

Introduction:

LEA: Paradise Unified School District **Contact (Name, Title, Email, Phone Number):** Kathleen Blacklock, Director, kblacklock@pusdk12.org, 530 872-6425, x3104 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

Paradise eLearning Academy

Paradise eLearning Academy opened in the fall semester of 2010 on the campus of Paradise High School located at 5911 Maxwell Drive, Room 606, in the town of Paradise. The Academy is a dependent online WASC accredited public charter high school under the governance of the Paradise unified School District serving all of Butte County and well as the surrounding counties of Colusa, Glenn, Plumas, Sutter, Tehama, and Yuba Counties.

The town of Paradise and surrounding unincorporated areas of Magalia and Stirling City to the north comprise a rural community of approximately 45,000 residents located in the foothills at the southern end of the Sierra-Cascade Mountain Range. The area is spread out on a wide ridge which rises between deep canyons on either side. These canyons are formed by the west branch of the Feather River to the east and Butte Creek to the west.

The median household income is \$31,863 and homeownership rate is 70%. The main ethnicity of the community is white at 92%, followed by 4% Hispanic, 3% multi-racial, 1% Native American, 1% Asian, .2% African American and .1% Native Hawaiian. The area is non-industrial and the two largest employers are Feather River Hospital and Paradise Unified School District. The town is mainly a bedroom community to residents working in nearby Chico and Oroville, which is the county seat. The area is fortunate to have two local colleges; Butte-Glenn Community College and California State University at Chico. The nearest community college, Butte Community College, is located 10 miles from the eLearning campus. The closest university is California State University, Chico, which is approximately 14 miles from the eLearning Academy.

Paradise eLearning Academy offers a wide selection of academic and vocational courses to meet the needs of its student body. In addition to the traditional UC/CSU prep courses, eLearning students may take Advanced Placement courses in English, math, foreign language, and social studies. Three years of Spanish and French are also available. Through articulation agreements with Butte College, students in certain academic courses may be able to earn concurrent credit from the college (2+2+2 classes).

Paradise eLearning targets the following students: Students whose academic and/or social needs are not being met in a large school environment, students whose academic and/or social needs necessitate a small school environment with personalized attention, students who are underachieving in core academic subjects and whose performance does not match their potential, students who may not be physically able to attend traditional classes, students who require a more flexible school program to accommodate a work schedule, students whose personal circumstances make it difficult to attend a traditional high school, students who may be credit deficient and require a means to "catch-up" to graduate on time, students who may wish to accelerate their academic program, and students who may want to take courses not currently offered at their local high school.

Enrollment data for our school has more than tripled over the last four years of operation. Enrollment averages are: 2011-12 - 18 students, 2012-13 - 24 students, 2013-14 - 54 students, 2014-15 - 59 students, and 2015-16 - 65 students. Our school currently has 73% low income students with no current foster youth or English Language Learners.

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

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

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

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

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

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

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State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Two members of our Advisory Board are members of the Superintendent's LCAP Advisory Committee for PUSD for the 2015-16 school year	Committee meets monthly during the spring semester to Increase involvement and feedback from the community. Twelve groups feed into the Advisory Committee to make recommendations for LCAP disbursements.
January 2016 - Email monthly newsletter to all parents/guardians to inform of updates and information/invitation for LCAP info at Advisory Board meeting	Keeps parents informed and updated on LCAP process
February 2016- Email monthly newsletter to all parents/guardians/ to inform and invitation for LCAP meeting at our Advisory Board Meeting	Keep parents informed and updated on LCAP process

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

<p>GOAL 1:</p>	<p>Paradise eLearning Academy will increase student learning and academic achievement with high quality California Common Core aligned curriculum and instruction that promotes college and career readiness with academic intervention in place to eliminate barriers to student success.(CCCSS).</p> <p>Apex Learning: Common Core 9th -12th grade English Apex Learning: Common Core Algebra, Geometry, and Algebra II Apex Learning: Common Core Math I, Math II, and Math III</p> <p>The goal is aimed at all staff members and students grades 9-12, as well as students in the socio-economically disadvantaged and special education sub-groups.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Paradise eLearning Academy will improve student achievement by implementing instructional strategies and assessment that address higher order thinking skills across all content areas to help prepare students for high levels of success in career and college.</p> <p>Metric: Standardized testing participation rates, standardized test scores, course passage rates with C or higher, a-g course enrollment and passage rates, SBAC Assessments</p>	
<p>Goal Applies to:</p>	<p>Schools: Paradise eLearning Academy</p> <p>Applicable Pupil Subgroups:</p>	<p>All students including Low-Income, English Learner, RFEP, Foster Youth Pupils, and pupils with disabilities</p>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Priority 1 - Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair.

1a. 100% of PUSD teachers and staff will be appropriately assigned by credential

1b. 100% of English and math curriculum will be CA CCSS

1c. 100% of students will have daily access to technology devices

1d. Classroom (school facility) is maintained and in good repair

Priority 2 - Implementation of academic content and performance standards adopted by the state board for all pupils.

2a. 95% participation for 10th grade students participate in the CAASSP Life Science Assessment

2b. 95% participation rate for 11th grade students participate in SBAC in ELA and mathematics

Priority 4 - 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 a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program. (Second year for implementation of the SBAC exam for 11th grade students in ELA and math - scores not official yet - still in practice mode)

4a. Increase by 1% the CST/Life Science Proficient and above rate.

4b. Increase graduation rate by 1%

4c. Increase Advanced Placement exams with a 3 or higher by 1%

4d. Increase Early Assessment Program (EAP) by 1%

Priority 7 - Pupil enrollment in a broad course of study that includes all of the subject areas.

7a. Increase by 1% the number of students enrolled in UCOP a-g course work

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
.2 Credentialed Counselor: Four year plans, college and career readiness, FAFSA application, and scholarships	Paradise eLearning Academy	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$17,842 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$17,842
Apex Tutorial Program (Assessment/tutoring for CAASPP/SBAC /CST testing)	Paradise eLearning Academy	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	\$1625 4000-4999: Books And Supplies Supplemental and Concentration \$1625

		English proficient _ Other Subgroups: (Specify)	
		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<p>Priority 1 - Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair.</p> <p>Priority 2 - Implementation of academic content and performance standards adopted by the state board for all pupils.</p> <p>Priority 4 - 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 a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program.</p> <p>Priority 7 - Pupil enrollment in a broad course of study that includes all of the subject areas.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
.2 Credentialed Counselor: Four year plans, college and career readiness, FAFSA application, and scholarships	Paradise eLearning Academy	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	\$17,531. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$17,531.
Apex Tutorial Program (Assessment/tutoring for CAASPP/SBAC /CST testing)	Paradise eLearning Academy	<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils	\$1625 4000-4999: Books And Supplies Supplemental and Concentration \$1625

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

<p>GOAL 2:</p>	<p>Paradise eLearning Academy will promote student completion of academic program in a timely matter by instituting positive reinforcements for those accomplishing set requirements in completion of assignments.</p> <p>Paradise eLearning Academy will also require strict average daily attendance accountability guidelines for students and parents.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Need: Paradise eLearning Academy will increase student engagement in completion of academic assignments to increase average daily attendance (ADA) in compliance with Paradise Unified School District's goal of less than 10%.</p> <p>Metric: LCAP parent survey results, ADA monthly CDE report, graduation rates, dropout rates, APEX weekly progress report,</p>	
<p>Goal Applies to:</p>	<p>Schools: Paradise eLearning Academy</p> <p>Applicable Pupil Subgroups: All students including Low-Income, English Learner, RFEP, Foster Youth Pupils, and pupils with disabilities</p>	

LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3 - Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. 3a. Monthly newsletter emailed to all students and families 3b. Weekly contact via phone, emails, and parent meeting if student warrants intervention</p> <p>Priority 5 - School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. 5a. Increase school attendance rate by 5% 5b. Decrease dropout rate by 1% 5c. Increase graduation rate by 1%</p> <p>Priority 6 - Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. 6a. Decrease pupil suspension rates by 2% 6b. Decrease pupil expulsion rates by 2% 6c. Increase participation/response in Student Survey by 2% 6d. Increase participation/response in Parent Surveys by 2% 6e. Increase participation/response in Teacher Survey by 2% 6e. Increase participation in LCAP survey by 2%</p> <p>Priority 8 - Pupil outcomes in the subject areas. 8a. Social Science: Increase by 1% pass rate World History US History Geography Economics Government Multi Cultural Studies Sociology 8b. Science: Increase by 1% pass rate Biology Chemistry Earth Science Health Psychology 8c: Career-Technical Education: Increase by 1% pass rate Business Applications Information Technology Applications</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of	Budgeted Expenditures
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		service	
.2 Credentialed tutor/trainer to provide for increasing student achievement through direct intervention	Paradise eLearning Academy	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$10,414 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10.414
Butte Community College and California State University at Chico fieldtrips	Paradise eLearning Academy	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$500. 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$500.
Certificated Subject matter tutoring - non-contract/hourly rate pay scale	Paradise eLearning Academy	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$18,517 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,517

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Priority 3 - Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.
- Priority 5 - School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.
- Priority 6 - Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness.
- Priority 8 - Pupil outcomes in the subject areas.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
.4 tutor/trainer to provide for increasing student achievement through direct intervention	Paradise eLearning Academy	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$10,414 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$10,414
Butte Community College and California State University at Chico fieldtrips	Paradise eLearning Academy	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$500. 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$500.
Certificated Subject matter tutoring - non-contract/hourly rate pay scale	Paradise eLearning Academy	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	\$18,517 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,517

		_ Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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

Annual Update

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

Guiding Questions:

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

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

<p>Original GOAL 1 from prior year LCAP:</p>	<p>Paradise eLearning Academy will increase student learning and academic achievement with high quality California Common Core aligned curriculum and instruction that promotes college and career readiness with academic intervention in place to eliminate barriers to student success.(CCCSS).</p> <p>During the 2015-16 Continue using Apex Learning Common Core 9th -12th grade English, and Common Core Math I, II, and III.</p> <p>The goal is aimed at all staff members and students grades 9-12, as well as students in the socio-economically disadvantaged and special education sub-groups.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: Paradise eLearning Academy</p> <p>Applicable Pupil Subgroups: All students including Low-Income, English Learner, RFEP, Foster Youth Pupils, and pupils with disabilities</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1 - Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair.</p> <p>1a. 100% of PUSD teachers and staff will be appropriately assigned by credential</p> <p>1b. 100% of English and math curriculum will be CA CCSS</p> <p>1c. 100% of students will have daily access to technology devices</p> <p>1d. Classroom (school facility) is maintained and in good repair</p> <p>Priority 2 - Implementation of academic content and performance standards adopted by the state board for all pupils.</p> <p>2a. 95% participation for 10th grade students participate in the CAASSP Life Science Assessment</p> <p>2b. 95% participation rate for 11th grade students participate in SBAC in ELA and mathematics</p> <p>Priority 4 - 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 a 3 or higher, and share of pupils determined prepared for college by the Early Assessment</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Priority 1</p> <p>1a. 100% of PUSD teachers and staff are appropriately assigned by credential</p> <p>1b. 100% of Apex curriculum has ELA and Mathematics CA CCSS</p> <p>1c. 100% of students have access to technology devices (desktops and laptops)</p> <p>1d. Classroom (school facility) is maintained and in good repair</p> <p>Priority 2</p> <p>2a. 92% 10th grade student participate rate in the CAASSP Life Science Assessment</p> <p>2b. 92% 11th grade student participation rate in SBAC in ELA and mathematics</p> <p>Priority 4</p> <p>4a. (First year of testing - N/A for percent of growth) SBAC/ELA - Spring 2015: Exceeded 10%, Met 36%, Nearly Met 36%, and Not Met 18% SBAC/Mathematics - Spring 2015: Exceeded 0%, Met 5%, Nearly Met 23%, and Not Met 73%</p> <p>4b. 13% Increase of Proficient and Advanced over Spring 2014</p>

<p>Scope of Service Paradise eLearning Academy</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5 each Dell Desktops</p>	<p>\$3500. 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$3500.</p>		<p>\$3500 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$3500</p>
<p>Scope of Service Paradise eLearning Academy</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Lan School (monitor student computer use)</p>	<p>\$1200 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$1200</p>		<p>\$768 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$768</p>
<p>Scope of Service Paradise eLearning Academy</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

Turnitin.com (detect plagiarism)	\$300 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$300		
<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<p>Scope of Service</p> <hr/> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We added the Apex Learning Tutorial Program developed specifically for the new standards, Tutorials in math, English language arts, science, and social studies actively engage students in meaningful instruction, practice, review, and assessment to build the required knowledge and skills. This program allows teachers to asses a student's knowledge and direct tutoring to the specific area of need.</p>		

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

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

<p>Original GOAL 2 from prior year LCAP:</p>	<p>Paradise eLearning Academy will promote student completion of academic program in a timely matter by instituting positive reinforcements for those accomplishing set requirements in completion of assignments.</p> <p>Paradise eLearning Academy will also require strict average daily attendance accountability guidelines for students and parents.</p>	<p>Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
<p>Goal Applies to: Schools: Paradise eLearning Academy</p> <p>Applicable Pupil Subgroups: All students including Low-Income, English Learner, RFEP, Foster Youth Pupils, and pupils with disabilities</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 3 - Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and speical need subgroups.</p> <p>3a. Monthly newsletter emailed to all students and families</p> <p>3b. Weekly contact via phone, emails, and parent meeting if student warrants intervention</p> <p>Priority 5 - School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.</p> <p>5a. Increase school attendance rate by 5%</p> <p>5b. Decrease dropout rate by 1%</p> <p>5c. Increase graduation rate by 1%</p> <p>Priority 6 - Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness</p> <p>6a. Decrease pupil suspension rates by 2%</p> <p>6b. Decrease pupil expulsion rates by 2%</p> <p>6c. Increase participation/response in Student Survey by 2%</p> <p>6d. Increase participation/response in Parent Surveys by 2%</p> <p>6e. Increase participation/response in Teacher Survey by 2%</p>	<p>Actual Annual Measurable Outcomes:</p> <p>Priority 3:</p> <p>3a. Monthly newsletters emailed to all parents</p> <p>3b. Weekly contact via phone, emails and parent meeting if student progress warrants intervention. SARB referrals as needed.</p> <p>Priority 5</p> <p>5a. Attendance Rates (work produced formula for Independent Study Model)</p> <p>2014-15 - 76%</p> <p>2015-16 - 84%</p> <p>5b. Drop-Out Rates:</p> <p>2014-15 - 13%</p> <p>2015-16 - 11%</p> <p>5c. Graduation Rate:</p> <p>2014-15 - 87%</p> <p>2015-16 - 89%</p> <p>Priority 6</p> <p>6a. Pupil suspension Rate:</p> <p>2014-15 -</p> <p>2015-16 - no suspensions</p> <p>6b. Pupil Expulsion Rate:</p> <p>2014-15 - No expulsions</p>

6e. Increase participation in LCAP survey by 2%

Priority 8 - Pupil outcomes in the subject areas

8a. Social Science: Increase by 1% pass rate

World History

US History

Geography

Economics

Government

Multi Cultural Studies

Sociology

8b. Science: Increase by 1% pass rate

Biology

Chemistry

Earth Science

Health

Psychology

8c: Career-Technical Education: Increase by 1% pass rate

Business Applications

Information Technology Applications

2015-16 - No expulsions

6c. Yearly Student Survey

2014-15: 9 responses

2015-16: 38 responses

6d. Yearly Parent Survey

2014-15: 5 responses

2015-16: 12 responses

6e. Yearly LCAP Survey (survey monkey)

2014-15: 17 responses

2015-16: 19 responses

Priority 8

8a. Social Science 2014-15

Fall 2015-16

World History - 88% pass rate

95%

US History - 97% pass rate

100%

Geography - 100% pass rate

N/A

Economics - 100% pass rate

71%

Government - 88% pass rate

100%

Multi Cultural Studies - 100% pass rate

100%

Sociology - 100% pass rate

100%

8b. Science 2014-15

Biology - 80% pass rate

100%

Chemistry - 60 % pass rate

80%

Earth Science - 81% pass rate

100%

Health - 100% pass rate

100%

Psychology - 91% pass rate

100%

8c. Career-Technical Education 2014-15

Business Applications - 100% pass rate

100%

information Technology Applications - 100%

100%

Introduction to Health science - N/A

100%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
.4 Credentialed tutor/trainer to provide for increasing student achievement through direct intervention		\$19,928 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$19,928	
Scope of Service	Paradise eLearning Academy	Scope of Service	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Butte Community College and California State University at Chico fieldtrips		\$500. 0001-0999: Unrestricted: Locally Defined Supplemental and Concentration \$500.	
Scope of Service	Paradise eLearning Academy	Scope of Service	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Certificated Subject matter tutoring - non-contract/hourly rate pay scale		\$6500 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$6500	
Scope of Service	Paradise eLearning Academy	Scope of Service	
<input type="checkbox"/> All -----		<input type="checkbox"/> All -----	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We believe the current actions/services are best fulfilled by the above expenditure of funds.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$48,898</u>
Please refer to Goals 1 and 2 for specific details. Our proposed use of funds is directed towards meeting our goals (with a 70% low income student population) to increase both average daily attendance and prepare students to be college/career ready upon graduation. Our staff strives toward a "personalized climate" for both our students and their families to create both excellent attendance and academic achievement. Please refer to Education Partnerships, Inc., research cited at http://www.educationpartnerships.org . Also, Northwest Regional Education Lab, June 2004, Increasing Student Attendance: Strategies from Research and Practice. The funds for Goal 1 will be used for a .2 Counselor (\$17,842) and an online tutoring program (\$1,625). The funds for Goal 2 will be used for a .2 teacher (\$10,414), a credentialed tutor (\$18,517), and community college field trips (\$500).	

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

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

16.0 5	%
<p>With the additional expenditure of \$48,898 in Supplemental and Concentration Grant funding representing a total MMP (2016-17) of 16.05%, unduplicated pupils (targeted students) will benefit from increased services by adding certificated staff for direct intervention for subject matter tutoring to improve both student success and engagement and work produced average daily attendance, an online tutorial program to improve state testing and funds to provide a credentialed counselor and fieldtrips to local college campuses to help prepare students for college and career readiness.</p> <p>\$10,414 - .2 credentialed tutor for direct intervention \$1,625 - Online Tutorial Intervention Program \$17,842 - Credential Counselor \$500 - Local college campus fieldtrips</p>	

\$18,517- Certificated Subject Matter Tutoring

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	49,770.00	11,305.46	38,494.41	48,587.00	0.00	87,081.41
	0.00	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	0.00	0.00
Concentration	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	49,770.00	11,305.46	38,494.41	48,587.00	0.00	87,081.41

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	49,770.00	11,305.46	38,494.41	48,587.00	0.00	87,081.41
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	5,500.00	11,287.93	500.00	500.00	0.00	1,000.00
1000-1999: Certificated Personnel Salaries	44,270.00	17.53	36,369.41	46,462.00	0.00	82,831.41
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0.00	0.00	1,625.00	1,625.00	0.00	3,250.00
5000-5999: Services And Other Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	49,770.00	11,305.46	38,494.41	48,587.00	0.00	87,081.41
		0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental and Concentration	5,500.00	11,287.93	500.00	500.00	0.00	1,000.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	44,270.00	17.53	36,369.41	46,462.00	0.00	82,831.41

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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