

**Introduction:**

**LEA:** New Jerusalem Elementary School District **Contact (Name, Title, Email, Phone Number):** Don Patzer, Principal, dpatzer@njes.org, 209-835-2597 **LCAP Year:** 2015-16

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
October 1st, 5:00-6:00- ELAC	Parents discussed the need for improved communication between the school and families of 2nd language learners. The group brainstormed ideas. Having all written communication translated to Spanish and all robo calls translated as well.
October 22nd, 3:30-4:30- School Site Council	The SSC discussed SBAC testing. Discussed attendance data and how to assist in reaching a 97% attendance rate. The SSC reviewed attendance data and brainstormed incentives to encourage students to be at school everyday.

<p>October 29th 3:30-4:30- Parent/Community Input for School Plan (LCAP)</p> <p>November 19th 3:30-4:30 - Foster Youth Committee</p> <p>January 14th 3:30-4:30-School Site Council</p> <p>January 23rd- 1:50-2:30 -Staff/Bargaining Unit Input</p> <p>February 11th- May 6- LCAP Community Annual Review</p> <p>February 25th 5:00-6:00- ELAC</p> <p>March 18th 3:30-4:30- Foster Youth Committee</p> <p>May 20th-8:00AM Student ASB Input</p> <p>May 20th Stakeholder/Community/Bargaining Unit Approval</p>	<p>Data from STAR science, Ed Performance , and data in ELA amd Math from 2013 were reviewed with parents and the community. We discussed school climate and making adjustments to previous goals as they were too lofty.</p> <p>Provided parents in attendance academic, attendance, and discipline data for review and public comment</p> <p>Discussed having students and parents surveyed at the end of the year to gain student input regarding school climate.</p> <p>Shared with staff and Bargaining Unit proposed goals for 2015-2016, discussed adjustments to LCAP regarding percentage gains.</p> <p>During this Annual Update meeting parents reviewed available academic from Ed Performance, attendance data from Pathways, and discipline data to review our progress. We had posters available in our gymnasium/cafeteria for each priority. Parents were asked to provide input in each of the categories. Feedback from this meeting included adjustments to our percentages in ELA, Math, EL, and Bullying. The group believed that 10 percent gains were not reasonable and should be adjusted. They believed 3%-5% were more appropriate.</p> <p>Provided input on our EL program, adult education, and after school programs.</p> <p>Parents and staff were provided a final draft of the District LCAP for review at each parent meeting. Final draft will be reviewed on May 20, 2015.</p> <p>Met with ASB leadership and surveyed all students regarding academic environment and school climate</p> <p>The public comment period will allow the community, stake holders, parents, students, staff/bargaining unit, and administrators to ask questions regarding the LCAP. All questions will be answered by the District Superintendent in writing and commonly asked questions will be shared on the District web site. The district web site has a comment email area for questions or concerns regarding the LCAP. The site did not receive an questions from the stakeholders. The District did not receive any other requests from the stakeholders regarding the LCAP.</p>
<p><b>Annual Update:</b> Parent Survey was sent out to all New Jerusalem Elementary School District parents on February 27, 2015</p>	<p><b>Annual Update:</b> Parent Survey established frame work for goals. Goals were prioritized and re-evaluated. Percentage for goals were adjusted.</p>

LCAP meetings held on October 29, 2014 and February 11, 2015

The principal, community, and district staff/bargaining unit reviewed school achievement data. The group then divided into teams to identify and ultimately share findings from the data. Each group shared their group trends and then each group began to develop goals and prioritized actions that would lead to student improvement. Stakeholders reviewed the State priorities associated with our goals and made changes as discussed in the annual update section.

School Site Council Meetings held October 22, 2014 and January 14, 2015 and May 7, 2015

The principal, parents, community and district staff reviewed school achievement data. The Principal provided a draft of the goals developed by Parent Group, Staff, and ELAC. It was determined at the staff meeting and parent meetings that the 10% goal was too high and the percentages on the goals were adjusted.

Foster Youth Meetings were held November 19, 2014 and March 18, 2015

Parents and staff were provided a final draft of the District LCAP for review at each parent meeting. Final draft will be reviewed on May 20, 2015.

Stakeholder Approval May 20th, 2015

The stakeholders reviewed the State Priorities and made changes as they related to the goal. The public comment period will allow the community, stake holders, parents, students, staff/bargaining unit, and administrators to ask questions regarding the LCAP. All questions will be answered by the District Superintendent in writing and commonly asked will be shared on the District web site. The District web site has a comment email area for questions or concerns regarding the LCAP. The web site did not receive any requests from the stakeholders regarding the LCAP.

New Jerusalem Elementary School District LCAP posted on District web site May 27, 2015 for public comment.

New Jerusalem Elementary School District LCAP Public Hearing June 18, 2015.

New Jerusalem Elementary School District LCAP approval June 23, 2015.

GOAL 1:	The LEA will increase ADA to 97% attendance rate from the current rate of 95%.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need : Increase Average Daily Attendance (ADA) from 95% to 97%. The Local Education Agency (LEA) reviewed monthly ADA reports to monitor attendance rates and determined the district should offer attendance incentives.

Goal Applies to: Schools: New Jerusalem Elementary School  
 Applicable Pupil Subgroups: All Students

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes: Students at New Jerusalem currently have a 95% attendance rate. ADA reports will be used to monitor attendance rates, and assess the effectiveness of our in-school incentives in reaching our goal of 97%. Chronic absentee rates at New Jerusalem School is zero as measured by monthly ADA reports New Jerusalem will maintain these rates. Dropout rates at New Jerusalem School is zero as measured by monthly ADA reports New Jerusalem will maintain these rates.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide in-school incentives for perfect and improved attendance.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition Awards, in-school parties, end of year prize drawing for perfect attendance. 4000-4999: Books And Supplies Base 450.00
Communicate with parents about attendance/truancy issues through our SARB process.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Administration contact with parent to develop a partnership and plan to improve attendance. 1000-1999: Certificated Personnel Salaries Base 2,307.00  Administration contact with parent to develop a partnership and plan to improve attendance. 3000-3999: Employee Benefits Base 610.00

<p>Site Administration will analyze monthly ADA reports. Will use monthly ADA reports to monitor attendance rates and chronic absences.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Administrator Analysis and Monitoring 1000-1999: Certificated Personnel Salaries Base 5,153.00                  Administrator Analysis &amp; Monitoring 3000-3999: Employee Benefits Base 1,398.00                  Classified report preparation 2000-2999: Classified Personnel Salaries Base 2,307.00                  Classified report preparation 3000-3999: Employee Benefits Base 483.00</p>
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**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Students at New Jerusalem currently have a 95% attendance rate. ADA reports will be used to monitor attendance rates, and assess the effectiveness of our in-school incentives in reaching our goal of 97%. Chronic absentee rates at New Jerusalem School is zero as measured by monthly ADA reports New Jerusalem will maintain these rates. Dropout rates at New Jerusalem School is zero as measured by monthly ADA reports New Jerusalem will maintain these rates.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide in-school incentives for perfect and improved attendance.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Recognition Awards, in-school parties, end of year prize drawing for perfect attendance 4000-4999: Books And Supplies Base 450.00</p>
<p>Communicate with parents about attendance/truancy issues through our SARB process.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Administration contact with parent to develop a partnership and plan to improve attendance 1000-1999: Certificated Personnel Salaries Base 2,307.00                  Administration contact with parent to develop a partnership and plan to improve attendance 3000-3999: Employee Benefits Base 615.00</p>
<p>Site Administration will analyze monthly ADA reports. Will use monthly ADA reports to monitor attendance rates and chronic absences</p>	<p>All</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners</p>	<p>Administrator Analysis &amp; Monitoring 1000-1999: Certificated Personnel Salaries Base 5,153.00                  Administrator Analysis &amp; Monitoring 3000-3999: Employee</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Benefits Base 1,399.00 Classified report preparation 2000-2999: Classified Personnel Salaries Base 2,307.00 Classified report preparation 3000-3999: Employee Benefits Base 492.00
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	Students at New Jerusalem currently have a 95% attendance rate. ADA reports will be used to monitor attendance rates, and assess the effectiveness of our in-school incentives in reaching our goal of 97%. Chronic absentee rates at New Jerusalem School is zero as measured by monthly ADA reports New Jerusalem will maintain these rates. Dropout rates at New Jerusalem School is zero as measured by monthly ADA reports New Jerusalem will maintain these rates.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide in-school incentives for perfect and improved attendance.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Recognition Awards, in-school parties, end of year prize drawing for perfect attendance. 4000-4999: Books And Supplies Base 450.00
Communicate with parents about attendance/truancy issues through our SARB process.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administration contact with parent to develop a partnership and plan to improve attendance. 1000-1999: Certificated Personnel Salaries Base 2307.00 Administration contact with parent to develop a partnership and plan to improve attendance. 3000-3999: Employee Benefits Base 615.00
Site Administration will analyze monthly ADA reports. Will use monthly ADA reports to monitor attendance rates and chronic absences.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Administrator Analysis & Monitoring 1000-1999: Certificated Personnel Salaries Base 5153.00 Administrator Analysis & Monitoring 3000-3999: Employee Benefits Base 1401.00 Classified Report Preparation 2000-2999: Classified Personnel Salaries Base 2307.00 Classified Report Preparation 3000-3999: Employee Benefits



		(Specify)	Base 499.00
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	The LEA will increase reading proficiency in all students by 5%.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify
Identified Need :	Stakeholders reviewed ED Performance, trimester assessments, Accelerated Reader, and results from SBAC to determine the following needs. District will monitor teacher assignments. District will monitor instructional materials. District will monitor facility status. Common Core Implementation professional development, materials, and technology will be monitored District will monitor access and enrollment via the Master Schedule. API is not applicable. District will provide college and career ready opportunities District will monitor percent of proficient ELs District will monitor EL reclassification rates.		
Goal Applies to:	Schools:	New Jerusalem Elementary School	
	Applicable Pupil Subgroups:	All Students	
<b>LCAP Year 1: 2015-16</b>			
Expected Annual Measurable Outcomes:	Utilizing the Smarter Balance Assessment data for 2015, a baseline for proficiency will be established to compare with 2016 results to determine progress. Additionally, data collected through our Ed. Performance Assessment and Accelerated Reader will be used to verify whether a 5% proficiency gain occurred and the effectiveness of our plan. All students have access to a broad course of study including visual and performing arts, and speech and debate. We would like to maintain course of study for our students as measured by class lists, and school schedules. Unduplicated pupils have access to a broad course of study, including our EL intervention push in and pullout program, and free after school program. We need to maintain our course of study as measured by course listings and school schedules. We would like to maintain a course of study for students with exceptional needs. These students have access to a broad course of study including resource support, IEP, 504, special education and speech and language support as measured by class schedules, class lists. Progress of EL students as measured by the CELDT scores is zero percent. New Jerusalem will maintain these percentages. The measurable outcome of our reclassified english Learner students as measured by CELDT results and teacher recommendation of 5 percent. New Jerusalem will work to maintain these percentages.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide intervention for students who are identified as below grade level.	Districtwide	<input checked="" type="checkbox"/> All OR: _____	After School Program 1000-1999: Certificated Personnel

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries Supplemental 3,200.00 After School Program 3000-3999: Employee Benefits Supplemental 756.00
Encourage all grade levels to utilize the Accelerated Reader Program.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Annual Subscription to Renaissance Learning for Reading Program 5000-5999: Services And Other Operating Expenditures Supplemental 4,000.00
Provide in-school incentives for students who show improvement in reading.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition, Awards and Incentives 4000-4999: Books And Supplies Supplemental 500.00
SBAC Assessments performed by staff K-8.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.10 FTE Certificated Staff Assessment review 1000-1999: Certificated Personnel Salaries Concentration 6,499.20 .10 FTE Certificated Staff Assessment review 3000-3999: Employee Benefits Concentration 1,823.00

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:** Utilizing the Smarter Balance Assessment data for 2015, a baseline for proficiency will be established to compare with 2016 results to determine progress. Additionally, data collected through our Ed. Performance Assessment and Accelerated Reader will be used to verify whether a 5% proficiency gain occurred and the effectiveness of our plan. All students have access to a broad course of study including visual and performing arts, and speech and debate. We would like to maintain course of study for our students as measured by class lists, and school schedules. Unduplicated pupils have access to a broad course of study, including our EL intervention push in and pullout program, and free after school program. We need to maintain our course of study as measured by course listings and school schedules. We would like to maintain a course of study for students with exceptional needs. These students have access to a broad course of study including resource support, IEP, 504, special education and speech and language support as measured by class schedules, class lists. Progress of EL students as measured by the CELDT scores is zero percent. New Jerusalem will maintain these percentages. The measurable outcome of our reclassified English Learner students as measured by CELDT results and teacher recommendation of 5 percent. New Jerusalem will work to maintain these percentages.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide intervention for students who are identified as below grade level.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	After School Program 1000-1999: Certificated Personnel Salaries Supplemental 3,200.00 After School Program 3000-3999: Employee Benefits Supplemental 764.00
Encourage all grade levels to utilize the Accelerated Reader Program.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Annual Subscription to Renaissance Learning for Reading Program 5000-5999: Services And Other Operating Expenditures Supplemental 4,000.00
Provide in-school incentives for students who show improvement in reading.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Recognition, Awards and Incentives 4000-4999: Books And Supplies Supplemental 500.00

		_ Other Subgroups: (Specify)	
SBAC Assessments performed by staff K-8	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.10 FTE Certificated Staff Assessment review 1000-1999: Certificated Personnel Salaries Concentration 6,499.20 .10 FTE Certificated Staff Assessment review 3000-3999: Employee Benefits Concentration 1,834.00

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Utilizing the Smarter Balance Assessment data for 2015, a baseline for proficiency will be established to compare with 2016 results to determine progress. Additionally, data collected through our Ed. Performance Assessment and Accelerated Reader will be used to verify whether a 5% proficiency gain occurred and the effectiveness of our plan. All students have access to a broad course of study including visual and performing arts, and speech and debate. We would like to maintain course of study for our students as measured by class lists, and school schedules. Unduplicated pupils have access to a broad course of study, including our EL intervention push in and pullout program, and free after school program. We need to maintain our course of study as measured by course listings and school schedules. We would like to maintain a course of study for students with exceptional needs. These students have access to a broad course of study including resource support, IEP, 504, special education and speech and language support as measured by class schedules, class lists. Progress of EL students as measured by the CELDT scores is zero percent. New Jerusalem will maintain these percentages. The measurable outcome of our reclassified English Learner students as measured by CELDT results and teacher recommendation of 5 percent. New Jerusalem will work to maintain these percentages.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide intervention for students who are identified as below grade level.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	After School Program 1000-1999: Certificated Personnel Salaries Supplemental 3,200.00 After School Program 3000-3999: Employee Benefits Supplemental 778.00
Encourage all grade levels to utilize the Accelerated Reader Program	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Annual Subscription to Renaissance Learning for Reading Program 5800: Professional/Consulting Services And Operating Expenditures Supplemental 4,000.00

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide in-school incentives for students who show improvement in reading	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition, Awards and Incentives 4000-4999: Books And Supplies Supplemental 500.00
SBAC Assessments performed by staff K-8	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.10 FTE Certificated Staff Assessment review 1000-1999: Certificated Personnel Salaries Concentration 6,500.00 .10 FTE Certificated Staff Assessment review 3000-3999: Employee Benefits Concentration 1,847.00

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

GOAL 3:	The LEA with a focus on State Standards and proficiency in math fact knowledge. The LEA will increase math proficiency in all students by 5%	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Stakeholder reviewed ED Performance, trimester assessments and results from SBAC and determined the following needs. District will monitor teacher assignments. District will monitor instructional materials. District will monitor facility status. Common Core Implementation professional development, materials, and technology will be monitored. District will monitor access and enrollment via the Master Schedule. API is not applicable. District will provide college and career ready opportunities District will monitor percent of proficient ELs District will monitor EL reclassification rates. AP exams and EAP results are not applicable.
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Goal Applies to:	Schools: New Jerusalem Elementary	
	Applicable Pupil Subgroups:	All Students

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	We expect a 5% gain in math proficiency due to full implementation of Common State Standards. All students have access to academic content and performance standards within the classrooms, as verified by classroom visits, ongoing teacher training and we will maintain accessibility for all students. This will be verified through SBAC results, CELDT testing results, reclassification results, results from Ed. Performance Assessment results. All students will have access to in all required areas of study as verified by class rosters and scheduled as verified by our student information system(Pathways). English Learners have access to push-in and pull-out instruction support, and a free after school program. Thirty minutes of ELD instruction weekly, which enable them to access Common Core Standards and ELD standards for the purpose of gaining content knowledge and English language proficiency as verified by reclassification rates, and class schedules. New Jerusalem will work to maintain access to all areas of study. Through our current math program students have access to an additional 30 minutes daily in the study of math facts and number sense. Moving forward we will maintain our baseline data in increasing math facts as verified by teacher assessment data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In grades K-5, provide time in the school day to focus on math facts.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Base 1,947.66

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.03 FTE Certificated Staff 3000-3999: Employee Benefits Base 526.00 <hr/> Math Facts 5800: Professional/Consulting Services And Operating Expenditures Base 1,275.00
Produce an annual Math Bee.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 500.00
Provide in-class intervention for students who are not at grade level.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.10 FTE Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental 1,735.10 <hr/> .10 FTE Instructional Aide Support 3000-3999: Employee Benefits Supplemental 321.00
Provide in-school incentives for students who show growth in math.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 150.00
Purchase ALEX Math software to increase student exposure to math.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Math Software Program 5800: Professional/Consulting Services And Operating Expenditures Base 450.00



		English proficient _ Other Subgroups: (Specify)	
Provide in class intervention for students who are not at grade level.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Additional Assistance EL Program Instructional Aide 2000-2999: Classified Personnel Salaries Other 13,000.00 Additional Assistance EL Program instructional Aide 3000-3999: Employee Benefits Other 2,818.00

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	We expect a 5% gain in math proficiency due to full implementation of Common State Standards. All students have access to academic content and performance standards within the classrooms, as verified by classroom visits, ongoing teacher training and we will maintain accessibility for all students. This will be verified through SBAC results, CELDT testing results, reclassification results, results from Ed Performance Assessment results. All students will have access to in all required areas of study as verified by class rosters and scheduled as verified by our student information system(Pathways). English Learners have access to push-in and pull-out instruction support, and a free after school program. Thirty minutes of ELD instruction weekly, which enable them to access Common Core Standards and ELD standards for the purpose of gaining content knowledge and English language proficiency as verified by reclassification rates, and class schedules. New Jerusalem will work to maintain access to all areas of study. Through our current math program students have access to an additional 30 minutes daily in the study of math facts and number sense. Moving forward we will maintain our baseline data in increasing math facts as verified by teacher assessment data.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In grades K-5, provide time in the school day to focus on math facts.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Base 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Base 537.00 Math Facts 5800: Professional/Consulting Services And Operating Expenditures Base 1,275.00
Produce an annual Math Bee	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 500.00

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide in-class intervention for students who are not at grade level.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.10 FTE Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental 1,735.10 .10 FTE Instructional Aide Support 3000-3999: Employee Benefits Supplemental 336.00
Provide in-school incentives for students who show growth in math.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 150.00
Purchase ALEX Math software in increase student exposure to math.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Math Software Program 5800: Professional/Consulting Services And Operating Expenditures Base 450.00
Provide in class intervention for students who are not at grade level.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Additional Assistance EL Program Instructional Aide 2000-2999: Classified Personnel Salaries Other 13,000.00 Additional Assistance EL Program Instructional Aide 3000-3999: Employee Benefits Other 2,857.00

		_ Other Subgroups: (Specify)	
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	We expect a 5% gain in math proficiency due to full implementation of Common State Standards. All students have access to academic content and performance standards within the classrooms, as verified by classroom visits, ongoing teacher training and we will maintain accessibility for all students. This will be verified through SBAC results, CELDT testing results, reclassification results, results from Ed. Performance Assessment results. All students will have access to in all required areas of study as verified by class rosters and scheduled as verified by our student information system(Pathways). English Learners have access to push-in and pull-out instruction support, and a free after school program. Thirty minutes of ELD instruction weekly, which enable them to access Common Core Standards and ELD standards for the purpose of gaining content knowledge and English language proficiency as verified by reclassification rates, and class schedules. New Jerusalem will work to maintain access to all areas of study. Through our current math program students have access to an additional 30 minutes daily in the study of math facts and number sense. Moving forward we will maintain our baseline data in increasing math facts as verified by teacher assessment data.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In grades K-5, provide time in the school day to focus on math facts	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Base 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Base 546.00 Math Facts 5800: Professional/Consulting Services And Operating Expenditures Base 1,275.00
Produce Annual Math Bee	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 500.00
Provide in class interventions for students who are not at grade level	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	.10 FTE Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental 1,735.10 .10 FTE Instructional Aide Support 3000-3999: Employee Benefits Supplemental 364.00

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide in-school incentives for students who show growth in math	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 150.00
Purchase ALEX math software to increase student exposure to math	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Math Software Program 5800: Professional/Consulting Services And Operating Expenditures Base 450.00
Provide in class intervention for students who are not at grad level	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Additional Assistance EL Program 2000-2999: Classified Personnel Salaries Other 13,000.00 Additional Assistance EL Program 3000-3999: Employee Benefits Other 2,981.00

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

GOAL 4:	Utilizing a research based character education program, anti-bullying assemblies will reduce incidents of bullying by 10% each year.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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**Identified Need :** Stakeholders discussed and determined that services were needed to address on campus bullying. This will be monitored by tracking disciplinary incidents that are classified as bullying and implementation of our anti-bullying program. Additionally, the LEA will survey students at the beginning and conclusion of each school year. The Local Education Agency (LEA) will use monthly ADA reports to monitor attendance rates and chronic absences. Dropout Rates are not applicable.

**Goal Applies to:** Schools: New Jerusalem Elementary  
 Applicable Pupil Subgroups: All Students

**LCAP Year 1: 2015-16**

**Expected Annual Measurable Outcomes:** An expected decrease of 10% in bullying incidents for 2015-16 will be verified by the number of suspensions for bullying, school discipline records, parent and student surveys. New Jerusalem seeks input in the decision making process through, parents club, ELAC committees, school site council and LCAP surveys. We will work to maintain open communication with these groups as verified by sign in sheets, meeting minutes, and survey results. New Jerusalem provides unduplicated pupils parent participation opportunities. In addition to all other programs parents of unduplicated parents can participate in in ELAC, DELAC, and after school Title 1 programs. We will maintain this level of participation verified through sign-in sheets, and meeting minutes. Parents of pupils of special needs participate in the 504, IEP process, and Parent Advisory committee. This level of participation will be maintained and verified those meeting notices, meeting notes, and signed IEP and 504 documentation. Currently, New Jerusalem has a suspension rate of 8%. We will maintain this suspension rate as verified by the number of suspensions in Aeries during the school year. We had zero expulsions during the school year. We will maintain that this year as verified by Aeries. Each spring students, parents, and staff participate in a school climate survey. Th results are shared with stakeholders. We will maintain this level of participation through continued use of school climate surveys. Results from these surveys indicate a need for a school wide anti-bullying program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Survey students on bullying issues. Through survey's and discussion engage parent groups (Parents' Club, ELAC, and School Site Council) to provide input on bullying at New Jerusalem.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Survey Service 5800: Professional/Consulting Services And Operating Expenditures Supplemental 300.00

<p>Provide staff training regarding bullying</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Professional Development/Peace Builders 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,400.00</p>
<p>Hold an Anti-Bullying Assembly</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Assembly Character Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental 125.00</p>
<p>Provide in-school incentives for students who demonstrate excellent character.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 200.00</p>
<p>Offer support for students who are identified as bullies.</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>Counseling Services/Valley Community Counseling 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,500.00</p>

**LCAP Year 2: 2016-17**

**Expected Annual Measurable Outcomes:** An expected decrease of 10% in bullying incidents for 2015-16 will be verified by the number of suspensions for bullying, school discipline records, parent and student surveys. New Jerusalem seeks input in the decision making process through, parents club, ELAC committees, school site council and LCAP surveys. We will work to maintain open communication with these groups as verified by sign in sheets, meeting minutes, and survey results. New Jerusalem provides unduplicated pupils parent participation opportunities. In addition to all other programs parents of unduplicated parents can participate in in ELAC, DELAC, and after school Title 1 programs. We will maintain this level of participation verified through sign-in sheets, and meeting minutes. Parents of pupils of special needs participate in the 504, IEP process, and Parent Advisory committee. This level of participation will be maintained and verified those meeting notices, meeting notes, and signed IEP and 504 documentation. Currently, New Jerusalem has a suspension rate of 8%. We will maintain this suspension rate as verified by the number of suspensions in Aeries during the school year. We had zero expulsions during the school year. We will maintain that this year as verified by Aeries. Each spring students, parents, and staff participate in a school climate survey. Th results are shared with stakeholders. We will maintain this level of participation through continued use of school climate surveys. Results from these surveys indicate a need for a school wide anti-bullying program.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Survey students on bullying issues	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Student Survey Service 5800: Professional/Consulting Services And Operating Expenditures Supplemental 300.00
Provide staff training regarding bullying	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development/Peace Builders 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,400.00
Hold an Anti-Bullying Assembly	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Assembly Character Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental 150.00

		English proficient _ Other Subgroups: (Specify)	
Provide in-school incentives for students who demonstrate excellent character.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 200.00
Offer support for students who are identified as bullies.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Counseling/Valley Community Counseling 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,500.00

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	An expected decrease of 10% in bullying incidents for 2015-16 will be verified by the number of suspensions for bullying, school discipline records, parent and student surveys. New Jerusalem seeks input in the decision making process through, parents club, ELAC committees, school site council and LCAP surveys. We will work to maintain open communication with these groups as verified by sign in sheets, meeting minutes, and survey results. New Jerusalem provides unduplicated pupils parent participation opportunities. In addition to all other programs parents of unduplicated parents can participate in in ELAC, DELAC, and after school Title 1 programs. We will maintain this level of participation verified through sign-in sheets, and meeting minutes. Parents of pupils of special needs participate in the 504, IEP process, and Parent Advisory committee. This level of participation will be maintained and verified those meeting notices, meeting notes, and signed IEP and 504 documentation. Currently, New Jerusalem has a suspension rate of 8%. We will maintain this suspension rate as verified by the number of suspensions in Aeries during the school year. We had zero expulsions during the school year. We will maintain that this year as verified by Aeries. Each spring students, parents, and staff participate in a school climate survey. Th results are shared with stakeholders. We will maintain this level of participation through continued use of school climate surveys. Results from these surveys indicate a need for a school wide anti-bullying program.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Survey students on bullying issues	Districtwide	<input checked="" type="checkbox"/> All OR:	Student Survey Service 5800: Professional/Consulting Services And Operating Expenditures Supplemental 300.00



		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide staff training regarding bullying	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development/Peace Builders/Peace Partners 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,400.00
Hold an Anti-Bullying Assembly	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Assembly Character Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental 150.00
Provide in-school incentives for students who demonstrate excellent character	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 200.00
Offer support for students who are identified as bullies	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Counseling Services/Valley Community Counseling 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,500.00

		_ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	On April 29, 2014 NJESD adopted a District ELL Plan that outlines the instructional strategies, progress monitoring tools and evaluation methods that will be utilized to help ELL students. Additionally, the NJESD teaching staff will receive extensive training/coaching in best practice for ELL students. The District goal is to have a 5% increase in ELL proficiency each year.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Identified Need :	CELDT data was discussed with stakeholders and it was determined improvement in ELL proficiency was needed. District will provide college and career ready opportunities. District will monitor percent of proficient ELs. District will monitor EL reclassification rates. AP exams and EAP results are not applicable. Attendance from ELAC meetings will be monitored in order seek input from our ELL families and encourage parental participation.
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Goal Applies to:	Schools:	New Jerusalem School
	Applicable Pupil Subgroups:	All

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	ELL achievement and language acquisition will increase by 5% as verified by SBAC assessment proficiency results, CELDT results, reclassification rates, and Ed. Performance assessment results. Currently, New Jerusalem is 100% compliant with regard to teacher credentialing and staff authorizations. We will maintain this level of compliance as verified by the Williams Act. Every New Jerusalem pupil has sufficient access to instructional materials. We will maintain 100% access as measured by the Williams Act. All school facilities are in good repair as verified FIT report and this facility will be maintained at this level moving forward.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Have all CELDT data available by the end of September.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CELDT Coordinator Stipend 1000-1999: Certificated Personnel Salaries Other 1,500.00 CELDT Coordinator Stipend 3000-3999: Employee Benefits Other 510.00 EL Parent Group/CELDT 1000-1999: Certificated Personnel Salaries Other 500.00 EL Parent Group/CELDT 2000-2999: Classified Personnel Salaries Other 340.00 EL Parent Group/CELDT 3000-3999: Employee Benefits Other 237.00
Review the ELL Plan with teaching staff.	All	<input type="checkbox"/> All OR:	Principal prep time and bi-monthly meetings 1000-1999: Certificated Personnel Salaries Base 500.00

		<input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Principal prep time and bi-monthly meetings 3000-3999: Employee Benefits Base 125.00
Provide ELL Progress/Report Cards	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Report card development Administration 1000-1999: Certificated Personnel Salaries Base 2,333.00 <hr/> Report card development Administration 3000-3999: Employee Benefits Base 627.00
Offer in-school incentives for ELL who demonstrate growth and proficiency.	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition, Awards, Incentives 4000-4999: Books And Supplies Other 200.00
EL Coordinator Stipend and Educational Support	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.0 FTE Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental 8,567.50 <hr/> 1.0 FTE Instructional Aide Support 3000-3999: Employee Benefits Supplemental 1,464.00
Maintain fully credentialed teacher and instructional support.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Certificated Staff 1000-1999: Certificated Personnel Salaries Base 65,930.00 <hr/> Certificated Staff 3000-3999: Employee Benefits Base 18,827.73

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Materials 4000-4999: Books And Supplies Base 5,500.00 Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Base 3,079.00
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	ELL achievement and language acquisition will increase by 5% as verified by SBAC assessment proficiency results, CELDT results, reclassification rates, and Ed. Performance assessment results. Currently, New Jerusalem is 100% compliant with regard to teacher credentialing and staff authorizations. We will maintain this level of compliance as verified by the Williams Act. Every New Jerusalem pupil has sufficient access to instructional materials. We will maintain 100% access as measured by the Williams Act. All school facilities are in good repair as verified FIT report and this facility will be maintained at this level moving forward.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Have all CELDT data available by the end of September.	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CELDT Coordinator Stipend 1000-1999: Certificated Personnel Salaries Other 1,500.00 CELDT Coordinator Stipend 3000-3999: Employee Benefits Other 525.00 EL Parent Group/CELDT 1000-1999: Certificated Personnel Salaries Other 500.00 EL Parent Group/CELDT 2000-2999: Classified Personnel Salaries Other 340.00 EL Parent Group/CELDT 3000-3999: Employee Benefits Other 263.00
Review the ELL Plan with teaching staff	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Principal prep time and bi-monthly meetings 1000-1999: Certificated Personnel Salaries Base 500.00 Principal prep time and bi-monthly meetings 3000-3999: Employee Benefits Base 137.00
Provide ELL Progress/Report Cards	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient	Report card development Administration 1000-1999: Certificated Personnel Salaries Base 2,333.00 Report card development Administration 3000-3999: Employee Benefits Base 643.00

		_ Other Subgroups: (Specify)	
Offer in-school incentives for ELL students who demonstrate growth and proficiency.	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Recognition, Awards, Incentives 4000-4999: Books And Supplies Other 2,000.00
EL Coordinator Stipend and Educational Support	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1.0 FTE Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental 8,567.50 1.0 FTE Instructional Aide Support 3000-3999: Employee Benefits Supplemental 1,487.00
Maintain fully credentialed teacher and instructional support.	All	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Certificated Staff 1000-1999: Certificated Personnel Salaries Base 65,930.00 Certificated Staff 3000-3999: Employee Benefits Base 20,047.00 Instructional Materials 4000-4999: Books And Supplies Base 5,500.00 Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Base 3,079.00
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

## LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes: ELL achievement and language acquisition will increase by 5% as verified by SBAC assessment proficiency results, CELDT results, reclassification rates, and Ed. Performance assessment results. Currently, New Jerusalem is 100% compliant with regard to teacher credentialing and staff authorizations. We will maintain this level of compliance as verified by the Williams Act. Every New Jerusalem pupil has sufficient access to instructional materials. We will maintain 100% access as measured by the Williams Act. All school facilities are in good repair as verified FIT report and this facility will be maintained at this level moving forward.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Have all CELDT data available by the end of September	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CELDT Coordinator 1000-1999: Certificated Personnel Salaries Other 1,500.00 CELDT Coordinator 3000-3999: Employee Benefits Other 564.00 EL Parent Group/CELDT 1000-1999: Certificated Personnel Salaries Other 500.00 EL Parent Group/CELDT 2000-2999: Classified Personnel Salaries Other 340.00 EL Parent Group/CELDT 3000-3999: Employee Benefits Other 281.00
Review the ELL Plan with teaching staff	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Principal Prep time and bi-monthly meetings 1000-1999: Certificated Personnel Salaries Base 500.00 Principal Prep time and bi-monthly meetings 3000-3999: Employee Benefits Base 162.00
Provide ELL Progress/Report Cards	All	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Report card development Administration 1000-1999: Certificated Personnel Salaries Base 2,333.00 Report card development Administration 3000-3999: Employee Benefits Base 671.00
Offer in-school incentives for ELL who demonstrate growth and proficiency	All	_ All	Recognition, Awards, Incentives 4000-4999: Books And

		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplies Other 2,000.00
EL Coordinator Stipend and Educational Support	All	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1.0 FTE Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental 8,567.50 1.0 FTE Instructional Aide Support 3000-3999: Employee Benefits Supplemental 1,499.00
Maintain fully credentialed teacher and instructional support.	All	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Staff 1000-1999: Certificated Personnel Salaries Base 65,930.00 Certificated Staff 3000-3999: Employee Benefits Base 21,267.00 Materials and Supplies 4000-4999: Books And Supplies Base 5,500.00 Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Base 3,079.00

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



GOAL 6:	Teachers, through site collaboration will develop a writing program that will be used school-wide.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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Identified Need :	Stakeholders reviewed trimester assessments and results from SBAC to determine a need for a writing program. District will monitor teacher assignments. District will monitor instructional materials. District will monitor facility status. Common Core implementation, professional development, materials, and technology will be monitored. District will monitor access and enrollment via the Master Schedule. District will monitor percent of proficient ELs. District will monitor EL reclassification rates.
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Goal Applies to:	Schools:	New Jerusalem Elementary
	Applicable Pupil Subgroups:	All Students

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	We expect a 5% gain in math proficiency due to full implementation of Common State Standards. All students have access to academic content and performance standards within the classrooms, as verified by classroom visits, ongoing teacher training and we will maintain accessibility for all students. This will be verified through SBAC results, CELDT testing results, reclassification results, results from Ed. Performance Assessment results. All students will have access to in all required areas of study as verified by class rosters and scheduled as verified by our student information system(Pathways). English Learners have access to push-in and pull-out instruction support, and a free after school program. Thirty minutes of ELD instruction weekly, which enable them to access Common Core Standards and ELD standards for the purpose of gaining content knowledge and English language proficiency as verified by reclassification rates, and class schedules.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide collaboration time for teachers to research and develop writing curriculum that meets the needs of our students.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66  .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 561.00

Provide collaboration time for teachers to develop instructional norms to improve the instructional process in writing and critical thinking.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 561.00
Curriculum for Writing	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 561.00

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	We expect a 5% gain in math proficiency due to full implementation of Common State Standards. All students have access to academic content and performance standards within the classrooms, as verified by classroom visits, ongoing teacher training and we will maintain accessibility for all students. This will be verified through SBAC results, CELDT testing results, reclassification results, results from Ed. Performance Assessment results. All students will have access to in all required areas of study as verified by class rosters and scheduled as verified by our student information system(Pathways). English Learners have access to push-in and pull-out instruction support, and a free after school program. Thirty minutes of ELD instruction weekly, which enable them to access Common Core Standards and ELD standards for the purpose of gaining content knowledge and English language proficiency as verified by reclassification rates, and class schedules.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide collaboration time for teachers to research and develop writing curriculum that meets the needs of our students.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 577.00
Provide collaboration time for teachers to develop	Districtwide	<input checked="" type="checkbox"/> All	.03 FTE Certificated Staff 1000-1999: Certificated Personnel

instructional norms to improve the instructional process in writing and critical thinking.	e	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 577.00
Curriculum for Writing	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 577.00

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	We expect a 5% gain in math proficiency due to full implementation of Common State Standards. All students have access to academic content and performance standards within the classrooms, as verified by classroom visits, ongoing teacher training and we will maintain accessibility for all students. This will be verified through SBAC results, CELDT testing results, reclassification results, results from Ed. Performance Assessment results. All students will have access to in all required areas of study as verified by class rosters and scheduled as verified by our student information system(Pathways). English Learners have access to push-in and pull-out instruction support, and a free after school program. Thirty minutes of ELD instruction weekly, which enable them to access Common Core Standards and ELD standards for the purpose of gaining content knowledge and English language proficiency as verified by reclassification rates, and class schedules.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide collaboration time for teachers to research and develop writing curriculum that meets the needs of our students.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 596.00
Provide collaboration time for teachers to develop instructional norms to improve the instructional process	Districtwide	<input checked="" type="checkbox"/> All OR:	.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66

<p>in writing and critical thinking.</p>		<p><input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>.03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 596.00</p>
<p>Curriculum for Writing</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	<p>.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66                  .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 596.00</p>

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

<b>GOAL 7:</b>	Through the use of the District school farm, NJESD will engage students in activities that will make science relevant. Partnering with local agricultural resources. NJESD will develop an AG-Science based program that supports the state science standard. With this innovative approach the District expects a 5% increase in Science proficiency.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
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<b>Identified Need :</b>	Increase Science proficiency. Stakeholders reviewed results from ED Performance, trimester assessments and results from SBAC. District will monitor teacher assignments. District will monitor instructional materials. District will monitor facility status. Common Core implementation, professional development, materials, and technology will be monitored. District will monitor access and enrollment via the Master Schedule. District will monitor percent of proficient EL's. District will monitor EL reclassification rates.
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<b>Goal Applies to:</b>	Schools: New Jerusalem Elementary Applicable Pupil Subgroups: All Students
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**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	Utilizing the Smarter Balance Assessment data for 2015, a baseline for proficiency will be established to compare with 2016 results to determine progress. Additionally, data collected through our Ed. Performance Assessment and Accelerated Reader will be used to verify whether a 5% proficiency gain occurred and the effectiveness of our plan. We expect a 5% gain in Science proficiency due to full implementation of Common State Standards. All students have access to academic content and performance standards within the classrooms, as verified by classroom visits, ongoing teacher training and we will maintain accessibility for all students. This will be verified through SBAC results, CELDT testing results, reclassification results, results from Ed. Performance Assessment results. All students will have access to in all required areas of study as verified by class rosters and scheduled as verified by our student information system(Pathways). English Learners have access to push-in and pull-out instruction support, and a free after school program. Thirty minutes of ELD instruction weekly, which enable them to access Common Core Standards and ELD standards for the purpose of gaining content knowledge and English language proficiency as verified by reclassification rates, and class schedules. Progress of EL students as measured by the CELDT scores is zero percent. New Jerusalem will maintain these percentages. The measurable outcome of our reclassified English Learner students as measured by CELDT results and teacher recommendation of 5 percent. New Jerusalem will work to maintain these percentages.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain school farm and stock for farm.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Curriculum, Materials & Supplies 4000-4999: Books And Supplies Supplemental 1,300.00 School Farm 5000-5999: Services And Other Operating Expenditures Base 4,935.00

		English proficient _ Other Subgroups: (Specify)	
Assign tasks by grade level to maintain the school farm.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	.10 FTE Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental 1,713.50 .10 FTE Instructional Aide 3000-3999: Employee Benefits Supplemental 297.00

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Utilizing the Smarter Balance Assessment data for 2015, a baseline for proficiency will be established to compare with 2016 results to determine progress. Additionally, data collected through our Ed. Performance Assessment and Accelerated Reader will be used to verify whether a 5% proficiency gain occurred and the effectiveness of our plan. We expect a 5% gain in Science proficiency due to full implementation of Common State Standards. All students have access to academic content and performance standards within the classrooms, as verified by classroom visits, ongoing teacher training and we will maintain accessibility for all students. This will be verified through SBAC results, CELDT testing results, reclassification results, results from Ed. Performance Assessment results. All students will have access to in all required areas of study as verified by class rosters and scheduled as verified by our student information system(Pathways). English Learners have access to push-in and pull-out instruction support, and a free after school program. Thirty minutes of ELD instruction weekly, which enable them to access Common Core Standards and ELD standards for the purpose of gaining content knowledge and English language proficiency as verified by reclassification rates, and class schedules. Progress of EL students as measured by the CELDT scores is zero percent. New Jerusalem will maintain these percentages. The measurable outcome of our reclassified English Learner students as measured by CELDT results and teacher recommendation of 5 percent. New Jerusalem will work to maintain these percentages.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain school farm and stock for farm.	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Curriculum, Materials & Supplies 4000-4999: Books And Supplies Supplemental 1,300.00 School Farm 5000-5999: Services And Other Operating Expenditures Base 4,935.00
Assign tasks by grade level to maintain the school farm.	Districtwide	<input checked="" type="checkbox"/> All OR:	.10 FTE Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental 1,713.50

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.10 FTE Instructional Aide 3000-3999: Employee Benefits Supplemental 315.00
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**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Utilizing the Smarter Balance Assessment data for 2015, a baseline for proficiency will be established to compare with 2016 results to determine progress. Additionally, data collected through our Ed. Performance Assessment and Accelerated Reader will be used to verify whether a 5% proficiency gain occurred and the effectiveness of our plan. We expect a 5% gain in Science proficiency due to full implementation of Common State Standards. All students have access to academic content and performance standards within the classrooms, as verified by classroom visits, ongoing teacher training and we will maintain accessibility for all students. This will be verified through SBAC results, CELDT testing results, reclassification results, results from Ed. Performance Assessment results. All students will have access to in all required areas of study as verified by class rosters and scheduled as verified by our student information system(Pathways). English Learners have access to push-in and pull-out instruction support, and a free after school program. Thirty minutes of ELD instruction weekly, which enable them to access Common Core Standards and ELD standards for the purpose of gaining content knowledge and English language proficiency as verified by reclassification rates, and class schedules. Progress of EL students as measured by the CELDT scores is zero percent. New Jerusalem will maintain these percentages. The measurable outcome of our reclassified English Learner students as measured by CELDT results and teacher recommendation of 5 percent. New Jerusalem will work to maintain these percentages.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain school farm and stock for farm.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum, Materials & Supplies 4000-4999: Books And Supplies Supplemental 1,300.00 School Farm 5000-5999: Services And Other Operating Expenditures Base 4,935.00
Assign tasks by grade level to maintain the school farm.	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.10 FTE Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental 1,713.50 .10 FTE Instructional Aide 3000-3999: Employee Benefits Supplemental 327.00

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



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

Original GOAL 1 from prior year LCAP:	The LEA will increase ADA to 97% attendance rate from the current rate of 95%.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	Student achievement scores will improve as a results of lost instructional days to absences. The Local Education Agency (LEA) will use monthly ADA reports to monitor attendance rates and chronic absences. Dropout Rates not applicable Grad. Rates not applicable.	Actual Annual Measurable Outcomes: All actions and services were assessed stakeholders determined that no changes are necessary. Our attendance dropped to 94.82%. Additional strategies such as utilizing aides, the secretary, teachers and principal to call parents when a student is absent. Each month the principal analyzed attendance report data, and SARB letters to determine if progress is being made. Students at New Jerusalem currently have a 95% attendance rate. ADA reports will be used to monitor attendance rates, and and assess the effectiveness of our in-school incentives in reaching our goal of 97%. Chronic absentee rates at New Jerusalem School is zero as measured by monthly ADA reports. New Jerusalem will maintain these percentages. Dropout rates at New Jerusalem School is zero as measured by monthly ADA reports. New Jerusalem will maintain these percentages.	
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide in-school incentive for perfect and improved attendance.	Recognition Awards, in-school parties, end of year prize drawing for perfect attendance 4000-4999: Books And Supplies Supplemental 200.00	We provided perfect attendance recognition, parties and bike give away to student who showed improved attendance.	Recognition Awards, in-school parties, bikes for improved attendance end of year prize drawing for perfect attendance. 4000-4999: Books And Supplies Base 450.00
Scope of Service	Districtwide	Scope of Service	All
<input checked="" type="checkbox"/> All OR: _____		<input checked="" type="checkbox"/> All OR: _____	

<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Communicate with parents about attendance/truancy issues through our SARB process.</p>	<p>Administration contact with parent to develop a partnership and plan to improve attendance 1000-1999: Certificated Personnel Salaries Base 2,307.00</p> <p>Administration contact with parent to develop a partnership and plan to improve attendance 3000-3999: Employee Benefits Base 599.00</p>	<p>Parents received letters when student attendance fell into the truancy level. Meeting with parents took place after the 3rd unexcused absence.</p>	<p>Administration contact with parent to develop a partnership 1000-1999: Certificated Personnel Salaries Base 2,307.00</p> <p>Administration contact with parent to develop a partnership 3000-3999: Employee Benefits Base 599.00</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Site Administration will analyze monthly ADA reports.</p>	<p>Administrator Analysis 1000-1999: Certificated Personnel Salaries Base 5,153.00</p> <p>Administrator Analysis 3000-3999: Employee Benefits Base 1,333.00</p> <p>Classified report preparation 2000-2999: Classified Personnel Salaries Base 2,307.00</p> <p>Classified report preparation 3000-3999: Employee Benefits Base 599.00</p>	<p>The principal and site secretary ran monthly reports and reported to staff and stakeholders the results.</p>	<p>Administrator Analysis 1000-1999: Certificated Personnel Salaries Base 5,153.00</p> <p>Administrator Analysis 3000-3999: Employee Benefits Base 1,333.00</p> <p>Classified report preparation 2000-2999: Classified Personnel Salaries Concentration 2,307.00</p> <p>Classified report preparation 3000-3999: Employee Benefits Concentration 472.68</p>
<p>Scope of Service: All</p>		<p>Scope of Service: Districtwide</p>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes will be made moving forward to our action, services. What was budgeted for 14-15 was sufficient and remains unchanged for 2015-16.		

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

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

Original GOAL 2 from prior year LCAP:	The LEA will increase reading proficiency in all students by 10%	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes:	Student achievement scores will improve as a result of increased reading proficiency. This will be monitored through the use of Ed. Performance, trimester assessment and results from SBAC. District will monitor instructional materials. District will monitor facility status. Common Core implementation professional development, materials, and technology will be monitored District will monitor access and enrollment via Master Schedule. API is not applicable. District will provide college and career ready opportunities District will monitor percent of proficient ELs. District will monitor EL reclassification rates. AP exams EAP results are not applicable.	Actual Annual Measurable Outcomes:	The LEA is currently gathering data results from our Ed Performance assessments, and Accelerated Reader to determine if a 10% gain occurred. All students have access to a broad course of study including visual and performing arts, and speech and debate. We would like to maintain course of study for our students as measured by class lists, and school schedules. Unduplicated pupils have access to a broad course of study, including our EL intervention push in and pullout program, and free after school program. We need to maintain our course of study as measured by course listings and school schedules. We would like to maintain a course of study for students with exceptional needs students have access to a broad course of study including resource support, IEP, 504, special education and speech and language support as measured by class schedules, class lists. Utilizing the Smarter Balance Assessment data for 2015, a baseline for proficiency will be established to compare with 2016 results to determine progress. Additionally, data collected through our Ed. Performance Assessment and Accelerated Reader will be used to verify whether a 5% proficiency gain occurred and the effectiveness of our plan. We expect a 5% gain in Science proficiency due to full implementation of Common State Standards. Progress of EL students as measured by the CELDT scores is zero percent. New Jerusalem will maintain these percentages. The measurable outcome of our reclassified English Learner students as measured by CELDT results and teacher recommendation of 5 percent. New Jerusalem will work to maintain these percentages.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide intervention for students who are identified as below grade level.	<p>After School Program 1000-1999: Certificated Personnel Salaries Supplemental 21532.00</p> <p>After School Program 3000-3999: Employee Benefits Supplemental 5598.00</p>	<p>Provided intervention for all students who were identified as below grade level. Intervention services continued through the school year, focusing mainly on math and reading. Pull Out and Push In services were provided by a certificated teacher.</p>	<p>After School Program . 1000-1999: Certificated Personnel Salaries Supplemental 600.00</p> <p>After School Program 3000-3999: Employee Benefits Supplemental 126.19</p> <p>After School Program . 1000-1999: Certificated Personnel Salaries Other 1,705.00</p> <p>After School Program . 3000-3999: Employee Benefits Other 498.00</p>
<p>Scope of Service: Districtwide</p> <p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
Encourage all grade levels to utilize the Accelerated Reader Program.	Annual Subscription to Renaissance Learning for Reading Program 5000-5999: Services And Other Operating Expenditures Supplemental 12,919.00	Teachers incorporated Accelerated Reader in their class.	Annual Subscription to Renaissance Learning for Reading Program 5800: Professional/Consulting Services And Operating Expenditures Base 3,079.00
<p>Scope of Service: Districtwide</p> <p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service: All</p> <p><input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Provide in-school incentives for students who show improvement in reading.	Recognition, Awards and Incentives 4000-4999: Books And Supplies Supplemental 500.00	Students received medals for growth in reading. They also received classroom recognition for reaching certain levels based on Accelerated Reader points.	Recognition, Awards and Incentives 4000-4999: Books And Supplies Base 500.00
Scope of Service: Districtwide  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: All  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
SBAC Assessments performed by staff K-8	.10 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Concentration 6,499.20  .10 FTE Certificated Staff 3000-3999: Employee Benefits Concentration 1,689.00	Students participated in the SBAC testing. We are still waiting for our results	.10 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Concentration 6,499.20  .10 FTE Certificated Staff 3000-3999: Employee Benefits Concentration 1,761.15
Scope of Service: Districtwide  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Districtwide  <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	For 2014-2015 expenditures were less than anticipated which left a significant balance within our budget. This is due to our inability to staff an additional after school intervention program. It was determined that our goal of 10% increase in proficiency was too ambitious and therefore will change the goal for 2015-2016 to 5% increase in reading proficiency. After stakeholder review it was determined that State Priorities 4 and 7 were most appropriate to meeting this goal. Therefore stakeholders		

goals?	decided to remove priorities 1&2 from the goal. In the actual action services section the funding source for action service 2&3 are going to be changed from supplemental to base.
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**Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

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

Original GOAL 3 from prior year LCAP:	The LEA with a focus on State Standards and proficiency in math fact knowledge. The LEA will increase math proficiency in all students by 10%.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/>  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All Schools Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	Student achievement scores will improve as a result of increased math proficiency. This will be monitored through the use of Ed Performance, trimester assessments and results from SBAC. District will monitor teacher assignments. District will monitor instructional materials. District will monitor facility status. Common Core Implementation professional development, materials, and technology will be monitored. District will monitor access and enrollment via the Master Schedule. API is not applicable. District will provide college and career ready opportunities. District will monitor percent of proficient EIs. District will monitor EL reclassification rates. AP exams and EAP results are not applicable.	Actual Annual Measurable Outcomes: All actions and services were addressed by stakeholders and determined to be effective. Our Ed. Performance and SBAC data for this goal currently being gathered and once reported. We can determine what adjustments need to be made. We expect a 5% gain in math proficiency due to full implementation of Common State Standards. All students have access to academic content and performance standards within the classrooms, as verified by classroom visits, ongoing teacher training and we will maintain accessibility for all students. This will be verified through SBAC results, CELDT testing results, reclassification results, results from Ed. Performance Assessment results. All students will have access to in all required areas of study as verified by class rosters and scheduled as verified by our student information system (Pathways). English Learners have access to push-in and pull-out instruction support, and a free after school program. Thirty minutes of ELD instruction weekly, which enable them to access Common Core Standards and ELD standards for the purpose of gaining content knowledge and English language proficiency as verified by reclassification rates, and class schedules. New Jerusalem will work to maintain access to all areas of study. Through our current math program students have access to an additional 30 minutes daily in the study of math facts and number sense. Moving forward we will maintain our baseline data in increasing math facts as verified by teacher assessment data.
<b>LCAP Year: 2014-15</b>		
Planned Actions/Services		Actual Actions/Services
Budgeted Expenditures		Estimated Actual Annual Expenditures



<p>In grades K-5, provide time in the school day to focus on math facts.</p>	<p>.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Base 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Base 506.00</p>	<p>In grades K-5, provided time in the school day to focus on math facts.</p>	<p>.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Base 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Base 506.00 math facts. 5800: Professional/Consulting Services And Operating Expenditures Concentration 1273.16</p>
<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Produce an annual Math Bee.</p>	<p>Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 500.00</p>	<p>We did not hold a math bee for 2014-15 but have planned one for 2015-16.</p>	<p>Recognition, Awards, Incentives 4000-4999: Books And Supplies Base 500.00</p>
<p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: All</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide in-class interventions for students who are not at grade level.</p>	<p>.10 FTE Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental 1,735.10 .10 FTE Instructional Aide Support 3000-3999: Employee Benefits</p>	<p>Provided in-class intervention for students who were not at grade level.</p>	<p>.10 FTE Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental 1,735.10 .10 FTE Instructional Aide Support 3000-3999: Employee Benefits</p>

		Supplemental 450.00			Supplemental 277.62
Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Provide in-school incentives for students who show growth in math.		Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 150.00	Provided in-school incentives for students who show growth in math.		Recognition, Awards, Incentives 4000-4999: Books And Supplies Base 150.00
Scope of Service	Districtwide		Scope of Service	All	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Purchase ALEX Math software to increase student exposure to math.		Math Software Program 5000-5999: Services And Other Operating Expenditures Base 450.00	Purchased ALEX Math software to increase student exposure to math.		Math Software Program 5800: Professional/Consulting Services And Operating Expenditures Base 450.00
Scope of Service	All		Scope of Service	All	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		

_ Other Subgroups: (Specify)			
Provide in-class interventions for students who are not at grade level.	Additional Assistance EL Program Instructional Aide 2000-2999: Classified Personnel Salaries Other 26,000.00 Additional Assistance EL Program Instructional Aide 3000-3999: Employee Benefits Other 6760.00	Service to students who through classroom teacher assessments fell below grade level were provided intervention support throughout the school year.	Additional Assistance EL Program Instructional Aide 2000-2999: Classified Personnel Salaries Other 12612.00 Additional Assistance EL Program Instructional Aide 3000-3999: Employee Benefits Other 2584.00
Scope of Service	All	Scope of Service	All
_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions/services will remain unchanged for 2015-2016. The school and it's stakeholders decided to change the goal from 10% to 5% increase in math proficiency for the 2015-16 LCAP year. Stakeholders determined that State Priorities 2, and 8 were closely associated with this goal. Therefore, Priority 8 was added and Priorities 1, 4, and 7 were eliminated in the Annual Update and moving forward into 2015-16. In the actual action services section the funding source for action service 2&4 were changed from supplemental to base.		

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

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

Original GOAL 4 from prior year LCAP:	Utilizing a research base character education program, anti-bullying assemblies will reduce incidents of bullying by 20% each year.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All Schools ----- Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	There will be less incidents of bullying, decreased suspensions, and lower expulsion rates. This will be monitored by tracking disciplinary incidents that are classified as bullying. Additionally, the LEA will survey students at the beginning and conclusion of each school year. The Local Education Agency (LEA) will use monthly ADA reports to monitor attendance rates and chronic absences. Suspension and expulsion rates. Dropout Rates are not applicable. Grad. Rates are not applicable. Other local measures not applicable.	Actual Annual Measurable Outcomes: All actions and services were determined successful by stakeholders. The LEA has experienced a decrease in bullying incidents, has instituted a school-wide Peace Builders program and has reduced suspensions. An expected decrease of 10% in bullying incidents for 2015-16 will be verified by the number of suspensions for bullying, school discipline records, parent and student surveys. New Jerusalem seeks input in the decision making process through, parents club, ELAC committees, school site council and LCAP surveys. We will work to maintain open communication with these groups as verified by sign in sheets, meeting minutes, and survey results. New Jerusalem provides unduplicated pupils parent participation opportunities. In addition to all other programs parents of unduplicated parents can participate in in ELAC, DELAC, and after school Title 1 programs. We will maintain this level of participation verified through sign-in sheets, and meeting minutes. Parents of pupils of special needs participate in the 504, IEP process, and Parent Advisory committee. This level of participation will be maintained and verified those meeting notices, meeting notes, and signed IEP and 504 documentation. Currently, New Jerusalem has a suspension rate of 8%. We will maintain this suspension rate as verified by the number of suspensions in Aeries during the school year. We had zero expulsions during the school year. We will maintain that this year as verified by Aeries. Each spring students, parents, and staff participate in a school climate survey. The results are shared with stakeholders. We will maintain this level of participation through continued use of school climate surveys. Results from these surveys indicate a need for a school wide anti-bullying program.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Survey students on bullying issues.	Student Survey Materials 4000-4999: Books And Supplies Supplemental 125.00	Surveyed students on bullying issues and school climate in May 2015.	Student Survey Materials 4000-4999: Books And Supplies Base 0 Student Survey 5800: Professional/Consulting Services And Operating Expenditures Supplemental 300.00
Scope of Service	Districtwide	Scope of Service	Districtwide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide staff training regarding bullying.	Professional Development/Peace Builders 5000-5999: Services And Other Operating Expenditures Supplemental 4,963.00	Provided staff training regarding bullying in August 2014.	Professional Development/Peace Builders/Peace Partners 5800: Professional/Consulting Services And Operating Expenditures Base 1,350.00
Scope of Service	Districtwide	Scope of Service	All
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Hold an Anti-Bullying Assembly	Assembly Character Education 5000-5999: Services And Other	Held a Michael Smith Anti-Bullying Assembly in the October 2014 and	Assembly Character Education 5800: Professional/Consulting Services And

	Operating Expenditures Supplemental 125.00	Harlem Ambassadors Anti-Bullying Assembly in April 2015	Operating Expenditures Base 150.00				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All	
Scope of Service	Districtwide						
Scope of Service	All						
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Provide in-school incentives for students who demonstrate excellent character.	Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 200.00	Provided in-school incentives for students who demonstrate excellent character.	Recognition, Awards, Incentives 4000-4999: Books And Supplies Base 200.00				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All	
Scope of Service	Districtwide						
Scope of Service	All						
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Offer support for students who are identified as bullies.	Counseling Services/Valley Community Counseling 5000-5999: Services And Other Operating Expenditures Supplemental 2,500.00	Provided one on one counseling services for students	Counseling Services/Valley Community Counseling 5800: Professional/Consulting Services And Operating Expenditures Base 2,500.00				
<table border="1"> <tr> <td>Scope of Service</td> <td>Districtwide</td> </tr> </table>	Scope of Service	Districtwide		<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All	
Scope of Service	Districtwide						
Scope of Service	All						
<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>					

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	While our estimated actual amount for professional development was lower than anticipated, additional professional development will occur in 2015-2016. Therefore, action/services for 2015-16 will remain unchanged. An adjustment of our goal of a 20% to a 10% reduction in incidents of bullying was determined more reasonable. Stakeholders determined that State Priorities 3 and 6 were closely associated with this goal; therefore, Priority 3 was added and Priority 5 was eliminated in the Annual Update and moving forward into 2015-16. In the actual action services section the funding source for action service 1-4 are going to be changed from supplemental to base. Additional consulting services were used for student survey.		

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

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

Original GOAL 5 from prior year LCAP:	On April 29, 2014 NJESD adopted a District ELL Plan that outlines the instructional strategies, progress monitoring tools and evaluation methods that will be utilized to help ELL students. Additionally, the NJESD teaching staff will receive extensive training/coaching in best practice for ELL students. The District goal is to have a 10% increase in ELL proficiency each year.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify
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Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	ELL achievement and language will increase and students will transition from basic to fluent through reclassification process. This will be monitored through CELDT results. Common Core Implementation professional development. Materials and technology will be monitored. This will be monitored through use of ED Performance, trimester assessments and results from SBAC. API is not applicable. District will provide college and career ready opportunities. District will monitor percent of proficient ELs. District will monitor EL reclassification rates. AP exams and EAP results are not applicable. Attendance form ELAC meetings will be monitored in order seek input from our ELL families and encourage parental participation.	Actual Annual Measurable Outcomes:	All actions and services were determined by stakeholders to be successful. NJES staff has worked with an ELD coach throughout the 2014-2015 school year to implement best practices in ELD instruction. ELL achievement and language acquisition will increase by 5% as verified by SBAC assessment proficiency results, CELDT results, reclassification rates, and Ed. Performance assessment results. Currently, New Jerusalem is 100% compliant with regard to teacher credentialing and staff authorizations. We will maintain this level of compliance as verified by the Williams Act. Every New Jerusalem pupil has sufficient access to instructional materials. We will maintain 100% access as measured by the Williams Act. All school facilities are in good repair as verified FIT report and this facility will be maintained at this level moving forward.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Have all CELDT data available by the end of September.	CELDT Coordinator Stipend 1000-1999: Certificated Personnel Salaries Other 250.00  CELDT Coordinator Stipend 3000-3999: Employee Benefits Other 65.00	CELDT data was available by the end of September.	CELDT Coordinator Stipend 1000-1999: Certificated Personnel Salaries Other 1500.00  CELDT Coordinator Stipend 3000-3999: Employee Benefits Other 495.00  EL Parent Group/CELDT 1000-1999: Certificated Personnel Salaries Other 500.00  EL Parent Group/CELDT 2000-2999:



			Classified Personnel Salaries Other 338.86
			EL Parent Group/CELDT 3000-3999: Employee Benefits Other 113.11
<p>Scope of Service   All</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Review the ELL Plan with teaching staff.</p>	<p>Principal prep time and bi-monthly meetings 1000-1999: Certificated Personnel Salaries Base 500.00</p> <p>Principal prep time and bi-monthly meetings 3000-3999: Employee Benefits Base 130.00</p>	<p>Reviewed the ELL Plan with teaching staff.</p>	<p>Principal prep time and bi-monthly meetings 1000-1999: Certificated Personnel Salaries Base 500.00</p> <p>Principal prep time and bi-monthly meetings 3000-3999: Employee Benefits Base 105.00</p>
<p>Scope of Service   All</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service   All</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide ELL Progress/Report Cards</p>	<p>Report card development Administration 1000-1999: Certificated Personnel Salaries Base 2,333.00</p>	<p>ELL evaluation was done but ELL Progress/Report Cards were not issued in 2014-2015.</p>	<p>Report card evaluation Administration 1000-1999: Certificated Personnel Salaries Base 2,333.00</p> <p>Report card evaluation Administration 3000-3999: Employee Benefits Base 607.00</p>

	Report card development Administration 3000-3999: Employee Benefits Base 607.00						
<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All		<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All	
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Scope of Service	All						
<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
Offer in-school incentives for ELL who demonstrate growth and proficiency.	Recognition, Awards, Incentives 4000-4999: Books And Supplies Other 200.00	Offered in-school incentives for ELL who demonstrated growth and proficiency.	Recognition, Awards, Incentives 4000-4999: Books And Supplies Other 200.00				
<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All		<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All	
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<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>					
EL Coordinator Stipend and Educational Support	.50 FTE Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental 8,567.50 .50 FTE Instructional Aide Support 3000-3999: Employee Benefits Supplemental 2,227.00	EL Coordinator Stipend and Educational Support were established and utilized in 2014-2015.	1.0 FTE Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental 8,567.50 1.0 FTE Instructional Aide Support 3000-3999: Employee Benefits Supplemental 1,364.00				
<table border="1"> <tr> <td>Scope of Service</td> <td>ALL</td> </tr> </table>	Scope of Service	ALL		<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> </table>	Scope of Service	All	
Scope of Service	ALL						
Scope of Service	All						
<p><input type="checkbox"/> All</p>		<p><input type="checkbox"/> All</p>					

<p>OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Have all CELDT data available by the end of September.</p>	<p>EL Coordinator 1000-1999: Certificated Personnel Salaries Other 1,500.00                  EL Coordinator 3000-3999: Employee Benefits Other 390.00</p>	<p>EL Coordinator Stipend and Educational Support were established to increase FTE so testing would be completed by the September deadline in 2014-2015.</p>	<p>EL Coordinator 1000-1999: Certificated Personnel Salaries Other 1,500.00                  EL Coordinator 3000-3999: Employee Benefits Other 171.00</p>
<p>Scope of Service: All</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: English Learners</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Offer in-school incentives for ELL students who demonstrate growth and proficiency.</p>	<p>Recognition, Awards, Incentives 4000-4999: Books And Supplies Concentration 500.00                  Curriculum/Materials &amp; Supplies 4000-4999: Books And Supplies Concentration 1,200.00</p>	<p>Incentives were not realized in 2014-15 but will be budgeted for EL incentives in the future.</p>	<p>Recognition, Awards, Incentives 4000-4999: Books And Supplies Base 0.00                  Curriculum/Materials &amp; Supplies 4000-4999: Books And Supplies Base 0.00</p>
<p>Scope of Service: ALL</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service: ALL</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:  <input type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	

_ Other Subgroups: (Specify)			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The actions and services will remain unchanged for 2015-2016. An adjustment to our goal from a 10% to a 5% increase in ELL English proficiency was determined to be reasonable because we are in the early stages of implementing our ELL program. Stakeholders determined that State Priority 1 is closely associated with this goal; therefore, Priority 1 was added and Priorities 2,3, and 4 were eliminated in the Annual Update and moving forward into 2015-16. In the actual action services section the funding source for action service 4&7 were changed from supplemental to base.		

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

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

Original GOAL 6 from prior year LCAP:	Teachers, through site collaboration will develop a writing program that will be used school-wide.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify	
Goal Applies to:	Schools: All Schools	Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	Student writing proficiency will improve as a result of teacher and student reflection about their writing process. This will be monitored through use of trimester assessments and results from SBAC. This will be monitored through use of ED Performance, trimester assessments and results from SBAC. District will monitor teacher assignments. District will monitor instructional materials. District will monitor facility status. Common Core implementation, professional development, materials, and technology will be monitored. District will monitor access and enrollment via the Master Schedule. API is not applicable. Results from SBAC. This will be monitored through use of ED Performance, trimester assessments and results from SBAC. District will monitor teacher assignments. District will monitor instructional materials. District will monitor facility status. Common Core implementation, professional development, materials, and technology will be monitored. District will monitor access and enrollment via the Master Schedule. API is not applicable.		Actual Annual Measurable Outcomes:	All actions and services were determined by stakeholders to be successful. We are currently planning to implement Step Up to Writing and professional development will begin in the 2015-2016 school year. We expect a 5% gain in math proficiency due to full implementation of Common State Standards. All students have access to academic content and performance standards within the classrooms, as verified by classroom visits, ongoing teacher training and we will maintain accessibility for all students. This will be verified through SBAC results, CELDT testing results, reclassification results, results from Ed. Performance Assessment results. All students will have access to in all required areas of study as verified by class rosters and scheduled as verified by our student information system(Pathways). English Learners have access to push-in and pull-out instruction support, and a free after school program. Thirty minutes of ELD instruction weekly, which enable them to access Common Core Standards and ELD standards for the purpose of gaining content knowledge and English language proficiency as verified by reclassification rates, and class schedules.
<b>LCAP Year: 2014-15</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>		
Provide collaboration time for teachers to research and develop writing curriculum that meets the needs of our students.		.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits	Provided collaboration time for teachers to research and develop writing curriculum that meets the needs of our students.	.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental

		Supplemental 506.00			540.00
Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Provide collaboration time for teachers to develop instructional norms to improve the instructional process in writing and critical thinking.		.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 506.00	Provided collaboration time for teachers to develop instructional norms to improve the instructional process in writing and critical thinking.		.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 540.00
Scope of Service	Districtwide		Scope of Service	Districtwide	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Curriculum for Writing		.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 506.00	Step UP to Writing curriculum for writing has been purchased.		.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 540.00
Scope of Service	Districtwide		Scope of Service	Districtwide	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Action and services will remain unchanged for 2015-2016. Stakeholders determined that State Priority 2 is closely associated with this goal; therefore, Priorities 1, 4 and 7 were eliminated in the Annual Update and moving forward into 2015-16.		

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

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

Original GOAL 7 from prior year LCAP:	Through the use of the District school farm, NJESD will engage students in activities that will make science relevant. Partnering with local agricultural resources. NJESD will develop an AG-Science based program that supports the state science standard. With this innovative approach, the District expects a 10% increase in science proficiency.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify
Goal Applies to:	Schools: All Schools ----- Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	Student achievement scores will improve as a result of increased science proficiency. This will be monitored through use of ED Performance, trimester assessments and results from SBAC. District will monitor teacher assignments. District will monitor instructional materials District will monitor facility status. Common Core implementation, professional development, materials, and technology will be monitored. District will monitor access and enrollment via the Master Schedule. API is not applicable. District will provide college and career ready opportunities. District will monitor percent of proficient ELs District will monitor EL reclassification rates. AP exams and EAP results are not applicable.	Actual Annual Measurable Outcomes: All Action and services were determined by stakeholders to be successful. Infrastructure for our school farm is currently being installed. We are looking at a completion date of Spring 2015. Utilizing the Smarter Balance Assessment data for 2015, a baseline for proficiency will be established to compare with 2016 results to determine progress. Additionally, data collected through our Ed. Performance Assessment and Accelerated Reader will be used to verify whether a 5% proficiency gain occurred and the effectiveness of our plan. We expect a 5% gain in Science proficiency due to full implementation of Common State Standards. All students have access to academic content and performance standards within the classrooms, as verified by classroom visits, ongoing teacher training and we will maintain accessibility for all students. This will be verified through SBAC results, CELDT testing results, reclassification results, results from Ed. Performance Assessment results. All students will have access to in all required areas of study as verified by class rosters and scheduled as verified by our student information system (Pathways). English Learners have access to push-in and pull-out instruction support, and a free after school program. Thirty minutes of ELD instruction weekly, which enable them to access Common Core Standards and ELD standards for the purpose of gaining content knowledge and English language proficiency as verified by reclassification rates, and class schedules. Progress of EL students as measured by the CELDT scores is zero percent. New Jerusalem will maintain these percentages. The measurable outcome of our reclassified English Learner students as measured by CELDT results and teacher recommendation of 5 percent. New Jerusalem will work to



			maintain these percentages.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Break ground and stock our school farm.	Curriculum, Materials & Supplies 4000-4999: Books And Supplies Supplemental 1,200.00	Ground has been broken and our farm as been stocked with the following. 20 Laying Hens, and 1 Rooster 10 Turkeys 4 Pheasants 12 planter boxes	Curriculum, Materials & Supplies 4000-4999: Books And Supplies Supplemental 1,232.52  School Farm 5000-5999: Services And Other Operating Expenditures Base 4,935.00
Scope of Service: Districtwide		Scope of Service: Districtwide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Assign tasks by grade level to maintain the school farm.	.10 FTE Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental 1,713.50  .10 FTE Instructional Aide 3000-3999: Employee Benefits Supplemental 445.00	Teachers have been provided a planter box and assigned jobs/task for student involvement on the farm.	.10 FTE Instructional Aide 2000-2999: Classified Personnel Salaries Supplemental 1,713.50  .10 FTE Instructional Aide 3000-3999: Employee Benefits Supplemental 274.16
Scope of Service: Districtwide		Scope of Service: Districtwide	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	All action and services will be unchanged for 2015-2016. Our goal has been adjusted to a more reasonable 5% increase in science proficiency opposed to 10%. Stakeholders determined that State Priorities 2 and 4 are closely associated with this goal; therefore, Priorities 1 and 7 were eliminated in the Annual Update and moving forward into 2015-16.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$31,953.00</u>
<p>Supplemental and concentration funds are used to pay the salaries of the EL coordinator. In addition the following services are being provided in a district-wide manner: Reading and Math incentives will be purchased for all students who show improvements. District wide is the most effective use of funds because all students benefit from incentive programs but are principally directed toward unduplicated students who are most at risk. Through the use of incentives these students will show academic growth in the areas of math and reading.</p> <p>The school farm encompasses a hands on approach to learning and developing an understanding in science. The farm was created to assist our EL, low income, and foster youth students but is available to all students. As an outdoor classroom the farm will provide students an opportunity to experience ag- science in action, develop language skills, and gain understanding of science concepts. This program is justified and effective as it provides a real world, less verbal, hands on method to learning science. Teachers will be provided with professional development that will support the adoption of a standards based writing program and in addition will receive extensive training and coaching for STEAM. This will provide all students with the best academic instruction. A comprehensive writing program will support all student’s skill development in writing conventions and language development. New Jerusalem Elementary School District intervention programs support language and academic proficiency for our unduplicated students. While this intervention program is provided to all students, the program is principally directed toward EL, low income and Foster Youth and focuses on reading comprehension, language development and fluency.</p> <p>A variety of bullying prevention programs and services will be implemented by training, services and support. Training will be provided to all staff members to implement the bullying programs. Counseling services and support will be offered district wide but principally directed toward EL, low income and Foster Youth students in meeting the Districts goals and priorities. These students may be the most at risk of bullying therefore needing these services and support on an ongoing basis.</p>	

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

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

18.2	%
7	

Supplemental and Concentration funds will be spent on instructional aide services, teacher training, and an ELAC Coordinator. The District will provide staff training for ELD instructional strategies, progress monitoring tools and evaluation methods that will be utilized to help ELL students. Additionally, the NJESD teaching staff received extensive training/coaching in best practice for ELL students. The District goal is to have a 5% increase in ELL proficiency each year. The District has a new EL Coordinator and an instructional aide that work with students and parents to enhance learning.



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
3000-3999: Employee Benefits	Base	3,774.00	3,150.00	22,596.73	23,870.00	25,161.00	71,627.73
3000-3999: Employee Benefits	Concentration	1,689.00	2,233.83	1,823.00	1,834.00	1,847.00	5,504.00
3000-3999: Employee Benefits	Other	7,215.00	3,861.11	3,565.00	3,645.00	3,826.00	11,036.00
3000-3999: Employee Benefits	Supplemental	10,238.00	3,661.97	4,521.00	4,633.00	4,756.00	13,910.00
4000-4999: Books And Supplies	Base	0.00	1,800.00	5,950.00	5,950.00	5,950.00	17,850.00
4000-4999: Books And Supplies	Concentration	1,700.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	200.00	200.00	200.00	2,000.00	2,000.00	4,200.00
4000-4999: Books And Supplies	Supplemental	2,875.00	1,232.52	2,650.00	2,650.00	2,650.00	7,950.00
5000-5999: Services And Other Operating Expenditures	Base	450.00	4,935.00	4,935.00	4,935.00	4,935.00	14,805.00
5000-5999: Services And Other Operating Expenditures	Supplemental	20,507.00	0.00	4,000.00	4,000.00	0.00	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	7,529.00	4,804.00	4,804.00	4,804.00	14,412.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	0.00	1,273.16	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	300.00	4,325.00	4,350.00	8,350.00	17,025.00