communication. All important messages, memos, and information are communicated through email. Phone messages will also be sent by e-mail. All teachers are expected to check email at least TWICE daily during non instructional time.

The Principal's Open Door Policy is an invitation to staff members to confer promptly with the principal whenever questions or matters of concern or interest rise. Please send any important messages to the principal through email in the event of her absence.

Staff Mailboxes are used for routing notices, correspondence, etc. It is important that staff members check their mailboxes at least twice daily.

Telephones link each classroom to the office. Use of telephones during the instructional day should be used for emergencies only. Please have students use telephones in the classroom. Any student using the phone in the office must have a pass from a teacher. Please utilize recess and lunch times for personal phone calls on school phones or cell phones (see Voice Mail).

District Bulletins, Memoranda, and Newsletters provide our staff with important information and news. Please review these as they are placed in staff mailboxes or are posted in the workroom.

Communication to Families We take great pride in offering multiple ways to communicate to families.

Website The NJB website www.njb.scusd.edu will share information about the school, upcoming events, opportunities to volunteer, procedures and much more.

Facebook We will regularly post updates, announcements and news about our super scholars. Make sure to "like" our page to stay updated: www.facebook.com/njb

E-Mail Notification If parent have an email, we will updates via this platform when possible. This is also a great way to communicate with their teacher and the principal. Parents "opt-in" for this by providing their email on the emergency card or in the front office.

Contacting a Teacher We encourage parent communication with the teacher via notes, calls or in-person. If parents call during the instructional day, an email message will be sent to you. If

there is a concern, we ask parents to speak with the teacher first.

Cumulative Folders Teachers should review cum folders carefully to assure that material included is relevant, meaningful, and helpful in nature. No items of a significant or controversial nature should be removed without first consulting the principal. Please add only pertinent records. Do not add unnecessary student work samples. Access to cum folders is limited to the parent or legal guardian and school officials. If a parent or guardian chooses to review the cum folder, the principal, or designee, must be present during the review. If the parent or legal guardian challenges the content of the cum folder, a special procedure must be followed before removing any item from this student record. Cum folders can only be checked out of Office for SST, Special Education or IEP meetings. Persons authorized to check out the cum folder are certificated personnel or the principal. In that case, please connect with the office clerk or office manager. Please return the file no more than 24 hours after checking it out.

Daily Schedules & Posted Objectives Classroom schedules should include specific times for all curricular components and should be posted in a visible place each day to reflect the day's instruction. Additionally, there should include a space for posting the lesson objectives and proving behavior (see one example).

Section 13

NJB: Before and After School Programs

2018-2019

Program	Room(s) Number	Hours/Dates of operation	Contact Person	Contact Phone number
Expanded Learning/Fathers For Families	Rooms 19,20,21,22	2:30-6:00 p.m. Monday Tuesday Wednesday Friday 1:30-6:00 p.m. Thursday	Melissa Silis, Director	(916) 320-4540
4-H Ag. Club	Room 24	1:30-4:30 p.m. Tuesday & Thursday	Toni Banuelos & Bruce Brummett	(916) 475-4846 (916) 220-0530 (916) 719-5997

NJB: Site Level Ingress and Egress Procedures
Section 14

Safe Ingress Procedures:

- Grades K-6 enter the designated Iron Gate in front of school on the North East side between the Cafeteria and Office building. There is a gate attendant who facilitates this process.
- Kindergarten scholars remain inside the cafeteria with their designated teachers before school instructional times begin.
- Grades K-6 enter the campus through the South Center gate on to the playground, located on 21st Ave. at the beginning of 7:45 a.m.

Safe Egress Procedures

- Kindergarten scholars are dismissed at 12:00 p.m. through the cafeteria and remain with supervised staff of yard duty and teachers. The kindergarten teacher only dismiss scholars to an authorized adult.
- Scholars, grades 1-3 are dismissed at 2:17 p.m. M,T, W, and F, and leave campus through the designated main gate and back gate. Both gates are monitored by a designated teacher, cross-walk attendant and or principal. On Thursdays, grades 1-3 are dismissed at 1:17 p.m., and leave campus through the designated main gate and back gate. Both gates are monitored by a designated teacher, cross-walk attendant and or principal.
- Scholars, grades 4-6 are dismissed at 2:22 p.m. and leave campus through the designated main gate and back gate. Both gates are monitored by a designated teacher, cross-walk attendant and or principal. On Thursdays, grades 4-6 are dismissed at 1:22 p.m., and leave campus through the designated main gate and back gate. Both gates are monitored by a designated teacher, cross-walk attendant and or principal.

NJB: Site Level Family Reunification Procedures

Section 15

Reunification location will be as follows:

1st option will be at Serna Center (5735 47th Ave, Sacramento, CA)

2nd option will be Hiram Johnson High School (6879 14th Ave., Sacramento, CA)

Location of pick up:

Southwest location: Alliance Building: 6920 21 st Ave. Sacramento, CA 95820 Head west on 73th Ave then south on 21st Ave.

East location: New Life Worship Church, 4436 77th St. Sacramento, CA 95820. Head east on 73rd Ave, towards the corner of 77th Street, cross the street to church area.

Northeast location: North towards 73 Ave., east on 17th Ave., 17th Ave. Park located on right side. 7400 1th Ave. Sacramento, CA 95820

Students and parents may be reunified and leave the emergency host site or school site once it has been established it is safe to do so. A parent, or other authorized adult, must sign a student out of the site.

Parent/Student Reunion Supervisor responsibilities **after reporting to the Incident Command Center:**

1. The Incident Commander will provide the Reunion Check Out materials.
Reunion Checkout Materials:
 - Emergency Cards
 - Emergency Student Release Request forms
 - Reunion Checkout Log, clipboards, and pens
 - Hand-held radio
 - Site map
 - Note paper
 - Phone Contact Numbers
 - Remind Contact Numbers for Families
2. The supervisor will assign staff, students, and volunteers to assist at the Reunion Check Out Gate. Team members should not make any statements to the media. Refer all media requests to the Communications Center.

3. Begin the process of reuniting students with their parents or an authorized adult (see student emergency card).
 - Contact families via communication tool (Remind App) of reunification information needed, in a timely manner)
 - Distribute Emergency Student Release Requests (see attached ESRR form master) to parents.
 - Establish a line in order of arrival.
 - Verify the person requesting to be reunited with a student is authorized and is on the student emergency card.
 - If there is any doubt, request a photo ID from the person and write down the information printed on the ID.
 - Require the adult to sign and fill out the date and time of release of each student on the Reunion Check Out Log before you send for the student.
 - Send a runner or use a hand-held radio to bring the requested student to the Reunion Check Out Gate.
 - Confirm the student knows the person who is there to pickup the student.
4. Keep a record of all students leaving your site. Possible problems and suggestions:
 - *There is no emergency form or the adult is not listed on the form.*
 - a. Try to establish relationship to the student (grandparent, neighbor, etc.)
 - b. Determine why the authorized adult is not picking up the student
 - c. Ask the student if he or she is willing to go with the adult
 - *Another adult arrives to pick up a student who has already been released.* Refer to the log and give the adult the name, relationship, and destination as indicated by the student.
 - *Student is known to be injured or is deceased.* Take the parent of the student who is injured or is deceased to a designated area to meet with the Crisis Intervention Counselors.
 - *Parents are irate or boisterous and demanding answers about their children.*
 - a. Try to calm the parent and respond to their questions in a calm manner.
 - b. Explain the procedures for student releases by referring to the posted procedures.
 - c. Refer them to the scene supervisor if unable to calm them.
 - d. Ask for assistance from the School Police if the person continues to be disruptive.
 - *If the husband or wife wants to see a staff member.* Have them continue to fill out a request and have a runner take it to the Incident Command Center. Do Not Allow the adult to enter the campus as this may cause other adults to become disruptive.

- *If there is a radio at or near your location, where it can be heard by parents.*
 - a. If available, use an earphone.
 - b. Use your radio out of earshot of the parents.
 - c. Turn on the radio only when you wish to contact another radio carrier.
- *If the evacuated building has a large population.*

Establish two gates:

 - a. A "Request Gate" where a parent completes the Emergency Student Release Request.
 - b. A "Reunion Gate" where the parent goes to receive and sign out the student.

NJB: Site Evacuation for Persons with Special Needs

Section 16

All students, staff, and visitors must evacuate in an emergency. No one shall be left in any building. An emergency is any life threatening or life endangering situation. Report emergencies in the usual manner, and evacuate disabled persons according to their Individualized Education Plan. Should the police conduct the evacuation, they should be notified of any persons requiring additional assistance.

The School Nurse shall be responsible for disseminating appropriate information to staff which identifies the evacuation plan for students with disabilities, if appropriate.

1. Persons Who May Need Assistance
 - a. Any person with mobility, vision or recovery problems
 - b. Anyone with a temporary disability such as a student with an athletic injury
 - c. Guests or visitors with disabilities
 - d. Any confused person
2. Visually Impaired
 - a. Tell the person where they are
 - b. Tell the person the nature of the emergency
 - c. Assigned guide should accompany them and:
 - i. Tell them where they are
 - ii. Advise them of obstacles
 - iii. Advise them of conditions
 - d. When you reach safety:
 - i. Ask if you can be of further assistance
 - ii. Orient the person of their surroundings
 - e. The guide should stay with the person
3. Hearing Impaired Persons
 - a. Hearing impaired persons may not perceive emergency alarms.
 - Switch lights on and off (if safe to do so) to gain attention or gesture what is happening or what to do.
 - With simple, direct gestures or sign language, point them to safety. If you know sign language, communicate with the person.
 - You may also write directions on paper.
4. Wheelchair Confined
 - a. Persons in wheelchairs with respirators must have priority assistance if there is smoke, as their ability to breath is jeopardized.
 - b. Determine if a person may have limited ability to be moved or lifting may be dangerous to their health. This should be determined when the student enrolls.
 - c. Things to consider:
 - Ways to remove a person from a chair
 - Number of people needed for assistance
 - Whether to extend or bend extremities; prosthetic equipment used by the student may be needed
 - Whether a stretcher, chair, or another seat will be needed for evacuation
5. Evacuation with a Wheelchair
 - a. Control the chair and use a guide if the student cannot manage the chair

- b. Secure the person in chair with seat belt, if appropriate Lock foot rests
- c. Many chairs have moving parts, which are not constructed to withstand lifting; lift and move chairs by the rigid frame only, with electric power off, if necessary

**New Joseph Bonnheim
Site Level Provisions for Scholars and Staff
2017-2018
Section 16**

Gretchen Serrano, Office Manager has access to the Health Emergency Plan binder provided by the nurse and stored in the nurse's office. The binder lists the students with severe health conditions and includes a plan for each scholar, along with their picture and IC printout. It also has a printout of all scholars with asthma, even those that do not require special attention.

Below are the current the "Special Needs" conditions and number of students who have a plan in the binder.

NJB has Epi Pens as required and personnel trained in their use. One Staff Member is also trained and is required to carry for personal emergencies.

Conditions	Number of Students
Feeding Tube	0
Narcolepsy with Cataplexy	0
Seizure Disorder	0
Nut Allergy/Bee Sting	2
Sickle Cell	0
Asthma (with inhalers)	6
Tree Nut Allergy	
Heart Condition-unspecified	1
Thrombocytopenia	0
Caroli's Disease	0
Post Kidney Transplant	0
Students taking medication All medication and doses are indicated in the medication binder and will accompany emergency cards during any emergency event.	8



SAFE SCHOOL PLAN COMMITTEE

Presentation and Approval of Safety Plan in a Public Meeting



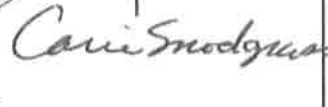



School New Joseph Bonnheim Year 2018-19

Principal Christie Wells-Artman Date of Public Meeting (required)
 9/21/18

The following school and community representatives serve on the Safe School Plan Committee for the
 X school year and have resented and approved the School Safety Plan at a public meeting.

Please complete this form WITH SIGNATURES AND EMAIL ADDRESSES OR PHONE NUMBERS

REQUIRED COMMITTEE MEMBERS

TITLE/ROLE	NAME	SIGNATURE (required)	EMAIL OR PHONE# (required)
Principal	Christie Wells-Artman		Christie-wells-artman@scusd.edu
Teacher/SCTA Representative	Caleb Mack		Caleb-mack@scusd.edu
Classified Employee/SEIU Representative	Carie Snodgrass		Carie-snodgrass@scusd.edu
Secondary School (includes a student)			
Parent of Child Attending this School	Toni Baneulos		Toni.baneulos@yahoo.com
Law Enforcement Representative			
After School Program Coordinator/Representative	Melissa Silis		melissa-silis@scusd.edu
Other Members:			

New Joseph Bonnheim Community Charter Appendix Item

6C: Staff Handbook (Emergency and Safety Procedures)

E: EMERGENCY PROCEDURES

CHILD ABUSE REPORTING

Classroom teachers and school personnel are identified as “mandated reporters” of child abuse and neglect. This means that school personnel who have knowledge of or have observed a child whom he/she reasonably suspects has been the victim of child abuse are required to report the suspected instance of child abuse to the appropriate law enforcement agency and the County Welfare Children’s Protective Services IMMEDIATELY, or as soon as practically possible by telephone, and shall prepare a written report on a form that can be obtained at www.sacdhhs.com within 36 hours of receiving the information concerning the incident. No person making such a report shall be subject to any sanction for making it.

**24 Hour Child Abuse Hotline:
(916) 875-5437 (875-KIDS)**

EMERGENCY IN A CLASSROOM OR ON CAMPUS:

- When calling the office for medical help, please remain calm.
- Identify yourself and the injured scholar or adult, the extent of the injury, location of person and immediate needs as you are best able to assess.
- **DO NOT MAKE A 911 CALL.** An administrator will assess the emergency and make the call, if necessary.

FIRE DRILL/ EVACUATION DIRECTIONS:

SIGNAL: REPEATED CONTINUOUS SERIES OF BEEPS

TEACHER RESPONSIBILITY:

Teachers are to take their class safety packets (located by the classroom door), and quickly and quietly lead their class out through the posted route. Close and lock your door. **DO NOT TURN OFF ELECTRICAL EQUIPMENT OR USE CELL PHONE (GAS LEAK)**

EVACUATION ASSEMBLY LOCATION: (SEE MAP)

See map and route for your class. Classes should line up single file and remain quiet until the ALL CLEAR signal is heard.

ALL CLEAR SIGNAL: ONE LONG WHISTLE

Authority to give an ALL CLEAR signal to return to class is the Principal, Plant Manager, or Law Enforcement.

FIRE DRILL / EVACUATION PROCEDURES: THE FOLLOWING PROCEDURES SHOULD BE FOLLOWED IF THE EVACUATION ALARM RINGS:

Teachers are to confirm all scholars present, take their roll book and attendance information, and make sure your classroom doors are locked behind you.

- Scholars are to walk quickly and quietly in a single file line to the designated evacuation location.
- Teachers should line up their classes in the designated area. Scholars are to be standing still, silent, and actively listening for further instructions
- Teachers should remain in their designated area until the all clear notice is given, administrators/monitors will indicate when the drill is over.

EVACUATION ROUTES:

Classrooms: (Rooms 1, 2, 25, and 26) Exit classrooms; proceed to EAST BLACKTOP, and to designated area by PLAY STRUCTURE.

Main Building One Classrooms: (Rooms 3, 4, 5, 6, and 7) .Turn right head towards MIDDLE HALLWAY towards MIDDLE PLAYGROUND and proceed to designated area by SOFTBALL FIELD.

Main Building Two Classrooms: (Rooms 8, 9, 10, 11, and 12) Exit classrooms, proceed toward FRONT of SCHOOL, turn left toward LUNCH QUAD and proceed to WEST EXIT GATE BOYS GYM head towards designated area on field.

Bungalows: (Rooms 18, 19, 61, 62, 63, 64,) Exit classrooms Turn right head towards BACK HALLWAY towards BACK PLAYGROUND and proceed to designated area by SOFTBALL FIELD.

Front Office: Exit office, turn RIGHT toward MAIN GATE, Exit MAIN GATE, turn LEFT and proceed to FLAG POLE.

PE: Proceed to designated area by SOFTBALL FIELD.

Cafeteria, Kitchen, Receiving and Staff Lounge: Head towards PLAYGROUND and proceed to designated area on field by PLAY STRUCTURE.

LOCKDOWN DIRECTIONS for INTRUDER ALERT:

SIGNAL: SINGLE LONG BELL

Teacher Responsibility:

If class is in session, teachers are to LOCK their classroom door, close windows and drapes.

- If signal sounds during passing period between recess, scholars are to immediately go to the closest open classroom to remain until all clear.
- If the signal sounds before/ after school or lunchtime, scholars are to go immediately to the Cafeteria, or open classroom whichever they are closest to. An adult will be assigned to that post in cafeteria case of a lockdown emergency.

Evacuation Assembly Location:

Stay in your room and wait until all clear signal.

All Clear Signal:

An announcement will be made on PA system.

Authority to clear, Police, Fire Dept., Principal, or Office Manager

F: SEXUAL HARASSMENT AND TITLE IX PROCEDURES

Federal and State laws pertaining to sexual harassment as well as district policies passed by the board of education, outline specific procedures that must be followed in regards to issues relating to sexual harassment. All acts of scholar-to-scholar, scholar to employee, employee to scholar, and employee-to-employee harassment are taken extremely seriously and must be reported immediately. If you are aware of any form of sexual harassment, please notify Ms. Wells--Artman immediately so that she can start the investigative and reporting procedures. Keeping the serious nature of sexual harassment in mind and the legal implication of not responding adequately to these issues, be alert to any forms of sexual harassment in mind and the legal implication of not responding adequately to these issues, be alert to any forms of sexual harassment you may witness in your classroom or on campus and report them immediately to an administrator. Forms of sexual harassment may include: derogatory slurs, physical interaction, comments, jokes, etc.

73rd STREET

MARIN AVENUE

21st AVENUE



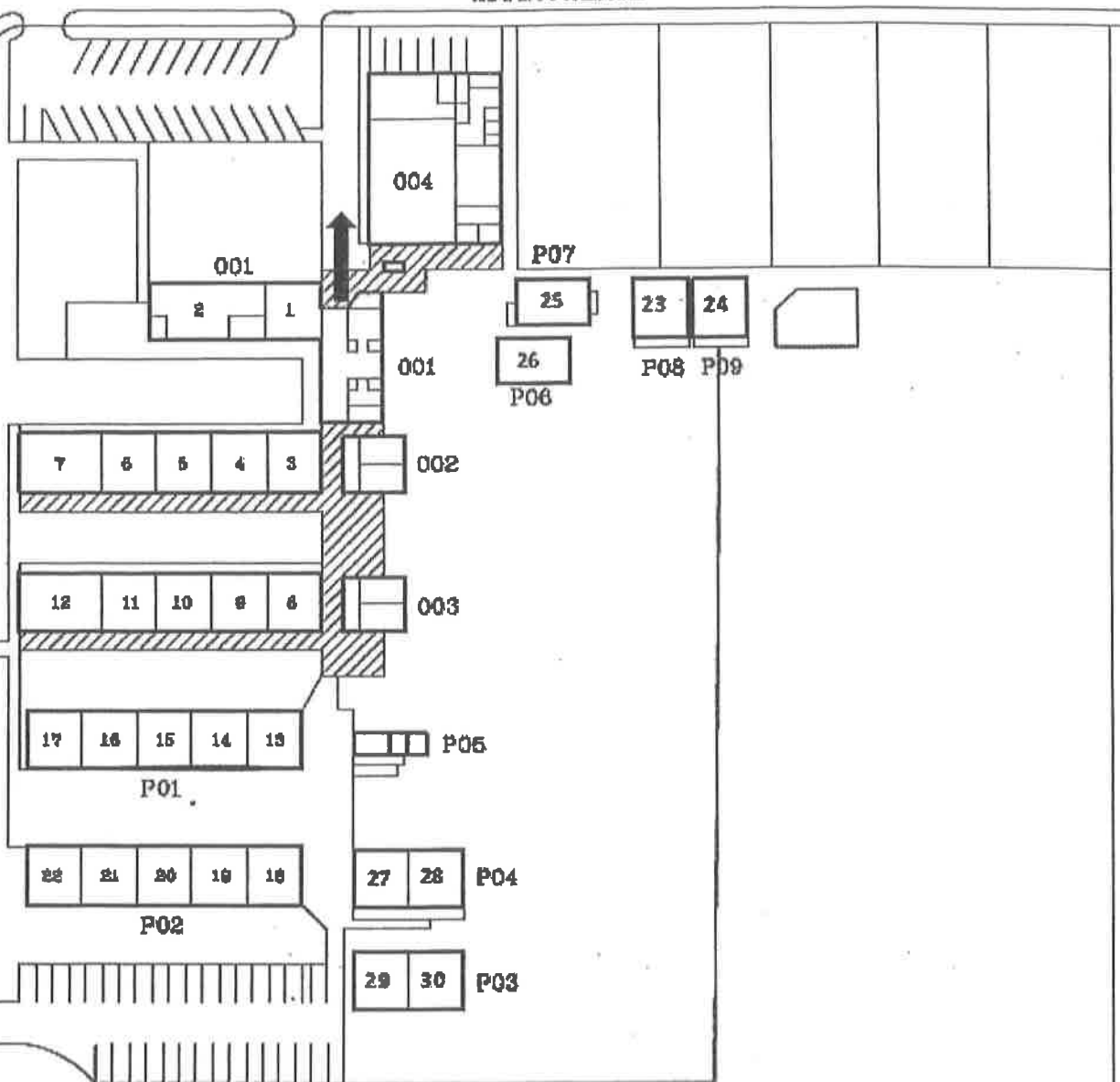
NORTH

Scale 1"=100'

Joseph Bonnheim Elementary School (183)
7300 Marin Avenue
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

EXISTING SITE DIAGRAM

OCTOBER 2001



SITE AREA: 7.92 ACRES
A.P.N. 021-0343-028

New Joseph Bonnheim Community Charter Appendix Item

6D: Fire and Earthquake Drills Completed in 2017-2018

**NJBCC Safety Drills
2017-18 Year**

Date: Time of Drill:	Type Of Drill:	Uploaded in Rapid Responder:	Notes:
08/15/2017 9:00 AM	Fire Drill	Yes	Safety Assembly Held on 08/14/2017 Minutes Took: 3
09/22/2016 1:30 PM	Fire Drill	Yes	Minutes Took: 2.5
09/29/2017 10:55 AM	Lockdown Drill	Yes	Lockdown Classroom Presentations Held on 09/25-28/2017 (w/Lockdown) Minutes Took: 4.8
10/19/2017 10:19 AM	Earthquake Drill	Yes	Minutes Took: 3.0
10/24/2017 8:17 AM	Fire Drill	Yes	Minutes Took: 4.0
11/30/2017 01:20 PM	Fire Drill	Yes	Minutes Took: 3.2
12/14/2017 12:45 PM	Fire Drill	Yes	Minutes Took: 4.1
01/24/2018 01:30 PM	Fire Drill	Yes	Minutes Took: 4.5
02/28/2018 10:30 AM	Fire Drill	Yes	Minutes Took: 4.0
03/02/2018 9:10 AM	Evacuation/Lockdown Drill # 2	Yes	Minutes Took: 7.2
03/12/2018 01:30 PM	Fire Drill	Yes	Minutes Took: 3.0
04/20/2018 11:15 AM	Fire Drill	Yes	Minutes Took: 3.8
05/29/2018 9:30 AM	Fire Drill	Yes	Minutes Took: 4.0
06/06/2018 12:30 PM	Fire Drill	Yes	Minutes Took: 3.10

New Joseph Bonnheim Community Charter Appendix Item

8A: Application Forms



**New Joseph Bonnheim Community Charter School
Application for Admission**

One Application Per Scholar

Please print all information/ Par favor, imprima toda la información

Student Legal Name/ Nombre Legal del Estudiante

Birth Date/ Fecha de nacimiento

Grade/Grado

Street Address/ Dirección

Telephone/Teléfono

City, State, Zip/Ciudad, Estado, código postal

Full Name of Guardian (whom student lives with)/Nombre Completo de Guardian (con quien vive el estudiante)

Cell/Cellular

Relationship/ Relación

E-mail Address/Correo electrónico

Full Name of Guardian (whom student lives with)/Nombre Completo de Guardian (con quien vive el estudiante)

Cell/Cellular

Relationship/ Relación

E-mail Address/Correo electrónico

Names of Siblings/ Nombres de hermanos/a

School/Escuela

Names of Siblings/ Nombres de hermanos/a

School/Escuela

Names of Siblings/ Nombres de hermanos/a

School/Escuela

Names of Siblings/ Nombres de hermanos/a

School/Escuela

OFFICE USE ONLY

Application filled out and reviewed by _____

Date/Time Stamp _____



New Joseph Bonnheim Community Charter Appendix Items

**Charter Renewal Petition
January 22, 2019**

New Joseph Bonnheim Community Charter Appendix Item

1A: Bell Schedule for 2018-19



New Joseph Bonnheim Community Charter Bell Schedule 2018-19

Bell Schedule Regular Day: Kinder

(Monday, Tuesday, Wednesday, Thursday and Friday)

Time:	Kinder Schedule
7:45- 8:10	Breakfast
8:15	Instructional Block I Begins (95 mins)
9:50-10:00	Recess
10:00	Instructional Block II Begins (105 mins)
11:35	Lunch In Cafeteria
12:00	Kinder Dismissal
Total Instructional Minutes: 200	

Early Release Thursday Schedule: Kinder (Collaborative Planning Time)

Same Schedule As Regular Day Schedule

Bell Schedule Regular Days: Primary

(Monday, Tuesday, Wednesday, and Friday)

Time:	Primary Schedule (1-3)
7:45- 8:10	Breakfast
8:15	Instructional Block I Begins (95 mins)
9:50-10:05	Recess
10:05	Instructional Block II Begins (85 mins)
11:30-11:50	Lunch Recess
11:50	Primary Lunch In Cafeteria
12:10	Instructional Block III Begins (55 mins)
1:05-1:15	Recess
1:15	Instructional Block IV Begins (62 mins)
2:17	Primary Dismissal
Total Instructional Minutes: 297 ***Including 12 additional minutes	

Early Release Thursday Schedule: Primary (Collaborative Planning Time)

Time:	Primary Schedule (1-3)
7:45- 8:10	Breakfast
8:15	Instructional Block I Begins (95 mins)
9:50-10:05	Recess
10:05	Instructional Block II Begins (85 mins)
11:30-11:50	Lunch Recess
11:50	Primary Lunch In Cafeteria
12:10	Instructional Block III Begins (55 mins)
1:05-1:15	Recess
1:15-1:17	Instructional Block III Continues
1:17	Primary Dismissal
Total Instructional Minutes: 237 ***Including 12 additional minutes	

***Teachers will meet at 1:40-2:40 p.m. every

Thursday for Collaborative Planning Time/Staff meeting

Bell Schedule Regular Day: Intermediate

(Monday, Tuesday, Wednesday, and Friday)

Time:	Intermediate Schedule (4-6)
7:45- 8:10	Breakfast
8:15	Instructional Block I Begins (115 mins)
10:10-10:20	Recess
10:20	Instructional Block II Begins (95 mins)
11:55-12:15	Lunch Recess
12:15	Intermediate Lunch In Cafeteria
12:35	Instructional Block III Begins (107 mins)
2:22	Intermediate Dismissal
Total Instructional Minutes: 317 ***Including 12 additional minutes	

Early Release Thursday Schedule: Intermediate (Collaborative Planning Time)

Time:	Intermediate Schedule (4-6)
7:45- 8:10	Breakfast
8:15	Instructional Block I Begins (115 mins)
10:10-10:20	Recess
10:20	Instructional Block II Begins (95 mins)
11:55-12:15	Lunch Recess
12:15	Intermediate Lunch In Cafeteria
12:35	Instructional Block III Begins (47 mins)
1:22	Intermediate Dismissal
Total Instructional Minutes: 257 ***Including 12 additional minutes	

***Teachers will meet at 1:40-2:40 p.m. every

Thursday for Collaborative Planning Time/Staff meeting



New Joseph Bonnheim Community Charter Bell Schedule 2018-19

Minimum Day: Kinder

Same Schedule As Regular Day Schedule

Minimum Day: Primary

Time:	Primary Schedule (1-3)
7:45- 8:10	Breakfast
8:15	Instructional Block I Begins (95 mins)
9:50-10:05	Recess
10:05	Instructional Block II Begins (70 mins)
11:15	Primary Lunch In Cafeteria
11:35	Instructional Block III Begins (70 mins)
12:45	Primary Dismissal
Total Instructional Minutes: 235	

Minimum Day: Intermediate

Time:	Intermediate Schedule (4-6)
7:45- 8:10	Breakfast
8:15	Instructional Block I Begins (115 mins)
10:10-10:20	Recess
10:20	Instructional Block II Begins (134 mins)
12:34	Intermediate Lunch In Cafeteria
12:53	Intermediate Dismissal
Total Instructional Minutes: 249 ***Including 8 additional minutes	

New Joseph Bonnheim Community Charter Appendix Item

1B: Academic Calendar for 2018-19

Approved 2018-19 Calendar for NJB

July 2018							August 2018							September 2018							October 2018						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
										1 _{am}	2 _{am}	3	4								1 _a						
1	2	3	4	5	6	7	5	6	7	8	9 _a	10	11							7	8						5
8	9	10	11	12	13	14	12	13	14	15	16 _a	17	18														3
15	16	17	18	19	10	21	19	20	21	22	23 _a	24	25														20
22	23	24	25	26	27	28	26	27	28	29	30	31															27
29	30	31												30													3
0							20							19							23						
November 2018							December 2018							January 2019							February 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1 _{am}	2	3																					
4	5	6	7	8 _{am}	9	10	2	3	4	5	6 _{am}	7	8														1
11	12	13	14	15	16	17	9	10	11	12	13 _a	14	15														8
18	19	20	21	22	23	24	16	17	18	19	20	21	22														9
25	26	27	28	29 _a	30		23	24	25	26	27	28	29														16
							30	31																			23
7							10							18							18						
March 2019							April 2019							May 2019							June 2019						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7 _{am}	8	9	1	2	3	4 _{am}	5	6	7														1
10	11	12	13	14 _a	15	16	7	8	9	10	11	12	13	5	6	7	8	9 _a	10	11	12						8
17	18	19	20	21 _a	22	23	14	15	16	17	18	19	20	12	13	14	15	16 _a	17	18	19						15
24	25	26	27	28	29	30	21	22	23	24	25	26	27	19	20	21	22	23 _a	24	25	26						22
31							28	29	30					26	27	28	29	30	31								29
																											10

Yellow: First and Last Day of Instruction Legend: Gray: Days off Orange: Holiday, NO SCHOOL Green: Shortened days Purple: Staff Development Retreat Faculty Work Day

Important Dates

1 Mon., August 6, 2018 1st day of instruction	8 Mon., Nov 26, 2018 - Instruction resumes	14 Weds. Feb 27, 2019 - End 2nd Trimester 55 days
2 Mon., Sept 3, 2018 - Labor Day Holiday	9 Dec 15 to Jan 6, 2019 - Winter Break	15 Thurs., Feb 28, 2019 - Begin 3rd Trimester
3 Fri., Oct 26, 2018 - End 1st Trimester 64 days	10 Mon., Jan 7, 2019 Instruction resumes	16 Apr. 13 to Apr. 28, 2019 - Off Track
4 Mon., Oct 29, 2018 Start 2nd Trimester	11 Mon., Jan 21, 2019 - MLK Jr. Holiday	17 Easter is on Apr 21, 2019 this year
5 Nov. 3 to Nov 25, 2018 - Off Track	12 Mon., Feb 11, 2019 - Holiday	18 Mon., May 27, 2019 - Memorial Day Holiday
6 Sun., Nov 11, 2018 - Veterans Day Holiday	13 Mon., Feb 18, 2019 - Presidents Day Holiday	19 Fri., June 14, 2019 - End 3rd Trimester 61 days
7 Thur., Nov 22, 2018 Thanksgiving Holiday		20 Mon., June 17, 2019 Non Instructional Workday

Summary: 180 days of instruction. 166 regular days. 14 short days shown in **if need, underscore text**. Days noted for Collaborative Time "ct" in black. The one-hour CT would start at 1:40 p.m., which is 18 minutes after the 1:22 p.m.—intermediate dismissal. ***Staff meetings cannot be used for CT. Staff meetings are on the first Thursday of the month as indicated in the calendar by the notation "sm."

Principal Wells-Artman will also submit an application to compensate collaboration time during the NIB Community Charter Instructional Planning Staff Retreat (destination TBD, July 30-Aug 1, 2018.

1 faculty workday Aug 3.

Total Required Days: 181 days of service **3 Days of Professional Development @ the 44.95 rate**

New Joseph Bonnheim Community Charter Appendix Item

1C: Program Curriculum Map Grade Level 5/6

Our Yearlong Plan to Reduce Our Carbon Footprints:

Trimester One:

REALIZE Impact...

What is a Carbon Footprint?
What does it mean to me?
What does it mean to the world?
What do I need to know about my
body and brain to run
efficiently?

Trimester Two:

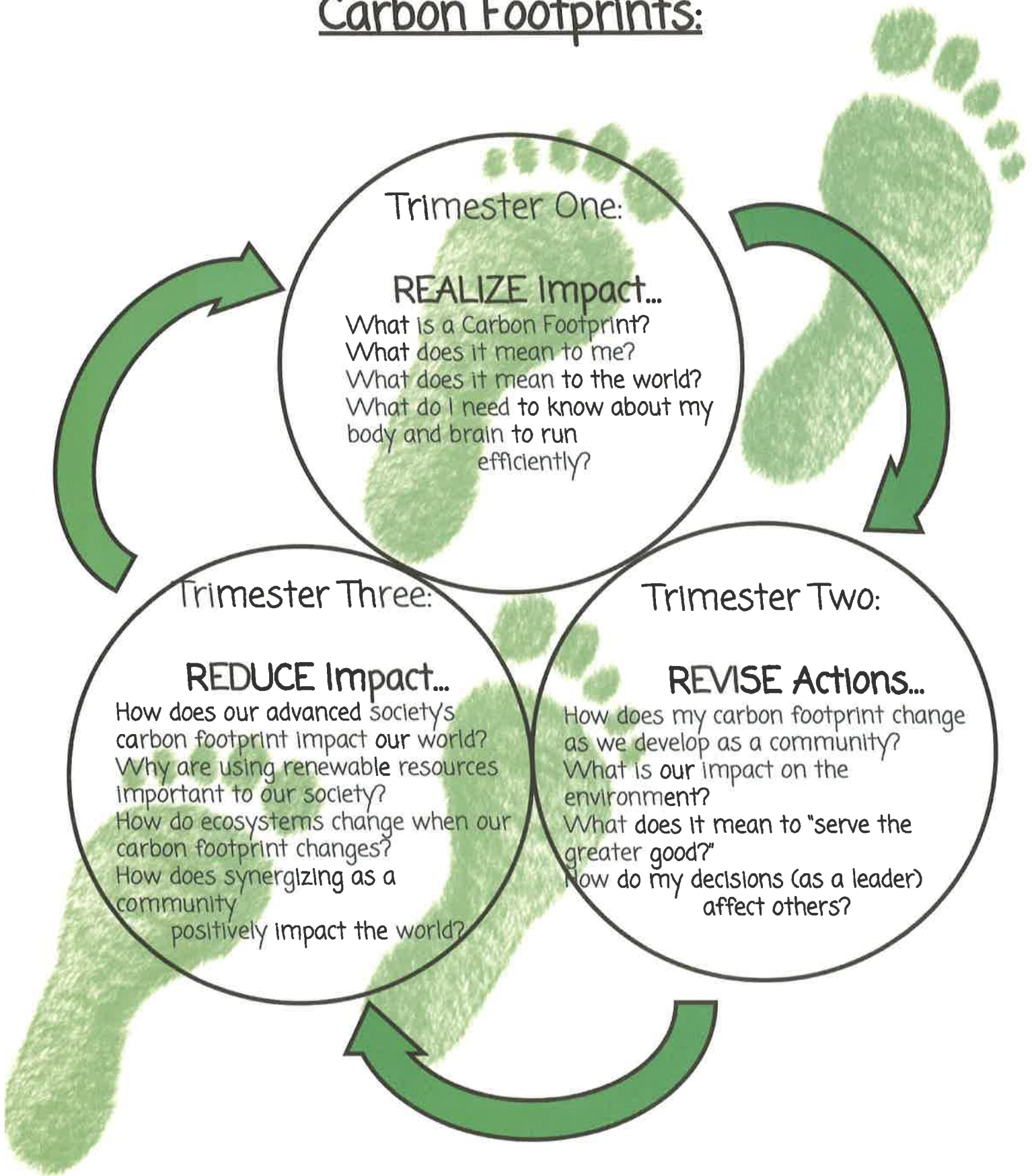
REVISE Actions...

How does my carbon footprint change
as we develop as a community?
What is our impact on the
environment?
What does it mean to "serve the
greater good?"
How do my decisions (as a leader)
affect others?

Trimester Three:

REDUCE Impact...

How does our advanced society's
carbon footprint impact our world?
Why are using renewable resources
important to our society?
How do ecosystems change when our
carbon footprint changes?
How does synergizing as a
community
positively impact the world?



Yearlong Curriculum Map
5th and 6th Grade Middle School Readiness Academy

Yearlong Theme:

CARBON FOOTPRINT: OUR IMPACT ON THE WORLD, PAST and PRESENT- "What do we Leave and How can we Lead?"

Trimester One Unit of Study Theme(s):

Timeline: AUGUST 6th - OCTOBER 26th

"Food/Early Man and Civilization/Creation of the Universe"

Unit of Study Ag Theme- Food

Unit of Study Overall Theme- Early Beginnings/Solutions for survival

Culminating PROJECT FOR TRIMESTER ONE:

LIFESTYLE AUDIT (nutrition, carbon footprint, product consumption, transportation)

Leader In Me/LIFESKILLS Focus:

- Sharpening the Saw
- End in Mind
- Put Things First
- Seek to Understand, then to Be Understood

FOOD/Trimester One Enduring Understandings:

I understand what my carbon footprint is...

I understand what that means to me...

I understand what that means to the world...

I understand what my body and brain need to run efficiently...

I know that the five elements of agriculture are Food, Forestry, Fiber, Farming, and Fuel...

I know what it means to be proactive...

I know how to Put First Things First...

I know how to be Organized...

I know how to Manage my Time...

I understand the importance of Sharpening the Saw...

I know how to Put the End in Mind...

I know that to Be Understood, I first have to Seek Understanding...

FOOD/Trimester One Essential Questions:

What is a carbon footprint? What does that mean to me? What does that mean to my community and the world?

What do I need to know about my body and brain to run efficiently? (In ELA, Math, Science, Social Studies)

What are the five elements of agriculture and how are they significant?

- Be Proactive
- Put First Things First
 - Organization
 - Time Management

Assessments:

Carbon Footprint Audit

Lunar Journal (Sci)

Shadow Journal (Sci)

Galaxy Model (Sci)

Narrative Story (Writing)

Team Tasks (S.S./Sci.)

Unit Tests (S.S./Sci.)

Vocabulary (S.S./Sci.)

Summaries, Reflections, Chapter tests (Reading)

Benchmark I I-Ready

Fluency Passages

BPST

Math Fluency/Math Unit Test

Real World Applications/Being There Experiences:

Egyptian Museum (6th)

Farmer's Market (5th/6th)

SMUD (5th/6th)

Carbon Footprint (Yrlong.)

Flowers- Farm: seed starters, introduction to plant cycle, 3 needs for life

RESOURCES:

Writing- Step Up

GLAD Units

Soll Born

i-Ready Reading and Math

M.S.O.S.W. (Fuel-yearlong energy)

5th grade FOSS and 6th grade FOSS (limited)

Novels- Carbon Diaries 2015

Trimester Two Unit of Study Theme(s):**Timeline: OCTOBER 29- FEBRUARY 27****Trimester Two: "Forestry/ Developing Civilizations/ Development of Geological Timeline"**

Unit of Study Ag Theme- Forestry

Unit of Study Overall Theme- Middle/ thriving, growing, many solutions

Culminating PROJECT FOR TRIMESTER Two:**Community PROJECT FOR TRIMESTER TWO: ACTION PLAN FOR FAMILY/SCHOOL (based on findings from Lifestyle Audit)****Leader In Me/LIFESKILLS Focus:**

- Think Win-Win
- End in Mind
- Seek to Understand, then to Be Understood

FOOD/Trimester Two Enduring Understandings:

I understand how the carbon footprint changes as a community develops...

I understand our impact on the environment...

I know what it means to "serve the greater good"...

I know how my decisions affect others...

FOOD/Trimester Two Essential Questions:

How does my carbon footprint change as we develop as a community?

What is our impact on the environment?

What does it mean to "serve the greater good?"

How do my decisions (as a leader) affect others?

- Think Win-Win
- End in Mind
- Seek to Understand, then to Be Understood

Assessments:

Action plan (school or family) to improve energy usage
 Expository (Writing)
 Team Tasks (S.S./Sci.)
 Unit Tests (S.S./Sci.)
 Vocabulary (S.S./Sci.)
 Summaries, Reflections, Chapter tests
 Text Dependent Questions (Reading)
Benchmark II I-Ready
Fluency Passages
BPST
Math Fluency/Math Unit Test
Performance Task

Real World Applications/Being There Experiences:

Ag Museum Woodland (5th/6th)
 Soil Born Farms (5th/6th)
 Carbon Footprint (Yrlong.)
 Flowers- Farm: Growing, maintaining, pruning, watering, weeding,
 agricultural careers

Trimester Three Unit of Study Theme(s):**Timeline: FEBRUARY 28- JUNE 14****Trimester Three: "Fiber, Advanced Civilization and Government, Human Impact and the Biosphere"**

Unit of Study Ag Theme- Fiber

Unit of Study Overall Theme- Ending/Advanced- new problems, advancements, interactions w/environment, technology, gov't, human impact

Culminating PROJECT FOR TRIMESTER Three:**Social Action PROJECT FOR TRIMESTER THREE: ACTIONABLE PIECE/PRODUCT (based upon Action Plan from Trimester Two)****Leader In Me/LIFESKILLS Focus:**

- Synergize
- Seek to Understand, Then to be Understood
- Sharpening the Saw

FOOD/Trimester Three Enduring Understandings:

I understand how our advanced society's carbon footprint impacts the world...

I know why using renewable resources is important to our society...

I understand how ecosystems change when our carbon footprint changes...

I know how synergizing as a community positively impacts the world...

I know the importance of synergy...

How does our advanced society's carbon footprint impact our world?

Why are using renewable resources important to our society?

How do ecosystems change when our carbon footprint changes?

How does synergizing as a community positively impact the world?

- Synergize
- Seek to Understand, Then to be Understood
- Sharpening the Saw

FOOD/Trimester Three Essential Questions:

How does our advanced society's carbon footprint impact our world?

Why are using renewable resources important to our society?

How do ecosystems change when our carbon footprint changes?

How does synergizing as a community positively impact the world?

- Synergize
- Seek to Understand, Then to be Understood
- Sharpening the Saw

Assessments:

Create assessments with variables and improving energy usage- scientific process (Yr long.)
 Argument/Opinion (Writing)
 Team Tasks (S.S./Sci.)
 Unit Tests (S.S./Sci.)
 Vocabulary (S.S./Sci.)
 Summaries, Reflections, Chapter tests (Reading)
 Summaries, Reflections, Chapter tests
 Text Dependent Questions (Reading)
Benchmark III I-Ready
Fluency Passages
BPST
Math Fluency
Math Unit Test

Real World Applications/Being There Experiences:

Sly Park Apr. 29-May 3 (6th)
 Carbon Footprint (Yr long.)
 Flowers- Farm: Harvesting, putting nutrients back into soil, utilizing and using what we grew

Performance Task

By the end of year:

Range of Rdg./Text Level and Complexity-10

Range of Rdg./Text Level and Complexity-10

Range of Rdg./Text Level and Complexity-10

Range of Rdg./Text Level and Complexity-10

SBAC/CAST

the carbon footprint




New Joseph Bonnheim Community Charter Appendix Item

1D: California School Dashboard Information


New Joseph Bonnheim (NJB) Community Charter

Explore the performance of New Joseph Bonnheim (NJB) Community Charter under California's Accountability System.


Chronic Absenteeism


Red


Suspension Rate


Blue


English Learner Progress


No Performance Color

English Language Arts


Orange

Mathematics


Yellow

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

School Details

NAME

New Joseph Bonnheim
(NJB) Community Charter

ADDRESS

7300 Marin Avenue
Sacramento, CA 95820-3551

WEBSITE

<http://www.thenewbon...>

GRADES SERVED

K-6

Student Population

Explore information about this school's student population.

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Orange

65 points below standard

Declined -3.2 Points

EQUITY REPORT

Number of Student Groups in Each Color

1	2	0
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

Mathematics

Yellow

73.1 points below standard

Increased 5.2 Points

EQUITY REPORT

Number of Student Groups in Each Color

0	2	1
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

English Learner Progress

English Language Proficiency Assessments for California Results

Level 4 - Well Developed

19.7%

Level 3 - Moderately Developed

39.4%

Level 2 - Somewhat Developed

27.3%

Level 1 - Beginning Stage

13.6%

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

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



Local Indicators

[LEARN MORE](#)

Access to a Broad Course of Study

STANDARD MET

NEW JOSEPH BONNHEIM (NJB) COMMUNITY CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

0.3% suspended at least once

Declined -5.2%

EQUITY REPORT

Green

Blue

Local Indicators

LEARN MORE

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

LEARN MORE

Parent Engagement

STANDARD MET

LEARN MORE

Local Climate Survey

STANDARD MET

New Joseph Bonnheim Community Charter Appendix Item

1E: LCAP



**NEW JOSEPH BONNHEIM
COMMUNITY CHARTER SCHOOL**
7301 MARIN AVENUE, SACRAMENTO, CA 95826 - PHONE 916 277 6294

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Sacramento City Unified School
District

Christie Wells-Artman
Principal

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 to promote positive relationships, and implementing the Common Core State Standards. At NJB, scholars are fully engaged in their thinking and demonstrate mastery of learning effectively. Our goal is to guide children to become fully participating citizens by giving them a strong academic education in a nurturing environment that recognizes diversity, promotes healthy choices, positive mindset, and embraces community involvement.

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

In addition to instruction in the core curriculum and units of study in agriculture and science, students are provided learning opportunities in our community garden, library, art and music, sports, technology, and various after school and enrichment programs. NJB also has smaller class sizes in

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

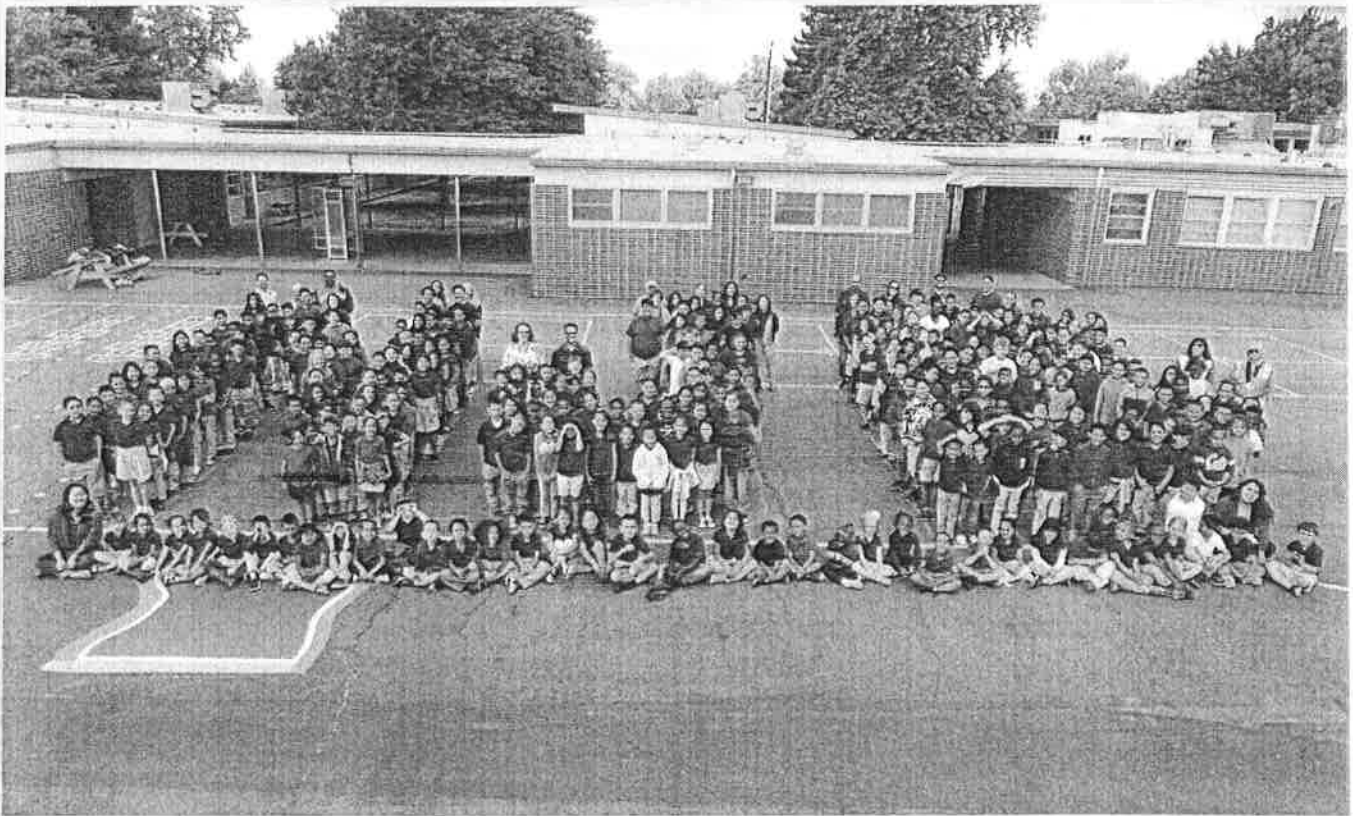
To further optimize our students' learning and development of staff, this year we are utilizing a year-round calendar designed to accommodate a high level of on-going professional development without interfering with the instructional day.

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

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

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

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



LCAP Highlights

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

NJB had several successes to be proud of:

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

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

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

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

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

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

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

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

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

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

Review of Performance

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

Greatest Progress

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

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

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

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

95.8% attendance overall for the 2017-18 year

Suspensions at 3.36% overall, lower from year prior.

NISOC ELA Data 2017-18

Student Performance	Number of Students	Score	Score
All Students	120	Low 48.2 points below level 3	Increased +7.2 points
English Learners	25	Low 36.8 points below level 3	Increased Significantly +12.8 points
Foster Youth	0	N/A	N/A
Homeless	0	N/A	N/A
Socioeconomically Disadvantaged	54	Very Low 55.4 points below level 3	Maintained +6.4 points
Students with Disabilities	17	Very Low 41.2 points below level 3	Declined -13.4 points
African American	17	Very Low 44.9 points below level 3	Increased +12.4 points
American Indian	5	N/A	N/A
Asian	11	Low 49.4 points below level 3	Increased Significantly +10.4 points
Hispanic	15	N/A	N/A
Hispanic	17	Low 48.2 points below level 3	Maintained +1.9 points
Native American	5	N/A	N/A
Students with Disabilities	2	N/A	N/A
White	20	N/A	N/A

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

Greatest Needs

Overall data in Foundational Skills BPST Data shows that not all scholars mastered foundational reading skills of 35%.

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

English Language Learners decreased 2.1 points.

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

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

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

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$2,844,093.12
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$525.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The General Fund Budget Expenditures that are not included in the LCAP include:
A portion of teacher and classified salaries and benefits, instructional materials, other supplies and materials, housekeeping and operations of school, rental and service agreements and other professional services in the 5800 series.

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

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Create the foundation to support high quality teaching and learning.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Common Core aligned instructional materials to support the school's agricultural theme.</p> <p>Professional Learning to implement the body-brain approach to instruction and learning.</p> <p>HET Mastery Rubric with the 10 body/brain compatible learning elements are used to measure effectiveness of all staff.</p> <p>Observations and evidence of LIFESKILLS, respect agreements, body/brain movement with mindfulness used in each classroom daily.</p> <p>Checklist of cleaning dates/rooms/tasks for overall maintenance of clean school.</p> <p>CELDT Testing and Home Language Survey for EL scholars.</p> <p>Agricultural and Civic projects presented in three Celebration of Learning events in the school year.</p>	<p>Based on the 9 priorities of NJBCC's LCAP:</p> <p>1. The farm is built with classes working two to three days a week, with teacher and farm facilitator supporting classroom units of study. Scholars produced units of study based on agricultural and social science/civics and presented at three Celebration Of Learning events. FOSS kits, Ag-tivities and Soil Born curriculum were used along with thematic units of study for scholars to gain access to the farm and a deeper knowledge of agriculture and science. I-Ready curriculum were used to support informational reading, expository writing, and math. Needs/Conclusion: When observed, some scholars still haven't mastered the knowledge of what agriculture is and it's five parts: Farming, fabrics, food, forestry, and flowers/plants. There is a need to continue using the following curriculums to deepen knowledge: SoilBorn Farms NGSS farm curriculum, CCSS Ag-tivities for Math and Science, FOSS Science kits.</p> <p>2. Coach Patty Harrington facilitated Professional Development and Coaching to all staff and teachers on LIFESKILLS, the ten body/brain compatible and immersion walls. Scholar's used the target talk to problem solve which lowered behavior issues and suspension rates. School-wide morning movement and mindfulness is used as well as immersion walls that are thematic with the units of study. However, it is not at 100% consistency. Our newer teachers received a Summer PD with Staff, but were not trained with Coach Harrington. Needs/Conclusion: 100% staff implementation of body/brain compatible learning. School needs to develop rubrics for mastery of HET using the ten elements. NJB needs to observe and collaborate with a like-minded HET school such as, Sherwood Charter School.</p> <p>3. NJB provided tutoring of the foundational skills with progress monitoring and saw an increased in mastery. In grades K-3, 87% have mastered letter sounds and fluency scores have increased 68%. However, not all scholars have mastered multiplication in the 4-6th grades. In 6th grade, to prepare for middle school readiness and to support foundational skills, scholars competed in a 8 week academic Olympic challenge to demonstrate mastery. A foundational skills trainer from SCOE gave coaching support with all teachers during the Fall 2017 using the Open Court Green Phonics Sections and SIPPS. Teachers created centers using the differentiated model, for responses to intervention. Needs/Conclusion: 100% of scholars mastering the foundational skills. Focus will be on Foundational Skills in the first three months with common</p>

Expected

17-18

1. Continue to maintain instructional materials that are CCSS aligned.
2. There is a need for staff training to implement the school's body-brain approach to instruction and learning. Traditional professional development does not focus on this approach.
3. There is a need to focus on the foundational skills in Reading, Math, and Writing
4. There is a need to develop stronger relationships between teachers and students, between teachers and parents, and between teachers and teachers to improve academic and social skills of our scholars. The assumption is that students and parents don't care how much you know until they know how much you care. Reducing class size is a strategy to increase the quality of relationship between all three groups.
5. There is a need to maintain a clean, safe, and welcoming school.
6. There is a need to support English learners with effective core instruction as well as appropriate learning supports and interventions to ensure that EL's make expected progress in attaining English and in academic achievement. The 2015-16 CELDT identified 78 English learners out of 250 enrolled students. The English learners are primarily native Spanish speakers.
7. There is a need to provide social emotional support to many NJB students and for teachers to learn and use restorative strategies to keep students in schools and turn them into scholars. In 2014-15 nine boys accounted for 22 suspensions mainly for disobedience and secondarily for committing battery on another student. Three boys had four or more suspensions. The suspension rate was 3.58% based on Education Code sections 52060 and 52066.
8. There is a need to increase annual attendance from 94.30% and to reduce the number of students who miss more than five days of school (aka chronically absent).
9. Each scholar plants, raises, and harvests a crop. Complexity is grade-level dependent.
10. Each scholar individually explains orally and in writing how to plant, raise, harvest, and market produce. Comprehensiveness is grade-level dependent, but correctness and completeness is required regardless of grade-level.
11. Each scholar in a team develops a portion of the school's community garden and creates a project related to agriculture and water conservation

Actual

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

Actions / Services

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

Action 1

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

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Maintain 3.5 FTE attendance clerk who speaks Spanish to track attendance daily, call parents of absent scholars, prepare paperwork for attendance hearing, and related tasks.	Used a sub clerk as the position was not filled and is re-posted again.	\$19,309.84 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	\$19,309.84 actual as of May 30, 2018 Does not include June or July, benefits, PERS, and Medicare Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Continue second step to LIFESKILLS to support conflict resolution and SPARK Training on restorative practices in Socio-Emotional Learning. This will continue build on positive school climate, low suspension rates, and equity and access.

Used

No Cost, SCUSD Training

None, SCUSD trained

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire school counselor to work 150 hours with students on conflict resolution.	Due to budget constraints, did not hire a counselor, but used non-profit services such as La Familia, UC Davis.	\$10,881.29 Title 1 Fund: 09 Resource:3010 Object: 1000 & 3000	None

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue with 1 FTE office manager	Hired 1 FTE office manager	\$77,037 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	\$86,819 Salary and benefits included 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.	Maintained full-time principal	\$147,866.40 Unrestricted Fund: 09 Resource:0000	\$158,000 Salary and benefits included Unrestricted Fund: 09

Object: 1000 & 3000

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.	Maintained 4 yard duties each of 0.438 FTE.	\$42,286.06 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000	\$34,000 Unrestricted Fund: 09 Resource:0000 Object: 2000 & 3000

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Maintained 14 teachers, plus 1 Resource Teacher for a total of 15 teachers.	\$1,435,064.00 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000	\$1,485,000.00 Unrestricted Fund: 09 Resource:0000 Object: 1000 & 3000

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Maintain two-week intersession programs to scholars in November 2017 and March 2018. Focus on scholars who need additional support. Funding shown here is for staff.

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

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

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

Action 10

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

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

Estimated Actual Expenditures

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

Action 11

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

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

Estimated Actual Expenditures

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

Action 12

Planned Actions/Services

Professional Development on Literacy and Writing across content areas.

Actual Actions/Services

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

Budgeted Expenditures

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

Estimated Actual Expenditures

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

Action 13

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

Action 14

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

Action 15

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

Action 16

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

on birthdays of MLK, Jr. and Cesar Chavez.

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

Action 17

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

Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Various materials and supplies identified in school budget to support instruction and operation of the school. Does not include \$23,109.89 instructional reserve in this resource and object code.	Used various materials and supplies identified in school budget to support instruction and operation of the school. Does not include \$23,109.89 instructional reserve in this resource and object code.	\$36,050.72 Unrestricted Fund: 09 Resource:0000 Object: 4000	\$67,000.00 Unrestricted Fund: 09 Resource:0000 Object: 4000

Action 19

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

Action 20

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

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

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

Analysis

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

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

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

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

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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

For the LCAP 2018-19, LCAP 2018-19

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

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

3. Community Input/Recommendations:

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

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

4. Community Input/Recommendations:

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

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

5. Community Input/Recommendations:

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

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

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

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

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

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

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

10. Community Input/Recommendations:

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

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

Expected

Actual

17-18

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

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

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

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

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

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

Suspensions will be reduced.

Baseline

Attendance and Suspension Data form California Dashboard and Infinite Campus Portal

Sign In Sheets from Parent Meetings and Events

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

Agendas of Meetings posted

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

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

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

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

Action 2

Planned Actions/Services

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

Actual Actions/Services

NJB utilized the ASES after school program, enrichment programs, and tutorial programs for students who need additional support. Implemented 4-H program.

Budgeted 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

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 2016 Charter School Leadership Institute to

Actual Actions/Services

Provided the opportunity for members of the Steering Committee (staff and parents) to attend the Spring 2017 Charter School Leadership Institute to

Budgeted Expenditures

Registration and travel expenses
Resource: Grant
Object Code: 5000

Estimated Actual Expenditures

Registration and travel expenses
\$13,100.
Resource: 0000
Object Code: 5000

learn more about governance, budgeting and instruction.

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

Action 4

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

Analysis

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

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

NJB utilized attendance and suspension data from California Dashboard and Infinite Campus Portal are accessed and used consistently.

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

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

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

none

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

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

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

Because the Charter conference was held in San Diego, CA for the 2017-18 year, NJB provided the opportunity for members of the Steering Committee (staff and parents) to attend the Spring 2017 Charter School Leadership Institute to learn more about governance, budgeting and instruction. 8 members total attended, by allocating Registration and travel expenses in the amount of \$13,100.

Resource: 0000, Object Code: 5000

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

Increasing the percentage of scholars demonstrating:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

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

Expected

17-18

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

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

Each classroom will participate in at least one social action project during the 2016-17 school year, as determined by the completeness of the project, the comprehensive approach to the project, and impact it has on people's lives

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

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

Baseline

Rubrics and CAASPP Data Benchmarks

Actual

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

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

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

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Used school wide, SBAC, and CCSS aligned rubrics that show mastery of growth. Still developing and refining HET and DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks.	No Cost	No Cost

Action 2

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

Action 3

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

Action 4

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

Action 5

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

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

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

Analysis

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

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

We increased the percent of students meeting/exceeding standards on the CAASPP by 10% growth in ELA and 12% growth in Math on the 2017-18 SBAC. However, we still show gaps in our sub-groups of low-socioeconomic Hispanic/Latino and African American scholars, we used a tutoring program and a deep focus on foundational skills to support growth in SBAC/CAASPP data.

We used various data collection and progress monitoring such as SIPPS, BPST, I-Ready, and district interim benchmarks, however we are still refining a rubric that clearly shows "mastery" of proficiency on the Highly Effective Teaching (HET) Real World Mastery rubric.

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

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

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

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

34,000 was allotted for tutoring program as noted in Goal 1.

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

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

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

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

Steering Committee Meetings on LCAP:

Tuesday, April 18, 2017
Tuesday, May 16, 2017
Tuesday, June 06 and 20, 2017
Tuesday, June 12, 2018 Special Meeting
Tuesday, June 19, 2018 Special Meeting

Town Halls that discussed LCAP:

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

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

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

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

No Town-Hall Meeting/Off Track in November

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

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

Monday, 02/26: "LCAP Goal 3: Increasing the percentage of scholars demonstrating:

- a) Mastery of state standards;
 - b) College and career orientation;
 - c) Knowledge of how American democratic institutions work; and
 - d) The ability to recite the Gettysburg Address and discuss it orally and in writing."
- Monday, 03/12: "LCAP Goal 3 Continued: Increasing the percentage of scholars demonstrating:

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

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

Ad Hoc Committees:

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

ELAC and Parents' Meeting that discussed LCAP:

August 7, 2017

September 1, 2017

November 27, 2017

December 4, 2017

January 8, 2018

April 23, 2018

May 4, 2018

June 11, 2018

Staff Meetings that discussed LCAP:

August 3, 2017

September 8, 2017

October 6, 2017

May 4, 2018

June 8, 2018

SCUSD Survey on district priorities: April 2018

NJB Survey on school priorities: April-May 2018

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

Impact on LCAP and Annual Update

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

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

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

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

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

Create the foundation to support high quality teaching and learning.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

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

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

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>	<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 2019-20 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 2019-20 eight boys accounted for 16 suspensions mainly for disobedience and</p>

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

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Specific Schools: New Joseph Bonnheim Community Charter

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action
Unchanged Action

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	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)
<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	<input checked="" type="checkbox"/> LEA-wide	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 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.

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.

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)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
<input checked="" type="checkbox"/> All	

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Source

Budget

Reference

No Cost, SCUSD Training

2018-19

Grant

1000.00, and Grant Funding

2019-20

Action 4

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 5

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

Students to be Served:

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

X All

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue with 1 FTE office manager

Continue with 1 FTE office manager

Continue with 1 FTE office manager

Budgeted Expenditures

Year 2017-18
Budget
Reference \$77,037
Unrestricted
Fund: 09
Resource:0000
Object: 2000 & 3000

2018-19
\$85,000
Unrestricted
Fund: 09
Resource:0000
Object: 2000 & 3000

2019-20

Action 6

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

Students to be Served:

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

Location(s):

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

X All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

2017-18 Actions/Services

Maintain full-time school principal.

2018-19 Actions/Services

Maintain full-time school principal.

2019-20 Actions/Services

Maintain full-time school principal.

Budgeted Expenditures

Year
Budget
Reference

2017-18

\$147,866.40
Unrestricted
Fund: 09
Resource:0000
Object: 1000 & 3000

2018-19

\$163,900.31
Unrestricted
Fund: 09
Resource:0000
Object: 1000 & 3000

2019-20

Action 7

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

2017-18 Actions/Services

Continue with three yard duties each 0.438 FTE to monitor yard before school, during recesses and lunch, and after school. Typically a school the size of NJB has two yard duties.

2018-19 Actions/Services

Continue with three yard duties each 0.438 FTE to monitor yard before school, during recesses and lunch, and after school. Typically a school the size of NJB has two yard duties.

2019-20 Actions/Services

Continue with three yard duties each 0.438 FTE to monitor yard before school, during recesses and lunch, and after school. Typically a school the size of NJB has two yard duties.

Budgeted Expenditures

Year 2017-18

Budget
Reference

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

2018-19

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

2019-20

Action 8

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

Not recommended

2019-20 Actions/Services

Not recommended

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

\$17,446.80

n/a

Concentration

Fund: 09

Resource:0009

Object: 1000 & 3000

Action 10

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Budgeted Expenditures

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

Action 11

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

Students to be Served:

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

X All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

Not recommended

2019-20 Actions/Services

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

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

Action 12

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

Professional Development on Literacy and Writing across content areas.

2018-19 Actions/Services

Professional Development on Literacy and Writing across content areas.

2019-20 Actions/Services

Professional Development on Literacy and Writing across content areas.

Budgeted ExpendituresYear
Budget
Reference

2017-18

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

2018-19

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

2019-20

Action 13

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

Location(s):

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

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18Select from New, Modified, or Unchanged
for 2018-19Select from New, Modified, or Unchanged
for 2019-20**2017-18 Actions/Services**Professional Development on ELD
Strategies and Supports to English
Language Learners to Increase levels in
CELDT and reclassify to English. GLAD
Training**2018-19 Actions/Services**Progress Monitoring on ELD Strategies
and Supports to English Language
Learners to Increase levels in CELDT and
reclassify to English. GLAD Training**2019-20 Actions/Services**Progress monitoring on ELD Strategies
and Supports to English Language
Learners to Increase levels in CELDT and
reclassify to English. GLAD Training**Budgeted Expenditures**

Year 2017-18

2018-19

2019-20

Budget

Reference No Cost

No Cost

Action 14

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

Students to be Served:

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

[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 2017-18Select from New, Modified, or Unchanged
for 2018-19Select 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

Budget 0000: Unrestricted

Reference \$33,604.20

2018-19

0000: Unrestricted

\$33,604.20

2019-20

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)

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

Professional development on 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)

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services

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.

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

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.

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

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)

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 18

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 19

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

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

2018-19 Actions/Services

2019-20 Actions/Services

Books and instructional materials for all grades.

Books and instructional materials for all grades.

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)

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services

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

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

2018-19 Actions/Services

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

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

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

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

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

Expected Annual Measurable Outcomes

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

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

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

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

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

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

*All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 4

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

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

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.

2019-20 Actions/Services

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Budget

Reference

Parent meeting supplies

\$2000

Resource: Supplemental Funds

0009

Object Code: 5000

Translation for meetings

\$

Resource Supplemental Funds 0007

Object Code 2000-3000

Parent meeting supplies

\$2000

Resource: Supplemental Funds

0009

Object Code: 5000

Translation for meetings

\$

Resource Supplemental Funds 0007

Object Code 2000-3000

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 3

Increasing the percentage of scholars demonstrating:

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

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

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

Expected Annual Measurable Outcomes

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

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

Planned Actions / Services

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

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	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
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

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

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

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

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

Budgeted Expenditures

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

Action 3

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

Students to be Served:

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

Location(s):

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

All

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

2017-18 Actions/Services

Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights. School

2018-19 Actions/Services

Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights. School

2019-20 Actions/Services

Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights. School

will have College Fridays each month for awareness.

will have College Fridays each month for awareness.

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)

Location(s):

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

All

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 5

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. Continue with Academic Olympic challenge to support middle school readiness.	Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. Continue with Academic Olympic challenge to support middle school readiness.

Budgeted Expenditures

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$574,776.00

Percentage to Increase or Improve Services

26.6%

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

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

Minumum portionality services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$574,776

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).

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