

Introduction:

LEA: Paradise Elementary School District **Contact (Name, Title, Email, Phone Number):** Heath Thomason, Superintendent/Principal, hthomason@paradiseesd.org, (209)522-4675 **LCAP Year:** 2016-2019

Local Control and Accountability Plan and Annual Update Template

Paradise Charter School is a small rural K-8 charter school. Our school operates as a school within a school charter, which allows students to participate in a small school environment. This environment is conducive to building strong relationships which the District believes is important for student success. Paradise Charter is a high performing school, with our latest AYP numbers being over 900, and our SBAC results are higher than the State average. Our staff works hard to prepare students for the next level of their education and our school prides itself on preparing students for high school and beyond. Our school has immersed itself in Common Core Standards and is looking for ways to improve all areas of education, from teaching to technology. Our school has a diverse cross section of students, we have a 36% Hispanic population and 67% Free or Reduced Lunch. Our students are a direct representation of our community, there are no Foster youth at this time, and we serve a very small population of Special Education students through Stanislaus County SELPA.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
Parent & Teacher Survey July 15 - Aug 8	Guidance in Developing Priorities and Goals for the District LCAP
Back To School Night Aug. 11	Parent Question and Answer night
Staff Development Day Aug. 9, Oct 10, and Mar 13	Guidance in Developing LCAP Priorities and Goals for the District
LCAP Community Advisory Meeting Aug. 11 and May 11	Evaluating Priorities and Goals for the upcoming year
School Site Council	Guidance in developing priorities and goals for the District LCAP
Negotiation Meetings March, April, May and June	Impact on overall budget

<p>Paradise Elementary School District Board Meeting (June)</p>	<p>Approval of LCAP</p>
<p>Annual Update: LCAP Community Advisory Meeting</p> <p>School Site Council Meeting</p> <p>Staff Development</p> <p>Back to School and Open House Q&A</p> <p>Negotiation Meetings</p> <p>Paradise Elementary School District Board Meeting</p>	<p>Annual Update: The LCAP was reviewed by the superintendent/principal. Attendees asked questions and received copies of the documents. Suggestions regarding AR and physical education incentives were included in the LCAP, along with ongoing improvement in the area of technology and professional development.</p> <p>The LCAP was reviewed at third and fourth Quarterly meetings during the school year. The Council discussed services provided to all students and student subgroups. The plan was approved.</p> <p>The staff discussed ways to improve technology on campus, and the discussion on one-to-one devices were discussed at length. Another major talking point for teachers is the lack of curriculum and their desire to purchase standards based curriculum.</p> <p>The majority of the evening was spent talking about the need for improved technology on campus, and many questions regarding testing. The need for a typing program at the lower grade levels was discussed and questions regarding one-to-one devices was brought up.</p> <p>The LCAP is reviewed and budgeted items are looked at to make decisions that will not have long term negative effects on the District.</p> <p>The LCAP was reviewed at the May regularly scheduled meeting. At the June regularly scheduled meeting , the superintendent/principal reviewed additions to the LCAP. The LCAP was approved.</p>

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	<p>A: The District will establish appropriate conditions of learning as identified under Williams Act legislation.</p> <p>A-1: Teacher assignments and credentialing will be monitored to verify appropriate assignment to pupil groups and subject areas.</p> <p>A-2: The District will provide all students with access to state adopted, standards-aligned instructional materials.</p> <p>A-3: School facilities will be maintained and in good repair.</p> <p>A-4: Academic content standards adopted by the California State Board of Education will be implemented in the District's established courses of study.</p> <p>A-5: Students will be enrolled in the courses of study established by the district to all required subject areas.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>Conditions of Learning:</p> <p>1) Continue Basic Services by ensuring and verifying Williams Act Compliance at each school (Priority 1)</p> <p>a) The District will complete annual CBED's reporting including appropriate teacher assignment and determine appropriate teacher qualifications/assignment.</p> <p>b) District administration will complete documentation and updating of current curriculum adoption and annual inventory surveys to determine appropriate quantities of textbooks.</p> <p>c) The District will complete the Annual School Facility Inspection Report.</p> <p>* Review and Approval of Quarterly Review of Williamson Act Filed Complaints with the district submitted to the Stanislaus County Office of Education.</p> <p>2) Instruction of California State Board adopted academic and performance State Standards for all pupils. (Priority 2)</p> <p>a) The District will annually monitor documentation and updating of current curriculum adoptions.</p> <p>b) The District will annually conduct inventory surveys to determine appropriate quantities of textbooks.</p> <p>c) District administration will conduct regular classroom walk-through's to determine implementation of curriculum.</p> <p>3) Pupils will be required to be enrolled in courses of required subject areas. (Priority 7)</p> <p>a) Annual review of all course enrollment records for each student</p>
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Goal Applies to:	Schools: Paradise Charter School
Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1) Increased percentage of Highly Qualified staff 2) Math Curriculum Adoption aligned with Common Core standards 3) School facility rated in good or exemplary condition 4) More effective implementation of academic standards 5) 100% of students enrolled in district required subject area courses
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will continue to monitor and report each Quarterly Review of Williams Act complaints filed with the district submitted to the Stanislaus County Office of Education.	District-Wide	<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)	Identified None
The District will continue to provide maintenance & upkeep, monitor facility and certify the annual completion of School Facility Inspection Tool. (FIT)	District-Wide	<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)	General facility maintenance and upkeep 5000-5999: Services And Other Operating Expenditures Base \$5000 Tree maintenance (tree trimming, pest injections) 0000: Unrestricted Base \$4,000 Blacktop Maintenance 0000: Unrestricted Base \$5000

The District will continue to monitor and certify the completion of CBED's reporting including appropriate teacher assignment.	District-Wide	<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)	Review teacher assignments \$0
The District will evaluate and report on services and review all suggestions for improvement by the School Safety Committee.	District-wide	<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)	Alarm Monitoring 5000-5999: Services And Other Operating Expenditures Base \$1000 Pest Control Service 5000-5999: Services And Other Operating Expenditures Base \$500 Fire Inspection and Services 5800: Professional/Consulting Services And Operating Expenditures Base \$200 Energy Improvements 5800: Professional/Consulting Services And Operating Expenditures Base \$60000
The District will continue to review and update curriculum adoptions.	District-Wide	<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)	Math curriculum adoption - Replacement 4000-4999: Books And Supplies Base \$5,000
The District will monitor annual inventory surveys (completed by classroom teachers) and maintain the appropriate quantities of textbooks for all students.	District-Wide	<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)	Identified None
School administration will continue to conduct classroom walk-through's to determine professional development that is needed to be highly effective in the classroom.	District-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Identified None

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
The District will continue to monitor and evaluate teacher professional development to ensure that teachers are trained to use state adoptions.	District-Wide	<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)	Professional Development: Title II 5800: Professional/Consulting Services And Operating Expenditures \$2500
The District will continue to review student course enrollment and completion quarterly.	District-Wide	<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)	Identified None
For English Learners/low-income pupils: The district will monitor and evaluate the English Language Development curriculum and other instructional resources. Professional development will be provided to all instructional staff to support and implement programs and services to enable English Learners to access state adopted common core academic standards and the English language development standards.	District-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Purchase State adopted EL curriculum 4000-4999: Books And Supplies Supplemental \$1500 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1000

LCAP Year 2: 2017-2018

- Expected Annual Measurable Outcomes:
- 1) Increased percentage of Highly Qualified staff
 - 2) Math Curriculum Adoption aligned with Common Core standards
 - 3) School facility rated in good or exemplary condition
 - 4) More effective implementation of academic standards
 - 5) 100% of students enrolled in district required subject area courses

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will continue to review and report each Quarterly Review of Williams Act complaints filed with the district submitted to the Stanislaus County Office of Education.	District-Wide	<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)	Identified None
The District will continue to provide maintenance & upkeep, monitor facility and certify the annual completion of School Facility Inspection Tool. (FIT)	District-Wide	<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)	General facility maintenance and upkeep 5000-5999: Services And Other Operating Expenditures Base \$5000 Tree maintenance (Trimming, pest injections) 5800: Professional/Consulting Services And Operating Expenditures Base \$600
The District will continue to monitor and certify the completion of CBED's reporting including appropriate teacher assignment.	District-Wide	<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)	Review teacher assignments \$0

		(Specify)	
The District will evaluate the services and review all suggestions for improvement by the School Safety Committee.	District-Wide	<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)	Alarm Monitoring 5000-5999: Services And Other Operating Expenditures Base \$1000 Pest Control Service 5000-5999: Services And Other Operating Expenditures Base \$500 Fire Inspection and Services 5800: Professional/Consulting Services And Operating Expenditures Base \$200
The District will monitor and evaluate all curriculum adoptions.	District-Wide	<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)	ELA curriculum pilot 4000-4999: Books And Supplies Base \$15,000
The District will continue to review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.	District-Wide	<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)	Identified None
School administration will monitor and evaluate classroom walk-through's to determine implementation of curriculum and continual student improvement.	District-Wide	<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)	Identified None

<p>The District will continue to monitor teacher professional development to ensure that teachers are trained to use state adoptions.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development: Title II 5800: Professional/Consulting Services And Operating Expenditures \$2500</p>
<p>The District will continue to review student course enrollment and completion quarterly.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Identified None</p>
<p>For English Learners/low-income pupils: The district will monitor and evaluate the English Language Development curriculum and other instructional resources. Professional development will be provided to all instructional staff to support and implement programs and services to enable English Learners to access state adopted common core academic standards and the English language development standards.</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase State adopted EL curriculum 4000-4999: Books And Supplies Supplemental \$1500 professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$750</p>

LCAP Year 3: 2018-19

- Expected Annual Measurable Outcomes:
- 1) Increased percentage of Highly Qualified staff
 - 2) Math Curriculum Adoption aligned with Common Core standards
 - 3) School facility rated in good or exemplary condition
 - 4) More effective implementation of academic standards
 - 5) 100% of students enrolled in district required subject area courses

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will continue to review and report each Quarterly Review of Williams Act complaints filed with the district submitted to the Stanislaus County Office of Education.	District-Wide	<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)	Identified None
The District will continue to provide maintenance & upkeep, monitor facility and certify the annual completion of School Facility Inspection Tool. (FIT)	District-Wide	<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)	General facility maintenance and upkeep 5000-5999: Services And Other Operating Expenditures Base \$5000 Tree maintenance (Trimming, pest injections) 5800: Professional/Consulting Services And Operating Expenditures Base \$600
The District will continue to monitor and certify the completion of CBED's reporting including appropriate teacher assignment.	District-Wide	<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)	Review teacher assignments \$0

		(Specify)	
<p>The District will evaluate the services and review all suggestions for improvement by the School Safety Committee.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Alarm Monitoring 5000-5999: Services And Other Operating Expenditures Base \$1000 Pest Control Service 5000-5999: Services And Other Operating Expenditures Base \$500 Fire Inspection and Services 5800: Professional/Consulting Services And Operating Expenditures Base \$200</p>
<p>The District will monitor and evaluate all curriculum adoptions.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>ELA curriculum pilot 4000-4999: Books And Supplies Base \$15,000</p>
<p>The District will continue to review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Identified None</p>
<p>School administration will monitor and evaluate classroom walk-through's to determine implementation of curriculum and continual student improvement.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Identified None</p>

<p>The District will continue to monitor teacher professional development to ensure that teachers are trained to use state adoptions.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development: Title II 5800: Professional/Consulting Services And Operating Expenditures \$2500</p>
<p>The District will continue to review student course enrollment and completion quarterly.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Identified None</p>
<p>For English Learners/low-income pupils: The district will monitor and evaluate the English Language Development curriculum and other instructional resources. Professional development will be provided to all instructional staff to support and implement programs and services to enable English Learners to access state adopted common core academic standards and the English language development standards.</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase State adopted EL curriculum 4000-4999: Books And Supplies Supplemental \$1500 professional development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$750</p>

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

GOAL 2:	<p>B: The District will establish an educational system to support student achievement in academic, physical, and social development.</p> <p>B-1: The District will provide students with the academic instruction and support to achieve and/or progress towards proficiency in all state assessed subject areas.</p> <p>B-2: District and schools will monitor assessment data to identify areas of academic strengths and weaknesses to establish yearly academic goals to promote academic achievement and increase proficiency for all student groups.</p> <p>B-3: The District will ensure that all student will participate in a required sports program in grades 6-8 which includes football, volleyball, soccer, basketball, and Track & Field program in addition to a weekly physical fitness day dedicated to California Physical Fitness Testing skills to foster physical fitness, social skills and self-esteem.</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 type="checkbox"/> 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify</p>
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Identified Need :	<p>Student Achievement</p> <p>1) Academic Achievement (Priority 4)</p> <p>a) The district will regularly conduct/review:</p> <ul style="list-style-type: none"> i) District benchmark and summative assessments ii) CST/SBAC data iii) CELDT data iv) RFEP data <p>b) Data will be used to identify strengths and weaknesses and establish instructional goals.</p> <p>c) Teachers will collaborate, share strengths and best practices as a form of Professional Development.</p> <p>2) Other Student Outcomes (Priority 8)</p> <ul style="list-style-type: none"> a) Students in grades 6-8 will participate in identified sports education programs and participate in inter-mural sports will other local LEA's. b) Students will also participate in a weekly physical fitness program designed to increase student physical fitness as measure by the California Physical Fitness Testing and California Healthy Kids Survey.
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Goal Applies to:	Schools:	Paradise Charter School
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	<p>1a) 100% of current curriculum will be current state adoptions on a yearly basis.</p> <p>1b) 100% of reported deficiencies in state adopted curriculum will be supplied for each subject area within 10 days of report on a yearly basis.</p> <p>1c) All students will have access to state adopted materials and will be instructed using these materials.</p> <p>1d) An increased percentage of teachers will participate in professional development on new content standards and/or adopted texts.</p> <p>2a) Increase CAASPP/SBAC percentage of students at or above Proficient</p> <p>2b) Increase in student CELDT scores</p> <p>2c) Decrease in annual retention rates</p> <p>3) Increased percentage of students passing state physical fitness domain areas</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will evaluate piloted curriculum and make a decision on State approved curriculum adoption.	District-Wide	<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)	Purchase state adopted curriculum materials: See goal A, 1.5 4000-4999: Books And Supplies Base \$70,000
The District will continue to review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.	District-Wide	<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)	Identified None
The District will continue to purchase supplementary	District-	<input checked="" type="checkbox"/> All	Purchase Current Events Periodicals and Non-fiction

<p>materials to support instruction for Common Core Standards and prepare students for SBAC testing.</p>	<p>Wide</p>	<p>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>Literature 4000-4999: Books And Supplies Concentration \$2,000 Purchase IXL, IReady, and PEG Writing 5000-5999: Services And Other Operating Expenditures Concentration \$5000 Purchase Type to Learn (hosted on server) 5000-5999: Services And Other Operating Expenditures Supplemental \$1000 Purchase Accelerated Reader (web-based) 5000-5999: Services And Other Operating Expenditures Concentration \$1,500 Purchase Incentives for Various Student Academic Accomplishments Including a School-Wide Accelerated Reader Incentive Program 4000-4999: Books And Supplies Other \$1000</p>
<p>School administration will continue to conduct classroom walk-through's to determine implementation of curriculum and document and address any areas of deficiency.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Identified None</p>
<p>The District will continue to monitor teacher professional development to ensure that teachers are trained to use state adoptions.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development - see goal A, 1.8 5000-5999: Services And Other Operating Expenditures -</p>
<p>The District will continue to analyze and monitor state assessment data (SBAC/CELDT) and set future goals for teachers and students.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Testing fees 5800: Professional/Consulting Services And Operating Expenditures Base \$500</p>

		(Specify)	
The district will continue "Choose Civility" character education program and provide incentives for positive behavior.	District-Wide	<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)	Quarterly Assemblies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$800 End of Year field trips: Activity Fund 5800: Professional/Consulting Services And Operating Expenditures \$1,400
The District will continue to provide Inter-Mural sports program	District-Wide	<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)	Equipment 4000-4999: Books And Supplies Supplemental \$500 Bussing to local schools: Title I 5800: Professional/Consulting Services And Operating Expenditures \$1600
Provide weekly Physical Fitness Program to meet State physical fitness goals	District-Wide	<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)	Equipment 5000-5999: Services And Other Operating Expenditures Supplemental \$500
For Redesignated Fluent English Proficient pupils: The	District-	<input type="checkbox"/> All	Identified None

<p>District will have a teacher and aide to provide small group instruction and monitor the transition from the EL program.</p>	<p>Wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English Learners/low income pupils: The District will continue to contract for EL supplemental materials (web-based software)</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase Imagine Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,400</p>
<p>For English Learners/low-income pupils: Provide Bilingual Instructional Aide to support EL students</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide Bilingual Coordinator/Instructional Aide: Title I 2000-2999: Classified Personnel Salaries Supplemental \$9,600</p>
<p>English Learners/low-income students: Provide instructional aide support and training to support staff.</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide 2 instructional aides 2000-2999: Classified Personnel Salaries Supplemental \$10,520 Program training 5800: Professional/Consulting Services And Operating Expenditures Quality Education Investment Act \$1000</p>
<p>For English Learners/low-income students: Provide CELDT training to Bilingual Coordinator.</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>CELDT training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
For Redesignated Fluent English Proficient pupils: Teachers and Administration will continue to meet quarterly to discuss state assessments results, local benchmark results, and school achievement to monitor progress	District-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Quarterly meetings 5000-5999: Services And Other Operating Expenditures Other \$200

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1a) 100% of current curriculum will be current state adoptions on a yearly basis. 1b) 100% of reported deficiencies in state adopted curriculum will be supplied for each subject area within 10 days of report on a yearly basis. 1c) All students will have access to state adopted materials and will be instructed using these materials. 1d) An increased percentage of teachers will participate in professional development on new content standards and/or adopted texts. 2a) Increase in API 2b) Increase in student CELDT scores 2c) Decrease in annual retention rates 3) Increased percentage of students passing state physical fitness domain areas
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will monitor and evaluate current curriculum adoptions.	District-Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Purchase curriculum adoption: See goal A, 1.5 4000-4999: Books And Supplies Base \$5000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
The District will continue to review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.	District-Wide	<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)	Identified None
The District will continue to purchase supplementary materials to support instruction for Common Core Standards and prepare students for SBAC testing.	District-Wide	<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)	Purchase Current Events Periodicals and Non-fiction Literature 4000-4999: Books And Supplies Concentration \$1,000 Purchase IXL, IReady, and PEG Writing 5000-5999: Services And Other Operating Expenditures Concentration \$4500 Purchase Type to Learn (hosted on server) 5000-5999: Services And Other Operating Expenditures Supplemental \$500 Purchase Accelerated Reader (web-based) 5000-5999: Services And Other Operating Expenditures Concentration \$1,480 Purchase Incentives for Various Student Academic Accomplishments Including a School-Wide Accelerated Reader Incentive Program 4000-4999: Books And Supplies Other \$800
School administration will maintain classroom walk-through's to determine implementation of curriculum and document and address any areas of deficiency.	District-Wide	<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)	Identified None
The District will monitor and evaluate teacher	District-	<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)	Professional Development - see goal A, 1.8 5000-5999:

<p>professional development to ensure that teachers are trained to use state adoptions.</p>	<p>Wide</p>	<p>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>Services And Other Operating Expenditures None</p>
<p>The District will continue to analyze and monitor state assessment data (SBAC/CELDT) and set future goals for Teachers and Students.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Testing fees 5800: Professional/Consulting Services And Operating Expenditures Base \$200</p>
<p>The District will continue "Choose Civility" character education program and provide incentives for positive behavior.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Quarterly Assemblies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$800 End of Year field trips: Activity Fund 5800: Professional/Consulting Services And Operating Expenditures \$1,400</p>
<p>Provide inter-mural sports program</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Equipment 4000-4999: Books And Supplies Supplemental \$260 Bussing to local schools: Title I 5800: Professional/Consulting Services And Operating Expenditures \$1600</p>
<p>Provide weekly Physical Fitness Program to meet State physical fitness goals</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Equipment 5000-5999: Services And Other Operating Expenditures Supplemental \$200</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For Redesignated Fluent English Proficient pupils: The District will have a teacher and aide to provide small group instruction and monitor the transition from the EL program.	District-Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	Identified None
For English Learners/low income pupils: The district will evaluate the need for a continued contract for EL supplemental materials (web-based software).	District-Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase Imagine Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,400
For English Learners/low-income pupils: Provide Bilingual Instructional Aide to support EL students.	District-Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient	Provide Bilingual Coordinator/Instructional Aide: Title I 2000-2999: Classified Personnel Salaries Supplemental \$9,600

		_ Other Subgroups: (Specify)	
English Learners/low-income students: Continue to Provide instructional aide support and training to support staff.	District-Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide 2 instructional aides 2000-2999: Classified Personnel Salaries Supplemental \$10,520 <hr/> Program training None - Administered by Bilingual Aide
For English Learners/low-income students: Provide CELDT training to Bilingual Coordinator.	District-Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	CELDT training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$100
For Redesignated Fluent English Proficient pupils: Teachers and Administration will continue to meet quarterly to discuss state assessments results, local benchmark results, and school achievement to monitor progress	District-Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	quarterly meetings 5000-5999: Services And Other Operating Expenditures Other \$200

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 1a) 100% of current curriculum will be current state adoptions on a yearly basis. 1b) 100% of reported deficiencies in state adopted curriculum will be supplied for each subject area within 10 days of report on a yearly basis. 1c) All students will have access to state adopted materials and will be instructed using these materials. 1d) An increased percentage of teachers will participate in professional development on new content standards and/or adopted texts. 2a) Increase in API 2b) Increase in student CELDT scores 2c) Decrease in annual retention rates 3) Increased percentage of students passing state physical fitness domain areas
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The District will monitor and evaluate current curriculum adoptions.	District-Wide	<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)	Purchase curriculum adoption: See goal A, 1.5 4000-4999: Books And Supplies Base \$5000
The District will continue to review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.	District-Wide	<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)	Identified None
The District will continue to purchase supplementary	District-	<input checked="" type="checkbox"/> All -----	Purchase Current Events Periodicals and Non-fiction

<p>materials to support instruction for Common Core Standards and prepare students for SBAC testing.</p>	<p>Wide</p>	<p>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>Literature 4000-4999: Books And Supplies Concentration \$1,000 Purchase IXL, IReady, and PEG Writing 5000-5999: Services And Other Operating Expenditures Concentration \$4500 Purchase Type to Learn (hosted on server) 5000-5999: Services And Other Operating Expenditures Supplemental \$500 Purchase Accelerated Reader (web-based) 5000-5999: Services And Other Operating Expenditures Concentration \$1,480 Purchase Incentives for Various Student Academic Accomplishments Including a School-Wide Accelerated Reader Incentive Program 4000-4999: Books And Supplies Other \$800</p>
<p>School administration will maintain classroom walk-through's to determine implementation of curriculum and document and address any areas of deficiency.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Identified None</p>
<p>The District will monitor and evaluate teacher professional development to ensure that teachers are trained to use state adoptions.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Professional Development - see goal A, 1.8 5000-5999: Services And Other Operating Expenditures -</p>
<p>The District will continue to analyze and monitor state assessment data (SBAC/CELDT) and set future goals for Teachers and Students.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p>	<p>Testing fees 5800: Professional/Consulting Services And Operating Expenditures Base \$200</p>

		(Specify)	
The District will continue "Choose Civility" character education program and provide incentives for positive behavior.	District-Wide	<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)	Quarterly Assemblies 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$800 End of Year field trips: Activity Fund 5800: Professional/Consulting Services And Operating Expenditures \$1,400
Provide inter-mural sports program	District-Wide	<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)	Equipment 4000-4999: Books And Supplies Supplemental \$260 Bussing to local schools: Title I 5800: Professional/Consulting Services And Operating Expenditures \$1600
Provide weekly Physical Fitness Program to meet State physical fitness goals	District-Wide	<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)	Equipment 5000-5999: Services And Other Operating Expenditures Supplemental \$200
For Redesignated Fluent English Proficient pupils: The	District-	<input type="checkbox"/> All	Identified None

<p>District will have a teacher and aide to provide small group instruction and monitor the transition from the EL program.</p>	<p>Wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English Learners/low income pupils: The district will evaluate the need for a continued contract for EL supplemental materials (web-based software).</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Purchase Imagine Learning 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,400</p>
<p>For English Learners/low-income pupils: Provide Bilingual Instructional Aide to support EL students.</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide Bilingual Coordinator/Instructional Aide: Title I 2000-2999: Classified Personnel Salaries Supplemental \$9,600</p>
<p>English Learners/low-income students: Continue to Provide instructional aide support and training to support staff.</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Provide 2 instructional aides 2000-2999: Classified Personnel Salaries Supplemental \$10,520 Program training None - Administered by Bilingual Aide</p>
<p>For English Learners/low-income students: Provide CELDT training to Bilingual Coordinator.</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>CELDT training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$100</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For Redesignated Fluent English Proficient pupils: Teachers and Administration will continue to meet quarterly to discuss state assessments results, local benchmark results, and school achievement to monitor progress	District-Wide	_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)	quarterly meetings 5000-5999: Services And Other Operating Expenditures Other \$200

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

<p>GOAL 3:</p> <p>C: The District will incorporate various methods to increase engagement throughout the district in a variety of manners.</p> <p>C-1: The District will establish opportunities for parent feedback in setting ongoing goals and priorities for the district.</p> <p>C-2: Both schools in the District will establish guidelines and opportunities to involve parents in order to seek input to support and guide school decision making for all students including economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.</p> <p>C-3: The District will implement a system of rewards to increase district attendance and reduce chronic absenteeism and teachers will implement research based instructional strategies focused on increasing student engagement and academic performance.</p> <p>C-4: The District will implement activities on a weekly basis to promote student health and well-being while monitoring data and survey information to analyze school climate.</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 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>
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<p>Identified Need :</p>	<p>Engagement</p> <p>1) Parent Involvement (Priority 3)</p> <p>a) Back to School Night/Open House (all students) Participation</p> <p>b) Annual Title I Meeting Participation (focused on supporting economically disadvantaged pupils and students who do not meet grade level standards)</p> <p>c) District English Language Advisory Committee Participation (focused on supporting English Language Learners)</p> <p>d) School Site Council Meeting Participation (all students)</p> <p>e) Parent/Teacher Conferences - Parent Participation (all students/EL student status based on CELDT data)</p> <p>2) Student Engagement (Priority 5)</p> <p>The District will regularly monitor student engagement by reviewing multiple indicators:</p> <p>a) Attendance rates</p> <p>b) Chronic Absentee data</p> <p>c) Dropout rates</p> <p>*The Paradise Elementary School District is a K-8 District and does not have a High School.</p> <p>3) School Climate (Priority 6)</p> <p>The District will regularly monitor school climate by reviewing multiple indicators:</p> <p>a) California Healthy Kids Survey</p>
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	b) Disciplinary Records c) Surveys of students, parents, and staff	
Goal Applies to:	Schools:	Paradise Charter School
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1) Increased percentage of parent participation at events and meetings 2a) Increased percentage in attendance rates 2b) Decreased percentage in truancy rates 3a) 0% dropout rate 3b) Decreased percentage in suspension/expulsion rates
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to market Back to School Night (all students) Participation	District-Wide	<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)	Refreshments 0000: Unrestricted Base \$50
Maintain Annual Title I Meeting Participation (focused on supporting economically disadvantaged pupils and students who do not meet grade level standards)	District-Wide	<input type="checkbox"/> All OR: <input checked="" 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:	Identified None

		(Specify)	
Continue growing District English Language Advisory Committee Participation (focused on supporting English Language Learners)	District-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Identified None
Maintain School Site Council Meeting Participation (all students)	District-Wide	<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)	Identified None
Parent/Teacher Conferences - Parent Participation (all students/EL student status based on CELDT data).	District-Wide	<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)	Identified None
Review and monitor Chronic Absenteeism and Attendance data	District-Wide	<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)	Identified None

<p>Continue to Conduct California Healthy Kids Survey</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Identified None</p>
<p>Meet directly with parents of students who are chronically absent, discuss options and detrimental effects on student achievement. Improve student attendance and student achievement.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Identified None</p>
<p>For English Learners/low-income students maintain Title I Meeting</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Information distribution - mailing 0000: Unrestricted Base \$50 Host meeting - refreshments 0000: Unrestricted Base \$50</p>
<p>For English Learners: District English Language Advisory Meeting</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Host meeting and share data and services information None</p>

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	1) Increased percentage of parent participation at events and meetings 2a) Increased percentage in attendance rates 2b) Decreased percentage in truancy rates 4a) 0% dropout rate 4b) Decreased percentage in suspension/expulsion rates
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Back to School Night (all students) Participation	District-Wide	<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)	Refreshments 0000: Unrestricted Base \$50
Maintain Annual Title I Meeting Participation (focused on supporting economically disadvantaged pupils and students who do not meet grade level standards)	District-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Identified None
Maintain District English Language Advisory Committee Participation (focused on supporting English Language Learners)	District-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Identified None

		(Specify)	
Maintain School Site Council Meeting Participation (all students)	District-Wide	<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)	Identified None
Parent/Teacher Conferences - Parent Participation (all students/EL student status based on CELDT data).	District-Wide	<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)	Identified None
Review and monitor Chronic Absenteeism and Attendance data	District-Wide	<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)	Identified None
Continue to Conduct California Healthy Kids Survey	District-Wide	<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)	Identified None

<p>Meet directly with parents of students who are chronically absent, discuss options and detrimental effects on student achievement. Improve student attendance and student achievement.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Identified None</p>
<p>For English Learners/low-income students Maintain Title I Meeting</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Information distribution - mailing 0000: Unrestricted Base \$50 Host meeting - refreshments 0000: Unrestricted Base \$50</p>
<p>For English Learners: Maintain District English Language Advisory Meeting</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Host meeting and share data and services information None</p>

LCAP Year 3: 2018-19

- Expected Annual Measurable Outcomes:
- 1) Increased percentage of parent participation at events and meetings
 - 2a) Increased percentage in attendance rates
 - 2b) Decreased percentage in truancy rates
 - 4a) 0% dropout rate
 - 4b) Decreased percentage in suspension/expulsion rates

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain Back to School Night (all students) Participation	District-Wide	<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)	Refreshments 0000: Unrestricted Base \$50
Maintain Annual Title I Meeting Participation (focused on supporting economically disadvantaged pupils and students who do not meet grade level standards)	District-Wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Identified None
Maintain District English Language Advisory Committee Participation (focused on supporting English Language Learners)	District-Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Identified None

		(Specify)	
Maintain School Site Council Meeting Participation (all students)	District-Wide	<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)	Identified None
Parent/Teacher Conferences - Parent Participation (all students/EL student status based on CELDT data).	District-Wide	<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)	Identified None
Review and monitor Chronic Absenteeism and Attendance data	District-Wide	<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)	Identified None
Continue to Conduct California Healthy Kids Survey	District-Wide	<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)	Identified None

<p>Meet directly with parents of students who are chronically absent, discuss options and detrimental effects on student achievement. Improve student attendance and student achievement.</p>	<p>District-Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Identified None</p>
<p>For English Learners/low-income students Maintain Title I Meeting</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Information distribution - mailing 0000: Unrestricted Base \$50 Host meeting - refreshments 0000: Unrestricted Base \$50</p>
<p>For English Learners: Maintain District English Language Advisory Meeting</p>	<p>District-Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Host meeting and share data and services information None</p>

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

GOAL 4:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
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.

GOAL 5:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
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.

GOAL 6:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
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.

GOAL 7:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
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.

GOAL 8:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
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.

GOAL 9:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
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.

GOAL 10:				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :				
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
LCAP Year 2: 2017-2018				
Expected Annual Measurable Outcomes:				
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
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.

Original GOAL 1 from prior year LCAP:	<p>A: The District will establish appropriate conditions of learning as identified under Williams Act legislation.</p> <p>A-1: Teacher assignments and credentialing will be monitored to verify appropriate assignment to pupil groups and subject areas.</p> <p>A-2: The District will provide all students with access to state adopted, standards-aligned instructional materials.</p> <p>A-3: School facilities will be maintained and in good repair.</p> <p>A-4: Academic content standards adopted by the California State Board of Education will be implemented in the District's established courses of study.</p> <p>A-5: Students will be enrolled in the courses of study established by the district to all required subject areas.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify</p>	
Goal Applies to:	Schools: Paradise Charter School <hr/> Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1) Increased percentage of Highly Qualified staff 2) Math Curriculum Adoption aligned with Common Core standards 3) School facility rated in good or exemplary condition 4) More effective implementation of academic standards 5) 100% of students enrolled in district required subject area courses 	Actual Annual Measurable Outcomes: <ol style="list-style-type: none"> 1. 100% 2. Math Adoption not in place- piloting Eureka Math 3. Rated Good on Last Fit Report 4. All teachers are teaching Common Core Standards 5. All students enrolled are taking district required courses 	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
The District will review and report each Quarterly Review of Williams Act complaints filed with the district submitted to the Stanislaus County	Budgeted Expenditures		Estimated Actual Annual Expenditures
	Identified None	No complaints filed	Identified None

Office of Education.				
Scope of Service	District-Wide		Scope of Service	District - Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
The District will provide maintenance & upkeep, monitor facility and certify the annual completion of School Facility Inspection Tool. (FIT)		General facility maintenance and upkeep 5000-5999: Services And Other Operating Expenditures Base \$5000 Tree Maintenance (Trimming, Pest Injections) 0000: Unrestricted Base \$4000 Playground Bark 0000: Unrestricted Base \$1500 Blacktop Maintenance 5800: Professional/Consulting Services And Operating Expenditures Base \$5000 Replacement of Portable Buildings and Upkeep 0000: Unrestricted Base \$250,000	All areas have been upgraded and the school rated Good on annual FIT report. We will continue to maintain and upkeep on a yearly basis.	
General facility maintenance and upkeep 0000: Unrestricted Base \$100,000				
Scope of Service	District-Wide		Scope of Service	District-Wide
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>The District will monitor and certify the completion of CBED's reporting including appropriate teacher assignment.</p>	<p>Review teacher assignments \$0</p>	<p>CBED's have been reviewed and all teachers are working in appropriate assignments.</p>	<p>Review teacher assignments \$0</p>
<p>Scope of Service: District-Wide</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: District - Wide</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>The District will report on services and review all suggestions for improvement by the School Safety Committee, and suggestions made by Highlands Energy Audit.</p>	<p>Alarm Monitoring 5000-5999: Services And Other Operating Expenditures Base \$1000 Pest Control Service 5000-5999: Services And Other Operating Expenditures Base \$500 Fire Inspection and Services 5800: Professional/Consulting Services And Operating Expenditures Base \$200 Prop 39 Energy Audit - Energy Conservation Efforts 7000-7439: Other Outgo Other \$60,000</p>	<p>Prop 39 audit has been completed, and a plan was submitted to the state and was approved. Project will be underway to make improvements. All other areas are paid on a yearly basis.</p>	<p>Prop 39 Energy Audit - Energy Conservation Efforts 5000-5999: Services And Other Operating Expenditures Federal Funds \$100,000 Other Yearly Needs 0000: Unrestricted Base \$1700</p>
<p>Scope of Service: District-Wide</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: District - Wide</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>The District will review and update curriculum adoptions.</p>	<p>Math curriculum purchase 4000-4999: Books And Supplies Base \$30,000</p>	<p>Piloting Eureka Math</p>	<p>Math Curriculum Purchase 4000-4999: Books And Supplies Common Core Standards Implementation Funds 30,000</p>
<p>Scope of Service District-Wide</p>		<p>Scope of Service District - Wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>The District will review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.</p>	<p>Identified Needs 4000-4999: Books And Supplies Base \$3000</p>	<p>All students received text books in each subject area. End of the year inventory will show what needs to be replaced to meet the needs of incoming students.</p>	<p>Identified Needs 4000-4999: Books And Supplies Base \$3000</p>
<p>Scope of Service District-Wide</p>		<p>Scope of Service District-Wide</p>	
<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>School administration will conduct classroom walk-through's to determine implementation of curriculum and document and address any areas of deficiency.</p>	<p>Identified None</p>	<p>Classroom Walk-Throughs were completed to determine the implementation of curriculum and use of strategies to improve student learning.</p>	<p>Identified None</p>
<p>Scope of Service District-Wide</p>		<p>Scope of Service</p>	

<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>The District will monitor teacher professional development to ensure that teachers are trained to use state adoptions.</p>	<p>Professional Development: Title II 5800: Professional/Consulting Services And Operating Expenditures \$2000</p>	<p>Teachers received Training in Math and Language Arts using Common Core Standards.</p>	<p>Professional Development Title II 5800: Professional/Consulting Services And Operating Expenditures Title II \$5000</p>
<p>Scope of Service District-Wide</p> <hr/>		<p>Scope of Service District-Wide</p> <hr/>	
<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p><input checked="" type="checkbox"/> All</p> <hr/> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>The District will review student course enrollment and completion quarterly.</p>	<p>Identified None</p>	<p>All classes were reviewed to insure course enrollment and completion. School District met all requirements for enrollment and completion.</p>	<p>Identified None</p>
<p>Scope of Service District-Wide</p> <hr/>		<p>Scope of Service District-Wide</p> <hr/>	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<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)	
For English Learners/low-income pupils: The district will adopt and instruct an English Language Development curriculum and other instructional resources. Professional development will be provided to all instructional staff to support and implement programs and services to enable English Learners to access state adopted common core academic standards and the English language development standards.	Purchase State adopted EL curriculum 4000-4999: Books And Supplies Base \$2500 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500	District has not yet purchased new EL curriculum. Used current curriculum while reviewing State adopted curriculum. Will look to purchase and implement in the Fall.	Purchase State adopted EL curriculum 4000-4999: Books And Supplies Base \$0
Scope of Service: District-Wide OR: <input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service: District-Wide OR: <input checked="" type="checkbox"/> All <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	Paradise Elementary School will look to provide more professional development through State and Federal Professional Development dollars, with an emphasis on Low Income Learners and English Learners. The District will be purchasing ELD curriculum based on the needs of our students, and will provide training in the new curriculum. Lastly, we will continue to make improvements to our facility until we are able to reach "Exemplary" on the FIT report.		

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>B: The District will establish an educational system to support student achievement in academic, physical, and social development.</p> <p>B-1: The District will provide students with the academic instruction and support to achieve and/or progress towards proficiency in all state assessed subject areas.</p> <p>B-2: District and schools will monitor assessment data to identify areas of academic strengths and weaknesses to establish yearly academic goals to promote academic achievement and increase proficiency for all student groups.</p> <p>B-3: The District will ensure that all student will participate in a required sports program in grades 6-8 which includes football, volleyball, soccer, basketball, and Track & Field program in addition to a weekly physical fitness day dedicated to California Physical Fitness Testing skills to foster physical fitness, social skills and self-esteem.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/></p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
<p>Goal Applies to:</p>	<p>Schools: Paradise Charter School</p> <hr/> <p>Applicable Pupil Subgroups: All</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>1a) 100% of current curriculum will be current state adoptions on a yearly basis.</p> <p>1b) 100% of reported deficiencies in state adopted curriculum will be supplied for each subject area within 10 days of report on a yearly basis.</p> <p>1c) All students will have access to state adopted materials and will be instructed using these materials.</p> <p>1d) An increased percentage of teachers will participate in professional development on new content standards and/or adopted texts.</p> <p>2a) Increase in API</p> <p>2b) Increase in student CELDT scores</p> <p>2c) Decrease in annual retention rates</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>1a) Piloting Math Curriculum and Researching State adoptions in Language Arts</p> <p>1b) No deficiencies</p> <p>1c) All students have access.</p> <p>1d) All teachers participate in Professional Development</p> <p>2a) Awaiting Test Results for 2016, baseline created 2015</p> <p>2b) CELDT Scores increased by a small percentage</p> <p>2c) Retention rate decreased, by small percentage</p> <p>3) More students are passing Physical Fitness domain areas</p>

3) Increased percentage of students passing state physical fitness domain areas	
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services									
	Budgeted Expenditures		Estimated Actual Annual Expenditures								
The District will review and update curriculum adoptions.	Purchase Math Curriculum : See goal A, 1.5 4000-4999: Books And Supplies Base \$25,000	Monitored and Evaluated Pilot program in Math and currently reviewing options in Language Arts. Not ready to adopt Math curriculum but will be adopting ELA in the Fall of 2016.	Math Curriculum-Pilot 4000-4999: Books And Supplies Base \$30,000								
<table border="1"> <tr> <td data-bbox="90 537 241 613">Scope of Service</td> <td data-bbox="241 537 567 613">District-Wide</td> </tr> <tr> <td colspan="2" data-bbox="90 613 567 927"> <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) </td> </tr> </table>	Scope of Service	District-Wide	<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)			<table border="1"> <tr> <td data-bbox="1029 537 1180 613">Scope of Service</td> <td data-bbox="1180 537 1512 613">District-Wide</td> </tr> <tr> <td colspan="2" data-bbox="1029 613 1512 927"> <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) </td> </tr> </table>	Scope of Service	District-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	District-Wide										
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	District-Wide										
<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)											
The District will review annual inventory surveys (completed by classroom teachers) to determine appropriate quantities of textbooks exist for all students.	Identified None	2015-16 Inventory met the needs of all students with the appropriate textbooks for all grade levels.	Identified Nones								
<table border="1"> <tr> <td data-bbox="90 1089 241 1166">Scope of Service</td> <td data-bbox="241 1089 567 1166">District-Wide</td> </tr> <tr> <td colspan="2" data-bbox="90 1166 567 1469"> <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) </td> </tr> </table>	Scope of Service	District-Wide	<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)			<table border="1"> <tr> <td data-bbox="1029 1089 1180 1166">Scope of Service</td> <td data-bbox="1180 1089 1512 1166">District-Wide</td> </tr> <tr> <td colspan="2" data-bbox="1029 1166 1512 1469"> <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) </td> </tr> </table>	Scope of Service	District-Wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
Scope of Service	District-Wide										
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
Scope of Service	District-Wide										
<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>Purchase supplementary materials to support instruction for Common Core Standards and prepare students for SBAC/PFT testing.</p>	<p>Purchase Current Events Periodicals and Non-fiction Literature 4000-4999: Books And Supplies Concentration \$2,000</p> <p>Purchase IXL, IReady, and PEG Writing 5800: Professional/Consulting Services And Operating Expenditures Concentration \$4,500</p> <p>Purchase Type to Learn (hosted on server) 5000-5999: Services And Other Operating Expenditures Supplemental \$500</p> <p>Purchase Accelerated Reader (web-based) 5000-5999: Services And Other Operating Expenditures Concentration \$880</p> <p>Purchase Incentives for Various Student Academic Accomplishments Including a School-Wide Accelerated Reader Incentive Program 4000-4999: Books And Supplies Other \$800</p>	<p>Teachers were provided with Periodicals and the Library received a new collection of Non-Fiction titles. IXL, PEG Writing and IReady were purchased, along with Accelerated Reader to insure timely computer based programs and timely intervention.</p>	<p>Purchase Current Events Periodicals and Non-fiction Literature 4000-4999: Books And Supplies Supplemental and Concentration \$2000</p> <p>IXL, IReady and PEG 0000: Unrestricted Base \$4500</p> <p>AR 0000: Unrestricted Other \$880</p>
<p>Scope of Service District-Wide</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 District-Wide</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>School administration will conduct classroom walk-through's to determine availability of curriculum, document and address any areas of deficiency.</p>	<p>Identified None</p>	<p>Will be incorporating walk-throughs on a more regular schedule, now that we are becoming more familiar with Eureka Math and new ELA material.</p>	<p>Identified None</p>
<p>Scope of Service District-Wide</p>		<p>Scope of Service District-Wide</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>The district will monitor teacher professional development to ensure that teachers are trained to use state adoptions.</p>	<p>Professional Development - see goal A, 1.8 5000-5999: Services And Other Operating Expenditures Title II \$2500</p>	<p>Teachers attended Professional Development through the County Office of Education for both Language Arts and Math. Each training had an emphasis on Common Core Standards.</p>	<p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II \$5000</p>
<p>Scope of Service District-wide</p>		<p>Scope of Service District-Wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>The district will analyze and monitor state assessment data (SBAC/CELDT)</p>	<p>Testing Fees 5800: Professional/Consulting Services And Operating Expenditures Base \$200</p>	<p>A baseline was set in 2014-15, and teachers were informed at Back to School Staff Development. We looked at strengths and weaknesses to improve upon what we are doing in the classroom. We will continue this process in the future as Classroom effectiveness involves improvement from year to year on the CAASSP.</p>	<p>Testing Fees 5800: Professional/Consulting Services And Operating Expenditures Base \$200</p>
<p>Scope of Service District-Wide</p>		<p>Scope of Service District-Wide</p>	
<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>We continue to employ a Part-Time PE Teacher and Part-Time EL/Title I teacher to improve student achievement in those two areas.</p>	<p>EL/Tilte I 1000-1999: Certificated Personnel Salaries Title I \$34,000</p> <p>PE 1000-1999: Certificated Personnel Salaries Base \$34,000</p>	<p>In PE we saw and increase in students passing more than 3 areas of the Physical Fitness Exam. We also saw an increase in Student Achievement with scores in Spelling, Accelerated Reader and Vocabulary. We are pleased with the results and will continue to employ this teacher and focus on the individual needs of our students.</p>	<p>EL/Title I 1000-1999: Certificated Personnel Salaries Title I \$34,000</p> <p>PE 1000-1999: Certificated Personnel Salaries Base \$34,000</p>
<p>Scope of Service: District-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service: District-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>The district will continue "Choose Civility" character education program and provide incentives for positive behavior.</p>	<p>Quarterly assemblies 0000: Unrestricted Supplemental \$800</p> <p>End of Year field trips: Activity Fund 0000: Unrestricted Other \$1,400</p>	<p>Choose Civility and Character Education has been beneficial on campus as we have seen less referral's, suspensions, and expulsions.</p>	<p>Monthly Assemblies 0000: Unrestricted Base \$800</p> <p>End Of Year Field Trips: Activity Fund 0000: Unrestricted Other \$1400</p>
<p>Scope of Service: District-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English 		<p>Scope of Service: District-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient 	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Provide Inter-Mural sports program	Equipment 0000: Unrestricted Base \$500 Bussing to Local Schools 0000: Unrestricted Base \$1500	Sports program has helped to improve student participation in school activities, and helped to increase awareness with regards to Health and teamwork and competition.	Equipment 0000: Unrestricted Base \$500 Bussing to Local Schools 0000: Unrestricted Base \$1500
Scope of Service District-Wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service District-Wide <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide weekly Physical Fitness Program to meet State physical fitness goals	Equipment 5000-5999: Services And Other Operating Expenditures Base \$300	Students have shown improvement in the number of students who are passing more than 3 areas of the Physical Fitness Exam.	Equipment 5000-5999: Services And Other Operating Expenditures Base \$300
Scope of Service District-Wide <hr/> <input checked="" type="checkbox"/> All		Scope of Service District-Wide <hr/> <input checked="" type="checkbox"/> All	

<p>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>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>For English Learners/low income pupils: Contract for EL supplemental materials (web-based software)</p>	<p>Purchase IREADY Diagnostic tool and lessons 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,500</p>	<p>We are able to provide intervention for students based on their individual needs and lessons are provided at an appropriate grade level.</p>	<p>Purchase IREADY: Diagnostic Toll and Lessons 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1500</p>
<p>Scope of Service District-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For English Learners/low-income pupils: Provide Bilingual Instructional Aide to support EL/Title I students</p>	<p>Provide Bilingual Coordinator/Instructional Aide: Title I 2000-2999: Classified Personnel Salaries Other \$9,600</p>	<p>Students are able to receive small group or one-on-one intervention for both reading and math. We have seen improvement on AR, Classroom Test Scores, Vocabulary, and Spelling.</p>	<p>Bilingual Coordinator/Instructional Aide: Title I 2000-2999: Classified Personnel Salaries Title I \$9600</p>
<p>Scope of Service District-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>English Learners/low-income students: Provide instructional aide support and training to support staff</p>	<p>Provide 2 instructional aides 2000-2999: Classified Personnel Salaries Supplemental \$10,520 Professional Development 0000: Unrestricted Supplemental \$500</p>	<p>Instructional aides provide support to Teachers in providing small group and one-on-one intervention for struggling EL and Title I students.</p>	<p>Provide 2 Instructional Aides 2000-2999: Classified Personnel Salaries Supplemental 10,520 Professional Development 0000: Unrestricted Supplemental \$500</p>
<p>Scope of Service: District-Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District-Wide</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>For English Learners/low-income students: Provide CELDT training to Bilingual Coordinator</p>	<p>CELDT training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500</p>	<p>We have provided training for the Bilingual Coordinator and the Aide. We are looking for ways to complete testing earlier, so that we can provide Intervention as quickly as possible.</p>	<p>CELDT Training 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$500</p>
<p>Scope of Service: District-Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District-Wide</p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>For Redesignated Fluent English Proficient pupils: Teachers and Administration will meet quarterly to discuss state assessments results, local benchmark results, and school achievement to monitor progress</p>	<p>Quarterly Meetings 5000-5999: Services And Other Operating Expenditures Other none</p>	<p>We continue to monitor the success of redesignated students to insure that that are improving and continuing to grow educationally and socially on our campus.</p>	<p>Quarterly Meetings 5000-5999: Services And Other Operating Expenditures Other none</p>

<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>It is very important to note that we are in the midst of many changes in education, and we are starting to set our baseline for where students are currently at in this new system. Now that we have a new baseline the data from our Formative Assessments, CELDT Testing, Physical Fitness Testing and CAASSP will be imperative to the changes that we make in our District. In the next three years we will dive deep into the data and determine the changes that will benefit our students making great improvements from year to year.</p>		

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

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

Original GOAL 3 from prior year LCAP:	<p>C: The District will incorporate various methods to increase engagement throughout the district in a variety of manners.</p> <p>C-1: The District will establish opportunities for parent feedback in setting ongoing goals and priorities for the district.</p> <p>C-2: Both schools in the District will establish guidelines and opportunities to involve parents in order to seek input to support and guide school decision making for all students including economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.</p> <p>C-3: The District will implement a system of rewards to increase district attendance and reduce chronic absenteeism and teachers will implement research based instructional strategies focused on increasing student engagement and academic performance.</p> <p>C-4: The District will implement activities on a weekly basis to promote student health and well-being while monitoring data and survey information to analyze school climate.</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 _</p> <p>COE only: 9 _ 10 _</p> <p>Local : Specify</p>	
Goal Applies to:	<p>Schools: Paradise Charter School</p> <hr/> <p>Applicable Pupil Subgroups: All</p>		
Expected Annual Measurable Outcomes:	<p>1) Increased percentage of parent participation at events and meetings.</p> <p>2a) Increased percentage in attendance rates, 93%</p> <p>2b) Decreased percentage in chronic absenteeism, including tardiness 6%</p> <p>3a) 0% dropout rate</p> <p>3b) Decreased percentage in suspension/expulsion rates</p>	<p>Actual Annual Measurable Outcomes:</p> <p>1. Percentage of parents participation at events remains around 90%, but meetings continues to be low, and almost non existent.</p> <p>2a. Slight increase in attendance to 94%</p> <p>2b. Slight decrease in chronic absenteeism, including tardiness 5%</p> <p>3a. Continue to have 0% dropout rate.</p> <p>3b. We saw a slight increase in suspension, and have once again had 0 expulsions.</p>	
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Back to School Night (all students)	Refreshments 0000: Unrestricted	Back to School night was a great	Refreshments 0000: Unrestricted

<p>Participation</p>	<p>Supplemental \$100</p>	<p>success with outstanding participation. Will look to continue what we are doing with this event. Great night to communicate with many parents about what we are doing to meet the needs of their students.</p>	<p>Other \$0</p>
<p>Scope of Service District-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District-Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Annual Title I Meeting Participation (focused on supporting economically disadvantaged pupils and students who do not meet grade level standards)</p>	<p>Identified 5900: Communications Title I None</p>	<p>Very poor turnout for Title I meeting. Will look to improve the percentage of parents participating in this event.</p>	<p>Identified 5900: Communications Title I None</p>
<p>Scope of Service District-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Students performing below grade level</p>		<p>Scope of Service District-Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p>Students performing below grade level</p>	
<p>Creation of DELAC (focused on supporting English Language Learners)</p>	<p>Identified None</p>	<p>Creation of DELAC has been difficult and we will continue to look at ways to involve parents of English Language Learners.</p>	<p>Identified None</p>
<p>Scope of Service District-Wide</p>		<p>Scope of Service District-Wide</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>School Site Council Meeting Participation (all students)</p>	<p>Identified None</p>	<p>Participation at School Site Council has been minimal. We will continue to look for ways to improve the involvement of School Site Council</p>	<p>Identified None</p>
<p>Scope of Service District-Wide ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service District-Wide ----- <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Parent/Teacher Conferences - Parent Participation</p>	<p>Identified None</p>	<p>Parent Teacher Conferences is very well attended and this year we saw an increase from 93% attendance to 95% attendance. We will continue looking for ways to improve attendance.</p>	<p>Identified None</p>
<p>Scope of Service ----- _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service ----- _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

We will look for better ways to market certain meetings and provide important information for parents to make meetings more meaningful. We will look at ways to incorporate parents from all sub-groups within our school and create a welcoming atmosphere for all. It may be important to look at the needs of all parents in a survey to find why attendance is not higher at certain meetings on campus. We are looking into the possibility of babysitting, meals, and possibly transportation.

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Original GOAL 4 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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Original GOAL 5 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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Original GOAL 6 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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Original GOAL 7 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

Original GOAL 8 from prior year LCAP:		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Applicable Pupil Subgroups:	
Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:
LCAP Year: 2015-2016		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		

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

Original GOAL 9 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	-----		
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

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

Original GOAL 10 from prior year LCAP:			Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools:		
	Applicable Pupil Subgroups:		
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			

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>\$60,918</u>
<p>The Paradise Charter School has an unduplicated pupil count of 6.81%. The Supplemental and Concentration Grant funds are intended to support and provide additional services with a focus on our low-socioeconomic and English Learner student populations (homeless and foster youth comprise 0% of our student population) as well as support all students districtwide. The belief of the stakeholders in the district is that additional support personnel for students is the most effective use of funds in assisting students with meeting achievement goals. The supplemental funding is used primarily to add a full-time teacher focused on Title I, EL, and Socio-economically disadvantaged students along with Physical Education for all students which allows the school district to implement ELD groups as well as support a variety of supplemental academic programs and provide students with individualized support. The supplemental programs which are also viewed as a secondary support for student subgroups and students are also funded through the Supplemental and Concentration Grant funding. Those additional academic, supplemental programs include IXL Math, Discovery Education, IReady, Accelerated Reader, and Type to Learn. Also, periodicals are purchased for all classrooms. Each of these supplemental programs are intended to support students districtwide by providing additional nonfiction texts and promoting English Language Arts academic development to assist students in meeting the rigor of the new state ELA standards. District stakeholders assert that these two main areas should be the focal point of funding use for the district. Additionally, small amounts of funding are used to promote behavior goals and physical fitness goals. State priorities 4, 5, and 8 are viewed as key contributors to supporting student academic achievement and promoting college and career readiness. As a result, the Paradise School District has chosen direct funding to support these priorities at the local level.</p>	

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

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

7.05	%
<p>The Paradise Elementary School District has prioritized supporting increased and improved services to low income pupils and English Learners by focusing resources on support staff and supplemental programs and resources. A 10% funding increase in providing additional support is directed towards increased salaries for support staff and supplemental resources. The specific resources being added are IXL Math, IReady, and periodicals such as Time for Kids, Scholastic magazine, and National Geographic. These</p>	

supplemental resources provide teachers and students with current, nonfictional texts to help prepare students for the additional demands of the new state standards in English Language Arts .

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Funding Sources	496,800.00	377,400.00	194,870.00	66,760.00	66,760.00	328,390.00
	2,000.00	0.00	5,500.00	5,500.00	5,500.00	16,500.00
Base	364,200.00	176,500.00	151,350.00	27,650.00	27,650.00	206,650.00
Common Core Standards Implementation Funds	0.00	30,000.00	0.00	0.00	0.00	0.00
Concentration	7,380.00	0.00	8,500.00	6,980.00	6,980.00	22,460.00
Federal Funds	0.00	100,000.00	0.00	0.00	0.00	0.00
Other	71,800.00	2,280.00	1,200.00	1,000.00	1,000.00	3,200.00
Quality Education Investment Act	0.00	0.00	1,000.00	0.00	0.00	1,000.00
Supplemental	14,920.00	13,020.00	27,320.00	25,630.00	25,630.00	78,580.00
Supplemental and Concentration	0.00	2,000.00	0.00	0.00	0.00	0.00
Title I	34,000.00	43,600.00	0.00	0.00	0.00	0.00
Title II	2,500.00	10,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	496,800.00	377,400.00	194,870.00	66,760.00	66,760.00	328,390.00
0000: Unrestricted	260,300.00	111,780.00	9,150.00	150.00	150.00	9,450.00
1000-1999: Certificated Personnel Salaries	68,000.00	68,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	20,120.00	20,120.00	20,120.00	20,120.00	20,120.00	60,360.00
4000-4999: Books And Supplies	63,300.00	65,000.00	80,000.00	23,560.00	23,560.00	127,120.00
5000-5999: Services And Other Operating Expenditures	10,680.00	100,300.00	14,700.00	13,380.00	13,380.00	41,460.00
5800: Professional/Consulting Services And Operating Expenditures	14,400.00	12,200.00	70,900.00	9,550.00	9,550.00	90,000.00
7000-7439: Other Outgo	60,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	496,800.00	377,400.00	194,870.00	66,760.00	66,760.00	328,390.00
0000: Unrestricted	Base	257,500.00	109,000.00	9,150.00	150.00	150.00	9,450.00
0000: Unrestricted	Other	1,400.00	2,280.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	1,400.00	500.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
1000-1999: Certificated Personnel Salaries	Base	34,000.00	34,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	34,000.00	34,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Other	9,600.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	10,520.00	10,520.00	20,120.00	20,120.00	20,120.00	60,360.00
2000-2999: Classified Personnel Salaries	Title I	0.00	9,600.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	60,500.00	33,000.00	75,000.00	20,000.00	20,000.00	115,000.00
4000-4999: Books And Supplies	Common Core Standards Implementation Funds	0.00	30,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Concentration	2,000.00	0.00	2,000.00	1,000.00	1,000.00	4,000.00
4000-4999: Books And Supplies	Other	800.00	0.00	1,000.00	800.00	800.00	2,600.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	2,000.00	1,760.00	1,760.00	5,520.00
4000-4999: Books And Supplies	Supplemental and Concentration	0.00	2,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	6,800.00	300.00	6,500.00	6,500.00	6,500.00	19,500.00
5000-5999: Services And Other Operating Expenditures	Concentration	880.00	0.00	6,500.00	5,980.00	5,980.00	18,460.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	100,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	200.00	200.00	200.00	600.00
5000-5999: Services And Other Operating Expenditures	Supplemental	500.00	0.00	1,500.00	700.00	700.00	2,900.00
5000-5999: Services And Other Operating Expenditures	Title II	2,500.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017	2017-2018	2018-19	2016-2017- 2018-19 Total
5800: Professional/Consulting Services And Operating Expenditures		2,000.00	0.00	5,500.00	5,500.00	5,500.00	16,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	5,400.00	200.00	60,700.00	1,000.00	1,000.00	62,700.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	4,500.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Quality Education Investment Act	0.00	0.00	1,000.00	0.00	0.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	2,500.00	2,000.00	3,700.00	3,050.00	3,050.00	9,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	10,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Other	60,000.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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