

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name Princeton Joint Unified School District

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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Princeton Joint Unified School District (PJUSD) serves students from Glenn and Colusa Counties in two schools, Princeton Elementary School (K-6th grades) and Princeton Junior Senior High School (7th-12th grades). The schools are both located in Colusa County, but more of the district students come from Glenn County, so PJUSD is organized under the oversight of the Glenn County Office of Education (GCOE). Princeton is a rural farming community, and most families in the district work in agriculture related fields. District enrollment is currently 165, with 65 students at Princeton Elementary and 100 students at Princeton Junior Senior High.

Strengths:

Small and safe school environments: Classes throughout the district average approximately 15 students. Student surveys indicate that students feel safe and comfortable at Princeton schools. Significant discipline problems are rare, partially evidenced by very low suspension and expulsion rates.

Familial environment: Students know each other, their teachers, and school staff members well.

Meeting student needs: Princeton's small school environment allows teachers and staff members to identify and meet individual student needs. A significant number of students on interdistrict transfer agreements. Many of these come to Princeton looking for a fresh start and find renewed success in Princeton.

English Learners: Students who arrive in Princeton classified as English learners make great strides in English language attainment. By the time English Learners reach high school, the majority have been reclassified as being fluent in English.

Graduation Rate: In most years, the graduation rate for Princeton Junior Senior High School is 100%. For students struggling to meet graduation requirements, Princeton's counselor and teachers are able to offer a variety of options for credit recovery to help students get back on track.

Breadth of Opportunity: Despite its small size, Princeton offers strong breadth of opportunities for students. This includes a comprehensive high school program, career technical education programs, sports programs for all seasons, and a variety of clubs and extracurricular programs.

Challenges / areas for growth:

Declining enrollment: PJUSD's single biggest challenge is declining enrollment. Declining enrollment has had a significant impact on the district's budget. The funding restoration promised by LCFF has resulted in annual improvements to per pupil funding. However, total funding has dropped significantly as a result of Princeton's declining enrollment numbers.

Academic achievement: Princeton enjoyed a steady trend of upward academic achievement that peaked in the 2013-14 school year when the district API, as well as the API scores for both Princeton schools were over 800. Since then, we have made progress in adjusting to new academic content standards and frameworks, curriculum, and assessment. However, we have not returned to the level of performance we were at prior to these changes. It is our hope that ongoing professional development and updated curriculum will help us to improve academic achievement to a more satisfactory level.

LCAP HIGHLIGHTS

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

Princeton's LCAP features three goals which address three key areas: conditions of learning, pupil outcomes, and engagement. These goals are listed below.

Goal 1: Conditions of Learning: Princeton Joint Unified School District will optimize the conditions of student learning by hiring, developing, and retaining highly competent, effective teachers who will provide instructional programs that are standards-aligned, intellectually challenging, and developmentally appropriate for all learners using appropriate instructional materials in well-maintained school facilities.

Goal 2: Pupil Outcomes: Princeton students will grow in knowledge and ability through a comprehensive course of study, which they will demonstrate through a variety of measures, including standardized tests, college and career preparedness, and English learner reclassification.

Goal 3: Engagement: Princeton schools will foster a climate of engagement, involvement and connectedness that will be demonstrated in strong attendance and graduation rates, low suspension and expulsion rates, and a strong sense of safety. Parents and other stakeholders will be actively engaged in district and school decision-making processes.

The 2016-17 Local Control and Accountability Plan is the first to incorporate data from the newly released California School Dashboard. The Dashboard highlighted several areas where Princeton students were doing well: English Learner progression, behavior measures (suspension / expulsion rates), and graduation rates. It also highlighted significant need for improvement in academic performance. Princeton stakeholders are optimistic that new curriculum being adopted as well as ongoing professional development will help produce better academic results in upcoming years. This year's LCAP is also the first to incorporate a more static model, in which a three-year plan is adopted and updated, rather than having a fully new three-year plan produced each year.

REVIEW OF PERFORMANCE

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

Princeton staff and community were excited to see the newly released CA School Dashboard. For several years prior, progress on the Academic Performance Index had been a source of motivation and pride for the school community. The release of the CA School Dashboard highlighted several areas of ongoing success and several areas in need of further and/or renewed improvement.

Those areas highlighted as the greatest areas of success:

1) English Learner progress: Princeton English learners continued to make excellent progress in reaching fluency in English. On the CA School Dashboard, this measure was blue, based on student reclassification to fluent and/or progress on the CELDT test. Princeton will continue to offer ELD classes and the support of a bilingual paraprofessional to meet the needs of English learners.

2) High school graduation rate: In 2016-17, 100% of Princeton seniors successfully completed requirements for graduation. This 100% graduation rate was a testament to the hard work of the students, their teachers, and our school counselor. A number of these students came to Princeton with credit deficiencies, so their on-time graduation required use of a number of different credit recovery options. Princeton will continue to provide the individualized, one-on-one attention that has helped students to be so successful at graduating on time.

3) Suspension rate: Princeton continues to be a safe, positive school environment. The very low suspension and expulsion rates attest to the low incidence of discipline problems. Our staff will continue to work positively to address behavior needs as they arise. Recent needs indicate that these efforts will need to be focused on helping students be responsible users of social media.

GREATEST PROGRESS

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

The CA School Dashboard displayed two orange rankings for Princeton Joint Unified School District. They were for English Language Arts (3-8) and mathematics (3-8). To address these shortcomings, we plan to take the following steps:

1) Benchmark testing: We have begun a more thorough use of the CAASPP Interim Assessments. We believe that doing so will provide assessment data that is valuable to our teachers in planning their instruction. We also believe that the greater familiarity with the tests will help the students to perform to the best of their abilities, improving their scores on the standardized tests.

2) Curriculum: We have adopted and are using mathematics curriculum that was written for the Common Core Standards. We have not to this point adopted new ELA curriculum, but we are beginning an evaluation of new curriculum during Spring 2017 with the intention of adopting new curriculum for the 2017-18 school year. We are hopeful that new curriculum, written for the Common Core Standards, will help our students to be more successful in mastering ELA content standards.

GREATEST NEEDS

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

Princeton did not have any indicators for which any student group was two or more performance levels below the "all student" performance. Thus, all our efforts at improvement will be oriented toward all of our students.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Princeton Joint Unified School District’s unduplicated pupil count is 71.00%, comprised of English learners and low income students. Because Princeton Joint Unified School District is above the 55% threshold for unduplicated pupils supplemental and concentration grant funds will be used in a districtwide manner.

Princeton Joint Unified School District has experienced a 25% decline in enrollment since 2008-09, going from 236 students to 165 students in 2016-17. Since the implementation of Local Control Funding Formula in 2013-14, per pupil funding has been increasing toward the funding level we had before the significant cuts that occurred in the 2008-09 school year. However, declining enrollment has meant that total funding for PJUSD has been declining. During this period, we have not significantly cut staffing, meaning that our student to teacher ratio has been improving (2008-09: 14.8 to 1 student to teacher ratio, 2016-17: 13.1 to 1 student to teacher ratio).

We have maintained a full counselor position, for a student to counselor ratio that is far lower than most districts. (2008-09: 236 to 1 student to counselor ratio, 2016-17: 165 to 1 student to counselor ratio). We have also expanded transportation services, lengthening our north and south bus routes. We have chosen to do so even with transportation funding that covers approximately half our actual transportation costs. ASES funding has been steadily declining, but we have continued to offer the SPARK After School Program. Summer school, also traditionally ASES-funded, has required general fund support in recent years. We believe these program decisions benefit all students, and are appropriate districtwide uses of concentration and supplemental funds. We also believe that their positive effects will be most pronounced for students with the greatest learning needs, many of whom are represented in our unduplicated pupil count.

In addition to planned improvements for all students, our aim for improvement of services for low-income students centers on providing programs for students that will assist them in obtaining financial success after graduation. We continue to offer a Post-HS Preparation course to senior students. Though this class is required for all twelfth grade students, we believe it has the most significant potential benefits for low income pupils. We will also offer a Cash for College scholarship workshop night, designed to help students and their families gain better access to financial aid resources. This is a higher need area for low income pupils and will help our rates of college attendance continue to improve. We are also continuing implementation of two new College Career Pathways: Health and Medical Fields and Manufacturing. The primary goal of these pathways is to prepare students for careers in high demand areas of employment.

Princeton will continue making two primary improvements to the services offered to English learners and their families. First, we will continue integrating the revised California English Language Development Standards into our instruction and assessment. These standards represent an improvement from previous ELD standards, and we believe that our educational program will be improved with these standards as the basis. Second, we will continue work on a redesign of our district and school websites, which allow translation of the site to other languages using a drop down menu. We believe that this will significantly enhance communication with our English learners and their families. We will also be utilizing Facebook (among other social media sites) to provide regular updates on the school. Facebook also allows for easy translation services.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$2,357,921.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,244,570.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General Fund Budget Expenditures not included in the LCAP: Administrative and clerical staff salaries and benefits; transportation program staff salary and benefits; transportation program vehicle/bus repairs and maintenance; transportation program vehicle/bus fuel; district-wide administrative and facility supplies; district-wide utilities and communications expenses; food services budget support; and insurance, consulting, and legal services.

\$2,025,752

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Conditions of Learning: Princeton Joint Unified School District will optimize the conditions of student learning by hiring, developing, and retaining highly competent, effective teachers who will provide instructional programs that are standards-aligned, intellectually challenging, and developmentally appropriate for all learners using appropriate instructional materials in well-maintained school facilities.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1) 100% of teachers will be appropriately assigned.
- 2) Sufficient instructional materials will be available for all classes, as evidenced in board resolution.
- 3) Facilities Inspection Tool Evaluation will indicate all facilities in satisfactory repair.
- 4) All PJUSD teachers will participate in standards-based professional development.
- 5) ELD instruction will be provided to all ELD students.

ACTUAL

- 1) 100% of teachers were appropriately assigned. For some assignments, the district utilized the flexibility provided by a Committee on Assignments and/or Necessary Small School classification to determine appropriate assignment.
- 2) Sufficient instructional materials are available for all classes. In 2016-17, this included selection, adoption, and purchase of new curriculum for Integrated Math I, II, and III. The district is currently evaluating a change in ELA curriculum for grades K-6 that is written for current CA ELA content standards. This curriculum embeds updated social science and science standards. At the secondary level, we anticipate selection and adoption of curriculum for science and social science in upcoming years.
- 3) The 2016-17 FIT Evaluation showed both Princeton school sites to be in satisfactory repair.
- 4) All PJUSD teachers did participate in standards-based professional development.
- 5) ELD instruction has been provided to all ELD students.

ACTIONS / SERVICES

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

Action 1

<p>Actions/Services</p>	<p>PLANNED The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education</p>	<p>ACTUAL 100% of teachers were appropriately credentialed and/or assigned. For some assignments, the district utilized the flexibility provided by a Committee on Assignments and/or Necessary Small School classification to determine appropriate assignment.</p>
<p>Expenditures</p>	<p>BUDGETED Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 608721 Certificated Benefits 3000-3999: Employee Benefits Base 243240</p>	<p>ESTIMATED ACTUAL Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 611741 Certificated Benefits 3000-3999: Employee Benefits Base 284147</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED Beginning teachers will be supported through BTSA</p>	<p>ACTUAL Beginning teachers (two total) were supported through BTSA.</p>
<p>Expenditures</p>	<p>BUDGETED BTSA Support Costs 5000-5999: Services And Other Operating Expenditures Title II 6000</p>	<p>ESTIMATED ACTUAL BTSA Support Costs 5000-5999: Services And Other Operating Expenditures Base 7200</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED The District will ensure that all students will have access to standards-aligned instructional materials; for 2016-17 this will likely focus on evaluation and adoption of science curriculum</p>	<p>ACTUAL In 2016-17, the District selected, adopted, and purchased new curriculum for Integrated Math I, II, and III. The district is currently evaluating a change in ELA curriculum for grades K-6 that is written for current CA ELA content standards. This curriculum embeds updated social science and science standards. At the secondary level, we anticipate selection and adoption of curriculum for science and social science in upcoming years.</p>
<p>Expenditures</p>	<p>BUDGETED Curriculum purchase 4000-4999: Books And Supplies Base 10000</p>	<p>ESTIMATED ACTUAL Curriculum purchase 4000-4999: Books And Supplies Lottery 8514</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED The District will ensure that all facilities are maintained and in good repair</p>	<p>ACTUAL All facilities were maintained in good repair. 2016-17 facilities upgrades included installation of LED lights and network thermostats through the district. We also continued improvements to our high school shop.</p>
<p>Expenditures</p>	<p>BUDGETED Maintenance and operations budget 2000-2999: Classified Personnel Salaries Base 93127</p>	<p>ESTIMATED ACTUAL Maintenance and operations budget 2000-2999: Classified Personnel Salaries Base 96727</p>

Maintenance and operations benefits 3000-3999: Employee Benefits Base 52498
 Maintenance and operations services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base 164000

Maintenance and operations benefits 3000-3999: Employee Benefits Base 52890
 Maintenance and operations services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base 156319

Action **5**

Actions/Services

PLANNED
 The District will ensure that all teachers have access to professional development opportunities, minimally participating in the Glenn Common to the Core All Staff Development Day. Professional development opportunities will cover a variety of instructional needs including Common Core, revised ELD standards, STEM, Career Pathways, and technology.

ACTUAL
 All teachers had access to professional development opportunities, minimally participating in the Glenn Common to the Core All Staff Development Day. Professional development opportunities have covered a variety of instructional needs including Common Core, revised ELD standards, STEM, Career Pathways, mathematics, and technology

Expenditures

BUDGETED
 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base 5000

ESTIMATED ACTUAL
 Professional Development 5000-5999: Services And Other Operating Expenditures Base 4065

Action **6**

Actions/Services

PLANNED
 The District will ensure that all teachers are CLAD-certified and trained in SDAIE methods; the Princeton Jr Sr High School master schedule will reflect ELD periods.

ACTUAL
 All teachers are CLAD-certified and trained in SDAIE methods; the Princeton Jr Sr High School master schedule included an ELD period.

Expenditures

BUDGETED
 None 0

ESTIMATED ACTUAL
 None 0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

We have implemented the majority of the specified actions and services to accomplish the goal of providing the conditions necessary for learning. Among the actions, there will be some that recur in future years (e.g., continuing to update curriculum, maintaining and improving facilities, hiring and training teachers, etc.).

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

The actions / services specified have been effective in achieving the goal of providing the conditions necessary for learning. A number of the actions will be repeated in future LCAP action plans as they are actions that are necessary to perform on an annual basis.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures. Certificated benefits were updated to reflect higher actual expenditures.

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

This goal and the associated actions will remain essentially unchanged, though there will be some changes in planned expenditures on curriculum and facilities upgrades, as detailed in the Goal 1 Action Plan.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Pupil Outcomes: Princeton students will grow in knowledge and ability through a comprehensive course of study, which they will demonstrate through a variety of measures, including standardized tests, college and career preparedness, and English learner reclassification.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1) Undetermined SBAC / CAASPP Proficiency rate, pending results of first year's testing data and/or state established goal.
- 2) API baseline will be set by the state. EAMO will be set once API baseline is available.
- 3) At least 33% of graduating students will complete UC / CSU A-G requirements.
- 4) At least 20% of graduating students will complete CTE courses of study.
- 5) At least 50% of ELD students will advance at least one level on the CELDT.
- 6) At least 25% of ELD students will be reclassified as Fluent English Proficient.
- 7) N/A – EAMOs for AP pass rates will not be set until AP courses are offered at Princeton Junior Senior High School.
- 8) At least 25% of high school juniors will test as college ready on the CSU EAP.
- 9) CAHSEE pass rate for 10th grade students will be at least 80% annually. [Note: This EAMO may not be applicable if the CAHSEE is discontinued.]

ACTUAL

- 1) 2015-16: For both math and ELA, Princeton students were rated orange on the CA School Dashboard.
- 2) N/A: The API has been discontinued, and a single numerical measure is not currently planned.
- 3) 2015-16: 15% (3 of 20) of graduating students completed UC / CSU A-G requirements
- 4) 2015-16: 20% (4 of 20) of graduating students completed a CTE course of study
- 5 & 6) 2015-16: Princeton students were rated blue (highest ranking) on the CA School Dashboard, which measured both CELDT results and reclassification rates.
- 7) N/A: AP courses are not offered at Princeton Junior Senior High School, so no results were produced.
- 8) 2015-16: ELA - 25% (2 of 8) of high school juniors tested as college ready on the CSU EAP as measured by the CAASPP; Math - 12.5% (1 of 8) of high school juniors tested as college ready on the CSU EAP as measured by the CAASPP
- 9) N/A: The CAHSEE has been discontinued, so no results were produced.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p>PLANNED Continue benchmark testing and results evaluation.</p>	<p>ACTUAL Benchmark testing using CAASPP Interim assessments was more thoroughly utilized to predict and improve student performance.</p>
Expenditures	<p>BUDGETED None</p>	<p>ESTIMATED ACTUAL None</p>

Action **2**

Actions/Services	<p>PLANNED All teachers will collaborate through bi-monthly late start meetings.</p>	<p>ACTUAL All teachers collaborated during bi-monthly late start meetings.</p>
Expenditures	<p>BUDGETED None</p>	<p>ESTIMATED ACTUAL None</p>

Action **3**

Actions/Services	<p>PLANNED Full implementation of Butte Glenn College Career Pathway Trust Grant pathways – Medical / Health and Fabrication (Welding).</p>	<p>ACTUAL Both BGCPT pathways have been fully implemented.</p>
Expenditures	<p>BUDGETED Pathway lead and counselor stipends 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 10000 Curriculum, materials, and supplies purchase 4000-4999: Books And Supplies California Career Pathways Trust 10000</p>	<p>ESTIMATED ACTUAL Pathway lead and counselor stipends 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 10000 Curriculum, materials, and supplies purchase 4000-4999: Books And Supplies California Career Pathways Trust 17451</p>

Action **4**

Actions/Services	<p>PLANNED Maintain categorically funded bilingual instructional aide position at Princeton Elementary School.</p>	<p>ACTUAL This position was maintained and utilized in all elementary school classes.</p>
Expenditures	<p>BUDGETED .63 FTE Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Other 18362 3000-3999: Employee Benefits Other 11625</p>	<p>ESTIMATED ACTUAL .63 FTE Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Other 18362 3000-3999: Employee Benefits Other 11625</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED Plan and implement districtwide intervention schedule.</p>	<p>ACTUAL Further discussion took place around a districtwide intervention schedule, but thus far Princeton has not reached a consensus on use of districtwide intervention. Instead, interventions have remained more limited and targeted.</p>
<p>Expenditures</p>	<p>BUDGETED None</p>	<p>ESTIMATED ACTUAL None</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The planned actions to improve pupil outcomes were partially implemented. The two actions still in need of completion are a more complete use of benchmark assessments and a more thorough use of student intervention strategies.

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

The pupil outcomes goal includes a variety of metrics. Some of those metrics are positive, including English learner progress and graduation rate. Others show need for improvement, including the proficiency levels demonstrated on the CAASPP and CSU EAP, as well as CSU A-G completion rate. Planned actions remain appropriate to improve performance in these areas.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The California School Dashboard was released in March 2017. Princeton's EAMOs have been updated to reflect the metrics and rating system used on the California School Dashboard. Princeton has also excluded EAMOs that are no longer available, including Academic Performance Index (API) and CAHSEE pass rate. Finally, because Princeton does not offer any AP courses nor have students take AP tests, AP results have been excluded from Princeton's goal setting / data analysis. All of these changes can be found in Goal 2.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Engagement: Princeton schools will foster a climate of engagement, involvement and connectedness that will be demonstrated in strong attendance and graduation rates, low suspension and expulsion rates, and a strong sense of safety. Parents and other stakeholders will be actively engaged in district and school decision-making processes.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 1) Maintain attendance rate above 95%.
- 2) Maintain chronic absenteeism rate below 10%.
- 3) Maintain 0% middle school dropout rate.
- 4) Maintain high school dropout rates of 10% or lower.
- 5) Maintain graduation rates of 90% or higher.
- 6) Maintain student suspension rates of 5% or lower.
- 7) Maintain student expulsion rates below 2%.
- 8) Maintain parental involvement in School Site Council.

ACTUAL

- 1) 2015-16 attendance rate: 95.6%
- 2) 2015-16 Chronic absenteeism rate: 8.1% (16 of 197 students with 18 or more absences)
- 3) 2015-16 middle school dropout rate: 0%
- 4) 2015-16 high school drop out rate: 0%
- 5) 2015-16 high school graduation rate: 100%
- 6) 2015-16 student suspension rate: 1.8% (3 of 164 students from CalPads Fall 1 Census Day)
- 7) 2015-16 student expulsion rate: 0%
- 8) Parents remained involved in School Site Council.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED
Continue improvement of school website.

ACTUAL
Continued improvement of school website. Updated to include significantly more information, Twitter / Facebook

		feed, updated student pictures, etc. Trained additional staff in update of website making it a more useful resource.
Expenditures	BUDGETED Webmaster Fees 5000-5999: Services And Other Operating Expenditures Base 1000	ESTIMATED ACTUAL Webmaster Fees 5000-5999: Services And Other Operating Expenditures Base 550

Action **2**

Actions/Services	PLANNED Expand use of social media, including Facebook and Twitter.	ACTUAL Posts were made much more regularly about events at both schools. Page likes, June 1, 2015 to May 2, 2017, rose from 50 to 248 at Princeton Jr Sr High. Page likes, October 9, 2015 to May 2, 2017 rose from 0 to 106 at Princeton Elementary School.
Expenditures	BUDGETED None	ESTIMATED ACTUAL None

Action **3**

Actions/Services	PLANNED Continue use of attendance prizes (sponsored by Horace Mann / Golden Apple).	ACTUAL Horace Mann / Golden Apple continued to sponsor the IronMan attendance awards at Princeton Elementary School. They also awarded two Kindle Fires at the junior senior high school and two bicycles at the elementary school.
Expenditures	BUDGETED None	ESTIMATED ACTUAL None

Action **4**

Actions/Services	PLANNED Continue Back to School and Open House Nights.	ACTUAL Back to School Night has continued at both school sites. Open House continues to be featured at Princeton Elementary School.
Expenditures	BUDGETED None	ESTIMATED ACTUAL None

Action **5**

Actions/Services	PLANNED Promote School Site Council participation.	ACTUAL School Site Council continued to enjoy active parent participation.
Expenditures	BUDGETED	ESTIMATED ACTUAL

None	None
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Action **6**

Actions/Services	PLANNED Continue annual update of School Safety Plan.	ACTUAL The School Safety Plan was updated and approved by School Site Council and the PJUSD School Board.
Expenditures	BUDGETED None	ESTIMATED ACTUAL None

Action **7**

Actions/Services	PLANNED Participate in Glenn County Office of Education School Attendance Review Board (SARB).	ACTUAL Princeton began active participation in the Glenn County Office of Education School Attendance Review Board (SARB), with counselor Raylene Robinson acting as Princeton's SARB Coordinator.
Expenditures	BUDGETED None	ESTIMATED ACTUAL None

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All of the planned actions were implemented to varying degrees of completion. The school website needs further improvement, and we believe that SARB can be more fully utilized to improve student attendance.

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

As all of the established EAMOs were met, we believe that the actions were effective in promoting / maintaining student and parent engagement. We anticipate doing further work with SARB to reduce the number of chronically absent students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

We will not make any significant changes to this goal or its associated outcomes, metrics, or actions.

Stakeholder Engagement

LCAP Year

 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Training for District Staff: District administration participated in training on LCAP changes and requirements. During the 2016-17 school year, Glenn County Office of Education hosted trainings / workshops on 11.28.16, 01.30.17, 02.27.17, 04.24.17. Because the CA School Dashboard is becoming a central component to the LCAP, administration also participated in a workshop on the Dashboard put on by CCEE on 11.18.16. Finally, administration participated in webinars on the LCAP update on 10.18.16, and the CA School Dashboard on 01.03.17.

Data incorporated into the LCAP was shared and discussed with the following groups:

Princeton Joint Unified School Board: The PJUSD School Board met 07.21.16, 08.18.16, 09.15.16, 10.20.16, 11.17.16, 12.15.16, 01.19.17, 03.09.17, 04.06.17, 04.13.17, 05.18.17, 06.26.17, and 06.29.17. Updates on school progress was shared with the governing board throughout the school year during these meetings, primarily through counselor's and principal's reports. Princeton community members also took part in these meetings and were able to respond to information presented.

School Site Councils for Princeton Elementary School and Princeton Junior Senior High School: The School Site Councils for both Princeton schools meet jointly. School Site Council representatives include administrators, teachers, parents, and students. Among the student and parent representatives are representatives from unduplicated student groups. During the 2016-17 school year meeting dates were 10.20.16, 02.16.17, 03.16.17, and 04.27.17. The School Site Councils contributed to and reviewed the LCAP, voting for approval of a draft on 04.27.17.

Teachers: Princeton teachers meet approximately twice per month during late start meetings on Tuesdays. During the 2016-17 school year meeting dates were 08.16.17, 08.30.16, 09.13.16, 09.27.16, 10.11.16, 10.25.16, 11.08.16, 12.06.16, 01.10.17, 01.24.17, 02.07.17, 02.28.17, 03.07.17, 03.21.17, 04.04.17, 04.25.17, 05.09.17, and 05.23.17.

All staff: A draft of the 2017-18 LCAP was emailed to all district personnel and school board members for review prior to the Public Hearing scheduled for 06.26.17 and adoption meeting scheduled for 06.29.17.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Trainings and workshops informed Princeton's understanding of the changing expectations for LCAP completion. For the 2017-18 LCAP, the two major changes were incorporation of data from the CA School Dashboard and the change to a more static three-year plan. These format updates were shared with stakeholders during the LCAP development.

Discussions with LCAP stakeholders largely indicated satisfaction with the current LCAP goals and associated actions. Particulars of some of those actions (e.g., adoption of new K-6 ELA Curriculum, use of benchmark results, etc.) were among the primary areas highlighted for ongoing improvement in the coming year, which is expected to have a positive effect on district academic achievement.

Once a draft of the LCAP was completed, the School Site Council voted on approval on 04.27.17. A few additional changes were made to the draft, which was then shared with all staff in an effort to solicit further feedback on any needed / desired changes. Simultaneously, a draft was shared with Glenn County Office of Education (GCOE). In past years

GCOE has provided provisional approval to assure the board and stakeholders during public hearing and subsequent adoption meeting that Princeton's LCAP meets all requirements.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Conditions of Learning: Princeton Joint Unified School District will optimize the conditions of student learning by hiring, developing, and retaining highly competent, effective teachers who will provide instructional programs that are standards-aligned, intellectually challenging, and developmentally appropriate for all learners using appropriate instructional materials in well-maintained school facilities.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

- 1) Maintain high degree of appropriately assigned and credentialed teachers.
 - 100% of teachers appropriately assigned
 - 1 teacher completing BTSA
 - 5 high school teachers placed using committee on assignment
- 2) Maintain sufficient board adopted instructional materials (annual board resolution) aligned with new standards.
- 3) Maintain well-repaired facilities (FIT evaluation).
- 4) Continue implementation of standards-based instruction.
- 5) Continue to offer ELD instruction to all ELD students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	100% of teachers appropriately assigned	100% of teachers appropriately assigned.	100% of teachers appropriately assigned.	100% of teachers appropriately assigned.
Priority 1: Local Indicator/ Instructional materials	Sufficient instructional materials are available for all classes, evidenced in board resolution	Sufficient instructional materials will be available for all classes, evidenced in board resolution.	Sufficient instructional materials will be available for all classes, evidenced in board resolution.	Sufficient instructional materials will be available for all classes, evidenced in board resolution.
Priority 1: Local Indicator/ Facilities in good repair	Facilities Inspection Tool Evaluation indicates all facilities in satisfactory repair.	Facilities Inspection Tool Evaluation will indicate all facilities in satisfactory repair.	Facilities Inspection Tool Evaluation will indicate all facilities in satisfactory repair.	Facilities Inspection Tool Evaluation will indicate all facilities in satisfactory repair.

Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	All PJUSD teachers participate in standards-based professional development.	All PJUSD teachers will participate in standards-based professional development.	All PJUSD teachers will participate in standards-based professional development.	All PJUSD teachers will participate in standards-based professional development.
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	ELD instruction provided to all ELD students.	ELD instruction will be provided to all ELD students.	ELD instruction will be provided to all ELD students.	ELD instruction will be provided to all ELD students.
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	Special Education services will be provided to all students identified on IEPs.	Special Education services will be provided to all students identified on IEPs.	Special Education services will be provided to all students identified on IEPs.	Special Education services will be provided to all students identified on IEPs.
Priority 7: Local Metric/A broad course of study	Courses across TK-12 grades include all state required subject areas. High school students have access to all courses required for graduation and a variety of elective courses.	Courses across TK-12 grades include all state required subject areas. High school students have access to all courses required for graduation and a variety of elective courses.	Courses across TK-12 grades include all state required subject areas. High school students have access to all courses required for graduation and a variety of elective courses.	Courses across TK-12 grades include all state required subject areas. High school students have access to all courses required for graduation and a variety of elective courses.
	ELD students at Princeton Elementary will be supported by a bilingual paraprofessional, helping them access the CCSS and ELD standards and gain English language proficiency.	ELD students at Princeton Elementary will be supported by a bilingual paraprofessional, helping them access the CCSS and ELD standards and gain English language proficiency.	ELD students at Princeton Elementary will be supported by a bilingual paraprofessional, helping them access the CCSS and ELD standards and gain English language proficiency.	ELD students at Princeton Elementary will be supported by a bilingual paraprofessional, helping them access the CCSS and ELD standards and gain English language proficiency.

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education.

2018-19

New Modified Unchanged

The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education.

2019-20

New Modified Unchanged

The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education.

BUDGETED EXPENDITURES

2017-18

Amount	613639
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salaries and Benefits
Amount	248666
Source	Base
Budget Reference	3000-3999: Employee Benefits Certificated Benefits

2018-19

Amount	623219
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salaries
Amount	262170
Source	Base
Budget Reference	3000-3999: Employee Benefits Certificated Benefits

2019-20

Amount	629197
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salaries
Amount	275115
Source	Base
Budget Reference	3000-3999: Employee Benefits Certificated Benefits

Action **2**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

OR

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

[Students to be Served](#)

- English Learners Foster Youth Low Income

[Scope of Services](#)

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

- All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

- New Modified Unchanged

Beginning teachers will be supported through BTSA.

2018-19

- New Modified Unchanged

Beginning teachers will be supported through BTSA.

2019-20

- New Modified Unchanged

Beginning teachers will be supported through BTSA.

[BUDGETED EXPENDITURES](#)

2017-18

Amount 7500

Source Title II

Budget Reference 5000-5999: Services And Other Operating Expenditures
BTSA Support Costs

2018-19

Amount 8000

Source Title II

Budget Reference 5000-5999: Services And Other Operating Expenditures
BTSA Support Costs

2019-20

Amount 8500

Source Title II

Budget Reference 5000-5999: Services And Other Operating Expenditures
BTSA Support Costs

Action **3**

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

[Students to be Served](#)

- All Students with Disabilities

[Location\(s\)](#)

- All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The District will ensure that all students will have access to standards-aligned instructional materials; for 2017-18 this will likely focus on evaluation and adoption of social science curriculum.

2018-19

New Modified Unchanged

The District will ensure that all students will have access to standards-aligned instructional materials.

2019-20

New Modified Unchanged

The District will ensure that all students will have access to standards-aligned instructional materials.

BUDGETED EXPENDITURES

2017-18

Amount 10000

Source Base

Budget Reference 4000-4999: Books And Supplies Curriculum purchase

2018-19

Amount 10000

Source Base

Budget Reference 4000-4999: Books And Supplies Curriculum purchase

2019-20

Amount 10000

Source Base

Budget Reference 4000-4999: Books And Supplies Curriculum purchase

Action **4**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The District will ensure that all facilities are maintained and in good repair.

2018-19

New Modified Unchanged

The District will ensure that all facilities are maintained and in good repair.

2019-20

New Modified Unchanged

The District will ensure that all facilities are maintained and in good repair.

BUDGETED EXPENDITURES

2017-18

Amount	98768
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintenance and operations budget
Amount	56657
Source	Base
Budget Reference	3000-3999: Employee Benefits Maintenance and operations benefits
Amount	160000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintenance and operations services and other operating expenditures

2018-19

Amount	98768
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintenance and operations budget
Amount	59789
Source	Base
Budget Reference	3000-3999: Employee Benefits Maintenance and operations benefits
Amount	165000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintenance and operations services and other operating expenditures

2019-20

Amount	98768
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Maintenance and operations budget
Amount	62651
Source	Base
Budget Reference	3000-3999: Employee Benefits Maintenance and operations benefits
Amount	170000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintenance and operations services and other operating expenditures

Action **5**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The District will ensure that all teachers have access to professional development opportunities, minimally participating in the Glenn Common to the Core All Staff Development Day. Professional development opportunities will cover a variety of instructional needs including Common Core, revised ELD standards, STEM, Career Pathways, and technology.

2018-19

New Modified Unchanged

The District will ensure that all teachers have access to professional development opportunities, minimally participating in the Glenn Common to the Core All Staff Development Day. Professional development opportunities will cover a variety of instructional needs including Common Core, revised ELD standards, STEM, Career Pathways, and technology.

2019-20

New Modified Unchanged

The District will ensure that all teachers have access to professional development opportunities, minimally participating in the Glenn Common to the Core All Staff Development Day. Professional development opportunities will cover a variety of instructional needs including Common Core, revised ELD standards, STEM, Career Pathways, and technology.

BUDGETED EXPENDITURES

2017-18

Amount	5000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development

2018-19

Amount	5000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development

2019-20

Amount	5000
Source	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development

Action **6**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

The District will ensure that all teachers are CLAD-certified and trained in SDAIE methods; the Princeton Jr Sr High School master schedule will reflect ELD periods.

2018-19

New Modified Unchanged

The District will ensure that all teachers are CLAD-certified and trained in SDAIE methods; the Princeton Jr Sr High School master schedule will reflect ELD periods.

2019-20

New Modified Unchanged

The District will ensure that all teachers are CLAD-certified and trained in SDAIE methods; the Princeton Jr Sr High School master schedule will reflect ELD periods.

BUDGETED EXPENDITURES

2017-18

Amount	1000
Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development

2018-19

Amount	1000
Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development

2019-20

Amount	1000
Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Pupil Outcomes: Princeton students will grow in knowledge and ability through a comprehensive course of study, which they will demonstrate through a variety of measures, including standardized tests, college and career preparedness, and English learner reclassification.

[State and/or Local Priorities Addressed by this goal:](#)

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

[Identified Need](#)

- 1) Improve academic achievement in English Language Arts and Mathematics as measured by California School Dashboard.
 - 2015-16 English: Orange
 - 2015-16 Math: Orange
 - 2) Improve UC / CSU A-G Completion Percentage.
 - 2015-16: 15%
 - 3) Increase CTE Completion %.
 - 2015-16: 20%
 - 4) Maintain English Learners progress rate as measured by California School Dashboard (which includes CELDT Progress and EL Reclassification Rate).
 - 2015-16: Blue (not displayed on California School Dashboard - calculated using results with 5x5 table)
 - 5) Improve EAP college ready %.
 - ELA - 25% (2 of 8) of high school juniors tested as college ready on the CSU EAP as measured by the CAASPP
 - Math - 12.5% (1 of 8) of high school juniors tested as college ready on the CSU EAP as measured by the CAASPP
- Note on EAMOs covered: This plan excludes EAMOs which are obsolete (CAHSEE, API) or not applicable to Princeton (AP Pass rates - no AP classes offered). Additionally, English learner EAMOs that were previously covered in two different measures (CELDT progress and reclassification rates) have been condensed into the single measure provided by the California School Dashboard.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	2015-16: Orange	Improve to yellow or better.	Improve to / maintain green or better.	Improve to / maintain green or better.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	2015-16: Orange	Improve to yellow or better.	Improve to / maintain green or better.	Improve to / maintain green or better.
Priority 4: College and Career Ready/A-G course completion	2015-16: 15%	Improve by 5% or more.	Improve by 5% or maintain levels above 33%.	Improve by 5% or maintain levels above 33%.
Priority 4: State Indicator/College and Career Indicator/Career pathway completion	2015-16: 20% (4 of 20) of graduating students completed a CTE course of study	Improve by 5% or more.	Improve by 5% or maintain levels above 33%.	Improve by 5% or maintain levels above 33%.
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	2015-16: Blue on school dashboard	Maintain at green or higher.	Maintain at green or higher.	Maintain at green or higher.
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	2015-16: ELA - 25% (2 of 8) of high school juniors tested as college ready on the CSU EAP as measured by the CAASPP	Improve by 5% or more.	Improve by 5% or maintain levels above 33%.	Improve by 5% or maintain levels above 33%.
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	2015-16: Math - 12.5% (1 of 8) of high school juniors tested as college ready on the CSU EAP as measured by the CAASPP	Improve by 5% or more.	Improve by 5% or maintain levels above 33%.	Improve by 5% or maintain levels above 33%.
Priority 8: State Indicator/College/Career Indicator (HS only)	2015-16: This measure is still being created by the state, and will take into account 11th grade CAASPP scores, CTE Completion, A-G attainment, etc. We will determine goal levels when this measure is released.	Goal levels TBD when metric is released (2017-18 school year).	Goal levels TBD when metric is released (2017-18 school year).	Goal levels TBD when metric is released (2017-18 school year).

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue benchmark testing and results evaluation.

2018-19

New Modified Unchanged

Continue benchmark testing and results evaluation.

2019-20

New Modified Unchanged

Continue benchmark testing and results evaluation.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **2**

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

Students to be Served All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

All teachers will collaborate through bi-monthly late start meetings.

2018-19

New Modified Unchanged

All teachers will collaborate through bi-monthly late start meetings.

2019-20

New Modified Unchanged

All teachers will collaborate through bi-monthly late start meetings.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **3**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Princeton Junior Senior High School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Full implementation of Butte Glenn College Career Pathway Trust Grant pathways – Medical / Health and Fabrication (Welding).

2018-19

New Modified Unchanged

Sustain Butte Glenn College Career Pathway Trust Grant pathways – Medical / Health and Fabrication (Welding).

2019-20

New Modified Unchanged

Sustain Butte Glenn College Career Pathway Trust Grant pathways – Medical / Health and Fabrication (Welding).

BUDGETED EXPENDITURES

2017-18

Amount 12051

Source California Career Pathways Trust

Budget Reference 1000-1999: Certificated Personnel Salaries
Pathway lead and counselor stipends + stat bens

Amount 0

2018-19

Amount 12236

Source California Career Pathways Trust

Budget Reference 1000-1999: Certificated Personnel Salaries
Pathway lead and counselor stipends + stat bens

Amount 0

2019-20

Amount 0

Source

Budget Reference

Amount 0

Action 4

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

- English Learners Foster Youth Low Income

[Scope of Services](#)

- LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

- All Schools Specific Schools: Princeton Elementary School Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

- New Modified Unchanged

Maintain categorically funded bilingual instructional aide position at Princeton Elementary School.

2018-19

- New Modified Unchanged

Maintain categorically funded bilingual instructional aide position at Princeton Elementary School.

2019-20

- New Modified Unchanged

Maintain categorically funded bilingual instructional aide position at Princeton Elementary School.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	18362
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries .63 FTE Bilingual Paraprofessional
Amount	11927
Source	Other
Budget Reference	3000-3999: Employee Benefits

2018-19

Amount	18362
Source	Federal Funds
Budget Reference	2000-2999: Classified Personnel Salaries .63 FTE Bilingual Paraprofessional
Amount	12509
Source	Other
Budget Reference	3000-3999: Employee Benefits

2019-20

Amount	18362
Source	Federal Funds
Budget Reference	2000-2999: Classified Personnel Salaries .63 FTE Bilingual Paraprofessional
Amount	13042
Source	Other
Budget Reference	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Engagement: Princeton schools will foster a climate of engagement, involvement and connectedness that will be demonstrated in strong attendance and graduation rates, low suspension and expulsion rates, and a strong sense of safety. Parents and other stakeholders will be actively engaged in district and school decision-making processes.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

- 1) Maintain or increase school attendance rates.
 - 2015-16: 95.60%
- 2) Maintain or lower chronic absenteeism rates.
 - 2015-16: 8.1%
- 3) Maintain Middle school dropout rates.
 - 2015-16: 0%
- 4) Maintain High school dropout rates.
 - 2015-16: 0%
- 5) Maintain High school graduation rates.
 - 2015-16: 100%
- 6) Maintain or lower Student suspension rates.
 - 2015-16: 1.8%
- 7) Maintain or lower Student expulsion rates.
 - 2015-16: 0.0%
- 8) Continue parental involvement on School Site Council.
- 9) Continue to gather data on student engagement through administration of the California Healthy Kids Survey.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5: Local Metric/Student Engagement/School attendance rates	2015-16: 95.60%	Maintain attendance rate above 95%.	Maintain attendance rate above 95%.	Maintain attendance rate above 95%.

Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	2015-16: 8.1%	Maintain chronic absenteeism rate below 10%.	Maintain chronic absenteeism rate below 10%.	Maintain chronic absenteeism rate below 10%.
Priority 5: Local Metric/Middle school dropout rate	2015-16: 0.0%	Maintain 0% middle school dropout rate.	Maintain 0% middle school dropout rate.	Maintain 0% middle school dropout rate.
Priority 5: Local Metric/Student Engagement/High school dropout rate	2015-16: 0.0%	Maintain high school dropout rates of 10% or lower.	Maintain high school dropout rates of 10% or lower.	Maintain high school dropout rates of 10% or lower.
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	2015-16: 100%	Maintain graduation rates of 90% or higher.	Maintain graduation rates of 90% or higher.	Maintain graduation rates of 90% or higher.
Priority 6: State Indicator/Student Suspension Indicator	2015-16: 1.8%	Maintain student suspension rates of 5% or lower.	Maintain student suspension rates of 5% or lower.	Maintain student suspension rates of 5% or lower.
Priority 6: Local Metric/Expulsion rate	2015-16: 0.0%	Maintain student expulsion rates below 2%.	Maintain student expulsion rates below 2%.	Maintain student expulsion rates below 2%.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	2015-16: Parents remained involved in School Site Council and school events.	Maintain parental involvement in School Site Council, encouraging participation by parents in programs for unduplicated student groups and students with special needs.	Maintain parental involvement in School Site Council, encouraging participation by parents in programs for unduplicated student groups and students with special needs.	Maintain parental involvement in School Site Council, encouraging participation by parents in programs for unduplicated student groups and students with special needs.
Priority 6: Local Indicator/Local tool for school climate	2015-16: California Healthy Kids Survey administered.	Administer California Healthy Kids Survey to appropriate grade levels, analyze, and discuss results (administered biennially).	Administer California Healthy Kids Survey to appropriate grade levels, analyze, and discuss results (administered biennially).	Administer California Healthy Kids Survey to appropriate grade levels, analyze, and discuss results (administered biennially).

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue improvement of school website.

2018-19

New Modified Unchanged

Continue improvement of school website.

2019-20

New Modified Unchanged

Continue improvement of school website.

BUDGETED EXPENDITURES

2017-18

Amount	1000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Webmaster fees

2018-19

Amount	1000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Webmaster fees

2019-20

Amount	1000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Webmaster fees

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Expand use of social media including Facebook and Twitter.

2018-19

New Modified Unchanged

Expand use of social media including Facebook and Twitter.

2019-20

New Modified Unchanged

Expand use of social media including Facebook and Twitter.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action 3

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue use of attendance prizes (sponsored by Horace Mann / Golden Apple and the Princeton Community Eagles).

2018-19

New Modified Unchanged

Continue use of attendance prizes (sponsored by Horace Mann / Golden Apple and the Princeton Community Eagles).

2019-20

New Modified Unchanged

Continue use of attendance prizes (sponsored by Horace Mann / Golden Apple and the Princeton Community Eagles).

BUDGETED EXPENDITURES

2017-18

Amount 0

Budget Reference None

2018-19

Amount 0

Budget Reference None

2019-20

Amount 0

Budget Reference None

Action **4**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue Back to School and Open House Nights

2018-19

New Modified Unchanged

Continue Back to School and Open House Nights

2019-20

New Modified Unchanged

Continue Back to School and Open House Nights

BUDGETED EXPENDITURES

2017-18

Amount 0

Budget Reference None

2018-19

Amount 0

Budget Reference None

2019-20

Amount 0

Budget Reference None

Action **5**

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

[Students to be Served](#)

All Students with Disabilities

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Promote School Site Council participation.

2018-19

New Modified Unchanged

Promote School Site Council participation.

2019-20

New Modified Unchanged

Promote School Site Council participation.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

Action **6**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Continue annual update of School Safety Plan

2018-19

New Modified Unchanged

Continue annual update of School Safety Plan

2019-20

New Modified Unchanged

Continue annual update of School Safety Plan

BUDGETED EXPENDITURES

2017-18

Budget Reference: None

2018-19

Budget Reference: None

2019-20

Budget Reference:

Action **7**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Participate in Glenn County Office of Education School Attendance Review Board (SARB).

2018-19

New Modified Unchanged

Participate in Glenn County Office of Education School Attendance Review Board (SARB).

2019-20

New Modified Unchanged

Participate in Glenn County Office of Education School Attendance Review Board (SARB).

BUDGETED EXPENDITURES

2017-18

Amount: 0

Budget Reference: None

2018-19

Amount: 0

Budget Reference: None

2019-20

Amount: 0

Budget Reference: None

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$69,608

Percentage to Increase or Improve Services: 3.72%

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

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

Princeton Joint Unified School District's unduplicated pupil count is 71.00%, comprised of English learners and low income students. Because Princeton Joint Unified School District is above the 55% threshold for unduplicated pupils supplemental and concentration grant funds will be used in a districtwide manner. For 2017-18, supplemental and concentration grant funding is \$69,608. For 2018-19, supplemental and concentration grant funding is \$162,064. For 2019-20, supplemental and concentration grant funding is \$184,241. Princeton Joint Unified School District has experienced a 25% decline in enrollment since 2008-09, going from 236 students to 165 students in 2016-17. Since the implementation of Local Control Funding Formula in 2013-14, per pupil funding has been increasing toward the funding level the District enjoyed before the significant cuts that occurred in the 2008-09 school year.

Declining enrollment has meant that total funding for PJUSD has been declining. Supplemental and Concentration grant funding is being principally directed toward sustaining low staff to student ratios. Princeton's student to teacher ratio has been improving (2008-09: 14.8 to 1 student to teacher ratio, 2016-17: 13.1 to 1 student to teacher ratio). Princeton has maintained a full counselor position, for a student to counselor ratio that is far lower than most districts (2008-09: 236 to 1 student to counselor ratio, 2016-17: 165 to 1 student to counselor ratio).

Princeton has also expanded transportation services, lengthening north and south bus routes, even though transportation specific funding covers approximately half of actual transportation costs. ASES funding has been steadily declining, but Princeton has continued to offer the SPARK After School Program. Summer school, also traditionally ASES-funded, has required general fund support in recent years. These program decisions benefit all students, and are appropriate districtwide uses of concentration and supplemental funds. Their positive effects will be most pronounced for students with the greatest learning needs, many of whom are included in Princeton's unduplicated pupil count.

In addition to planned improvements for all students, improvement of services for low-income students centers on providing programs for students that will assist them in obtaining financial success after graduation. Princeton continues to offer a Post-HS Preparation course to senior students. Though this class is open to all students, it has the most significant potential benefits for low income pupils. Princeton also offers a Cash for College scholarship workshop night, designed to help students and their families gain better access to financial aid resources. This is a higher need area for low income pupils and will help our rates of college attendance continue to improve. Princeton also continues to offer two relatively new College Career Pathways: Health and Medical Fields and Manufacturing. The primary goal of these pathways is to prepare students for careers in high demand areas of employment.

Princeton will continue making two primary improvements to the services offered to English learners and their families. Teachers will continue integrating the revised California English Language Development Standards into instruction and assessment. These standards represent a significant improvement from previous ELD standards, and our educational program will be improved with these standards as the basis. Second, Princeton will continue work on improvement of district and school websites, which were migrated to a new platform, Drupal. One of the functionalities of this new platform is to allow translation of the site to

other languages using a drop down menu. This will significantly enhance communication with our English learners and their families. Our schools will also utilize Facebook (among other social media sites) to provide regular updates on the school. Facebook also allows for easy translation services.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 bgroups 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 school sites?
- 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 school sites, 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,233,573.00	1,279,591.00	1,244,570.00	1,277,053.00	1,292,635.00	3,814,258.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	1,177,586.00	1,213,639.00	1,193,730.00	1,224,946.00	1,251,731.00	3,670,407.00
California Career Pathways Trust	20,000.00	27,451.00	12,051.00	12,236.00	0.00	24,287.00
Federal Funds	0.00	0.00	0.00	18,362.00	18,362.00	36,724.00
Lottery	0.00	8,514.00	0.00	0.00	0.00	0.00
Other	29,987.00	29,987.00	30,289.00	12,509.00	13,042.00	55,840.00
Title II	6,000.00	0.00	7,500.00	8,000.00	8,500.00	24,000.00
Title III	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,233,573.00	1,279,591.00	1,244,570.00	1,277,053.00	1,292,635.00	3,814,258.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	618,721.00	621,741.00	625,690.00	635,455.00	629,197.00	1,890,342.00
2000-2999: Classified Personnel Salaries	111,489.00	115,089.00	117,130.00	117,130.00	117,130.00	351,390.00
3000-3999: Employee Benefits	307,363.00	348,662.00	317,250.00	334,468.00	350,808.00	1,002,526.00
4000-4999: Books And Supplies	20,000.00	25,965.00	10,000.00	10,000.00	10,000.00	30,000.00
5000-5999: Services And Other Operating Expenditures	171,000.00	168,134.00	169,500.00	175,000.00	180,500.00	525,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,233,573.00	1,279,591.00	1,244,570.00	1,277,053.00	1,292,635.00	3,814,258.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	608,721.00	611,741.00	613,639.00	623,219.00	629,197.00	1,866,055.00
1000-1999: Certificated Personnel Salaries	California Career Pathways Trust	10,000.00	10,000.00	12,051.00	12,236.00	0.00	24,287.00
2000-2999: Classified Personnel Salaries	Base	93,127.00	96,727.00	98,768.00	98,768.00	98,768.00	296,304.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	0.00	0.00	18,362.00	18,362.00	36,724.00
2000-2999: Classified Personnel Salaries	Other	18,362.00	18,362.00	18,362.00	0.00	0.00	18,362.00
3000-3999: Employee Benefits	Base	295,738.00	337,037.00	305,323.00	321,959.00	337,766.00	965,048.00
3000-3999: Employee Benefits	Other	11,625.00	11,625.00	11,927.00	12,509.00	13,042.00	37,478.00
4000-4999: Books And Supplies	Base	10,000.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
4000-4999: Books And Supplies	California Career Pathways Trust	10,000.00	17,451.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Lottery	0.00	8,514.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	165,000.00	168,134.00	161,000.00	166,000.00	171,000.00	498,000.00
5000-5999: Services And Other Operating Expenditures	Title II	6,000.00	0.00	7,500.00	8,000.00	8,500.00	24,000.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	5,000.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,201,230.00	1,232,946.00	1,260,231.00	3,694,407.00
Goal 2	42,340.00	43,107.00	31,404.00	116,851.00
Goal 3	1,000.00	1,000.00	1,000.00	3,000.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.