

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: 2015-16

Local Control and Accountability Plan and Annual Update Template

Princeton Joint Unified School District (PJUSD) serves approximately 180 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 |
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| <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, 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.</p> <p>The site councils met regularly throughout the year (10/15/15, 2/11/16,</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 staff members 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, in the streamlined manner adopted in the previous year's LCAP.

On May 13, 2016, a draft LCAP was distributed to all Princeton employees and the governing board. Feedback was requested from all stakeholders.

On May 13, 2016, a draft LCAP was provided to Glenn County Office of Education for review and provisional approval.

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 28, 2016 PJUSD school board meeting.

During the June 30, 2016 board meeting the LCAP was agendized for approval by the PJUSD Governing Board.

Annual Update:

During the 2015-16 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 (10/15/15, 2/11/16, 3/10/16, 4/21/16, 5/19/16) and during twice monthly late start meetings (8/25/15, 9/15/15, 9/29/15, 10/13/15, 10/27/15, 11/10/15, 12/1/15, 12/15, 1/12/16, 1/26/16, 2/9/16, 2/23/16, 3/8/16, 3/22/16, 4/12/16, 4/26/16, 5/10/16, 5/24/16). Updates on school progress was shared with the governing board throughout the school year, primarily through counselor's and principal's reports during the board meetings (7/16/15, 8/20/15, 9/17/15,

3/10/16, 4/21/16, 5/19/16) 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 updated.

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

Positive feedback was received; there were no suggestions for improvement made.

Glenn County Office of Education reviewed the draft LCAP, provided constructive criticism, and gave its provisional approval.

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.

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:

Given analysis of progress made during the 2015-16 school year, it was determined that all school goals remained appropriate, and 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 2016-17 school year.

10/15/15, 11/19/15, 12/17/15, 1/21/16, 2/11/16, 3/10/16, 4/21/16, 5/19/16, 6/23/16).

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?

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| 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"> • 2015-16: 100% of teachers appropriately assigned • 2 teachers completing BTSA • 5 high school teachers placed using committee on assignment 2) Maintain sufficient board adopted instructional materials (annual board resolution) aligned with new standards 3) Maintain well-repaired facilities (FIT evaluation) 4) Continue implementation of standards-based instruction 5) Continue to offer ELD instruction to all ELD students |
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| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: All |
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LCAP Year 1: 2016-17

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| 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 |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 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) | Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 608721 Certificated Benefits 3000-3999: Employee Benefits Base 243240 |
| Beginning teachers will be supported through BTSA | Districtwide | <input checked="" type="checkbox"/> All | BTSA Support Costs 5000-5999: Services And Other |

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| | e | OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Operating Expenditures Title II 6000 |
| 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 93127 Maintenance and operations benefits 3000-3999: Employee Benefits Base 52498 Maintenance and operations services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base 164000 |
| 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 | None 0 |

| | | _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |
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| LCAP Year 2: 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 608721 Certificated Benefits 3000-3999: Employee Benefits Base 243240 |
| 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 6000 |
| 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 | Curriculum purchase 4000-4999: Books And Supplies Base 10000 |

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| | | English proficient _ Other Subgroups: (Specify) | |
| 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 93127 Maintenance and operations benefits 3000-3999: Employee Benefits Base 52498 Maintenance and operations services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base 164000 |
| 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 <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | Professional Development 5000-5999: Services And Other Operating Expenditures Title III 1000 |

LCAP Year 3: 2018-19

- 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 |
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| 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) | Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 608721 Certificated Benefits 3000-3999: Employee Benefits Base 243240 |
| 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 Title II 6000 |
| The District will ensure that all students will have access to standards-aligned instructional materials. | 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: | Maintenance and operations budget 2000-2999: Classified Personnel Salaries Base 93000 |

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| | | <ul style="list-style-type: none"> <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>Maintenance and operations benefits 3000-3999: Employee Benefits Base 49700</p> <hr/> <p>Maintenance and operations services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base</p> |
| <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> | <ul style="list-style-type: none"> <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>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> | <ul style="list-style-type: none"> <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) | |

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 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify</p> |
| <p>Identified Need :</p> | <ol style="list-style-type: none"> 1) Improve CAASPP / SBAC Proficiency Rate <ul style="list-style-type: none"> • 2014-15 English: 33% proficient or advanced • 2014-15 Math: 33% proficient or advanced 2) Maintain proficient level API [Will not be applicable until CDE reinstates API measure] <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"> • 2014-15: 37% • 2013-14: 20% • 2012-13: 44% • 2011-12: 33% 4) CTE Completion % <ul style="list-style-type: none"> • 2014-15: 10.5% • 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"> • 2014-15 English: 21% • 2014-15 Math: 5% • 2013-14 English: 16% • 2013-14 Math: 32% 9) Improve CAHSEE pass rate: [No longer applicable because the CAHSEE has been suspended] <ul style="list-style-type: none"> • 2013-14 ELA: 72% • 2013-14 Math: 83% | |
| <p>Goal Applies to:</p> | <p>Schools: All</p> | <p>Applicable Pupil Subgroups: All</p> |

LCAP Year 1: 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]

| 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) | .63 FTE Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Other 18362 3000-3999: Employee Benefits Other 11625 |
| Plan and implement districtwide intervention schedule | Districtwide | <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) | |

LCAP Year 2: 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: _ Low Income pupils _ 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 checked="" 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) | .63 FTE Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Other 18362 3000-3999: Employee Benefits Other 11625 |
| Continue implementation of districtwide intervention schedule | 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 _ Other Subgroups: (Specify) | |
|--|--|---|--|

LCAP Year 3: 2018-19

| | |
|--------------------------------------|---|
| 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 | Pathway lead and counselor stipends 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 10000 Curriculum, materials, and supplies purchase 4000-4999: |

| | | | |
|--|--------------|---|---|
| | | <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) | 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) | .63 FTE Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Federal Funds 18362 <hr/> 3000-3999: Employee Benefits Other 11625 |
| Plan and implement districtwide intervention schedule | 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) | |

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> | <ol 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> | <table border="1"> <tr> <td>Schools:</td> <td>All</td> </tr> <tr> <td>Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table> | Schools: | All | Applicable Pupil Subgroups: | All |
| Schools: | All | | | | |
| Applicable Pupil Subgroups: | All | | | | |

LCAP Year 1: 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> | |
| <p>Participate in Glenn County Office of Education School Attendance Review Board (SARB)</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: 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> | |
| <p>Participate in Glenn County Office of Education School Attendance Review Board (SARB)</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>Participate in Glenn County Office of Education School Attendance Review Board (SARB)</p> |

LCAP Year 3: 2018-19

- 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> | |
| <p>Participate in Glenn County Office of Education School Attendance Review Board (SARB)</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: | 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 | |
| Goal Applies to: | Schools: All Applicable Pupil Subgroups: All | | |
| Expected Annual Measurable Outcomes: | <ol style="list-style-type: none"> 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 | Actual Annual Measurable Outcomes: | <ol style="list-style-type: none"> 1) 100% of teachers were appropriately assigned regarding subject and grade level, some using a Committee on Assignment and some utilizing the flexibility provided by being a necessary small high school. One teacher has relied on an emergency CLAD credential that has been in the process of being renewed during the 2015-16 school year. His full CLAD credential has now been granted. 2) Sufficient instructional materials have been available for all classes, as evidenced in board resolution. 3a) Facilities Inspection Tool Evaluations indicates all facilities in satisfactory repair. 3b) Completed construction of new science, agriculture, and business classrooms; completed replacement of elementary school roof and HVAC units. The high school shop has planned upgrades scheduled for June 2016. 4) All PJUSD teachers participated in standards-based professional development, including the Glenn County Common to the Core Day, Google Summit, and Math Time grant. Two teachers also participated in BTSA, with an additional two teachers acting as BTSA support providers. 5) ELD instruction has been provided to all ELD students. |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual 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 | Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 633,000 | 100% of teachers were appropriately assigned regarding subject and grade level, some using a Committee on Assignment and some utilizing the | Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 633000 |

| | | | |
|--|---|--|---|
| | <p>Certificated Benefits 3000-3999: Employee Benefits Base 252,000</p> | <p>flexibility provided by being a necessary small high school. One teacher has relied on an emergency CLAD credential that has been in the process of being renewed during the 2015-16 school year. It is anticipated that a permanent CLAD credential will be granted in the near future.</p> | <p>Certificated Benefits 3000-3999: Employee Benefits Base 252000</p> |
| <p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Beginning teachers will be supported through BTSA (three teachers total for 2015-16 school year)</p> | <p>BTSA support 5000-5999: Services And Other Operating Expenditures Base 10500</p> | <p>Beginning teachers were supported through BTSA (two teachers versus the anticipated three, due to staffing change). Riverside County Office of Education's online BTSA program was selected as the 2015-16 BTSA service provider, and was positively reviewed by participants. The funding source was changed from Base dollars to Title II following a budget revision during 2nd Interim.</p> | <p>BTSA Support 5000-5999: Services And Other Operating Expenditures Title II 10500</p> |
| <p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |

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| <p>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</p> | <p>Curriculum purchase 4000-4999: Books And Supplies Lottery 30500</p> | <p>The District continued its evaluation of mathematics curriculum. College Preparatory Mathematics was purchased for grades 6-8. Evaluation for grades 9-11 is ongoing; another curriculum, Houghton Mifflin will be piloted in 2016-17. EngageNY was adopted for grades K-5, and did not require purchase as a free online curriculum.</p> | <p>Curriculum purchase 4000-4999: Books And Supplies Base 7,722</p> |
| <p>Curriculum purchase 4000-4999: Books And Supplies Lottery 30500</p> | | | <p>Curriculum purchase 4000-4999: Books And Supplies Lottery 30500</p> |
| <p>Scope of Service Districtwide</p> | | <p>Scope of Service Districtwide</p> | |
| <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p><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>The District will ensure that all facilities are maintained and in good repair</p> | <p>Maintenance and operations salaries 2000-2999: Classified Personnel Salaries Base 93000</p> | <p>The District maintained all school facilities, keeping them in good repair.</p> | <p>Maintenance and operations salaries 2000-2999: Classified Personnel Salaries Base 93000</p> |
| | <p>Maintenance and operations benefits 3000-3999: Employee Benefits Base 49700</p> | | <p>Maintenance and operations benefits 3000-3999: Employee Benefits Base 49,700</p> |
| | <p>Maintenance and operations services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base 146500</p> | | <p>Maintenance and operations services and other operating expenditures 5000-5999: Services And Other Operating Expenditures Base 146,500</p> |
| <p>Scope of Service Districtwide</p> | | <p>Scope of Service Districtwide</p> | |
| <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English</p> | | <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> | |

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|---|---|--|--|---|------------------|--------------|--|
| proficient _ Other Subgroups: (Specify) | | _ Other Subgroups: (Specify) | | | | | |
| Complete construction of new science, agriculture, and business classrooms; complete replacement of elementary school roof and HVAC units | Construction Costs 6000-6999: Capital Outlay Other 990000 | Construction of new science, agriculture, and business classrooms completed; replacement of elementary school roof and HVAC units completed. High school shop completion unknown. | Construction Costs 6000-6999: Capital Outlay Other 1,759,913 | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <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 | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <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 | |
| Scope of Service | Districtwide | | | | | | |
| Scope of Service | Districtwide | | | | | | |
| 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. | Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base 5000 | The District ensured that all teachers had access to professional development opportunities, minimally participating in the Glenn Common to the Core All Staff Development Day. Professional development opportunities covered a variety of instructional needs including Common Core, revised ELD standards, STEM, Career Pathways, and technology. | Professional Development 5000-5999: Services And Other Operating Expenditures Title II 5000 | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <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 | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Districtwide</td> </tr> </table> <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 | |
| Scope of Service | Districtwide | | | | | | |
| Scope of Service | Districtwide | | | | | | |

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| <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>Professional Development 5000-5999: Services And Other Operating Expenditures Title III 1000</p> | <p>All teachers are now CLAD certified. All CLAD certification includes training in SDAIE methods. The 2015-16 Princeton Jr Sr High School master schedule included two periods of ELD support.</p> | <p>Professional Development (teacher self-funded) None</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>We will continue to examine how our facilities can be best improved to meet the needs of our students. Following the anticipated completion of the shop, our focus will be on a new barn for high school student livestock projects. When Modernization funds become available, we anticipate broader plans for facilities upgrades at both of our school sites.</p> | | |

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

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

| | | | |
|---|---|---|--|
| Original GOAL 2 from prior year LCAP: | 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. | Related State and/or Local Priorities: 1 _ 2 3 _ 4 <u>X</u> 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify | |
| Goal Applies to: | Schools: All | Applicable Pupil Subgroups: | All |
| Expected Annual Measurable Outcomes: | <ol style="list-style-type: none"> 1) Undetermined SBAC / CAASPP Proficiency rate, pending results of first year's testing data and/or state established goal 2) API baseline will be set by the state. EAMO will be set once API baseline is available. 3) At least 33% of graduating students will complete UC / CSU A-G requirements 4) At least 20% of graduating students will complete CTE courses of study 5) At least 50% of ELD students will advance at least one level on the CELDT 6) At least 25% of ELD students will be reclassified as Fluent English Proficient 7) N/A – EAMOs for AP pass rates will not be set until AP courses are offered at Princeton Junior Senior High School 8) At least 25% of high school juniors will test as college ready on the CSU EAP 9) CAHSEE pass rate for 10th grade students will be at least 80% annually [Note: This EAMO may not be applicable if the CAHSEE is discontinued] | Actual Annual Measurable Outcomes: | <ol style="list-style-type: none"> 1) 33% of Princeton students, grades 3-8 and 11, met or exceeded standards on the English Language Arts CAASPP test. 33% of Princeton students, grades 3-8 and 11, met or exceeded standards on the mathematics CAASPP test. 2) N/A - API scores are currently suspended. 3) Class of 2015: 36.84% (7 of 19) of 2015 graduates, completed UC / CSU A-G requirements. 4) 2 of 19 graduates (10.5%) completed a CTE course of study 5) 47% of ELD students advanced at least one level on the CELDT (7 of 15) 6) 9.5% (2 of 21 ELD students) were reclassified as fluent English proficient 7) N/A - AP courses were not offered at Princeton Junior Senior High School in 2015-16 and scores cannot, therefore, be evaluated as an EAMO. 8) 19 of 22 students took voluntary test; 21% demonstrated preparedness in English and 5% demonstrated preparedness in math 9) The CAHSEE is suspended and will likely not be given again. CAHSEE scores cannot, therefore, be considered as data for EAMOs. |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Continue benchmark testing and results evaluation | | Benchmark testing occurred in some courses; we have still not reached the thoroughness or comprehensiveness we desire with benchmarking and | |

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| | | | | evaluation. | |
| 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) | |
| All teachers will collaborate through bi-monthly late start meetings | | | | All teachers, counselor, and principal collaborated in bi-monthly late start meetings. | |
| 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) | |
| Full implementation of Butte Glenn College Career Pathway Trust Grant pathways – Medical / Health and Fabrication (Welding) | | Pathway lead and counselor stipends 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 10000 | | Implementation of the Butte Glenn College Career Pathway Trust Grant pathways – Medical / Health and Fabrication (Welding) has continued. | |
| | | Curriculum, materials, and supplies purchase 4000-4999: Books And Supplies California Career Pathways Trust 10000 | | | |
| | | | | Pathway lead and counselor stipends 1000-1999: Certificated Personnel Salaries California Career Pathways Trust 10000 | |
| | | | | Materials and supplies purchase 4000-4999: Books And Supplies California Career Pathways Trust 12,700 | |
| Scope of Service | High School | | | Scope of Service | High School |
| <input checked="" type="checkbox"/> All ----- OR: | | | | <input checked="" type="checkbox"/> All ----- OR: | |

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|---|---|--|--|---|------------------|------------|--|
| <ul style="list-style-type: none"> <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) | | <ul style="list-style-type: none"> <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) | | | | | |
| Maintain categorically funded bilingual instructional aide position at Princeton Elementary School | .88 FTE Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Other 24000 3000-3999: Employee Benefits Other 14000 | Maintain categorically funded bilingual instructional aide position at Princeton Elementary School | .88 FTE Bilingual Paraprofessional 2000-2999: Classified Personnel Salaries Other 24,000 3000-3999: Employee Benefits Other 14,000 | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Elementary</td> </tr> </table> <input type="checkbox"/> All ----- OR: <ul style="list-style-type: none"> <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) | Scope of Service | Elementary | | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Elementary</td> </tr> </table> <input type="checkbox"/> All ----- OR: <ul style="list-style-type: none"> <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) | Scope of Service | Elementary | |
| Scope of Service | Elementary | | | | | | |
| Scope of Service | Elementary | | | | | | |
| What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals? | Princeton's goals remain appropriate, as do the actions linked to achieving them. Planned improvements include a stronger focus on data analysis during late start meetings, including the scores generated from benchmark testing. | | | | | | |

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.

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| Original GOAL 3 from prior year LCAP: | 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. | 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 | |
| Goal Applies to: | Schools: All ----- Applicable Pupil Subgroups: All | | |
| 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 | Actual Annual Measurable Outcomes: 1) 2015-16: 95.93% (YTD, as of 4/15/16) 2) 2015-16: 9.2% (YTD, as of 4/20/16) 3) 2015-16: 0% 4) 2015-16: 0% 5) 2015-16: 100% / 95% (1 of 20 in jeopardy) 6) 2014-15: 1.0% 7) 2014-15: 0.0% 8) For the 2015-16 school year a total of 5 parents are the School Site Councils; three for the elementary and two for the high school. | |
| LCAP Year: 2015-16 | | | |
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| Continue improvement of school website | Webmaster fees 5000-5999: Services And Other Operating Expenditures Base 1000 | Improvement of the school website has continued, and it has become a more useful and functional website. | Webmaster fees 5000-5999: Services And Other Operating Expenditures Base 550 |
| 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) | |

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| <p>Expand use of social media including Facebook and Twitter</p> | | <p>Social media has been use has been significantly expanded, resulting in greatly expanded parent and community engagement.</p> | |
| <p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Continue use of attendance prizes (sponsored by Horace Mann / Golden Apple)</p> | | <p>Attendance prizes continued to be awarded, including bicycles, Amazon Kindles, and monthly recognition.</p> | |
| <p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Continue Back to School and Open House Nights</p> | | <p>Back to School and Open House Nights were continued</p> | |
| <p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> | | <p>Scope of Service Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> | |

| | | | |
|---|---|---|--|
| <p><input type="checkbox"/> Foster Youth <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>Promote School Site Council participation</p> | | <p>School Site Council continued throughout the school year</p> | |
| <p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>Continue annual update of School Safety Plan</p> | | <p>School Safety Plan was updated and approved by School Site Council</p> | |
| <p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | | <p>Scope of Service: Districtwide</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p> | |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p> | <p>We plan to continue to leverage technology, including social media to promote involvement in our school community as parent reception has been very positive. To further address improving attendance, we will begin utilizing the recently reformed Glenn County Office of Education SARB board. We will also continue drilling and practice of our newly purchased Catapult Emergency Management System.</p> | | |

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

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

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

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

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

| | |
|---|------------------|
| Total amount of Supplemental and Concentration grant funds calculated: | <u>\$157,106</u> |
| <p>Princeton Joint Unified School District’s 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 2016-17, supplemental and concentration grant funding is \$157,106. For 2017-18, supplemental and concentration grant funding is \$217,273. For 2018-19, supplemental and concentration grant funding is \$124,606.</p> <p>Princeton Joint Unified School District has experienced a 25% decline in enrollment since 2008-09, going from 236 students to 164 students in 2015-16. Since the implementation of Local Control Funding Formula in 2013-14, per pupil funding has been increasing toward the funding level we had before the significant cuts that occurred in the 2008-09 school year.</p> <p>However, declining enrollment has meant that total funding for PJUSD has been declining. During this period, we have not significantly cut staffing, meaning that our student to teacher ratio has been improving (2008-09: 14.8 to 1 student to teacher ratio, 2015-16: 13.1 to 1 student to teacher ratio).</p> <p>We have maintained a full counselor position, for a student to counselor ratio that is far lower than most districts. (2008-09: 236 to 1 student to counselor ratio, 2015-16: 164 to 1 student to counselor ratio).</p> <p>We have also expanded transportation services, lengthening our north and south bus routes. We have chosen to do so even with transportation funding that covers approximately half our actual transportation costs.</p> <p>ASES funding has been steadily declining, but we have continued to offer the SPARK After School Program. Summer school, also traditionally ASES-funded, has required general fund support in recent years.</p> <p>We believe these program decisions benefit all students, and are appropriate districtwide uses of concentration and supplemental funds. We also believe that their positive effects will be most pronounced for students with the greatest learning needs, many of whom are represented in our unduplicated pupil count.</p> | |

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

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

| | |
|------|---|
| 8.50 | % |
| % | |

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We believe these program decisions benefit all students, and are appropriate districtwide uses of concentration and supplemental funds. We also believe that their positive effects will be most pronounced for students with the greatest learning needs, many of whom are represented in our unduplicated pupil count.

In addition to planned improvements for all students, our aim for improvement of services for low-income students centers on providing programs for students that will assist them in obtaining financial success after graduation. We 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 continuing implementation of two new College Career Pathways: Health and Medical Fields and Manufacturing. The primary goal of these pathways is to prepare students for careers in high demand areas of employment.

Princeton will 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 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 | 2015-16 Annual Update Budgeted | 2015-16 Annual Update Actual | 2016-17 | 2017-18 | 2018-19 | 2016-17- 2018-19 Total |
| 1000-1999: Certificated Personnel Salaries | Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | Base | 93,000.00 | 93,000.00 | 93,127.00 | 93,127.00 | 93,000.00 | 279,254.00 |
| 2000-2999: Classified Personnel Salaries | Federal Funds | 0.00 | 0.00 | 0.00 | 0.00 | 18,362.00 | 18,362.00 |
| 2000-2999: Classified Personnel Salaries | Other | 24,000.00 | 24,000.00 | 18,362.00 | 18,362.00 | 0.00 | 36,724.00 |
| 3000-3999: Employee Benefits | Base | 301,700.00 | 301,700.00 | 295,738.00 | 295,738.00 | 292,940.00 | 884,416.00 |
| 3000-3999: Employee Benefits | Other | 14,000.00 | 14,000.00 | 11,625.00 | 11,625.00 | 11,625.00 | 34,875.00 |
| 4000-4999: Books And Supplies | Base | 0.00 | 7,722.00 | 10,000.00 | 10,000.00 | 10,000.00 | 30,000.00 |
| 4000-4999: Books And Supplies | California Career Pathways Trust | 10,000.00 | 12,700.00 | 10,000.00 | 10,000.00 | 10,000.00 | 30,000.00 |
| 4000-4999: Books And Supplies | Lottery | 30,500.00 | 30,500.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | | 0.00 | 0.00 | 0.00 | 6,000.00 | 0.00 | 6,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 158,000.00 | 147,050.00 | 165,000.00 | 165,000.00 | 1,000.00 | 331,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Title II | 0.00 | 15,500.00 | 6,000.00 | 0.00 | 6,000.00 | 12,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 1,000.00 | 0.00 | 0.00 | 1,000.00 | 0.00 | 1,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Base | 5,000.00 | 0.00 | 5,000.00 | 5,000.00 | 5,000.00 | 15,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6000-6999: Capital Outlay | Other | 990,000.00 | 1,759,913.00 | 0.00 | 0.00 | 0.00 | 0.00 |

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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