§ 15497. Local Control and Accountability Plan and Annual Update Template

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LCAP Year:	1

Introduction

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.

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. 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 should comply with instructions and 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. 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 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

Parent involvement: efforts to seek parent input in decision making, 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

Instructions and Guiding Questions
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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions
1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Description of Involvement Processes Implemented	
Involvement Process	**Impact on LCAP**
Princeton Joint Unified School District administration has been involved in monthly LCAP training workshops put on by Glenn County Office of Education. During these meetings we have collaborated with other administrators to learn about the requirements of the LCAP and best practices in its completion. Besides county and LEA representatives, there have been participants from special education, ROP / CTE, and foster youth services.	Information gained from the Glenn County Office of Education workshops has been communicated to district stakeholders: the Princeton Joint Unified School District Governing Board, Princeton Elementary School Site Council, Princeton Junior Senior High School Site Council, and school staff (first through leadership team meetings, and then as communicated to bargaining groups). The PJUSD Governing Board also adopted new Board Policy supporting creation of the LCAP.
Princeton Joint Unified School District determined that the school site councils at Princeton Elementary School and Princeton Junior Senior High School 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	The site councils meet on a monthly basis and have spent multiple meeting sessions discussing the requirements of the LCAP. The site councils reviewed performance data that related to performance in the eight state priority areas. Following review of the relevant data, LCAP goals and actions were formulated.

Description of Involvement Processes Implemented	
Involvement Process	**Impact on LCAP**
schools' unduplicated counts: English learners and low income students.	
District administration used the feedback provided by the school site councils and school leadership group to formulate a draft of the LCAP. The LCAP draft was then shared in subsequent school site council meetings, school leadership meetings, and faculty and staff meetings.	Following the sharing of the draft LCAP, feedback was solicited from all stakeholder groups and modifications were made to the LCAP as appropriate.
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 May 15, 2014 PJUSD school board meeting.	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.
Following the public hearing on the LCAP, district administration prepared another draft of the LCAP. This draft was provided to Glenn County Office of Education for provisional approval.	Glenn County Office of Education reviewed the draft LCAP and provided its provisional approval.
A second public hearing on the LCAP was held during the June 26, 2014 board meeting. This hearing was done in conjunction with the hearing on the district's 2014-15 budget.	The second hearing provided a final opportunity for feedback leading to revision of the LCAP prior to its adoption during the June 30, 2014 board meeting.
During the June 30, 2014 board meeting the LCAP was agendized for approval by the PJUSD Governing Board.	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.

Section 2: Goals and Progress Indicators

Instructions and Guiding Questions
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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions:
Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Section 2: Goals and Progress Indicators

[1] What needs have been identified and what metrics are used to measure progress?
[2] Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.
[3] Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.
[4] Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.

Description of Goals				
Identified Need and Metric[1]	Description of Goal	Applicable Pupil Subgroup(s)[2]	School(s) Affected[3]	Related State and Local Priorities[4]
1. The California Department of Education has adopted the California Common Core State Standards. Teachers have been gathering and incorporating appropriate material to augment existing curriculum. The District has not, however, adopted any new curriculum based on the Common Core State Standards. In addition, the Next Generation Science Standards and new California English Language Development Standards will need to guide our instruction within the next few years. Princeton Joint Unified School District has computer labs at both of its two schools and additional computers (between one and five) in each classroom. The District has recently installed a new server, POE switches, and wireless	Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	All	LEA-wide	Priority 1(A): Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119

Description of Goals				
Identified Need and Metric[1]	**Description of Goal**	**Applicable Pupil Subgroup(s)[2]**	**School(s) Affected[3]**	**Related State and Local Priorities[4]**
access points. We have identified need for more ceiling-mounted LCD projectors and mobile carts of laptops (likely Chromebooks). We also recognize the need to develop a BYOD (Bring Your Own Device) Policy that will allow us to better leverage student-owned technology.				
2. The California Department of Education has adopted the California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards. Princeton teachers have been involved in a variety of professional development activities oriented toward implementation of these standards. However, full implementation of the new standards has not yet been achieved.	Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	All ELD Students	LEA-wide	Priority 2(A): Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.
3. Princeton Elementary School has focused instruction on English Language Arts and mathematics. Coverage of social science, science, visual and performing arts, and health has been	Augment social science and science instruction at Princeton Elementary School.	All	Princeton Elementary School	Priority 7(A) - 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),

	Description of Goals			
Identified Need and Metric[1]	**Description of Goal**	**Applicable Pupil Subgroup(s)[2]**	**School(s) Affected[3]**	**Related State and Local Priorities[4]**
limited in recent years. The focus on the core curriculum has been validated by dramatically improved academic results. However, Princeton Elementary School now intends to add back the breadth of curriculum specified in Education Code 51210				inclusive, of Section 51220, as applicable.
4. On a variety of performance measures, Princeton schools have made outstanding progress. The District API stands at 807, with Princeton Elementary having been above 800 three years in a row, and Princeton Junior Senior High reaching 800 for the 2012-13 school year. STAR/CST results have been the primary component of API scores, and accordingly show strong testing results. CAHSEE passage rates have been above 80% for both English and math both of the last two school years. Increasing numbers of English Learners have been entering PJUSD each year. English Learners and those classified / reclassified as	Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT annually.	All students High school sophomores and up. ELD students	Princeton Elementary School and Princeton Junior Senior High School	Priority 4(B) - 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.

	Description of Goals			
Identified Need and Metric[1]	**Description of Goal**	**Applicable Pupil Subgroup(s)[2]**	**School(s) Affected[3]**	**Related State and Local Priorities[4]**
being fluent in English with a different initial language now constitute about 55% of Princeton students. Princeton Elementary has done an excellent job of helping students become fluent in English. Of the 55% mentioned above only 15.5% are still classified as English learners. The primary measure for reclassification has been student scores on the CELDT test. While the CELDT test will soon be replaced, we want our English Learners to continue mastering English and demonstrating that mastery on the relevant ELD test.				
5. A college preparatory course of study that covers all of UC / CSU A-G requirements is available to all Princeton Junior Senior High School students. In 2011-12, 33.3% of graduating seniors completed UC / CSU A-G requirements. In 2012-13, 44.4% of graduating seniors completed UC / CSU A-G requirements. We believe that we can and should improve the UC / CSU A-G	Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.	All	Princeton Junior Senior High School	Priority 8(B) - 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.

Description of Goals				
Identified Need and Metric[1]	**Description of Goal**	**Applicable Pupil Subgroup(s)[2]**	**School(s) Affected[3]**	**Related State and Local Priorities[4]**
requirement completion rate.				
6. Princeton schools continue to employ a variety of traditional methods of communicating with parents. These include newsletters, Back-to-School and Open House Nights, parent access to Aeries ABI, parent-teacher conferences, etc. We do not believe that we have sufficiently leveraged available technology. Specifically, we believe that we could significantly improve our website and its use. We also would like to develop a social media presence (e.g., Facebook, Twitter, Instagram, etc.). By doing so we believe that we will not only have more involved parents but better engaged pupils.	Improve district and school websites. Develop social media presence.	All	LEA-wide	Priority 3(C) - Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Priority 5(C) - Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.
7. Princeton Joint Unified School District has a current school safety plan. However, we believe that this plan should be updated and made more thorough and comprehensive. Safety procedures need to be practiced more regularly through drills.	Update school safety plans. Drill safety procedures more regularly.	All	LEA-wide	Priority 6(C) - 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.

Section 2: Goals and Progress Indicators

[1] Based on identified metric.

LCAP Year 1 (2014-15): Analysis of Progress		
Description of Goal	**Analysis of Progress**	**What will be different / improved for students?**[1]
1. Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Adoption, purchase, and implementation of Common Core aligned curriculum. Number of available computers. Percentage of rooms with LCD projectors. Updated (BYOD) technology policies.	New Common Core aligned curriculum will be adopted, purchased, and implemented. More computers will be available to students. More rooms will be equipped with LCD projectors. Students will more regularly use their own devices.
2. Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Teacher lesson plans will be based on California Common Core State Standards in English Language Arts and Mathematics and Common Core literacy standards will be incorporated as appropriate.	Common Core standards focus on development of critical thinking skills. To the extent those critical thinking skills are developed, students will gain a deeper knowledge of subject matter material.
3. Augment social science and science instruction at Princeton Elementary School.	Princeton Elementary School schedule and curriculum inclusion.	Princeton Elementary students will be engaged in a broader course of study.
4. Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT annually.	API Score CAHSEE Pass Rate ELD reclassification rate.	Students will experience ongoing excellence in achievement levels. They will come to have greater confidence in their abilities and greater pride in their schools.
5. Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.	UC / CSU A-G requirement completion rate.	More students will be prepared to enter the UC / CSU system.
6. Improve district and school websites. Develop social media presence.	Website will be moved to a new platform (Drupal) and thoroughly updated. Facebook and Twitter accounts will be established and regularly utilized.	Students and parents will receive more regular, current communication from the District and schools. The district and school websites will be able to be changed to a Spanish version with the push of one button. Some social media outlets (including

LCAP Year 1 (2014-15): Analysis of Progress		
Description of Goal	**Analysis of Progress**	**What will be different / improved for students?[1]**
		Facebook) will also allow easy translation to Spanish for Spanish-speaking parents.
7. Update school safety plans. Drill safety procedures more regularly.	School safety plan and drill schedule.	Students (and staff) will be more familiar with safety procedures, contributing to a safer school environment.

Section 2: Goals and Progress Indicators

[1] Based on identified metric.

LCAP Year 2 (2015-16): Analysis of Progress		
Description of Goal	**Analysis of Progress**	**What will be different / improved for students?**[1]
1. Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Adoption, purchase, and implementation of Common Core aligned curriculum. Number of available computers. Percentage of rooms with LCD projectors. Updated (BYOD) technology policies.	New Common Core aligned curriculum will be adopted, purchased, and implemented. More computers will be available to students. More rooms will be equipped with LCD projectors. Students will more regularly use their own devices.
2. Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Teacher lesson plans will be based on California Common Core State Standards in English Language Arts and Mathematics and Common Core literacy standards will be incorporated as appropriate.	Common Core standards focus on development of critical thinking skills. To the extent those critical thinking skills are developed, students will gain a deeper knowledge of subject matter material.
3. Augment social science and science instruction at Princeton Elementary School.	Princeton Elementary School schedule and curriculum inclusion.	Princeton Elementary students will be engaged in a broader course of study.
4. Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT annually.	API Score CAHSEE Pass Rate ELD reclassification rate.	Students will experience ongoing excellence in achievement levels. They will come to have greater confidence in their abilities and greater pride in their schools.
5. Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.	UC / CSU A-G requirement completion rate.	More students will be prepared to enter the UC / CSU system.
6. Improve district and school websites. Develop social media presence.	Website will be moved to a new platform (Drupal) and thoroughly updated. Facebook and Twitter accounts will be established and regularly utilized.	Students and parents will receive more regular, current communication from the District and schools.
7. Update school safety plans.	School safety plan and drill schedule.	Students (and staff) will be more familiar with safety

LCAP Year 2 (2015-16): Analysis of Progress		
Description of Goal	**Analysis of Progress**	**What will be different / improved for students?**[1]
Drill safety procedures more regularly.		procedures, contributing to a safer school environment.

Section 2: Goals and Progress Indicators

[1] Based on identified metric.

LCAP Year 3 (2016-17): Analysis of Progress		
Description of Goal	**Analysis of Progress**	**What will be different / improved for students?**[1]
1. Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Adoption, purchase, and implementation of Common Core aligned curriculum. Number of available computers. Percentage of rooms with LCD projectors. Updated (BYOD) technology policies.	New Common Core aligned curriculum will be adopted, purchased, and implemented. More computers will be available to students. More rooms will be equipped with LCD projectors. Students will more regularly use their own devices.
2. Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Teacher lesson plans will be based on California Common Core State Standards in English Language Arts and Mathematics and Common Core literacy standards will be incorporated as appropriate.	Common Core standards focus on development of critical thinking skills. To the extent those critical thinking skills are developed, students will gain a deeper knowledge of subject matter material.
3. Augment social science and science instruction at Princeton Elementary School.	Princeton Elementary School schedule and curriculum inclusion.	Princeton Elementary students will be engaged in a broader course of study.
4. Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT annually.	API Score CAHSEE Pass Rate ELD reclassification rate.	Students will experience ongoing excellence in achievement levels. They will come to have greater confidence in their abilities and greater pride in their schools.
5. Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.	UC / CSU A-G requirement completion rate.	More students will be prepared to enter the UC / CSU system.
6. Improve district and school websites. Develop social media presence.	Website will be moved to a new platform (Drupal) and thoroughly updated. Facebook and Twitter accounts will be established and regularly utilized.	Students and parents will receive more regular, current communication from the District and schools.
7. Update school safety plans.	School safety plan and drill schedule.	Students (and staff) will be more familiar with safety

LCAP Year 3 (2016-17): Analysis of Progress		
Description of Goal	**Analysis of Progress**	**What will be different / improved for students?[1]**
Drill safety procedures more regularly.		procedures, contributing to a safer school environment.

Section 3: Actions, Services, and Expenditures

Instructions and Guiding Questions
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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions:
Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve Low-Income, English Learner, RFEP, and/or Foster Youth Pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

Section 3: Actions, Services, and Expenditures

A. Actions, Services and Expenditures for All Students

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

[1]   Include and identify all goals from Section 2
[2]   From Section 2
[3]   Indicate if school-wide or LEA-wide
[4]   What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 1 (2014-15): Actions, Services and Expenditures for All Students		

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1. Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Priority 1(A): Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119	LEA-wide

Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
1.1 Evaluate and purchase Common Core and Next Generation Science Standards aligned curriculum	Curriculum purchase	4000-4999: Books And Supplies	Other	2000

Description of Goal	Related State and Local Priorities	Level of Service
2. Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Priority 2(A): Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.	LEA-wide

Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
2.1 Provide teachers opportunities for professional development in California Common Core State Standards.	Professional development (including courses, travel costs, and substitute teacher costs)	5000-5999: Services And Other Operating Expenditures	Other	5000
2.2 Provide teachers with collaboration time through late start days (districtwide) and afternoon collaboration periods (elementary).				

3.	Augment social science and science instruction at Princeton Elementary School.		Priority 7(A) - 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.		Princeton Elementary School
	3.1	Plan Princeton Elementary School schedule to incorporate more social science and science instruction.			
	3.2	Provide professional development opportunities to Princeton Elementary teachers, specifically oriented toward social science and science instruction.	Professional development	5000-5999: Services And Other Operating Expenditures Other	2500
4.	Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula).

Maintain CAHSEE pass rates above 80%.

At least 60% of ELD students will advance at least one level on the CELDT annually. | | Priority 4(B) - 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. | | Princeton Elementary School and Princeton Junior Senior High School |
	4.1	Continue benchmark testing to provide formative assessment data. Use this data to tailor instruction to student needs.			
5.	Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.		Priority 8(B) - 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.		Princeton Junior Senior High School
	5.1	The Princeton Junior Senior High School counselor will conference with all incoming freshmen and their parents to craft a four-year academic plan.	Necessary materials and supplies	4000-4999: Books And Supplies	500
	5.2	Princeton Junior Senior High School will continue to host a Cash-for-College Night, helping parents and students with			

information regarding paying for a college
education.

6.	Improve district and school websites. Develop social media presence.		Priority 3(C) - Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Priority 5(C) - Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.	LEA-wide	
	6.1	Work with webmaster on revamp of district and school websites.	Webmaster fees	5800: Professional/Consulting Services And Operating Expenditures	Other	1000
	6.2	Create and utilize Facebook and Twitter accounts to share district and school news.				
7.	Update school safety plans. Drill safety procedures more regularly.		Priority 6(C) - 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.	LEA-wide	
	7.1	Form safety committee with primary purpose of updating school safety plan. School safety plans will include guidelines for safety drills, which will be incorporated with greater frequency.				

Section 3: Actions, Services, and Expenditures

LCAP Year 1 (2014-15): Review of Actions, Services and Expenditures for All Students

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1. Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Priority 1(A): Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119	LEA-wide

Action and Services	Annual Update: Review of Actions/Services	
1.1 Evaluate and purchase Common Core and Next Generation Science Standards aligned curriculum		

2. Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Priority 2(A): Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.	LEA-wide
2.1 Provide teachers opportunities for professional development in California Common Core State Standards.		
2.2 Provide teachers with collaboration time through late start days (districtwide) and afternoon collaboration periods (elementary).		

3. Augment social science and science instruction at Princeton Elementary School.	Priority 7(A) - 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.	Princeton Elementary School
3.1 Plan Princeton Elementary School schedule to incorporate more social science and science instruction.		
3.2 Provide professional development opportunities to Princeton Elementary		

teachers, specifically oriented toward social
science and science instruction.

4.	Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT annually.	Priority 4(B) - 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.	Princeton Elementary School and Princeton Junior Senior High School
	4.1 Continue benchmark testing to provide formative assessment data. Use this data to tailor instruction to student needs.		
5.	Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.	Priority 8(B) - 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.	Princeton Junior Senior High School
	5.1 The Princeton Junior Senior High School counselor will conference with all incoming freshmen and their parents to craft a four-year academic plan.		
	5.2 Princeton Junior Senior High School will continue to host a Cash-for-College Night, helping parents and students with information regarding paying for a college education.		
6.	Improve district and school websites. Develop social media presence.	Priority 3(C) - Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Priority 5(C) - Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.	LEA-wide

6.1 Work with webmaster on revamp of district and school websites.

6.2 Create and utilize Facebook and Twitter accounts to share district and school news.

7. Update school safety plans. Drill safety procedures more regularly. 7.1 Form safety committee with primary purpose of updating school safety plan. School safety plans will include guidelines for safety drills, which will be incorporated with greater frequency.	Priority 6(C) - 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.	LEA-wide

Section 3: Actions, Services, and Expenditures

1   Include and identify all goals from Section 2
2   From Section 2
3   Indicate if school-wide or LEA-wide
4   What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action
     (including funding source)?

LCAP Year 2 (2015-16): Actions, Services and Expenditures for All Students		

	Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1.	Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Priority 1(A): Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119	LEA-wide

	Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
1.1	Evaluate and purchase Common Core and Next Generation Science Standards aligned curriculum	Curriculum purchase	4000-4999: Books And Supplies	Other	10000

	Description of Goal	Related State and Local Priorities	Level of Service
2.	Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Priority 2(A): Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.	LEA-wide
2.1	Provide teachers opportunities for professional development in California Common Core State Standards.	Professional development (including courses, travel costs, and substitute teacher costs)	5000-5999: Services And Other Operating Expenditures	Other	5000
2.2	Provide teachers with collaboration time through late start days (districtwide) and afternoon collaboration periods (elementary).				
3.	Augment social science and science instruction at Princeton Elementary School.	Priority 7(A) - Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and	Princeton Elementary School

			subdivisions (a) to (i), inclusive, of Section 51220, as applicable.		
3.1	Plan Princeton Elementary School schedule to incorporate more social science and science instruction.				
3.2	Provide professional development opportunities to Princeton Elementary teachers, specifically oriented toward social science and science instruction.	Professional development	5800: Professional/Consulting Services And Operating Expenditures	Base	2500
4.	Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT annually.		Priority 4(B) - 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.	Princeton Elementary School and Princeton Junior Senior High School	
4.1	Continue benchmark testing to provide formative assessment data. Use this data to tailor instruction to student needs.				
5.	Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.		Priority 8(B) - 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.	Princeton Junior Senior High School	
5.1	The Princeton Junior Senior High School counselor will conference with all incoming freshmen and their parents to craft a four-year academic plan.	Necessary materials and supplies	4000-4999: Books And Supplies		500
5.2	Princeton Junior Senior High School will continue to host a Cash-for-College Night, helping parents and students with information regarding paying for a college education.				
6.	Improve district and school websites. Develop social media presence.		Priority 3(C) - Parent involvement: efforts to seek parent input in decision making,	LEA-wide	

promotion of parent participation in programs for unduplicated pupils and special need subgroups.

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

6.1	Work with webmaster on revamp of district and school websites.	Webmaster fees	5800: Professional/Consulting Services And Operating Expenditures	Other	500
6.2	Create and utilize Facebook and Twitter accounts to share district and school news.				

7. Update school safety plans.

Drill safety procedures more regularly.

Priority 6(C) - 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.

LEA-wide

7.1 Form safety committee with primary purpose of updating school safety plan. School safety plans will include guidelines for safety drills, which will be incorporated with greater frequency.

Section 3: Actions, Services, and Expenditures

LCAP Year 2 (2015-16): Review of Actions, Services and Expenditures for All Students

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1. Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Priority 1(A): Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119	LEA-wide

Action and Services	Annual Update: Review of Actions/Services	
1.1 Evaluate and purchase Common Core and Next Generation Science Standards aligned curriculum		

2. Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Priority 2(A): Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.	LEA-wide
2.1 Provide teachers opportunities for professional development in California Common Core State Standards.		
2.2 Provide teachers with collaboration time through late start days (districtwide) and afternoon collaboration periods (elementary).		

3. Augment social science and science instruction at Princeton Elementary School.	Priority 7(A) - 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.	Princeton Elementary School
3.1 Plan Princeton Elementary School schedule to incorporate more social science and science instruction.		
3.2 Provide professional development opportunities to Princeton Elementary		

teachers, specifically oriented toward social science and science instruction.

4. Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT annually.	Priority 4(B) - 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.	Princeton Elementary School and Princeton Junior Senior High School
4.1 Continue benchmark testing to provide formative assessment data. Use this data to tailor instruction to student needs.		
5. Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.	Priority 8(B) - 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.	Princeton Junior Senior High School
5.1 The Princeton Junior Senior High School counselor will conference with all incoming freshmen and their parents to craft a four-year academic plan.		
5.2 Princeton Junior Senior High School will continue to host a Cash-for-College Night, helping parents and students with information regarding paying for a college education.		
6. Improve district and school websites. Develop social media presence.	Priority 3(C) - Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Priority 5(C) - Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.	LEA-wide

6.1   Work with webmaster on revamp of district and school websites.

6.2   Create and utilize Facebook and Twitter accounts to share district and school news.

7. Update school safety plans. Drill safety procedures more regularly.	Priority 6(C) - 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.	LEA-wide

7.1   Form safety committee with primary purpose of updating school safety plan. School safety plans will include guidelines for safety drills, which will be incorporated with greater frequency.

Section 3: Actions, Services, and Expenditures

1. Include and identify all goals from Section 2
2. From Section 2
3. Indicate if school-wide or LEA-wide
4. What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 3 (2016-17): Actions, Services and Expenditures for All Students		
Description of Goal[1]	**Related State and Local Priorities[2]**	**Level of Service[3]**
1. Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Priority 1(A): Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119	LEA-wide

Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
1.1 Evaluate and purchase Common Core and Next Generation Science Standards aligned curriculum	Curriculum purchase	4000-4999: Books And Supplies	Other	10000

2. Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Priority 2(A): Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.	LEA-wide

2.1 Provide teachers opportunities for professional development in California Common Core State Standards.	Professional development (including courses, travel costs, and substitute teacher costs)	5000-5999: Services And Other Operating Expenditures	Other	5000
2.2 Provide teachers with collaboration time through late start days (districtwide) and afternoon collaboration periods (elementary).				

3. Augment social science and science instruction at Princeton Elementary School.	Priority 7(A) - Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and	Princeton Elementary School

			subdivisions (a) to (i), inclusive, of Section 51220, as applicable.	
3.1	Plan Princeton Elementary School schedule to incorporate more social science and science instruction.			
3.2	Provide professional development opportunities to Princeton Elementary teachers, specifically oriented toward social science and science instruction.	Professional development	5000-5999: Services And Other Operating Expenditures	2500
4.	Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT annually.		Priority 4(B) - 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.	Princeton Elementary School and Princeton Junior Senior High School
4.1	Continue benchmark testing to provide formative assessment data. Use this data to tailor instruction to student needs.			
5.	Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.		Priority 8(B) - 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.	Princeton Junior Senior High School
5.1	The Princeton Junior Senior High School counselor will conference with all incoming freshmen and their parents to craft a four-year academic plan.	Necessary materials and supplies	4000-4999: Books And Supplies	500
5.2	Princeton Junior Senior High School will continue to host a Cash-for-College Night, helping parents and students with information regarding paying for a college education.			
6.	Improve district and school websites. Develop social media presence.		Priority 3(C) - Parent involvement: efforts to seek parent input in decision making,	LEA-wide

promotion of parent participation in programs for unduplicated pupils and special need subgroups.

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

6.1	Work with webmaster on revamp of district and school websites.	Webmaster fees	5800: Professional/Consulting Services And Operating Expenditures	Other	1000
6.2	Utilize Facebook and Twitter accounts to share district and school news.				

7.	Update school safety plans. Drill safety procedures more regularly.		Priority 6(C) - 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.	LEA-wide
7.1	Continue regular drilling of safety procedures.			

Section 3: Actions, Services, and Expenditures

LCAP Year 3 (2016-17): Review of Actions, Services and Expenditures for All Students

Description of Goal[1]	**Related State and Local Priorities**[2]	**Level of Service**[3]
1. Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Priority 1(A): Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119	LEA-wide

Action and Services	**Annual Update: Review of Actions/Services**	
1.1 Evaluate and purchase Common Core and Next Generation Science Standards aligned curriculum		

2. Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Priority 2(A): Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.	LEA-wide
2.1 Provide teachers opportunities for professional development in California Common Core State Standards.		
2.2 Provide teachers with collaboration time through late start days (districtwide) and afternoon collaboration periods (elementary).		

3. Augment social science and science instruction at Princeton Elementary School.	Priority 7(A) - 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.	Princeton Elementary School
3.1 Plan Princeton Elementary School schedule to incorporate more social science and science instruction.		
3.2 Provide professional development opportunities to Princeton Elementary		

teachers, specifically oriented toward social
science and science instruction.

4.	Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT annually.	Priority 4(B) - 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.	Princeton Elementary School and Princeton Junior Senior High School
4.1	Continue benchmark testing to provide formative assessment data. Use this data to tailor instruction to student needs.		
5.	Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.	Priority 8(B) - 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.	Princeton Junior Senior High School
5.1	The Princeton Junior Senior High School counselor will conference with all incoming freshmen and their parents to craft a four-year academic plan.		
5.2	Princeton Junior Senior High School will continue to host a Cash-for-College Night, helping parents and students with information regarding paying for a college education.		
6.	Improve district and school websites. Develop social media presence.	Priority 3(C) - Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Priority 5(C) - Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.	LEA-wide

6.1   Work with webmaster on revamp of district
        and school websites.

6.2   Utilize Facebook and Twitter accounts to
        share district and school news.

7. Update school safety plans. Drill safety procedures more regularly.	Priority 6(C) - 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.	LEA-wide

7.1   Continue regular drilling of safety
        procedures.

Section 3: Actions, Services, and Expenditures

B. Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve Low-Income, English Learner, RFEP, and/or Foster Youth Pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

[1] Include and identify all goals from Section 2
[2] From Section 2
[3] Indicate if school-wide or LEA-wide
[4] What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 1 (2014-15): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils		

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1. Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Priority 1(A): Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119	LEA-wide

Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
1.1 Evaluate and purchase updated California English Language Development Standards aligned curriculum	Curriculum purchase	4000-4999: Books And Supplies	Other	1000

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
2. Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Priority 2(A): Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.	LEA-wide

Level of Service / Action and Services	Proposed Expenditures	Type	Funding Source	Amount
2.1 Provide opportunities for professional development for updated California ELD content standards	Professional development (including courses, travel costs, and substitute teacher costs)	5000-5999: Services And Other Operating Expenditures	Other	1000

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
3. Augment social science and science instruction at Princeton Elementary School.	Priority 7(A) - Course access: pupil enrollment in a broad course of study that	Princeton Elementary School

			includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.			
4.	Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT annually.		Priority 4(B) - 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.		Princeton Elementary School and Princeton Junior Senior High School	
	4.1	Maintain elementary school standard of at least two hours / week of pullout ELD instruction and in class SDAIE support.	Elementary ELD instructor (.5 FTE)	1000-1999: Certificated Personnel Salaries	Other	24000
				3000-3999: Employee Benefits	Other	13000
	4.2	Maintain junior / senior high school master schedule period for ELD. Improve alignment to maximize enrollment of ELD students in the ELD support class.	Jr / Sr High ELD instructor (.17 FTE)	1000-1999: Certificated Personnel Salaries	Base	8000
				3000-3999: Employee Benefits	Base	2700
	4.3	Maintain categorically funded paraprofessionals at Princeton Elementary Schools.	.88 FTE Bilingual Paraprofessional	2000-2999: Classified Personnel Salaries	Other	24000
				3000-3999: Employee Benefits	Other	14000
	4.4	Continue use of SDAIE strategies for ELD instruction in the classroom	Professional development	5000-5999: Services And Other Operating Expenditures		500
			Collaboration time			0
5.	Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.		Priority 8(B) - 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.		Princeton Junior Senior High School	
	5.1	Host Cash for College workshop emphasizing the financial viability of a				

college education and provides information that is most valuable for first-generation college students.

5.2   Maintain Post High School Preparation class, which helps students in application for jobs, college, scholarships, etc. and provides information that is most valuable for first-generation college students.

6. Improve district and school websites. Develop social media presence.	Priority 3(C) - Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Priority 5(C) - Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.	LEA-wide
6.1 Add functionality of language selection to district and school websites		
7. Update school safety plans. Drill safety procedures more regularly.	Priority 6(C) - 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.	LEA-wide

Section 3: Actions, Services, and Expenditures

<table>
<tr><td colspan="3" align="center">LCAP Year 1 (2014-15): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils</td></tr>
</table>

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1. Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Priority 1(A): Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119	LEA-wide

Action and Services	Annual Update: Review of Actions/Services	
1.1 Evaluate and purchase updated California English Language Development Standards aligned curriculum		

2. Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Priority 2(A): Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.	LEA-wide
2.1 Provide opportunities for professional development for updated California ELD content standards		
3. Augment social science and science instruction at Princeton Elementary School.	Priority 7(A) - 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.	Princeton Elementary School
4. Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT annually.	Priority 4(B) - 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	Princeton Elementary School and Princeton Junior Senior High School

the Early Assessment Program.

4.1 Maintain elementary school standard of at least two hours / week of pullout ELD instruction and in class SDAIE support.

4.2 Maintain junior / senior high school master schedule period for ELD. Improve alignment to maximize enrollment of ELD students in the ELD support class.

4.3 Maintain categorically funded paraprofessionals at Princeton Elementary Schools.

4.4 Continue use of SDAIE strategies for ELD instruction in the classroom

5. Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.

Priority 8(B) - 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.

Princeton Junior Senior High School

5.1 Host Cash for College workshop emphasizing the financial viability of a college education and provides information that is most valuable for first-generation college students.

5.2 Maintain Post High School Preparation class, which helps students in application for jobs, college, scholarships, etc. and provides information that is most valuable for first-generation college students.

6. Improve district and school websites. Develop social media presence.

Priority 3(C) - Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.

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

LEA-wide

LCAP Year 1 (2014-15): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

6.1   Add functionality of language selection to district and school websites

7. Update school safety plans. Drill safety procedures more regularly.	Priority 6(C) - 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.	LEA-wide

Section 3: Actions, Services, and Expenditures

[1] Include and identify all goals from Section 2
[2] From Section 2
[3] Indicate if school-wide or LEA-wide
[4] What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 2 (2015-16): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils		
Description of Goal[1]	**Related State and Local Priorities[2]**	**Level of Service[3]**
1. Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Priority 1(A): Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119	LEA-wide

Level of Service / Action and Services	Proposed Expenditures	Type		Funding Source	Amount
1.1 Integrate update California English Language Development Standards aligned curriculum into instruction					
2. Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Priority 2(A): Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.	LEA-wide			
2.1 Provide opportunities for professional development for updated California ELD content standards	Professional development (including courses, travel costs, and substitute teacher costs)	5000-5999: Services And Other Operating Expenditures	Other		1000
3. Augment social science and science instruction at Princeton Elementary School.	Priority 7(A) - 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.	Princeton Elementary School			
4. Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula).	Priority 4(B) - Pupil achievement: performance on standardized tests, score on	Princeton Elementary School and Princeton Junior Senior High School			

Maintain CAHSEE pass rates above 80%.

At least 60% of ELD students will advance at least one level on the CELDT annually.

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.

4.1	Maintain elementary school standard of at least two hours / week of pullout ELD instruction and in class SDAIE support.	Elementary ELD instructor (.5 FTE)	1000-1999: Certificated Personnel Salaries	Other	24000
			3000-3999: Employee Benefits	Other	13000
4.2	Maintain junior / senior high school master schedule period for ELD. Improve alignment to maximize enrollment of ELD students in the ELD support class.	Jr / Sr High ELD instructor (.17 FTE)	1000-1999: Certificated Personnel Salaries	Base	8000
			3000-3999: Employee Benefits	Base	2700
4.3	Maintain categorically funded paraprofessionals at Princeton Elementary Schools.	.88 FTE Bilingual Paraprofessional	2000-2999: Classified Personnel Salaries	Other	24000
			3000-3999: Employee Benefits	Other	14000
4.4	Continue use of SDAIE strategies for ELD instruction in the classroom	Professional development	5000-5999: Services And Other Operating Expenditures	Other	500
		Collaboration time			

5.	Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.		Priority 8(B) - 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.	Princeton Junior Senior High School
	5.1	Host Cash for College workshop emphasizing the financial viability of a college education and provides information that is most valuable for first-generation college students.		
	5.2	Maintain Post High School Preparation class, which helps students in application for jobs, college, scholarships, etc. and		

provides information that is most valuable
for first-generation college students.

6. Improve district and school websites. Develop social media presence.	Priority 3(C) - Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Priority 5(C) - Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.	LEA-wide
7. Update school safety plans. Drill safety procedures more regularly.	Priority 6(C) - 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.	LEA-wide

Section 3: Actions, Services, and Expenditures

LCAP Year 2 (2015-16): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils	

Description of Goal[1]   **Related State and Local Priorities[2]**   **Level of Service[3]**

1. Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum.

   Improve student access to technology; revise policies on use of technology on campus.

   Related: Priority 1(A): Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119

   Level of Service: LEA-wide

   Action and Services   **Annual Update: Review of Actions/Services**

   1.1   Integrate update California English Language Development Standards aligned curriculum into instruction

2. Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.

   Related: Priority 2(A): Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.

   Level of Service: LEA-wide

   2.1   Provide opportunities for professional development for updated California ELD content standards

3. Augment social science and science instruction at Princeton Elementary School.

   Related: Priority 7(A) - 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.

   Level of Service: Princeton Elementary School

4. Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula).

   Maintain CAHSEE pass rates above 80%.

   At least 60% of ELD students will advance at least one level on the CELDT annually.

   Related: Priority 4(B) - 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

   Level of Service: Princeton Elementary School and Princeton Junior Senior High School

the Early Assessment Program.

4.1 Maintain elementary school standard of at least two hours / week of pullout ELD instruction and in class SDAIE support.

4.2 Maintain junior / senior high school master schedule period for ELD. Improve alignment to maximize enrollment of ELD students in the ELD support class.

4.3 Maintain categorically funded paraprofessionals at Princeton Elementary Schools.

4.4 Continue use of SDAIE strategies for ELD instruction in the classroom

5. Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.	Priority 8(B) - 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.	Princeton Junior Senior High School

5.1 Host Cash for College workshop emphasizing the financial viability of a college education and provides information that is most valuable for first-generation college students.

5.2 Maintain Post High School Preparation class, which helps students in application for jobs, college, scholarships, etc. and provides information that is most valuable for first-generation college students.

6. Improve district and school websites. Develop social media presence.	Priority 3(C) - Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Priority 5(C) - Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.	LEA-wide

7. Update school safety plans.

   Drill safety procedures more regularly.

Priority 6(C) - 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.

LEA-wide

Section 3: Actions, Services, and Expenditures

[1] Include and identify all goals from Section 2
[2] From Section 2
[3] Indicate if school-wide or LEA-wide
[4] What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?

LCAP Year 3 (2016-17): Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils				
Description of Goal[1]		**Related State and Local Priorities[2]**	**Level of Service[3]**	
1.	Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Priority 1(A): Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119	LEA-wide	

	Level of Service / Action and Services	**Proposed Expenditures**	**Type**	**Funding Source**	**Amount**
1.1	Integrate update California English Language Development Standards aligned curriculum into instruction				

2.	Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Priority 2(A): Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.	LEA-wide	

	Level of Service / Action and Services	**Proposed Expenditures**	**Type**	**Funding Source**	**Amount**
2.1	Provide opportunities for professional development for updated California ELD content standards	Professional development (including courses, travel costs, and substitute teacher costs)	5000-5999: Services And Other Operating Expenditures	Other	1000

3.	Augment social science and science instruction at Princeton Elementary School.	Priority 7(A) - 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.	Princeton Elementary School
4.	Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula).	Priority 4(B) - Pupil achievement: performance on standardized tests, score on	Princeton Elementary School and Princeton Junior Senior High School

Maintain CAHSEE pass rates above 80%.

At least 60% of ELD students will advance at least one level on the CELDT annually.

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.

4.1	Maintain elementary school standard of at least two hours / week of pullout ELD instruction and in class SDAIE support.	Elementary ELD instructor (.5 FTE)	1000-1999: Certificated Personnel Salaries	Other	24000
			3000-3999: Employee Benefits	Other	13000
4.2	Maintain junior / senior high school master schedule period for ELD. Improve alignment to maximize enrollment of ELD students in the ELD support class.	Jr / Sr High ELD instructor (.17 FTE)	1000-1999: Certificated Personnel Salaries	Base	8000
			3000-3999: Employee Benefits	Base	2700
4.3	Maintain categorically funded paraprofessionals at Princeton Elementary Schools.	.88 FTE Bilingual Paraprofessional	2000-2999: Classified Personnel Salaries	Other	24000
			3000-3999: Employee Benefits	Other	14000
4.4	Continue use of SDAIE strategies for ELD instruction in the classroom	Professional development	5000-5999: Services And Other Operating Expenditures	Other	500
		Collaboration time			

5.	Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.		Priority 8(B) - 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.	Princeton Junior Senior High School
5.1	Host Cash for College workshop emphasizing the financial viability of a college education and provides information that is most valuable for first-generation college students.			
5.2	Maintain Post High School Preparation class, which helps students in application for jobs, college, scholarships, etc. and			

provides information that is most valuable
for first-generation college students.

6. Improve district and school websites. Develop social media presence.	Priority 3(C) - Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Priority 5(C) - Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.	LEA-wide
7. Update school safety plans. Drill safety procedures more regularly.	Priority 6(C) - 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.	LEA-wide

Section 3: Actions, Services, and Expenditures

LCAP Year 3 (2016-17): Review of Actions, Services and Expenditures for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
1. Evaluate options for curriculum based on Common Core State Standards, Next Generation Science Standards, and updated California English Language Development standards, recommend new curriculum to the Princeton Joint Unified School District Governing Board, purchase and implement use of new curriculum. Improve student access to technology; revise policies on use of technology on campus.	Priority 1(A): Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119	LEA-wide

Action and Services	Annual Update: Review of Actions/Services
1.1 Integrate update California English Language Development Standards aligned curriculum into instruction	

Description of Goal[1]	Related State and Local Priorities[2]	Level of Service[3]
2. Fully implement / integrate updated standards, including California Common Core State Standards, Next Generation Science Standards, and updated California English Language Development Standards.	Priority 2(A): Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners.	LEA-wide
2.1 Provide opportunities for professional development for updated California ELD content standards		
3. Augment social science and science instruction at Princeton Elementary School.	Priority 7(A) - 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.	Princeton Elementary School
4. Maintain a proficient level on the reconfigured API measure (previously 800, to be determined in new API formula). Maintain CAHSEE pass rates above 80%. At least 60% of ELD students will advance at least one level on the CELDT annually.	Priority 4(B) - 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	Princeton Elementary School and Princeton Junior Senior High School

		the Early Assessment Program.	
4.1	Maintain elementary school standard of at least two hours / week of pullout ELD instruction and in class SDAIE support.		
4.2	Maintain junior / senior high school master schedule period for ELD. Improve alignment to maximize enrollment of ELD students in the ELD support class.		
4.3	Maintain categorically funded paraprofessionals at Princeton Elementary Schools.		
4.4	Continue use of SDAIE strategies for ELD instruction in the classroom		
5.	Improve college readiness by increasing rate of completion of UC / CSU A-G requirements to at least 50% annually.	Priority 8(B) - 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.	Princeton Junior Senior High School
5.1	Host Cash for College workshop emphasizing the financial viability of a college education and provides information that is most valuable for first-generation college students.		
5.2	Maintain Post High School Preparation class, which helps students in application for jobs, college, scholarships, etc. and provides information that is most valuable for first-generation college students.		
6.	Improve district and school websites. Develop social media presence.	Priority 3(C) - Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Priority 5(C) - Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.	LEA-wide

7. Update school safety plans. Drill safety procedures more regularly.	Priority 6(C) - 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.	LEA-wide

Section 3: Actions, Services, and Expenditures

C. Description/Justification of LCFF Expenditures

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Princeton Joint Unified School District unduplicated pupil count is 77.74%, comprised of English learners and low income students. Because Princeton Joint Unified School District is above the 55% threshold for unduplicated pupils supplemental and concentration grant funds will be used in a districtwide manner. For 2014-15, supplemental and concentration grant funding is $164,227. For 2015-16, supplemental and concentration grant funding is $161,737. For 2016-17, supplemental and concentration grant funding is $119,192.

Total Expenditures by Funding Source				
Funding Source	**Year 1**	**Year 2**	**Year 3**	**Total**
All Funding Sources	**98,200.00**	**105,200.00**	**103,200.00**	**306,600.00**
	0.00	0.00	0.00	0.00
Base	10,700.00	13,200.00	10,700.00	34,600.00
Other	87,500.00	92,000.00	92,500.00	272,000.00

Total Expenditures by Object Type				
Object Type	**Year 1**	**Year 2**	**Year 3**	**Total**
All Expenditure Types	**98,200.00**	**105,200.00**	**103,200.00**	**306,600.00**
	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	32,000.00	32,000.00	32,000.00	96,000.00
2000-2999: Classified Personnel Salaries	24,000.00	24,000.00	24,000.00	72,000.00
3000-3999: Employee Benefits	29,700.00	29,700.00	29,700.00	89,100.00
4000-4999: Books And Supplies	3,000.00	10,000.00	10,000.00	23,000.00
5000-5999: Services And Other Operating Expenditures	8,500.00	6,500.00	6,500.00	21,500.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00	3,000.00	1,000.00	5,000.00

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**Year 1**	**Year 2**	**Year 3**	**Total**
All Expenditure Types	**All Funding Sources**	**98,200.00**	**105,200.00**	**103,200.00**	**306,600.00**
		0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	8,000.00	8,000.00	8,000.00	24,000.00
1000-1999: Certificated Personnel Salaries	Other	24,000.00	24,000.00	24,000.00	72,000.00

Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	Year 1	Year 2	Year 3	Total
2000-2999: Classified Personnel Salaries	Other	24,000.00	24,000.00	24,000.00	72,000.00
3000-3999: Employee Benefits	Base	2,700.00	2,700.00	2,700.00	8,100.00
3000-3999: Employee Benefits	Other	27,000.00	27,000.00	27,000.00	81,000.00
4000-4999: Books And Supplies	Other	3,000.00	10,000.00	10,000.00	23,000.00
5000-5999: Services And Other Operating Expenditures	Other	8,500.00	6,500.00	6,500.00	21,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	2,500.00	0.00	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	1,000.00	500.00	1,000.00	2,500.00

Section 3: Actions, Services, and Expenditures

D. Description of Increased Services for Low-Income, English Learner, RFEP, and/or Foster Youth Pupils

D. 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). 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). 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.

For 2014-15, Princeton's needs to provide services to low income pupils and English learners that represent are 9.72% improved or increased. The following changes represent increased / improved services:

English learners: Princeton will be making two primary improvements to the services offered to English learners and their families. First, we will begin 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 be doing a significant redesign of our district and school websites, which includes migration of the websites 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.

Low income pupils: In addition to planned improvements for all students, our aim for improvement of services for low-income students centers on providing programs for students that will assist them in obtaining financial success after graduation. We will offer a Post-HS Preparation course to senior students. Though this class is open to all students, we believe it has the most significant potential benefits for low income pupils. We will also offer a Cash for College scholarship workshop night, designed to help students and their families gain better access to financial aid resources. This is a higher need area for low income pupils and will help our rates of college attendance continue to improve. Finally, we will be crafting a new technology use plan that will include policies for free use of our wireless network. Since more of our low income students are without internet connections at home, we can improve their access to technological resources in this way.