

Introduction:

LEA: Princeton Joint Unified School District **Contact (Name, Title, Email, Phone Number):** Cody Walker, Superintendent / Principal, cwalker@glenncoe.org, (530) 439-2261
LCAP Year: 1

Local Control and Accountability Plan and Annual Update Template

Princeton Joint Unified School District (PJUSD) serves approximately 190 students in two schools: Princeton Elementary School (grades K-6) and Princeton Junior Senior High School (grades 7-12).

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Princeton Joint Unified School District administration has been involved in regular LCAP training workshops put on by Glenn County Office of Education. During these meetings we have collaborated with other administrators to stay current on the requirements of the LCAP and best practices in its completion. Besides county and LEA representatives, there have been participants from special education, ROP / CTE, and foster youth services.</p> <p>Princeton Joint Unified School District determined that the school site councils</p>	<p>Information gained from the Glenn County Office of Education workshops has been communicated to district stakeholders: the Princeton Joint Unified School District Governing Board, Princeton Elementary School Site Council, Princeton Junior Senior High School Site Council, and school staff (first through leadership team meetings, and then as communicated to bargaining groups).</p> <p>The site councils met regularly throughout the year (10/16/14, 11/20/14,</p>

at Princeton Elementary School and Princeton Junior Senior High School, along with district administration, would be the primary groups responsible for writing the District's LCAP. Because both site councils would be involved, the decision was made to have combined meetings. Among the two site councils representatives are administrators, teachers, parents, and students. Included among the student and parent representatives are representatives from both schools' unduplicated student groups.

District administration used the feedback provided by the school site councils and school leadership group to formulate a draft of the LCAP. The consensus view was the majority of the goals and actions expressed in the 2014-15 LCAP would be appropriate to carry forward into the 2015-16 LCAP, albeit in a streamlined manner.

A draft of the LCAP was made available to the Princeton Joint Unified School District Governing Board and to the public in a public hearing during the June 25, 2015 PJUSD school board meeting.

Following the public hearing on the LCAP, district administration finalized a draft of the LCAP. This draft was provided to Glenn County Office of Education for provisional approval.

During the June 30, 2015 board meeting the LCAP was agendized for approval by the PJUSD Governing Board.

1/15/15, 2/12/15, 3/12/15, and 4/16/15) and spent multiple meeting sessions discussing the requirements of the LCAP. The site councils reviewed performance data that related to performance in the eight state priority areas. Following review of the relevant data, LCAP goals and actions were formulated.

Feedback was solicited from all stakeholder groups and modifications were made to the LCAP as appropriate.

The public hearing included the solicitation of feedback on the LCAP. It was encouraged to provide feedback in a written form to which district administration responded in a written form. No written feedback has been received by the district.

Glenn County Office of Education reviewed the draft LCAP and provided its provisional approval.

The PJUSD Governing Board took action to approve the LCAP. This approved LCAP was then submitted to the Glenn County Office of Education for approval.

Annual Update:

During the 2014-15 school year, the Princeton Elementary and Princeton Jr Sr High School Site Councils, school leadership, and faculty examined available data and reviewed progress on LCAP goals and actions. This review process took place during all School Site Council Meetings for both Princeton Elementary School and Princeton Junior Senior High School (10/16/14, 11/20/14, 1/15/15, 2/12/15, 3/12/15, and 4/16/15), and during many monthly staff meetings and monthly late start meetings. Updates on school progress was shared with the governing board throughout the school year.

Annual Update:

It was determined that all school goals remained appropriate, but needed to be reorganized for 2015-16 to better comply with template requirements. Actions were updated as appropriate, with some accomplished actions dropped from the plan and new actions added. Expected Annual Measurable Outcomes were expanded in plans for the 2015-16 school year. While all of the required data points had been considered in formulation of the 2014-15 LCAP, only some had been included as pertinent to the goals as formulated. It became clear during review of information for creation of the 2015-16 LCAP that all state required EAMOs needed to be explicitly addressed in the 2015-16 LCAP.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

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.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	1) Maintain high degree of appropriately assigned and credentialed teachers <ul style="list-style-type: none"> • 2014-15: 100% of teachers appropriately assigned • 3 teachers completing BTSA • 5 high school teachers placed using committee on assignment • 1 teacher completing CLAD certification while teaching under emergency CLAD certification 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
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Goal Applies to:	Schools: All						
	Applicable Pupil Subgroups:	All					

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	1) 100% of teachers will be appropriately assigned 2) Sufficient instructional materials will be available for all classes, evidenced in board resolution 3a) Facilities Inspection Tool Evaluation will indicate all facilities in satisfactory repair 3b) Complete construction of new science, agriculture, and business classrooms; complete replacement of elementary school roof and HVAC units 4) All PJUSD teachers will participate in standards-based professional development 5) ELD instruction will be provided to all ELD students
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 633,000 Certificated Benefits 3000-3999: Employee Benefits Base 252,000

		_ Other Subgroups: (Specify)	
Beginning teachers will be supported through BTSA (three teachers total for 2015-16 school year)	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	BTSA support 5000-5999: Services And Other Operating Expenditures Base 10500
The District will ensure that all students will have access to standards-aligned instructional materials; evaluation of piloted mathematics curriculum ((College Preparatory Mathematics – CPM and EngageNY)) will continue with expectation of adoption in 2015-16 or 2016-17	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum purchase 4000-4999: Books And Supplies Lottery 30500
The District will ensure that all facilities are maintained and in good repair	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance and operations salaries 2000-2999: Classified Personnel Salaries Base 93000 <hr/> Maintenance and operations benefits 3000-3999: Employee Benefits Base 49700 <hr/> Maintenance and operations services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base 146500
Complete construction of new science, agriculture, and business classrooms; complete replacement of elementary school roof and HVAC units	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Construction Costs 6000-6999: Capital Outlay Other 990000

<p>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</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base 5000</p>
<p>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</p>	<p>Districtwide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures Title III 1000</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>1) 100% of teachers will be appropriately assigned 2) Sufficient instructional materials will be available for all classes, 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</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>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>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 633000 Certificated Benefits 3000-3999: Employee Benefits Base 252000</p>
<p>Beginning teachers will be supported through BTSA</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR:</p>	<p>BTSA Support Costs 5000-5999: Services And Other Operating Expenditures Base 10500</p>

		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
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	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Curriculum purchase 4000-4999: Books And Supplies Base 10000
The District will ensure that all facilities are maintained and in good repair	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintenance and operations budget 2000-2999: Classified Personnel Salaries Base 93000 Maintenance and operations benefits 3000-3999: Employee Benefits Base 49700 Maintenance and operations services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base 146500
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	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base 5000
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	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Professional Development 5000-5999: Services And Other Operating Expenditures Title III 1000

		_ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	1) 100% of teachers will be appropriately assigned 2) Sufficient instructional materials will be available for all classes, 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		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will ensure that all teachers are credentialed in their area of instruction with direct support from the Glenn County Office of Education	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Certificated Salaries and Benefits 1000-1999: Certificated Personnel Salaries Base 633000 Certificated Benefits 3000-3999: Employee Benefits Base 252000
Beginning teachers will be supported through BTSA	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	BTSA Support Costs 5000-5999: Services And Other Operating Expenditures Base 3500
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	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Curriculum purchase 4000-4999: Books And Supplies Base 10000

		_ Other Subgroups: (Specify)	
The District will ensure that all facilities are maintained and in good repair	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintenance and operations budget 2000-2999: Classified Personnel Salaries Base 93000 Maintenance and operations benefits 3000-3999: Employee Benefits Base 49700 Maintenance and operations services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base 146500
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	Districtwide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base 5000
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	Districtwide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional Development 5000-5999: Services And Other Operating Expenditures Title III 1000

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

<p>GOAL 2:</p>	<p>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.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<ol style="list-style-type: none"> 1) Achieve state-recommended CAASPP / SBAC Proficiency Rate <ul style="list-style-type: none"> • Unknown – no results available 2) Maintain proficient level API <ul style="list-style-type: none"> • 2013 Growth: 807 • 2012 Growth: 796 • 2011 Growth: 734 3) Improve UC / CSU A-G Completion Percentage <ul style="list-style-type: none"> • 2013-14: 20% • 2012-13: 44% • 2011-12: 33% 4) CTE Completion % <ul style="list-style-type: none"> • 2013-14: 31% • 2012-13: 19.2% 5) Maintain % of English Learners advancing at least one level on CELDT <ul style="list-style-type: none"> • 2013-14 to 2014-15: 70% 6) Maintain EL Reclassification Rate <ul style="list-style-type: none"> • 2014-15: 38% 7) N/A – AP courses are not currently offered at Princeton Jr Sr High School 8) Improve EAP college ready % <ul style="list-style-type: none"> • 2013-14 English: 16% • 2013-14 Math: 32% 9) Improve CAHSEE pass rate: <ul style="list-style-type: none"> • 2013-14 ELA: 72% • 2013-14 Math: 83% 	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-16

- Expected Annual Measurable Outcomes:
- 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]

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue benchmark testing and results evaluation	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
All teachers will collaborate through bi-monthly late start meetings	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Full implementation of Butte Glenn College Career Pathway Trust Grant pathways – Medical / Health and Fabrication (Welding)	High School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	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

		English proficient _ Other Subgroups: (Specify)	
Maintain categorically funded bilingual instructional aide position at Princeton Elementary School	Elementary	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.88 FTE Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Other 24000 3000-3999: Employee Benefits Other 14000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	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]
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue benchmark testing and results evaluation	Districtwide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
All teachers will collaborate through bi-monthly late start meetings	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Full implementation of Butte Glenn College Career Pathway Trust Grant pathways – Medical / Health and Fabrication (Welding)	High School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	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
Maintain categorically funded bilingual instructional aide position at Princeton Elementary School	Elementary	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	.88 FTE Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Other 24000 3000-3999: Employee Benefits Other 14000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:

- 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]

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue benchmark testing and results evaluation	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
All teachers will collaborate through bi-monthly late start meetings	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Full implementation of Butte Glenn College Career Pathway Trust Grant pathways – Medical / Health and Fabrication (Welding)	High School	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	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

		_ Other Subgroups: (Specify)	
Maintain categorically funded bilingual instructional aide position at Princeton Elementary School	Elementary	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	.88 FTE Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Other 24000 <hr/> 3000-3999: Employee Benefits Other 14000

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

<p>GOAL 3:</p>	<p>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.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> 1) Maintain or increase school attendance rates <ul style="list-style-type: none"> • 2014-15: 96.09% • 2013-14: 95.99% • 2012-13: 96.17% 2) Maintain or lower chronic absenteeism rates <ul style="list-style-type: none"> • 2014-15: 7.8% • 2013-14: 7.2% • 2012-13: 6.9% 3) Maintain Middle school dropout rates <ul style="list-style-type: none"> • 2014-15: 0% • 2013-14: 0% • 2012-13: 0% 4) Maintain High school dropout rates <ul style="list-style-type: none"> • 2014-15: 0% • 2013-14: 5% • 2012-13: 16.7% • 2011-12: 10% 5) Maintain High school graduation rates <ul style="list-style-type: none"> • 2014-15: 100% • 2013-14: 95% • 2012-13: 83.3% • 2011-12: 90.0% 6) Maintain or lower Student suspension rates <ul style="list-style-type: none"> • 2013-14: 3.5% • 2012-13: 5.0% • 2011-12: 0.0% 7) Maintain or lower Student expulsion rates <ul style="list-style-type: none"> • 2013-14: 0.0% • 2012-13: 0.9% • 2011-12: 0.0% 8) Continue parental involvement on School Site Council 	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-16

- Expected Annual Measurable Outcomes:
- 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue improvement of school website	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Webmaster fees 5000-5999: Services And Other Operating Expenditures Base 1000
Expand use of social media including Facebook and Twitter	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue use of attendance prizes (sponsored by Horace Mann / Golden Apple)	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Continue Back to School and Open House Nights</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Promote School Site Council participation</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue annual update of School Safety Plan</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 2: 2016-17

- Expected Annual Measurable Outcomes:
- 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue improvement of school website	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Webmaster Fees 5000-5999: Services And Other Operating Expenditures Base 1000
Expand use of social media including Facebook and Twitter	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue use of attendance prizes (sponsored by Horace Mann / Golden Apple)	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Continue Back to School and Open House Nights</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Promote School Site Council participation</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue annual update of School Safety Plan</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

LCAP Year 3: 2017-18

- Expected Annual Measurable Outcomes:
- 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue improvement of school website	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Webmaster fees 5000-5999: Services And Other Operating Expenditures Base 1000
Expand use of social media including Facebook and Twitter	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue use of attendance prizes (sponsored by Horace Mann / Golden Apple)	Districtwide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Continue Back to School and Open House Nights</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Promote School Site Council participation</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue annual update of School Safety Plan</p>	<p>Districtwide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: LEA-wide	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	New Common Core aligned curriculum will be adopted, purchased, and implemented. More computers will be available to students. More rooms will be equipped with LCD projectors. Students will more regularly use their own devices.	Actual Annual Measurable Outcomes:	New Common Core aligned curriculum was piloted. Pilot of alternative curriculum will continue into the 2015-16 school year. New curriculum has not yet been purchased or fully implemented because of ongoing pilot. However, all classes will be using Common Core based mathematics curriculum. Two carts of Chromebooks (40 Chromebooks total) were purchased for student use. All classrooms are now equipped with LCD projectors. Additional work needs to be completed on a student Bring Your Own Device (BYOD) Policy.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Evaluate and purchase Common Core and Next Generation Science Standards aligned curriculum	Curriculum purchase 4000-4999: Books And Supplies Other 2000	We are continuing to evaluate curriculum options. All publishers whose materials we are piloting have provided those materials free of charge. Updates to our existing elementary English Language Arts curriculum were purchased to better align assessments.	Curriculum purchase 4000-4999: Books And Supplies Other 1400
Scope of Service _ All OR: _ Low Income pupils _ English Learners		Scope of Service _ All OR: _ Low Income pupils _ English Learners	

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service: Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: Districtwide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Evaluate and purchase updated California English Language Development Standards aligned curriculum</p>	<p>Curriculum purchase 4000-4999: Books And Supplies Other 1000</p>	<p>Curriculum based on updated California English Language Development Standards is not yet widely available. We elected to defer decisions on any updated ELD curriculum until more options are available from which to choose.</p>	<p>Curriculum purchase 4000-4999: Books And Supplies Other 0</p>
<p>Scope of Service:</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service:</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In review of the 2014-15 LCAP, it was determined that the substantive goals remained largely appropriate but could be better organized into comprehensive goals aligned with the three broad groupings of state priorities. Thus, for the 2015-16 LCAP, goals were condensed from a total of seven to a total of three. The reorganization was completed as follows:</p> <p>2014-15 Goals 1, 2, and 3 addressing State Priorities 1, 2, and 7, respectively, were reorganized into 2015-16 Goal 1 – Conditions of Learning.</p>		

	<p>2014-15 Goals 4 and 5 addressing State Priorities 4 and 8, respectively, were reorganized into 2015-16 Goal 2 – Pupil Outcomes.</p> <p>2014-15 Goals 5, 6, and 7 addressing State Priorities 8, 3 and 5, and 6, respectively, were reorganized into 2015-16 Goal 3 – Engagement.</p> <p>In the 2014-15 LCAP listed expenditures were targeted toward focused actions and did not include the bulk of LCFF funding. In the 2015-16 LCAP, listed expenditures for relevant areas have been significantly broadened so as to provide a more complete picture of the district’s operations. This expenditure information is included in broad categories. More specific and comprehensive budget information is available in the PJUSD 2015-16 Budget, which will be adopted in conjunction with the 2015-16 LCAP.</p>
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Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

Original GOAL 2 from prior year LCAP:	Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Common Core standards focus on development of critical thinking skills. To the extent those critical thinking skills are developed, students will gain a deeper knowledge of subject matter material.	Actual Annual Measurable Outcomes: Teachers are providing instruction in line with Common Core Standard and challenging students to develop their critical thinking skills.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide teachers opportunities for professional development in California Common Core State Standards.	Professional development (including courses, travel costs, and substitute teacher costs) 5000-5999: Services And Other Operating Expenditures Other 5000	Teachers have participated in numerous professional development opportunities. Many of these were provided at no cost to the district by Glen County Office of Education, STEM grants, California Writing Project, etc. Costs for BTSA support have been included in actual expenditures bringing the total expenditure level higher than planned in the 2014-15 LCAP.	Professional development (including courses, travel costs, and substitute teacher costs) 5000-5999: Services And Other Operating Expenditures Other 11200
Scope of Service	Districtwide	Scope of Service	Districtwide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Provide teachers with collaboration time through late start days (districtwide) and afternoon collaboration periods (elementary).</p>	<p>None 0</p>	<p>Collaboration time was provided and utilized by teachers.</p>	<p>None 0</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service Districtwide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Provide opportunities for professional development for updated California ELD content standards</p>	<p>Professional development (including courses, travel costs, and substitute teacher costs) 5000-5999: Services And Other Operating Expenditures Other 1000</p>	<p>Teachers and administrator participated in ELD-related professional development. These trainings were ultimately available at no cost to the district resulting in no expenditures.</p>	<p>Professional development (including courses, travel costs, and substitute teacher costs) 5000-5999: Services And Other Operating Expenditures Other 0</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>In review of the 2014-15 LCAP, it was determined that the substantive goals remained largely appropriate but could be better organized into comprehensive goals aligned with the three broad groupings of state priorities. Thus, for the 2015-16 LCAP, goals were condensed from a total of seven to a total of three. The reorganization was completed as follows:</p> <p>2014-15 Goals 1, 2, and 3 addressing State Priorities 1, 2, and 7, respectively, were reorganized into 2015-16 Goal 1 – Conditions of Learning.</p> <p>2014-15 Goals 4 and 5 addressing State Priorities 4 and 8, respectively, were reorganized into 2015-16 Goal 2 – Pupil Outcomes.</p> <p>2014-15 Goals 5, 6, and 7 addressing State Priorities 8, 3 and 5, and 6, respectively, were reorganized into 2015-16 Goal 3 – Engagement.</p> <p>In the 2014-15 LCAP listed expenditures were targeted toward focused actions and did not include the bulk of LCFF funding. In the 2015-16 LCAP, listed expenditures for relevant areas have been significantly broadened so as to provide a more complete picture of the district’s operations. This expenditure information is included in broad categories. More specific and comprehensive budget information is available in the PJUSD 2015-16 Budget, which will be adopted in conjunction with the 2015-16 LCAP.</p>		

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

Original GOAL 3 from prior year LCAP:	Augment social science and science instruction at Princeton Elementary School.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Princeton Elementary School ----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Princeton Elementary students will be engaged in a broader course of study.	Actual Annual Measurable Outcomes: Princeton Elementary students have been engaged in a broader course of study.	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Plan Princeton Elementary School schedule to incorporate more social science and science instruction.	None 0	Princeton Elementary School has incorporated more social science and science instruction during the 2014-15 school year. Among other ways, this has included reading novels with relevancy to social science and taking field trips relevant to both social science and science.	None 0
Scope of Service	Schoolwide	Scope of Service	Schoolwide
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Provide professional development opportunities to Princeton Elementary teachers, specifically oriented toward social science and science instruction.</p>	<p>Professional development 5000-5999: Services And Other Operating Expenditures Other 2500</p>	<p>Teachers have had and engaged in numerous professional development opportunities. Science related professional development has been available at no cost to the district through a variety of grant funded opportunities.</p>	<p>Professional development 5000-5999: Services And Other Operating Expenditures Other 0</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In review of the 2014-15 LCAP, it was determined that the substantive goals remained largely appropriate but could be better organized into comprehensive goals aligned with the three broad groupings of state priorities. Thus, for the 2015-16 LCAP, goals were condensed from a total of seven to a total of three. The reorganization was completed as follows:</p> <p>2014-15 Goals 1, 2, and 3 addressing State Priorities 1, 2, and 7, respectively, were reorganized into 2015-16 Goal 1 – Conditions of Learning.</p> <p>2014-15 Goals 4 and 5 addressing State Priorities 4 and 8, respectively, were reorganized into 2015-16 Goal 2 – Pupil Outcomes.</p> <p>2014-15 Goals 5, 6, and 7 addressing State Priorities 8, 3 and 5, and 6, respectively, were reorganized into 2015-16 Goal 3 – Engagement.</p> <p>In the 2014-15 LCAP listed expenditures were targeted toward focused actions and did not include the bulk of LCFF funding. In the 2015-16 LCAP, listed expenditures for relevant areas have been significantly broadened so as to provide a more complete picture of the district’s operations. This expenditure information is included in broad categories. More specific and comprehensive budget information is available in the PJUSD 2015-16 Budget, which will be adopted in conjunction with the 2015-16 LCAP.</p>		

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Original GOAL 4 from prior year LCAP:	Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT annually.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: <u>Princeton Elementary School and Princeton Junior Senior High School</u> Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Students will experience ongoing excellence in achievement levels. They will come to have greater confidence in their abilities and greater pride in their schools.	Actual Annual Measurable Outcomes:	Students have continued to achieve at a high level. CAHSEE pass rates for 10th grade students exceeded 80%. 70% of ELD students progressed at least one level on the CELDT test, while only one student (5%) declined by one level. Updated API scores and CAASPP scores are unavailable at the time of LCAP publication and adoption.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue benchmark testing to provide formative assessment data. Use this data to tailor instruction to student needs.	None 0	Benchmark testing was not extensively utilized during the 2014-15 school year. We chose to wait to primarily utilize Smarter Balanced Interim Assessments, which were not made available until near the end of the 2014-15 school year.	None 0
Scope of Service _____ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _____ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>Maintain elementary school standard of at least two hours / week of pullout ELD instruction and in class SDAIE support.</p>	<p>Elementary ELD instructor (.5 FTE) 1000-1999: Certificated Personnel Salaries Other 24000 3000-3999: Employee Benefits Other 13000</p>	<p>Elementary ELD students received pullout ELD instruction for at least two hours per week and regular in class SDAIE support.</p>	<p>Elementary ELD instructor (.5 FTE) 1000-1999: Certificated Personnel Salaries Other 24000 3000-3999: Employee Benefits Other 13000</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain junior / senior high school master schedule period for ELD. Improve alignment to maximize enrollment of ELD students in the ELD support class.</p>	<p>Jr / Sr High ELD instructor (.17 FTE) 1000-1999: Certificated Personnel Salaries Base 8000 3000-3999: Employee Benefits Base 2700</p>	<p>Master schedule period for ELD was maintained, in a better-aligned manner that allowed for enrollment of all ELD students.</p>	<p>Jr / Sr High ELD instructor (.17 FTE) 1000-1999: Certificated Personnel Salaries Base 8000 3000-3999: Employee Benefits Base 2700</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain categorically funded paraprofessionals at Princeton Elementary Schools.</p>	<p>.88 FTE Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Other 24000 3000-3999: Employee Benefits Other 14000</p>	<p>Categorically funded paraprofessional was maintained at Princeton Elementary School.</p>	<p>.88 FTE Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Other 24000 3000-3999: Employee Benefits Other 14000</p>

<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue use of SDAIE strategies for ELD instruction in the classroom</p>	<p>Professional development 5000-5999: Services And Other Operating Expenditures 500</p> <p>Collaboration time 0</p>	<p>Teachers continued to used SDAIE strategies for ELD instruction in the classroom. Professional development was available at no charge to the district.</p>	<p>None 0</p> <p>Collaboration time 0</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In review of the 2014-15 LCAP, it was determined that the substantive goals remained largely appropriate but could be better organized into comprehensive goals aligned with the three broad groupings of state priorities. Thus, for the 2015-16 LCAP, goals were condensed from a total of seven to a total of three. The reorganization was completed as follows:</p> <p>2014-15 Goals 1, 2, and 3 addressing State Priorities 1, 2, and 7, respectively, were reorganized into 2015-16 Goal 1 – Conditions of Learning.</p> <p>2014-15 Goals 4 and 5 addressing State Priorities 4 and 8, respectively, were reorganized into 2015-16 Goal 2 – Pupil Outcomes.</p> <p>2014-15 Goals 5, 6, and 7 addressing State Priorities 8, 3 and 5, and 6, respectively, were reorganized into 2015-16 Goal 3 – Engagement.</p> <p>In the 2014-15 LCAP listed expenditures were targeted toward focused actions and did not include the bulk of LCFF funding. In the 2015-16 LCAP, listed expenditures for relevant areas have been significantly broadened so as to provide a more</p>		

	complete picture of the district's operations. This expenditure information is included in broad categories. More specific and comprehensive budget information is available in the PJUSD 2015-16 Budget, which will be adopted in conjunction with the 2015-16 LCAP.
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Original GOAL 5 from prior year LCAP:	Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Princeton Junior Senior High School ----- Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	More students will be prepared to enter the UC / CSU system.	Actual Annual Measurable Outcomes:	Our 3-year average stands at 32.2% for UC / CSU A-G requirement completion. Data for the class of 2015 was not yet available at time of LCAP writing.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The Princeton Junior Senior High School counselor will conference with all incoming freshmen and their parents to craft a four-year academic plan.	Necessary materials and supplies 4000-4999: Books And Supplies 500	The Princeton Junior Senior High School counselor has conferenced with all incoming freshmen and their parents to craft a four-year academic plan.	Necessary materials and supplies 220
Scope of Service	Schoolwide	Scope of Service	Schoolwide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Princeton Junior Senior High School will continue to host a Cash-for-College Night, helping parents and students with information regarding	None 0	Princeton Junior Senior High School continued to host a Cash-for-College Night, helping parents and students with information regarding paying for a	None 0

<p>paying for a college education.</p>		<p>college education.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Host Cash for College workshop emphasizing the financial viability of a college education and provides information that is most valuable for first-generation college students.</p>		<p>The Cash for College workshop was presented and well-attended by 12th grade students.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain Post High School Preparation class, which helps students in application for jobs, college, scholarships, etc. and provides information that is most valuable for first-generation college students.</p>		<p>The Post High School Preparation class was maintained and will continue to be in the next year.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p>	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In review of the 2014-15 LCAP, it was determined that the substantive goals remained largely appropriate but could be better organized into comprehensive goals aligned with the three broad groupings of state priorities. Thus, for the 2015-16 LCAP, goals were condensed from a total of seven to a total of three. The reorganization was completed as follows:</p> <p>2014-15 Goals 1, 2, and 3 addressing State Priorities 1, 2, and 7, respectively, were reorganized into 2015-16 Goal 1 – Conditions of Learning.</p> <p>2014-15 Goals 4 and 5 addressing State Priorities 4 and 8, respectively, were reorganized into 2015-16 Goal 2 – Pupil Outcomes.</p> <p>2014-15 Goals 5, 6, and 7 addressing State Priorities 8, 3 and 5, and 6, respectively, were reorganized into 2015-16 Goal 3 – Engagement.</p> <p>In the 2014-15 LCAP listed expenditures were targeted toward focused actions and did not include the bulk of LCFF funding. In the 2015-16 LCAP, listed expenditures for relevant areas have been significantly broadened so as to provide a more complete picture of the district’s operations. This expenditure information is included in broad categories. More specific and comprehensive budget information is available in the PJUSD 2015-16 Budget, which will be adopted in conjunction with the 2015-16 LCAP.</p>		

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Original GOAL 6 from prior year LCAP:	Improve district and school websites. Develop social media presence.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: LEA-wide	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Students and parents will receive more regular, current communication from the District and schools. The district and school websites will be able to be changed to a Spanish version with the push of one button. Some social media outlets (including Facebook) will also allow easy translation to Spanish for Spanish-speaking parents.	Actual Annual Measurable Outcomes:	The district and school websites have been significantly improved, including offering the option for Spanish translation. Further resources still need to be added to the district and school websites. Social media presence still needs to be developed and expanded.
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Work with webmaster on revamp of district and school websites.	Webmaster fees 5800: Professional/Consulting Services And Operating Expenditures Other 1000	Website revamp happened as planned.	Webmaster Fees 5800: Professional/Consulting Services And Operating Expenditures Base 1000
Scope of Service: Districtwide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: Districtwide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Create and utilize Facebook and Twitter accounts to share district and	None 0	Initial efforts at Facebook communications have begun, but need	None 0

school news.		to be better developed. Twitter accounts still need to be created and utilized.	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Add functionality of language selection to district and school websites			
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In review of the 2014-15 LCAP, it was determined that the substantive goals remained largely appropriate but could be better organized into comprehensive goals aligned with the three broad groupings of state priorities. Thus, for the 2015-16 LCAP, goals were condensed from a total of seven to a total of three. The reorganization was completed as follows:</p> <p>2014-15 Goals 1, 2, and 3 addressing State Priorities 1, 2, and 7, respectively, were reorganized into 2015-16 Goal 1 – Conditions of Learning.</p> <p>2014-15 Goals 4 and 5 addressing State Priorities 4 and 8, respectively, were reorganized into 2015-16 Goal 2 – Pupil Outcomes.</p> <p>2014-15 Goals 5, 6, and 7 addressing State Priorities 8, 3 and 5, and 6, respectively, were reorganized into 2015-16 Goal 3 – Engagement.</p> <p>In the 2014-15 LCAP listed expenditures were targeted toward focused actions and did not include the bulk of LCFF funding. In the 2015-16 LCAP, listed expenditures for relevant areas have been significantly broadened so as to provide a more</p>		

	complete picture of the district's operations. This expenditure information is included in broad categories. More specific and comprehensive budget information is available in the PJUSD 2015-16 Budget, which will be adopted in conjunction with the 2015-16 LCAP.
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Original GOAL 7 from prior year LCAP:	Update school safety plans. Drill safety procedures more regularly.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:	Students (and staff) will be more familiar with safety procedures, contributing to a safer school environment.	Actual Annual Measurable Outcomes:	Staff and students are more familiar with safety procedures due to an updated school safety plan and more regular drilling.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Form safety committee with primary purpose of updating school safety plan. School safety plans will include guidelines for safety drills, which will be incorporated with greater frequency.	None 0	Update of school safety plan was accomplished as planned. Drilling has been regularly completed.	None 0
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be	In review of the 2014-15 LCAP, it was determined that the substantive goals remained largely appropriate but could be better organized into comprehensive goals aligned with the three broad groupings of state priorities. Thus, for the 2015-16 LCAP,		

made as a result of reviewing past progress and/or changes to goals?

goals were condensed from a total of seven to a total of three. The reorganization was completed as follows:

2014-15 Goals 1, 2, and 3 addressing State Priorities 1, 2, and 7, respectively, were reorganized into 2015-16 Goal 1 – Conditions of Learning.

2014-15 Goals 4 and 5 addressing State Priorities 4 and 8, respectively, were reorganized into 2015-16 Goal 2 – Pupil Outcomes.

2014-15 Goals 5, 6, and 7 addressing State Priorities 8, 3 and 5, and 6, respectively, were reorganized into 2015-16 Goal 3 – Engagement.

In the 2014-15 LCAP listed expenditures were targeted toward focused actions and did not include the bulk of LCFF funding. In the 2015-16 LCAP, listed expenditures for relevant areas have been significantly broadened so as to provide a more complete picture of the district's operations. This expenditure information is included in broad categories. More specific and comprehensive budget information is available in the PJUSD 2015-16 Budget, which will be adopted in conjunction with the 2015-16 LCAP.

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$142,579
Princeton Joint Unified School District unduplicated pupil count is 77.74%, 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 2015-16, supplemental and concentration grant funding is \$142,579. For 2016-17, supplemental and concentration grant funding is \$107,300. For 2017-18, supplemental and concentration grant funding is \$122,516.	

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

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

7.56	%
%	
For 2015-16, Princeton needs to provide services to low income pupils and English learners that are 7.56% improved or increased. The following changes represent increased / improved services:	
Low income pupils: 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 will offer a Post-HS Preparation course to senior students. Though this class is open to all 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 in the process of implementing 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. Finally, we will be crafting a new technology use plan that will include policies for free use of our wireless network. Since more of our low income students are without internet connections at home, we can improve their access to technological resources in this way.	

English learners: Princeton will be 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 a significant 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 were recently 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. 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.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
3000-3999: Employee Benefits	Base	2,700.00	2,700.00	301,700.00	301,700.00	301,700.00	905,100.00
3000-3999: Employee Benefits	Other	27,000.00	27,000.00	14,000.00	14,000.00	14,000.00	42,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	10,000.00	10,000.00	20,000.00
4000-4999: Books And Supplies	California Career Pathways Trust	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	30,500.00	0.00	0.00	30,500.00
4000-4999: Books And Supplies	Other	3,000.00	1,400.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	158,000.00	158,000.00	151,000.00	467,000.00
5000-5999: Services And Other Operating Expenditures	Other	8,500.00	11,200.00	0.00	0.00	0.00	0.00
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	0.00	1,000.00	5,000.00	5,000.00	5,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	1,000.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Other	0.00	0.00	990,000.00	0.00	0.00	990,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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