

Introduction:

LEA: New Jerusalem Elementary School District **Contact (Name, Title, Email, Phone Number):** Don Patzer, Principal, dpatzer@njes.org, 209-835-2597 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Parent Survey was sent out to all New Jerusalem Elementary School District parents on January 15, 2016 LCAP meetings held on January 27th, February 24th and April 20th	Parent Survey established frame work for goals. Goals were prioritized and re-evaluated. Percentage for goals were adjusted. 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

<p>School Site Council Meetings held January 27th</p> <p>Foster Youth Meetings were held January 27th, February 24th and April 20th</p> <p>Stakeholder Approval May 11th, 2016</p> <p>New Jerusalem Elementary School District LCAP posted on District web site June 8, 2016.</p> <p>New Jerusalem Elementary School District LCAP Public Hearing June 23, 2016.</p> <p>New Jerusalem Elementary School District LCAP approval June 28, 2016.</p>	<p>associated with our goals and made changes as discussed in the annual update section.</p> <p>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 to high and the percentages on the goals were adjusted.</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 11, 2016.</p> <p>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.</p> <p>Posting Public Hearing Notices for June 2016 meetings.</p> <p>Public Hearing to hear public comment on the 2016-17 Local Control Accountability Plan Report. (LCAP)</p> <p>New Jerusalem Elementary School District Board of Trustees approval of 2016-17 LCAP.</p>
<p>Annual Update: August 26th, 31st, September 9th, 14th, October 5th, November 17th, December 2nd 5:00-6:00- ELAC</p> <p>September 9th, 14th, October 5th, 3:30-4:30- School Site Council</p> <p>January 27th 3:30-4:30- Parent/Community Input for School Plan (LCAP)</p>	<p>Annual Update: 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.</p> <p>The SSC discussed SBAC testing. Discussed attendance data and how to assist in reaching a 95% attendance rate. The SSC reviewed attendance data and brainstormed incentives to encourage students to be at school every day</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>

February 24th 3:30-4:30 - Foster Youth Committee

Provided parents in attendance academic, attendance, and discipline data for review and public comment

April 20th- LCAP Community Annual Review Meeting

Discussed having students and parents surveyed at the end of the year to gain student input regarding school climate. Shared with staff and Bargaining Unit proposed goals for 2016-17, discussed adjustments to LCAP regarding percentage gains.

February 22nd 5:00-6:00- ELAC

During this Annual Update meeting parents reviewed available academic from Ed Performance, attendance data from Aeries, 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. Provided input on our EL program, adult education, and after school programs.

May 11th 3:30 - 4:30 Stakeholder Review Meeting

Parents, Staff and Community Members are presented a final draft of the 2016-17 NJESD LCAP.

May 23rd -8:00AM Student ASB Input

Met with ASB leadership and surveyed all students regarding academic environment and school climate

May 23rd Stakeholder/Community/Bargaining Unit Approval

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 follow up questions from the stakeholders. The District did not receive any other requests from the stakeholders regarding the LCAP.

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

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Provide a broad curriculum, based on State Standards that reflect evidence of rigor and relevance, which will produce students who are college and career ready.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Identified needs were determined through stakeholder discussions, the review of student data and school survey results:</p> <ul style="list-style-type: none"> New Jerusalem students need fully credentialed teacher's and standards-aligned instructional materials with facilities that are maintained in good repair. New Jerusalem students need Science, Math and English language proficiency that include English Learners. New Jerusalem students need standardized testing, Academic Performance Index, College and Career readiness, as well as English learners that become English proficient through the reclassification process. 	
<p>Goal Applies to:</p>	<p>Schools: New Jerusalem Elementary School</p> <p>Applicable Pupil Subgroups:</p>	<p>All Students</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

- 100% of teachers appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching, verified by the CALPADS Report. (State Priority 1 A)
- 100% of pupils will have sufficient access to the standards-aligned instructional materials, verified by the Textbook Sufficiency Certification. (State Priority 1 B)
- 100% of school facilities maintained in good repair, verified by the Facility Inspection Tool Report. (State Priority 1 C)
- Math Adoption, ELA/ELD Adoption, Next Generation Science Standards, Common Core State Standards, Professional Learning in required areas verified by ongoing teacher training, further education units, and CSET HQT. (State Priority 2 A)
- Integrated and 30 minutes of weekly designated English Language Development are provided to English learners, using standards-aligned materials. English learners are given the opportunity to participate in an after school program based on teacher attendance tracking in after school program. (State Priority 2 B)
- Utilizing the Smarter Balance Assessment data for 2014-15, a baseline for proficiency was established to compare with 2015-16 to determine student progress. See data below: (State Priority 4A)

*****14-15 Baseline CAASPP data*****

Math: All Students		ELA: All Students
Exceeds Standard:	7%*****	7%
Standard Met:	12%	21%
Standard Nearly Met:	30%	21%
Standard Not Met:	54%*****	54%

Increase the percentage of students meeting or exceeding standards by 5%.

*****CST Science Scores*****

	5th Grade*****	8th Grade
Advanced:	12%	16%
Proficient:	27%	22%
Basic:	38%	33%
Below Basic:	12%	10%
Far Below Basic:	12%	20%

Increase the percentage of students meeting proficient or advanced standards by 5%. Increase the percentage of far below basic and below basic to basic by 3%.

Increase the percentage of students making progress towards English language proficiency (AMAO 1) by 5%, verified by CELDT. (State Priority 4D)

10% of English learners will be reclassified, verified by CELDT. (State Priority 4E)

All students have access to a broad course of study including visual and performing arts and speech/debate. New Jerusalem will maintain a course of study for students as measured by class lists and school schedules. (State Priority 7A)

Unduplicated students have access to a broad course of study which includes an EL Intervention push in and pullout program, as well as an after school program. Measured by afterschool attendance tracking by certificated staff. (State Priority 7B)

Students with exceptional needs have access to broad course of study including resource support, IEP, 504, Special Education and Speech and Language support as measured by class schedules and class lists. (State Priority 7C)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. All Instruction related staff will be provided professional learning, collaboration and training in order to obtain state required compliances.</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>Staff Training 5000-5999: Services And Other Operating Expenditures Supplemental 3,000.00</p> <p>Site Principal-Collaboration-Salary 1000-1999: Certificated Personnel Salaries Supplemental 4,401.40</p> <p>Site Principal-Collaboration-Benefits 3000-3999: Employee Benefits Supplemental 772.05</p>
<p>2. Assessment System</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>Assessment Support Program 5000-5999: Services And Other Operating Expenditures Supplemental 2,000.00</p> <p>Certificated Staff-Assessment Review-Salary 1000-1999: Certificated Personnel Salaries Supplemental 1,500.00</p> <p>Certificated Staff-Assessment Review-Benefits 3000-3999: Employee Benefits Supplemental 203.62</p>
<p>3. Intervention Coordinator to support students, staff and parents.</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>Intervention Coordinator-Salary 1000-1999: Certificated Personnel Salaries Supplemental 2,500.00</p> <p>Intervention Coordinator-Benefits 3000-3999: Employee Benefits Supplemental 121.74</p> <p>Intervention Coordinator-Supplies 4000-4999: Books And Supplies Supplemental 500.00</p> <p>Intervention Coordinator-Training 5000-5999: Services And Other Operating Expenditures Supplemental 500.00</p>

<p>4. Supplemental Materials</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>Recognitions, Awards, Incentives 4000-4999: Books And Supplies Supplemental 500.00 Curriculum 4000-4999: Books And Supplies Supplemental 2,000.00 Student Educational Trips 5000-5999: Services And Other Operating Expenditures Supplemental 500.00</p>
<p>5. EL Coordinator to provide support and testing services to students. EL Coordinator will promote parent involvement and input.</p>	<p>All</p>	<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>EL Coordinator-Salary 1000-1999: Certificated Personnel Salaries Supplemental 9,500.00 EL Coordinator-Benefits 3000-3999: Employee Benefits Supplemental 1,533.77 EL Coordinator-Supplies 4000-4999: Books And Supplies Supplemental 500.00 EL Coordinator-Training 5000-5999: Services And Other Operating Expenditures Supplemental 500.00</p>
<p>6. Maintain fully credentialed teacher and instructional support</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>Certificated Staff-Salary 1000-1999: Certificated Personnel Salaries Base 65,500.00 Certificated Staff-Benefits 3000-3999: Employee Benefits Base 20,775.00</p>
<p>7. Personnel-Staffing meeting State requirements for Operational Services</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>Operations Staff-Salary 2000-2999: Classified Personnel Salaries Base 21,369.00 Operations Staff-Benefits 3000-3999: Employee Benefits Base 8,275.32</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

100% of teachers appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching, verified by the CALPADS Report. (State Priority 1 A)

100% of pupils will have sufficient access to the standards-aligned instructional materials, verified by the Textbook Sufficiency Certification. (State Priority 1 B)

100% of school facilities maintained in good repair, verified by the Facility Inspection Tool Report. (State Priority 1 C)

Math Adoption, ELA/ELD Adoption, Next Generation Science Standards, Common Core State Standards, Professional Learning in required areas verified by ongoing teacher training, further education units, and CSET HQT. (State Priority 2 A)

Integrated and 30 minutes of weekly designated English Language Development are provided to English learners, using standards-aligned materials. English learners are given the opportunity to participate in an after school program based on teacher attendance tracking in after school program. (State Priority 2 B)

Utilizing the Smarter Balance Assessment data for 2014-15, a baseline for proficiency was established to compare with 2016-17 to determine student progress. See data below: (State Priority 4A)

*****14-15 Baseline CAASPP data:*****

Math: All Students		ELA: All Students
Exceeds Standard:	7%*****	7%
Standard Met:	12%	21%
Standard Nearly Met:	30%	21%
Standard Not Met:	54%*****	54%

Increase the percentage of students meeting or exceeding standards by 5%.

*****CST Science Scores *****

5th Grade*****	8th Grade
Advanced:	12% 16%
Proficient:	27% 22%
Basic:	38% 33%
Below Basic:	12% 10%
Far Below Basic:	12% 20%

Increase the percentage of students meeting proficient or advanced standards by 5%. Increase the percentage of far below basic and below basic to basic by 3%.

Increase the percentage of students making progress towards English language proficiency (AMAO 1) by 5%, verified by CELDT. (State Priority 4D)

10% of English learners will be reclassified, verified by CELDT. (State Priority 4E)

All students have access to a broad course of study including visual and performing arts and speech/debate. New Jerusalem will maintain a

course of study for students as measured by class lists and school schedules. (State Priority 7A)

Unduplicated students have access to a broad course of study which includes an EL Intervention push in and pullout program, as well as an after school program. Measured by afterschool attendance tracking by certificated staff. (State Priority 7B)

Students with exceptional needs have access to broad course of study including resource support, IEP, 504, Special Education and Speech and Language support as measured by class schedules and class lists. (State Priority 7C)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All Instruction related staff will be provided professional learning, collaboration and training in order to obtain state required compliances.	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)	Staff Training 5000-5999: Services And Other Operating Expenditures Supplemental 3,000.00 Site Principal-Collaboration-Salary 1000-1999: Certificated Personnel Salaries Supplemental 6,000.00 Site Principal-Collaboration-Benefits 3000-3999: Employee Benefits Supplemental 1,016.88
2. Assessment System	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)	Assessment Support Program 5000-5999: Services And Other Operating Expenditures Supplemental 2,000.00 Certificated Staff-Assessment Review-Salary 1000-1999: Certificated Personnel Salaries Supplemental 1,500.00 Certificated Staff-Assessment Review-Benefits 3000-3999: Employee Benefits Supplemental 254.22
3. Intervention Coordinator to support students, staff and parents.	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)	Intervention Coordinator-Salary 1000-1999: Certificated Personnel Salaries Supplemental 3,000.00 Intervention Coordinator-Benefits 3000-3999: Employee Benefits Supplemental 542.20 Intervention Coordinator-Supplies 4000-4999: Books And Supplies Supplemental 500.00 Intervention Coordinator-Training 5000-5999: Services And Other Operating Expenditures Supplemental 500.00
4. Supplemental Materials	Districtwide	<input checked="" type="checkbox"/> All	Recognitions, Awards, Incentives 4000-4999: Books And

	e	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)	Supplies Supplemental 500.00 Curriculum 4000-4999: Books And Supplies Supplemental 2,000.00 Student Educational Trips 5000-5999: Services And Other Operating Expenditures Supplemental 500.00
5. EL Coordinator to provide support and testing services to students. EL Coordinator will promote parent involvement and input.	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)	EL Coordinator-Salary 1000-1999: Certificated Personnel Salaries Supplemental 9,500.00 EL Coordinator-Benefits 3000-3999: Employee Benefits Supplemental 1,610.06 EL Coordinator-Supplies 4000-4999: Books And Supplies Supplemental 500.00 EL Coordinator-Training 5000-5999: Services And Other Operating Expenditures Supplemental 500.00
6. 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-Salary 1000-1999: Certificated Personnel Salaries Base 65,500.00 Certificated Staff-Benefits 3000-3999: Employee Benefits Base 21,301.00
7. Personnel-Staffing meeting State requirements for Operational Services	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)	Operations Staff-Salary 2000-2999: Classified Personnel Salaries Base 23,000.00 Operations Staff-Salary 3000-3999: Employee Benefits Base 9,201.00

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- 100% of teachers appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching, verified by the CALPADS Report. (State Priority 1 A)
- 100% of pupils will have sufficient access to the standards-aligned instructional materials, verified by the Textbook Sufficiency Certification. (State Priority 1 B)
- 100% of school facilities maintained in good repair, verified by the Facility Inspection Tool Report. (State Priority 1 C)
- Math Adoption, ELA/ELD Adoption, Next Generation Science Standards, Common Core State Standards, Professional Learning in required areas verified by ongoing teacher training, further education units, and CSET HQT. (State Priority 2 A)
- Integrated and 30 minutes of weekly designated English Language Development are provided to English learners, using standards-aligned materials. English learners are given the opportunity to participate in an after school program based on teacher attendance tracking in after school program. (State Priority 2 B)
- Utilizing the Smarter Balance Assessment data for 2014-15, a baseline for proficiency was established to compare with 2017-18 to determine student progress. See data below: (State Priority 4A)
- *****14-15 Baseline CAASPP data:*****

Math: All Students		ELA: All Students
Exceeds Standard:	7%*****	7%
Standard Met:	12%	21%
Standard Nearly Met:	30%	21%
Standard Not Met:	54%*****	54%
- Increase the percentage of students meeting or exceeding standards by 5%.
- *****CST Science Scores *****

	5th Grade*****	8th Grade
Advanced:	12%	16%
Proficient:	27%	22%
Basic:	38%	33%
Below Basic:	12%	10%
Far Below Basic:	12%	20%
- Increase the percentage of students meeting proficient or advanced standards by 5%. Increase the percentage of far below basic and below basic to basic by 3%.
- Increase the percentage of students making progress towards English language proficiency (AMAO 1) by 5%, verified by CELDT. (State Priority 4D)
- 10% of English learners will be reclassified, verified by CELDT. (State Priority 4E)
- All students have access to a broad course of study including visual and performing arts and speech/debate. New Jerusalem will maintain a

course of study for students as measured by class lists and school schedules. (State Priority 7A)

Unduplicated students have access to a broad course of study which includes an EL Intervention push in and pullout program, as well as an after school program. Measured by afterschool attendance tracking by certificated staff. (State Priority 7B)

Students with exceptional needs have access to broad course of study including resource support, IEP, 504, Special Education and Speech and Language support as measured by class schedules and class lists. (State Priority 7C)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All Instruction related staff will be provided professional learning, collaboration and training in order to obtain state required compliances.	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)	Staff Training 5000-5999: Services And Other Operating Expenditures Supplemental 3,000.00 Site Principal-Collaboration-Salary 1000-1999: Certificated Personnel Salaries Supplemental 6,000.00 Site Principal-Collaboration-Benefits 3000-3999: Employee Benefits Supplemental 1,016.88
2. Assessment System	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)	Assessment Support Program 5000-5999: Services And Other Operating Expenditures Supplemental 2,000.00 Certificated Staff-Assessment Review-Salary 1000-1999: Certificated Personnel Salaries Supplemental 1,500.00 Certificated Staff-Assessment Review-Benefits 3000-3999: Employee Benefits Supplemental 254.22
3. Intervention Coordinator to support students, staff and parents.	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)	Intervention Coordinator-Salary 1000-1999: Certificated Personnel Salaries Supplemental 15,000.00 Intervention Coordinator-Benefits 3000-3999: Employee Benefits Supplemental 2,542.20 Intervention Coordinator-Supplies 4000-4999: Books And Supplies Supplemental 1,500.00 Intervention Coordinator-Training 5000-5999: Services And Other Operating Expenditures Supplemental 1,000.00
4. Supplemental Materials	Districtwide	<input checked="" type="checkbox"/> All	Recognitions, Awards, Incentives 4000-4999: Books And

	e	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)	Supplies Supplemental 500.00 Curriculum 4000-4999: Books And Supplies Supplemental 2,000.00 Student Educational Trips 5000-5999: Services And Other Operating Expenditures Supplemental 500.00
5. EL Coordinator to provide support and testing services to students. EL Coordinator will promote parent involvement and input.	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)	EL Coordinator-Salary 1000-1999: Certificated Personnel Salaries Supplemental 3,500.00 EL Coordinator-Benefits 3000-3999: Employee Benefits Supplemental 610.06 EL Coordinator-Supplies 4000-4999: Books And Supplies Supplemental 500.00 EL Coordinator-Training 5000-5999: Services And Other Operating Expenditures Supplemental 500.00
6. 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-Salary 1000-1999: Certificated Personnel Salaries Base 65,500.00 Certificated Staff-Benefits 3000-3999: Employee Benefits Base 22,000.00
7. Personnel-Staffing meeting State requirements for Operational Services	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)	Operations Staff-Salary 2000-2999: Classified Personnel Salaries Base 25,000.00 Operations Staff-Benefits 3000-3999: Employee Benefits Base 9,564.00

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

GOAL 2:	Involve all stakeholders in strengthening learning environments that are effective, engaging and safe.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Identified needs were determined through stakeholder discussions, the review of student data and school survey results: New Jerusalem Elementary students need Parental involvement in the decision making process in programs for unduplicated pupils and special need subgroups. New Jerusalem Elementary students need Pupil engagement, to attend school in order to avoid chronic absenteeism rates and middle school dropout rates. New Jerusalem Elementary students need a school climate that reduces pupil suspension and pupil expulsion rates. New Jerusalem Elementary students need measures that include surveys of pupils, parents and teachers on the sense of safety and school connectedness.	
Goal Applies to:	Schools:	New Jerusalem Elementary School
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<p>Continue to involve parents in LCAP stakeholder meetings, School Site Council and Academic Nights. Verified by sign-in sheets from meetings. (State Priority 3 A)</p> <p>Continue to involve parents of unduplicated students in the ELAC and DELAC, verified by sign in sheets. (State Priority 3 B)</p> <p>Continue to involve parents of Exceptional Needs students in the 504, Student Study Team and IEP process, verified by SEIS. (State Priority 3 C)</p> <p>Increase attendance rates to 95%, verified by CALPADS. 15-16 data: 93.12% (State Priority 5 A)</p> <p>Maintain a 0% chronic absenteeism rate, verified by CALPADS. (State Priority 5 B)</p> <p>Maintain a 0% Middle School dropout rate, verified by CALPADS. (State Priority 5 C)</p> <p>Maintain a 0% pupil suspension rate, verified by CALPADS. (State Priority 6 A)</p> <p>Maintain a 0% pupil expulsion rate, verified by CALPADS. (State Priority 6 B)</p> <p>Maintain 5% response rate through parent, student and stakeholder survey. (State Priority 6C)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Survey and educate students and parents 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)	Survey Monkey License 5000-5999: Services And Other Operating Expenditures Supplemental 200.00 Professional Development/Peace Builders 5000-5999: Services And Other Operating Expenditures Supplemental 500.00
2. Positive school culture character education	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 5000-5999: Services And Other Operating Expenditures Supplemental 500.00 Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 200.00 Valley Community Counseling-Student Support 5000-5999: Services And Other Operating Expenditures Supplemental 2,500.00

<p>3. Parent outreach activities to promote good attendance</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>Aeries Attendance Software-Auto Dialer 5000-5999: Services And Other Operating Expenditures Supplemental 2,135.00 Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 200.00</p>
<p>4. Mathematics support: Math Facts, Alex Math and after school support services.</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>Math Software Program 5000-5999: Services And Other Operating Expenditures Supplemental 1,500.00 Certificated Staff-After School Program-Salary 1000-1999: Certificated Personnel Salaries Supplemental 2,500.00 Certificated Staff-After School Program-Benefits 3000-3999: Employee Benefits Supplemental 403.62 Instructional Aide-Afterschool Support-Salary 2000-2999: Classified Personnel Salaries Supplemental 23,098.00 Instructional Aide-Afterschool Support-Benefits 3000-3999: Employee Benefits Supplemental 5,237.00</p>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Continue to involve parents in LCAP stakeholder meetings, School Site Council and Academic Nights. Verified by sign-in sheets from meetings. (State Priority 3 A)</p> <p>Continue to involve parents of unduplicated students in the ELAC and DELAC, verified by sign in sheets. (State Priority 3 B)</p> <p>Continue to involve parents of Exceptional Needs students in the 504, Student Study Team and IEP process, verified by SEIS. (State Priority 3 C)</p> <p>Increase attendance rates to 95%, verified by CALPADS. 15-16 data: 93.12% (State Priority 5 A)</p> <p>Maintain a 0% chronic absenteeism rate, verified by CALPADS. (State Priority 5 B)</p> <p>Maintain a 0% Middle School dropout rate, verified by CALPADS. (State Priority 5 C)</p> <p>Maintain a 0% pupil suspension rate, verified by CALPADS. (State Priority 6 A)</p> <p>Maintain a 0% pupil expulsion rate, verified by CALPADS. (State Priority 6 B)</p> <p>Maintain 5% response rate through parent, student and stakeholder survey. (State Priority 6C)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Survey and educate students and parents 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)	Survey Monkey License 5000-5999: Services And Other Operating Expenditures Supplemental 200.00 Professional Development/Peace Builders 5000-5999: Services And Other Operating Expenditures Supplemental 750.00
2. Positive school culture character education	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 5000-5999: Services And Other Operating Expenditures Supplemental 750.00 Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 200.00 Valley Community Counseling-Student Support 5000-5999: Services And Other Operating Expenditures Supplemental 2,500.00

<p>3. Parent outreach activities to promote good attendance</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>Aeries Attendance Software-Auto Dialer 5000-5999: Services And Other Operating Expenditures Supplemental 2,135.00</p> <hr/> <p>Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 200.00</p>
<p>4. Mathematics support: Math Facts, Alex Math and after school support services.</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>Math Software Program 5000-5999: Services And Other Operating Expenditures Supplemental 1,500.00</p> <hr/> <p>After School Program-Certificated-Salary 1000-1999: Certificated Personnel Salaries Supplemental 2,500.00</p> <hr/> <p>After School Program-Certificated-Salary 3000-3999: Employee Benefits Supplemental 423.70</p> <hr/> <p>After School Program-Instructional Aide-Salary 2000-2999: Classified Personnel Salaries Supplemental 25,000.00</p> <hr/> <p>After School Program-Instructional Aide-Benefits 3000-3999: Employee Benefits Supplemental 6,163.79</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Continue to involve parents in LCAP stakeholder meetings, School Site Council and Academic Nights. Verified by sign-in sheets from meetings. (State Priority 3 A)</p> <p>Continue to involve parents of unduplicated students in the ELAC and DELAC, verified by sign in sheets. (State Priority 3 B)</p> <p>Continue to involve parents of Exceptional Needs students in the 504, Student Study Team and IEP process, verified by SEIS. (State Priority 3 C)</p> <p>Increase attendance rates to 95%, verified by CALPADS. 15-16 data: 93.12% (State Priority 5 A)</p> <p>Maintain a 0% chronic absenteeism rate, verified by CALPADS. (State Priority 5 B)</p> <p>Maintain a 0% Middle School dropout rate, verified by CALPADS. (State Priority 5 C)</p> <p>Maintain a 0% pupil suspension rate, verified by CALPADS. (State Priority 6 A)</p> <p>Maintain a 0% pupil expulsion rate, verified by CALPADS. (State Priority 6 B)</p> <p>Maintain 5% response rate through parent, student and stakeholder survey. (State Priority 6C)</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Survey & educate students and parents 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)	Survey Monkey License 5000-5999: Services And Other Operating Expenditures Supplemental 200.00 Professional Development/Peace Builders 5000-5999: Services And Other Operating Expenditures Supplemental 1,000.00
2. Positive school culture character education	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 5000-5999: Services And Other Operating Expenditures Supplemental 1,300.00 Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 200.00 Valley Community Counseling-Student Support 5000-5999: Services And Other Operating Expenditures Supplemental 3,000.00

<p>3. Parent outreach activities to promote good attendance</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>Aeries Attendance Software-Auto Dialer 5000-5999: Services And Other Operating Expenditures Supplemental 2,135.00</p> <p>Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 200.00</p>
<p>4. Mathematics support: Math Facts, Alex Math and after school support services.</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>Math Software Program 5000-5999: Services And Other Operating Expenditures Supplemental 1,500.00</p> <p>After School Program-Certificated-Salary 1000-1999: Certificated Personnel Salaries Supplemental 2,500.00</p> <p>After School Program-Certificated-Benefits 3000-3999: Employee Benefits Supplemental 423.70</p> <p>After School Program-Instructional Aide-Salary 2000-2999: Classified Personnel Salaries Supplemental 26,600.00</p> <p>After School Program-Instructional Aide-Benefits 3000-3999: Employee Benefits Supplemental 7,163.79</p>

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 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: <u>New Jerusalem Elementary School</u> Applicable Pupil Subgroups: <u>All Students</u>		
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.	Actual Annual Measurable Outcomes:	Stakeholders agreed that all student programs and services were effective in meeting the District's goals. Students at New Jerusalem currently have a 93.12% 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 95%. 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.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide in-school incentives for perfect and improved attendance.	Recognition Awards, in-school parties, end of year prize drawing for perfect attendance. 4000-4999: Books And Supplies Base 450.00	Provided in-school incentives for perfect and improved attendance.	Provided Recognition Awards, in-school parties, end of year prize drawing for perfect attendance. 4000-4999: Books And Supplies Base 450.00
Scope of Service: <u>All</u>		Scope of Service: <u>All</u>	
<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)	

<p>_ Other Subgroups: (Specify)</p>			
<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 610.00</p>	<p>Communicated with parents about attendance/truancy issues through the SARB process.</p>	<p>Administration contacted parents to develop a partnership and plan to improve attendance. 1000-1999: Certificated Personnel Salaries Base 2,307.00</p> <p>Administration contacted parents to develop a partnership and plan to improve attendance. 3000-3999: Employee Benefits Base 329.78</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</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>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</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>Site Administration will analyze monthly ADA reports. Will use monthly ADA reports to monitor attendance rates and chronic absences.</p>	<p>Administrator Analysis and Monitoring 1000-1999: Certificated Personnel Salaries Base 5,153.00</p> <p>Administrator Analysis & Monitoring 3000-3999: Employee Benefits Base 1,398.00</p> <p>Classified report preparation 2000-2999: Classified Personnel Salaries Base 2,307.00</p> <p>Classified report preparation 3000-3999: Employee Benefits Base 483.00</p>	<p>Site Administrator analyzed monthly ADA reports. Administrator used monthly ADA reports to monitor attendance rates and chronic absences.</p>	<p>Administrator Analyzed and Monitored 1000-1999: Certificated Personnel Salaries Base 5,153.00</p> <p>Administrator Analyzed and Monitored 3000-3999: Employee Benefits Base 736.62</p> <p>Classified report preparation 2000-2999: Classified Personnel Salaries Base 2,307.00</p> <p>Classified report preparation 3000-3999: Employee Benefits Base 498.59</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>New Jerusalem Elementary School District actions, services and expenditures have been maintained in the 2015-16 fiscal year. However, the goal attendance rate of 95% was not reached by P2 attendance reporting. The District will be reporting a 93.12% attendance rate for 2015-16. The action to improve the attendance rate and maintain the services to all the District students as well as English Learners, Foster Youth and low income students will continue to be a goal for the District. The attendance goal of 95% rate is still a viable goal and with continued communication and support to the families of New Jerusalem Elementary School District the District will work toward the 95% attendance percentage moving forward into the 2016-17 fiscal year. Through Stakeholder meetings, it was agreed upon that goal 1 and goal 4, will be combined and will serve as goal 2, focusing on school climate and parent involvement, in the 16-17 year, addressing state priorities 3, 5, and 6.</p>		

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 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	
Goal Applies to:	Schools: <u>New Jerusalem Elementary School</u> Applicable Pupil Subgroups: <u>All Students</u>		
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.	Actual Annual Measurable Outcomes:	Stakeholders agreed that all student programs and services were effective in meeting the District's goals. Utilizing the Smarter Balance Assessment data for 2015, a baseline for proficiency was established to compare with 2016 results to determine progress. Additionally, data collected through our Ed. Performance Assessment and Accelerated Reader was used to verify whether a 5% proficiency gain occurred and the effectiveness of our plan. All students had access to a broad course of study including visual and performing arts and speech/debate. We maintained course of study for our students as measured by class lists and school schedules. Unduplicated pupils had access to a broad course of study including our EL intervention push in and pullout program and after school program. New Jerusalem Elementary maintained the course of study as measured by course listings and school schedules. These courses of study have also been maintained 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 and class lists. Progress of EL students as measured by the CELDT scores is 5% percent. New Jerusalem maintained these percentages. The measurable outcome of our reclassified English Learner students was measured by CELDT results. The recommended 5% percent was maintained.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide intervention for students who are identified as below grade level.	After School Program 1000-1999:	Provided intervention for students who are identified as below grade level.	After School Program 1000-1999:

	Certificated Personnel Salaries Supplemental 3,200.00		Certificated Personnel Salaries Supplemental 1,244.00
	After School Program 3000-3999: Employee Benefits Supplemental 756.00		After School Program 3000-3999: Employee Benefits Supplemental 177.83
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)	
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 4,000.00	Encouraged all grade levels to utilize the Accelerated Reader Program.	Purchased Annual Subscription to Renaissance Learning for Reading Program 5000-5999: Services And Other Operating Expenditures Supplemental 3,444.50
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)	
Provide in-school incentives for students who show improvement in reading.	Recognition, Awards and Incentives 4000-4999: Books And Supplies Supplemental 500.00	Provided in-school incentives for students who show improvement in reading.	Provided Recognition, Awards and Incentives 4000-4999: Books And Supplies Supplemental 500.00
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)	
SBAC Assessments performed by staff K-8.	.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	SBAC Assessments performed by staff K-8.	.10 FTE Certificated Staff Assessment review 1000-1999: Certificated Personnel Salaries Supplemental 6,499.20 .10 FTE Certificated Staff Assessment review 3000-3999: Employee Benefits Supplemental 929.05
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?	The LEA goal to increase reading proficiency in all students by 5% was met by utilizing the Smarter Balance Assessment baseline information. Additionally, data collected through our Ed. Performance Assessment and Accelerated Reader were used to verify a 5% proficiency gain from 2014-15 to 2015-16. It has been determined that the current goals will be consolidated for the 2016-17 year into two goals and several actions and services. The reading proficiency results in Smarter Balance, Accelerated Reader and performance assessments will still be used to determine student progress through actions and services moving forward. Through Stakeholder meetings, it was agreed upon that goal 2, 3, 5, 6, and 7 will be combined and will serve as goal 1, focusing on student achievement, in the 16-17 year, addressing state priorities 1, 2, 4, 7, and 8.		

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 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	
Goal Applies to:	Schools: New Jerusalem Elementary ----- Applicable Pupil Subgroups: All Students		
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.	Actual Annual Measurable Outcomes: Stakeholders agreed that all student programs and services were effective in meeting the District's goals. We expected 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 an 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.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
In grades K-5, provide time in the school day to focus on math facts.	.03 FTE Certificated Staff 1000-1999: Certificated Personnel	Provided time to Grades 5-8 during the school day to focus on math facts.	.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Base

	Salaries Base 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Base 526.00 Math Facts 5800: Professional/Consulting Services And Operating Expenditures Base 1,275.00		1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Base 278.42 Math Facts 5800: Professional/Consulting Services And Operating Expenditures Base 1,275.00
Scope of Service: All		Scope of Service: All	
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Produce an annual Math Bee.	Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 500.00	Math Bee will be produced in the 2016-17 school year.	Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 0.00
Scope of Service: Districtwide		Scope of Service: Districtwide	
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide in-class intervention for students who are not at grade level.	.10 FTE Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental 1,735.10 .10 FTE Instructional Aide Support 3000-3999: Employee Benefits Supplemental 321.00	Provided in-class intervention for students who are not at grade level.	.10 FTE Instructional Aide Support 2000-2999: Classified Personnel Salaries Supplemental 2,943.00 .10 FTE Instructional Aide Support 3000-3999: Employee Benefits Supplemental 636.04

<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</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>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</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>Provide in-school incentives for students who show growth in math.</p>	<p>Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 150.00</p>	<p>Provided in-school incentives for students who show growth in math.</p>	<p>Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 150.00</p>
<p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</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>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</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>Purchase ALEX Math software to increase student exposure to math.</p>	<p>Math Software Program 5800: Professional/Consulting Services And Operating Expenditures Base 450.00</p>	<p>Purchased ALEX Math software to increase student exposure to math.</p>	<p>Math Software Program 5800: Professional/Consulting Services And Operating Expenditures Base 1,327.50</p>
<p>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</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>Scope of Service All</p> <hr/> <p><input checked="" type="checkbox"/> All</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>	

_ Other Subgroups: (Specify)			
Provide in class intervention for students who are not at grade level.		Additional Assistance EL Program Instructional Aide 2000-2999: Classified Personnel Salaries Other 13,000.00	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	Additional Assistance EL Program instructional Aide 3000-3999: Employee Benefits Other 2,809.55
Scope of Service	All		Scope of Service All
_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ 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 LEA goal to increase math proficiency in all students by 5% was met by utilizing the Smarter Balance Assessment baseline information. Additionally, data collected through our Ed. Performance Assessment was used to verify a 5% proficiency gain from 2014-15 to 2015-16. It has been determined that the current goals will be consolidated for the 2016-17 year into two goals and several actions and services. The math proficiency results in Smarter Balance and performance assessments will still be used to determine student progress through actions and services moving forward. Through Stakeholder meetings, it was agreed upon that goal 2, 3, 5, 6, and 7 will be combined and will serve as goal 1, focusing on student achievement, in the 16-17 year, addressing state priorities 1, 2, 4, 7, and 8.		

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 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
Goal Applies to:	Schools: New Jerusalem Elementary ----- Applicable Pupil Subgroups: All Students	
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.	Actual Annual Measurable Outcomes: Stakeholders agreed that all student programs and services were effective in meeting the District's goals. An expected decrease of 10% in bullying incidents for 2015-16 was verified by the number of suspensions for bullying, school discipline records, parent and student surveys. New Jerusalem received input in the decision making process through, parents club, ELAC committees, school site council and LCAP surveys. The New Jerusalem Elementary maintained open communication with these groups as verified by sign in sheets, meeting minutes, and survey results. New Jerusalem provided unduplicated, EL and Foster Youth the opportunity to participate. Parent also participated in the ELAC, DELAC, and after school Title One programs. New Jerusalem Elementary saw a decrease in participation at the Stakeholder meetings verified through sign-in sheets. Parents of pupils of special needs participated in the 504, IEP process, and Parent Advisory committee meetings. Participation was monitored and verified by meeting notices, meeting notes, and signed IEP and 504 documentation. Currently, New Jerusalem has a suspension rate of 8%. The current suspension rate is verified in Aeries attendance tracking system during the school year. New Jerusalem has a zero percent expulsion rate this school year. In the January 2016 students, parents, and staff participated in a school climate survey. The results were shared with stakeholders at the meetings held in the Spring of 2016. Results from the survey indicated a need for a school wide anti-bullying program.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>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.</p>	<p>Student Survey Service 5800: Professional/Consulting Services And Operating Expenditures Supplemental 300.00</p>	<p>Surveyed students on bullying issues. Through survey's and discussion engaged parent groups (Parents' Club, ELAC, and School Site Council) to provide input on bullying at New Jerusalem Elementary School.</p>	<p>Student Survey Service 5800: Professional/Consulting Services And Operating Expenditures Supplemental 300.00</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 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>Provide staff training regarding bullying</p>	<p>Professional Development/Peace Builders 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,400.00</p>	<p>Provided staff training regarding bullying</p>	<p>Professional Development/Peace Builders 5800: Professional/Consulting Services And Operating Expenditures Supplemental 1,400.00</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 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>Hold an Anti-Bullying Assembly</p>	<p>Assembly Character Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental 125.00</p>	<p>Held an Anti-Bullying Assembly</p>	<p>Assembly Character Education 5800: Professional/Consulting Services And Operating Expenditures Supplemental 125.00</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 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>Provide in-school incentives for students who demonstrate excellent character.</p>	<p>Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 200.00</p>	<p>Provided in-school incentives for students who demonstrate excellent character.</p>	<p>Recognition, Awards, Incentives 4000-4999: Books And Supplies Supplemental 200.00</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 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>Offer support for students who are identified as bullies.</p>	<p>Counseling Services/Valley Community Counseling 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,500.00</p>	<p>Offered support for students who are identified as bullies.</p>	<p>Counseling Services/Valley Community Counseling 5800: Professional/Consulting Services And Operating Expenditures Supplemental 2,500.00</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</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</p>	

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?	Through Stakeholder meetings, it was agreed upon that goal 1 and goal 4 will be combined and will serve as goal 2, focusing on school climate and parent involvement, in the 16-17 year, addressing state priorities 3, 5, and 6.		

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 EL 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	
Goal Applies to:	Schools: New Jerusalem School ----- Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	EL 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.	Actual Annual Measurable Outcomes:	Stakeholders agreed that all student programs and services were effective in meeting the District's goals. EL achievement and language acquisition increased 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. New Jerusalem will maintain the level of compliance as verified by the Williams Act. Every New Jerusalem pupil has sufficient access to instructional materials. All school facilities are in good repair as verified by the FIT of December 2015.
LCAP Year: 2015-16			
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 1,500.00 CELDT Coordinator Stipend 3000-3999: Employee Benefits Other 510.00 EL Parent Group/CELDT-Certificated 1000-1999: Certificated Personnel Salaries Other 500.00 EL Parent Group/CELDT 2000-2999: Classified Personnel Salaries Other 340.00 EL Parent Group/CELDT-Classified	CELDT data was made available by the end of September.	CELDT Coordinator Stipend 1000-1999: Certificated Personnel Salaries Other 1,500.00 CELDT Coordinator Stipend 3000-3999: Employee Benefits Other 214.42 EL Parent Group/CELDT 1000-1999: Certificated Personnel Salaries Other 500.00 EL Parent Group/CELDT 3000-3999: Employee Benefits Other 71.47 EL Parent Group/CELDT 2000-2999: Classified Personnel Salaries Other

	3000-3999: Employee Benefits Other 237.00		237.00 EL Parent Group/CELDT 3000-3999: Employee Benefits Other 51.21
Scope of Service All		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>	
Review the ELL Plan with teaching staff.	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 125.00	Reviewed the EL Plan with teaching staff.	Principal prep time and bi-monthly meetings 1000-1999: Certificated Personnel Salaries Supplemental 500.00 Principal prep time and bi-monthly meetings 3000-3999: Employee Benefits Supplemental 71.47
Scope of Service All		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>	
Provide ELL Progress/Report Cards	Report card development Administration 1000-1999: Certificated Personnel Salaries Base 2,333.00	Provided EL Progress/Report Cards	Report card development Administration-Salary 1000-1999: Certificated Personnel Salaries Supplemental 2,333.00 Report card development Administration-Benefits 3000-3999: Employee Benefits Supplemental

	Report card development Administration 3000-3999: Employee Benefits Base 627.00		333.50																																				
<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td colspan="2">_ All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2">_ Low Income pupils</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2">_ Foster Youth</td> </tr> <tr> <td colspan="2">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2">_ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	All	-----		_ All		OR:		_ Low Income pupils		<input checked="" type="checkbox"/> English Learners		_ Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td colspan="2">_ All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2">_ Low Income pupils</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2">_ Foster Youth</td> </tr> <tr> <td colspan="2">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2">_ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	All	-----		_ All		OR:		_ Low Income pupils		<input checked="" type="checkbox"/> English Learners		_ Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)		
Scope of Service	All																																						

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_ Other Subgroups: (Specify)																																							
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 EL 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> <tr> <td colspan="2">-----</td> </tr> <tr> <td colspan="2">_ All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2">_ Low Income pupils</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2">_ Foster Youth</td> </tr> <tr> <td colspan="2">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2">_ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	All	-----		_ All		OR:		_ Low Income pupils		<input checked="" type="checkbox"/> English Learners		_ Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>All</td> </tr> <tr> <td colspan="2">-----</td> </tr> <tr> <td colspan="2">_ All</td> </tr> <tr> <td colspan="2">OR:</td> </tr> <tr> <td colspan="2">_ Low Income pupils</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> English Learners</td> </tr> <tr> <td colspan="2">_ Foster Youth</td> </tr> <tr> <td colspan="2">_ Redesignated fluent English proficient</td> </tr> <tr> <td colspan="2">_ Other Subgroups: (Specify)</td> </tr> </table>	Scope of Service	All	-----		_ All		OR:		_ Low Income pupils		<input checked="" type="checkbox"/> English Learners		_ Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)		
Scope of Service	All																																						

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Scope of Service	All																																						

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_ Other Subgroups: (Specify)																																							
EL Coordinator Stipend and Educational Support	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 1,464.00	Provided EL Coordinator Stipend and Educational Support	1.0 FTE Instructional Aide Support- Salary 2000-2999: Classified Personnel Salaries Supplemental 8,567.50 1.0 FTE Instructional Aide Support- Benefits 3000-3999: Employee Benefits Supplemental 1,851.60																																				
<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>	
<p>Maintain fully credentialed teacher and instructional support</p>	<p>Certificated Staff 1000-1999: Certificated Personnel Salaries Base 65,930.00</p> <p>Certificated Staff 3000-3999: Employee Benefits Base 18,827.73</p> <p>Instructional Materials 4000-4999: Books And Supplies Base 5,500.00</p> <p>Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Base 3,079.00</p>	<p>Maintained fully credentialed teachers</p>	<p>Certificated Staff-Salary 1000-1999: Certificated Personnel Salaries Base 65,500.00</p> <p>Certificated Staff-Benefits 3000-3999: Employee Benefits Base 19,563.00</p> <p>Instructional Materials 4000-4999: Books And Supplies Supplemental 5,500.00</p> <p>Contracted Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental 3,079.00</p>
<p>Scope of Service: All</p>		<p>Scope of Service: Districtwide</p>	
<p><input checked="" type="checkbox"/> All</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>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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Through Stakeholder meetings, it was agreed upon that goal 2, 3, 5, 6, and 7 will be combined and will serve as goal 1, focusing on student achievement, in the 16-17 year, addressing state priorities 1, 2, 4, 7, and 8.</p>		

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

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 instructional 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.	Actual Annual Measurable Outcomes:	Stakeholders agreed that all student programs and services were effective in meeting the District's goals. New Jerusalem Elementary expected a 5% gain in math proficiency due to full implementation of Common State Standards. All students had access to academic content and performance standards within the classroom, as verified by classroom visits and ongoing teacher training. The gains are verified through SBAC, CELDT, reclassification, and Ed. Performance results. All students had access to the required areas of study as verified by class rosters and schedules in Aeries. English Learners had access to push-in and pull-out instructional support and an after school programs. Thirty minutes of ELD instruction was done weekly, which enable students to access Common Core and ELD standards for the purpose of gaining content knowledge and English language proficiency.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
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 Supplemental 561.00	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 278.42
Scope of Service	Districtwide	Scope of Service	Districtwide

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Provide collaboration time for teachers to develop instructional norms to improve the instructional process in writing and critical thinking.</p>	<p>.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 561.00</p>	<p>Provided collaboration time for teachers to develop instructional norms to improve the instructional process in writing and critical thinking.</p>	<p>.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 278.42</p>
<p>Scope of Service Districtwide</p>		<p>Scope of Service Districtwide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Curriculum for Writing</p>	<p>.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 561.00</p>	<p>Developed Curriculum for Writing</p>	<p>.03 FTE Certificated Staff 1000-1999: Certificated Personnel Salaries Supplemental 1,947.66 .03 FTE Certificated Staff 3000-3999: Employee Benefits Supplemental 278.42</p>
<p>Scope of Service Districtwide</p>		<p>Scope of Service Districtwide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ 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?	Through Stakeholder meetings, it was agreed upon that goal 2, 3, 5, 6, and 7 will be combined and will serve as goal 1, focusing on student achievement, in the 16-17 year, addressing state priorities 1, 2, 4, 7, and 8.		

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.

<p>Original GOAL 7 from prior year LCAP:</p>	<p>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.</p>	<p>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</p>	
<p>Goal Applies to: Schools: <u>New Jerusalem Elementary</u> Applicable Pupil Subgroups: <u>All Students</u></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>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.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Stakeholders agreed that all student programs and services were effective in meeting the District's goals. New Jerusalem Elementary utilized Smarter Balance Assessment data from 2015 as a baseline for proficiency to establish a comparison with 2016 results to determine progress. Additionally, data collected through our Ed. Performance Assessment and Accelerated Reader was 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 had access to academic content and performance standards within the classrooms. The following was used to measure student progress, SBAC, CELDT, EL reclassification, and Ed. Performance Assessment results. English Learners have access to push-in and pull-out instruction support, and an after school program. Thirty minutes of ELD instruction was provided weekly, which enable students 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 was measured by the CELDT scores at zero percent. New Jerusalem maintained these percentages at a 5% teacher recommendation.</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Maintain school farm and stock for farm.	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	Maintained school farm and stock for farm.	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
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)	
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 297.00	Assigned 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 370.32
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, Through Stakeholder meetings, it was agreed upon that goal 2, 3, 5, 6, and 7 will be combined and will serve as goal 1,			

services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

focusing on student achievement, in the 16-17 year, addressing state priorities 1, 2, 4, 7, and 8.

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>\$49,009</u>
<ul style="list-style-type: none"> New Jerusalem Elementary expended Supplemental and Concentration funds to provide the following services to our students: <p>Goal 1: Action/Service 5: EL Coordinator to provide support and testing services to English Learners as well as support parent involvement.</p> <ul style="list-style-type: none"> New Jerusalem Elementary expended Supplemental and Concentration funds on a Districtwide manner to provide the following services to our students: <p>Goal 1: Action/Service 1: Professional learning, collaboration and training provided to instructional staff Action/Service 2: Student Assessment System Action/Service 3: Intervention Coordinator to support student academics, parents and staff Action/Service 4: Supplemental materials; Awards, Incentives, books and supplies provided to students</p> <p>Goal 2: Action/Service 1: Survey and educate students and parents on bullying issues Action/Service 2: Character Education to build positive school culture Action/Service 3: Parent outreach activities to promote good attendance Action/Service 4: Math support; Math Facts, Alex Math and after school support services for students</p> <ul style="list-style-type: none"> JUSTIFICATION: With an unduplicated count of 82.14% these specific actions and services (goal 1 and goal 2 above) are principally directed towards, and effective in meeting the goals for our unduplicated pupils in the state priority areas who are most at-risk and need these services, while benefiting all pupils. 	

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.

25.7	%
4	

New Jerusalem Elementary supplemental funds were spent on instructional support services, teacher training, and an ELAC Coordinator. New Jerusalem also provided staff training for ELD instructional strategies, progress monitoring tools and evaluation methods that were utilized to help EL students. Additionally, the New Jerusalem Elementary teachers received extensive training and coaching in best practice for EL students. The District goal of 5% increase in EL proficiency will be reviewed when State testing scores are available. In order to meet the 5% goal the EL Coordinator will work with ELAC parent groups to provide training and support to assist EL students with homework and study skills. The EL Coordinator will maintain reclassifications and work to increase the District reclassification rates. The Intervention Coordinator will work with staff organizing services for Foster Youth and students that are at risk. After school homework program is provided to all EL, Foster Youth and students at risk. During the summer break an Extended School Year program is provided to EL, Foster Youth and students at risk. Improvements in proficiency will be measured by tracking students' progress in systems such as Aeries, SBAC, CELDT, Ed Performance and the reclassification process.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
2000-2999: Classified Personnel Salaries	Other	13,340.00	13,237.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	12,016.10	13,224.00	23,098.00	25,000.00	26,600.00	74,698.00
3000-3999: Employee Benefits	Base	22,596.73	21,406.41	29,050.32	30,502.00	31,564.00	91,116.32
3000-3999: Employee Benefits	Concentration	1,823.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Other	3,565.00	3,146.65	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	4,521.00	5,205.07	8,271.80	10,010.85	12,010.85	30,293.50
4000-4999: Books And Supplies	Base	5,950.00	450.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	200.00	200.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	2,650.00	7,650.00	3,900.00	3,900.00	4,900.00	12,700.00
5000-5999: Services And Other Operating Expenditures	Base	4,935.00	4,935.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	4,000.00	3,444.50	13,835.00	14,335.00	16,135.00	44,305.00
5800: Professional/Consulting Services And Operating Expenditures	Base	4,804.00	2,602.50	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	4,325.00	7,404.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).