Introduction:

LEA: Paradise Unified School District   **Contact (Name, Title, Email, Phone Number):** Chris Reid, Principal, creid@pusdk12.org, 872-7277   **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

Paradise Charter Middle School is a public charter school with a total enrollment of 156 students in grades 6th, 7th, and 8th. The school is situated on the back corner of a local church's property at 6473 Clark Road in Paradise California. School facilities are self-contained and separated from the church facilities and the lease agreement allows students to utilize the church gym and choir room. The student population is drawn from a cross section of children from around the Paradise and Magalia area with a few students coming from Chico, a larger community nearby. Due to the number of students desiring to attend the school, a lottery is required each spring to form the incoming 6th grade class. The lottery is open to all students in the local area. PCMS is entering year 21 of operation as a charter school serving middle school students. PCMS is a parent involvement charter that endeavors to partner with parents and students to form a cohesive learning community. This small, supportive environment focuses on nurturing all students by creating a challenging and engaging course of study along with a Virtues Education program.

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
All stakeholders of PCMS were invited to be involved in the development of the LCAP. The Principal met with the PCMS Board, the Parent Leadership Council, Parents, Staff, and students during board meetings, staff meetings, and individually to collect input. Notification of meetings was given through individual emails to stakeholders and on the school website. Ultimately, over 80 adults and students took part in LCAP discussions during the course of the year. The discussions were supported with data including: attendance rates, state testing data, technology inventories, report card data, master schedule,	Multiple topics were covered during the stakeholder sessions with strengths, concerns, and budget priorities voiced. Some of the concerns voiced included: the need to continue to broaden the elective course offerings to students, the need to collect data from varied sources to augment state mandated testing as the new Smarter Balanced testing is in the development stage (including the need to enhance school based assessments), the desire to continue to bolster attendance by making it

and course offerings. A handout of The 8 State Priorities was utilized to help frame the discussions with stakeholders. The following meetings took place with LCAP discussion as an agenda item:

March/April/May 2014 PCMS Board Meetings: The voting board includes parents and a community member. All PCMS parents are also invited to the monthly board meetings.

March 4, 2014 Parent Leadership Council Meeting: The PLC includes 16 voting members made up of parents and the principal. All PCMS parents are also invited to attend the monthly meetings.

March 7, 2014 Staff Meeting: All full time teaching staff along with Principal and Secretary.

Students Interviews: Students were encouraged to give input concerning school improvement including individual principal interviews of all 50 8th grade students.

May 27, 2014: Final PCMS Board review and adoption

Summary:
All PCMS stakeholders were given the opportunity to participate in the process to identify charter school needs within the eight priority areas. Invites went out through multiple means including school wide emails, posted meetings, reminders, and personal invites.

In April, 2015, PUSD, the charter authorizing agency, approved renewal for the PCMS charter for the term 2015-2020.

Staff:
Karen Galarneaux, Yvette Kolstad, Amy Behlke, Todd Lanam, Brian Faith, Mike Blaschke, Chris Palmer
Chris Reid
August 29, 2014
September 12, 2014
October 10,24, 2014
January 16,23, 2015
February 6, 2015
April 10, 2015

a primary focus in supporting learning and engagement, the concern that school technology needs heavy investment, and the need to update curriculums to become aligned with the common core standards.

Ultimately, the stakeholder groups determined that two areas needed immediate focus; a unified focus on implementing the common core standards, and improved access to technology for all students and staff. These two goals will be supported by considerable financial commitment through budget decisions.

Summary:
Stakeholders reviewed and discussed data and information relevant to the two LCAP goals:
Goal 1: A school wide focus on full implementation of the Common Core Standards.
Goal 2: Improve access to technology for all students and staff.

The renewal of the PCMS charter for another five year term supported and validated the LCAP document.

Staff:
Throughout the year during the weekly Friday staff meetings, LCAP goals were discussed and implemented. School wide assessment measures were developed. Subject area teams planned for current and long term Common Core implementation in the classroom. Staff made recommendations and requests for the purchase of technology to improve school wide access.

Parents:
All parents were invited to the monthly PCMS Board meetings and the monthly Parent Leadership Council (PLC) meetings via email and postings on the office window.
PLC Meetings with LCAP agenda item:
September 2, 2014
March 3, 2015
April 7, 2015
May 5, 2015

Parents:
Discussions during PLC and Board meetings focused on meeting LCAP goals.

Students:
All 8th grade students were interviewed one on one by the principal in the fall of 2014. The interview included a question concerning school improvement. Other grade levels were informally polled during classroom visits by the principal.

Students were surveyed in one on one interviews and during informal classroom visits in the fall of 2014.

Board Meetings:
Trevor Davis, Kelly Wells, Denise Farrell, Brad Jacobson, Steve Suihkonen, Stormie Lincicum,
Karen Galarneaux, Chris Reid
September 23, 2014
November 18, 2014
January 27, 2015
February 24, 2015
March 24, 2015
April 28, 2015
May 26, 2015

The 2014-15 LCAP was reviewed with the board throughout the 2014-15 academic year. Various data was shared during the year. Semester grade level and school wide report card data, attendance rates, and technology needs were discussed. The board was asked to review requests for: the purchase of technology, the purchase of a school-wide assessment program, and for increased staffing of the academic support classes. The board used the data and input from stakeholders to move forward in supporting the achievement of goals as outlined in the LCAP. Funds designated to items outlined in the LCAP were reviewed. Updates were given on meeting LCAP goals showing progress was being made.

Data Provided:
Budgets
Report Card Data: Class/School overviews
Attendance Data
Technology inventories and purchases
Elective Course offerings including Study Hall and Academic Lab courses

Annual Update:

Access to the following data was provided as part of the feedback process:

Budgets
Report Card Data: Class/School overviews
Attendance Data
Technology inventories and purchases
Elective Course offerings including Study Hall and Academic Lab courses
IT needs and solutions
Attendance Rates

Annual Update:

Common Core aligned math curriculum was purchased for all grade levels. Staff members met throughout the year to plan lessons focused on common core standards. Science staff began mapping out a transition plan for realignment of grade level course development based upon new common core standards.

Determination of % of students reaching target goals in math and language arts was difficult due to lack of state testing data. Report card data along with individual teacher data began to create data baselines to judge future proficiency levels. Staff created a comprehensive school wide assessment and data collection plan to be implemented in the 2015-16 academic year. Staff and board also agreed to purchase a school wide reading assessment program. Both of these measures will give more comprehensive data results for the school to rely upon. This data will be augmented by state testing results once those become systematized.

The LCAP goal of improving technology access for all students and staff was met and exceeded the modest goals set for the 2014-15 school year. Using both LCAP funds along with Common Core Grant funds, the number of student devices was increased from 20 to 104. Internet upgrades were completed along with the purchase of more powerful campus access points to allow for better and faster internet connectivity for students. Staff, parents, and students agreed that a goal of providing a 1:1 ratio of students per internet devices is critical especially considering the new internet based state wide mandated testing. Stakeholders agreed that setting a revised goal during the 2015-16 for 1:1 access would be a major support in reaching both LCAP goals.

Extra staffing was provided to support both the Academic Lab and Study Hall elective courses. This allowed for more focused student support in access to

common core standards. Based upon student, parent, and staff input, these courses remain especially important. Stakeholders agreed that continued funding of these elective courses was essential in providing academic help to challenged learners and for students who desired a quiet study hall to complete work.

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:	Goal #1: A school wide focus on full implementation of the Common Core Standards.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 7 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: A unified focus on full implementation of the Common Core Standards Metric: Inventory of standards-aligned materials, Student performance on Smarter Balanced assessments, Student performance on school based assessments, Parent/Student input and feedback, Attendance Rates

Goal Applies to:	Schools: School Wide
	Applicable Pupil Subgroups:	All students including low income, foster youth, English learners and RFEP, and students with disabilities. Currently, PCMS does not include significant population of foster youth or EL learners however current and future practices will focus on supporting all learners in mastering standards.

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Priority 1: All full time staff members will continue to be appropriately qualified...Maintain All students will continue to have access to standards-aligned instructional materials...Maintain Priority 2: A minimum of one staff meeting per month dedicated to CCSS discussions on planning and implementation...Maintain Priority 3: All parents will be invited to attend monthly board and PLC meetings via email, website, and school sign...Maintain Priority 4: 70% of all students will be at grade level proficiency in Math based upon School Assessment data and CCSS assessment scores. 75% of all students will be at grade level proficiency in Language arts based upon School Assessments, STAR reading Assessment, and CCSS testing data. Priority 5: Student Attendance rate will remain at 96% or above school wide...Maintain Priority 8: 50% of all students will achieve honor roll status on semester grade reports...Maintain

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase school wide Language Arts assessment program to collect student data on mastery of CCSS.	School Wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Purchase of Language Arts Assessment program to support data collection in determining student mastery of common core standards - Supplemental $6,000 After School Tutorial staffing Supplemental $6,000 Teacher Education Supplemental $1,000

		(Specify)	
Pay staff to offer after school tutorials for one hour four days per week. CCSS Teacher education through workshops and collaboration during staff meetings			
For low income pupils: Provide additional academic support through an "Academic Lab" course staffed by credentialed teacher(s). Purchase additional student devices that can be checked out for home use.	School Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Provide additional academic support through an "Academic Lab" course staffed by credentialed teachers. Supplemental $4,000
For English learners: Currently, PCMS does not include significant population of EL learners however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Supplemental EL materials and software to be purchased as needed.	School Wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For foster youth: Currently, PCMS does not include significant population of Foster Youth however current and future practices will focus on supporting all learners in mastering standards	school wide	X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners	

and providing increased access to technology. PCMS will work with families and agencies to provide support to foster youth		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For redesigned fluent English proficient pupils: Currently, PCMS does not include significant population of redesigned fluent English proficient pupils however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Special focus will be placed on supporting these students with supplemental materials and support given as needed.	School Wide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Priority 1: All full time staff members will continue to be appropriately qualified...Maintain All students will continue to have access to standards-aligned instructional materials...Maintain Priority 2: A minimum of one staff meeting per month dedicated to CCSS discussions on planning and implementation...Maintain Priority 3: All parents will be invited to attend monthly board and PLC meetings via email, website, and school sign...Maintain Priority 4: 72% of all students will be at grade level proficiency in Math based upon School Assessment data and CCSS assessment scores. 76% of all students will be at grade level proficiency in Language arts based upon School Assessments, STAR reading Assessment, and CCSS testing data. Priority 5: Student Attendance rate will remain at 96% or above school wide...Maintain Priority 8: 50% of all students will achieve honor roll status on semester grade reports...Maintain

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase, and/or development of, Common Core Curriculums and Standards based lessons, units, and assessments; Teacher education through workshops and collaboration; Smarter Balanced Assessment results; provide after school tutorial to students	School wide	X All - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Supplemental Common Core Materials purchased: approximate cost - Supplemental and Concentration $15,000 Ongoing Standards Training: $1,000 After school tutorial staffing Supplemental and Concentration $6,000 Ongoing cost for school wide reading assessment Supplemental and Concentration $1,000

		(Specify)	
For low income pupils: Provide additional academic support through an "Academic Lab" course staffed by credentialed teacher(s).	school wide	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Academic Lab Staffing Supplemental and Concentration $6,000
For English learners: Currently, PCMS does not include significant population of EL learners however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Supplemental EL materials and software to be purchased as needed.		_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For foster youth: Currently, PCMS does not include significant population of Foster Youth however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. PCMS will work with families and agencies to provide support to foster youth		_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For redesigned fluent English proficient pupils: Currently, PCMS does not include significant population of redesigned fluent English proficient pupils however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Special focus will be placed on supporting these students with supplemental materials and support given as needed.		_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Priority 1: All full time staff members will continue to be appropriately qualified...Maintain All students will continue to have access to standards-aligned instructional materials...Maintain Priority 2: A minimum of one staff meeting per month dedicated to CCSS discussions on planning and implementation...Maintain Priority 3: All parents will be invited to attend monthly board and PLC meetings via email, website, and school sign...Maintain Priority 4: 73% of all students will be at grade level proficiency in Math based upon School Assessment data and CCSS assessment scores. 77% of all students will be at grade level proficiency in Language arts based upon School Assessments, STAR reading Assessment, and CCSS testing data. Priority 5: Student Attendance rate will remain at 96% or above school wide...Maintain Priority 8: 50% of all students will achieve honor roll status on semester grade reports...Maintain

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase, and/or development of, Common Core Curriculums and Standards based lessons, units, and assessments; Teacher education through workshops and collaboration; Smarter Balanced Assessment results; provide after school tutorial to students	school wide	X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase of common core curriculum Supplemental and Concentration $15,000 Ongoing cost of school wide assessment Supplemental and Concentration $1,000 Teacher education Supplemental and Concentration $1,000 After school tutorial staffing Supplemental and Concentration $6,000
For low income pupils: Provide additional academic support through an "Academic Lab" course staffed by credentialed teacher(s).	school wide	X All - - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Staffing of academic lab elective Supplemental and Concentration $7,000
For English learners: Currently, PCMS does not include significant population of EL learners however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Supplemental EL materials and software to be purchased as needed.		_ All - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent	

		English proficient _ Other Subgroups: (Specify)	
For foster youth: Currently, PCMS does not include significant population of Foster Youth however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. PCMS will work with families and agencies to provide support to foster youth		_ All OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For redesigned fluent English proficient pupils: Currently, PCMS does not include significant population of redesigned fluent English proficient pupils however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Special focus will be placed on supporting these students with supplemental materials and support given as needed.		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 2:	Goal #2: Improve access to technology for all students and staff.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 5 _ 6 X 7 X 8 COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need: Students have limited number of devices and need greater access to technology. Internet service is inadequate. Metric: Student access to curriculum through technology, Master Schedule including tech training classes, Parent/Student/ Teacher survey & interviews, SARC

Goal Applies to:	Schools:	School Wide
	Applicable Pupil Subgroups:	All students including low income, foster youth, English learners and RFEP, and students with disabilities. Currently, PCMS does not include significant population of foster youth or EL learners however the goal of enhancing opportunities for student use of technology will focus on supporting all learners.

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Priority 1: All full time staff will continue to be appropriately qualified...Maintain All students will continue to have access to standards-aligned instructional materials...Maintain Priority 6: Student 1:1 interviews and class discussions will reflect positive attitude about school and access to technology...Maintain Priortiy 7: All students will be given training in technology. Students devices increased to 1:1.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased number of student devices. Internet access throughout campus. Students and Teachers training on use of technology. IT stipend for teacher to provide tech support and staff training.	school wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase additional student devices Supplemental $20,000 IT Stipend Supplemental $1,500 New laptops for teachers Supplemental $3,000
For low income pupils: Purchase additional student devices that can be checked out for home use.		X All OR: _ Low Income pupils	Devices to be checked out for home use Supplemental $2,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For English learners: Currently, PCMS does not include significant population of EL learners however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Supplemental EL materials and software to be purchased as needed.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For foster youth: Currently, PCMS does not include significant population of Foster Youth however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. PCMS will work with families and agencies to provide support to foster youth		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For redesigned fluent English proficient pupils: Currently, PCMS does not include significant population of redesigned fluent English proficient pupils however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Special focus will be placed on supporting these students with supplemental materials and support given as needed.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

	LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Priority 1: All full time staff will continue to be appropriately qualified...Maintain All students will continue to have access to standards-aligned instructional materials...Maintain Priority 6: Student 1:1 interviews and class discussions will reflect positive attitude about school and access to technology...Maintain Priortiy 7: All students will be given training in technology.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased number of student devices. Internet access throughout campus. Students and Teachers training on use of technology.		school wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teacher IT Stipend Supplemental and Concentration $1,500 Student Devices and technology hardware Supplemental and Concentration $10,000
For low income pupils: Purchase additional student devices that can be checked out for home use.		school wide	X All OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Additional devices for home use Supplemental and Concentration $4,000
For English learners: Currently, PCMS does not include significant population of EL learners however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Supplemental EL materials and software to be purchased as needed.			All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For foster youth:			All	

Currently, PCMS does not include significant population of Foster Youth however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. PCMS will work with families and agencies to provide support to foster youth		OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For redesigned fluent English proficient pupils: Currently, PCMS does not include significant population of redesigned fluent English proficient pupils however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Special focus will be placed on supporting these students with supplemental materials and support given as needed.		_ All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Priority 1: All full time staff will continue to be appropriately qualified...Maintain All students will continue to have access to standards-aligned instructional materials...Maintain Priority 6: Student 1:1 interviews and class discussions will reflect positive attitude about school and access to technology...Maintain Priortiy 7: All students will be given training in technology. Update, and increase access to technology.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increased number of student devices. Internet access throughout campus. Students and Teachers training on use of technology. IT stipend for teacher to provide tech support and staff training.	school wide	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Teahcer IT position Supplemental and Concentration $1,500 Update current and increase technology hardware Supplemental and Concentration $10,000
For low income pupils: Purchase additional student devices that can be checked out for home use.	school wide	X All - - - - - - - - - OR: X Low Income pupils	Purchase devices to be checked out for home use Supplemental and Concentration $2,000

	_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For English learners: Currently, PCMS does not include significant population of EL learners however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Supplemental EL materials and software to be purchased as needed.	_ All - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For foster youth: Currently, PCMS does not include significant population of Foster Youth however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. PCMS will work with families and agencies to provide support to foster youth	All - - - - - - - - - OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For redesigned fluent English proficient pupils: Currently, PCMS does not include significant population of redesigned fluent English proficient pupils however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Special focus will be placed on supporting these students with supplemental materials and support given as needed.	All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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:	Goal #1: A school wide focus on full implementation of the Common Core Standards.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Paradise Charter Middle School
	Applicable Pupil Subgroups:	All students including low income, foster youth, English learners and RFEP, and students with disabilities. Currently, PCMS does not include significant population of foster youth or EL learners however current and future practices will focus on supporting all learners in mastering standards.

Expected Annual Measurable Outcomes:	1. Common Core Math curriculum purchased. 2. CCSS aligned lessons and units are in use in all classrooms. 3. Results from 2014/15 SBAC assessment will establish a baseline for future analysis of student growth.	Actual Annual Measurable Outcomes:	1. Common Core State Adopted Math Curriculum purchased and implemented school wide. 2. All classes in core subject areas utilized and created curriculum aligned with CCSS. One or more staff meeting each month devoted to CCSS discussion and work in implementation. 3. SBAC does not as yet offer baseline for students growth. Therefore, staff created school wide assessment plan to be implemented in 2015-16. Current school data including report cards and teacher assessments were utilized during the year.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase, and/or development of, Common Core Curriculums and Standards based lessons, units, and assessments; Teacher education through workshops and collaboration; Smarter Balanced Assessment results	Common Core aligned math materials will be purchased for all three grade levels-cost approximately Common Core Standards Implementation Funds $14,000	Common Core grant funds were used to purchase CCSS aligned math curriculum for all grade levels.	CCSS Aligned Math Curriculum Common Core Standards Implementation Funds $11,750.66
			Teachers Training $0.00
	Teachers will receive ongoing training to implement Common Core Standards- cost approximately $700		
		Teachers utilized staff meeting time	

		throughout the year along with county offered workshops focused on CCSS at no cost to the school.	
Scope of Service PCMS School Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service PCMS School WIde X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For low income pupils: Provide additional academic support through an "Academic Lab" course staffed by credentialed teacher(s).	Staff an academic intervention support class 4 days per week at a cost of approximately Supplemental $2,000 Purchase additional student devices at approximate cost of	Additional academic lab electives were offered and staffed by credentialed teachers.	Staffing of Academic support classes Supplemental $2,800
Scope of Service PCMS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service PCMS X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For English learners: Currently, PCMS does not include significant population of EL learners however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Supplemental EL materials and software to be			

purchased as needed.			
Scope of Service All - - - - - - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For foster youth: Currently, PCMS does not include significant population of Foster Youth however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. PCMS will work with families and agencies to provide support to foster youth			
Scope of Service All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For redesigned fluent English proficient pupils: Currently, PCMS does not include significant population of redesigned fluent English proficient pupils			

however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Special focus will be placed on supporting these students with supplemental materials and support given as needed.			
Scope of Service All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	A major area of reflection was focused on assessment tools used to measure student growth. Staff, parents, and board members agreed that a school wide assessment program was needed to help guide and direct decisions during the implementation of the CCSS. Because the SBAC testing baseline data is still years out, the 15-16 LCAP will include funds to support the purchase of an ongoing assessment system. Staff also developed a school wide assessment plan to help support this goal. Stakeholders also agreed that academic lab classes and after school tutorials were vital elements in realizing this goal therefore funds will continue to be expended to staff these important classes for students.

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

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

Original GOAL 2 from prior year LCAP:	Goal #2: Improve access to technology for all students and staff.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 5 _ 6 X 7 X 8 COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: Paradise Charter Middle School	
	Applicable Pupil Subgroups:	All students including low income, foster youth, English learners and RFEP, and students with disabilities. Currently, PCMS does not include significant population of foster youth or EL learners however the goal of enhancing opportunities for student use of technology will focus on supporting all learners.

Expected Annual Measurable Outcomes:	1. Increase the number of student devices from 20 to 35 Upgrade internet through additional and/or more powerful access points around campus.	Actual Annual Measurable Outcomes:	1. Student devices were increased from 20 to 85 utilizing common core grant funds, LCAP funds, and fundraising. 2. Internet speed was upgraded and additional and more powerful access points were installed on campus.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increased number of student devices. Internet access throughout campus. Students and Teachers training on use of technology.	Additional student devices purchased-cost approximately Supplemental $16,000	Internet access was dramatically improved due to updated service and access points. Student devices increased from 20 to 85 using a variety of funding sources.	Student devices Supplemental $6,500
	Upgrade internet services-cost approximately $2,000		Upgrade internet $0.00
	Teacher and Student tech training- approximate cost of $1,500		Teacher and Student Training $0.00

		Teacher Amy Behlke provided staff tech training throughout the year during staff meetings. Parent volunteers with careers in technology also provided free IT support. It was determined that a teacher IT stipend would be appropriate in the coming years. Students received technology training during afternoon sessions in the Spring in preparation for the CCSS SBAC testing. 6th Grade students continued to receive tech training during the first quarter in their Study Skills class.	
Scope of Service PCMS School Wide X All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service PCMS School Wide X All - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For low income pupils: Purchase additional student devices that can be checked out for home use.	Purchase additional student devices at approximate cost of Supplemental $7,000	Additional devices were purchased for student check out to take home. Various funding sources supported this including common core, fundraising, and LCAP.	Student devices for home use Supplemental $500
Scope of Service PCMS X All - - - - - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service PCMS X All - - - - - - - - - - - - - - OR: X Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

For English learners: Currently, PCMS does not include significant population of EL learners however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Supplemental EL materials and software to be purchased as needed.			
Scope of Service All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For foster youth: Currently, PCMS does not include significant population of Foster Youth however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. PCMS will work with families and agencies to provide support to foster youth			
Scope of Service All OR: _ Low Income pupils _ English Learners X Foster Youth		All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)			
For redesigned fluent English proficient pupils: Currently, PCMS does not include significant population of redesigned fluent English proficient pupils however current and future practices will focus on supporting all learners in mastering standards and providing increased access to technology. Special focus will be placed on supporting these students with supplemental materials and support given as needed.			
Scope of Service All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		All - - - - - - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After reviewing progress in this goal, stakeholders agreed that dramatically accelerating school goals in increasing technology access for all students was vital. Considerable LCAP funds will be dedicated this coming year for bringing the student/device ratio to 1:1. This offers tremendous access to technology for students and staff on a daily basis and makes the year end SBAC testing a much less intrusive, much more manageable process. Reflecting further on this technology LCAP goal, it was recognized that creating a formal IT stipend for a staff member would be helpful in the coming years for support, training, and guidance. Stakeholders also saw the benefit in providing reading devices for students that could be checked out and taken home throughout the year. This was especially supportive of students who did not have access to such technology at home. Funds will continue to be dedicated to purchasing devices to be used specifically for this purpose.		

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:	$42,306

Paradise Charter Middle School projects a 2015/16 enrollment of 156 students, 51 (32.69%) of which are unduplicated pupils. Using this information and the FCMAT calculator version 16.1e, we project a total LCFF Entitlement of $1,062,667, of which $42,306 is supplemental grant funds. Paradise Charter Middle School receives no Concentration grant funds. All funds will be used charter-wide as follows:

$6,000   STAR Reading Assessment Program
$1,000   Teacher Training
$6,000   Staffing after school tutorial
$4,000   Academic Lab staffing
$20,000   Student Devices
$1,500   IT Stipend
$3,000   Teacher Laptops
$2,000   Student Devices for reading

Total 43,500

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

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

4.15	%

PCMS's proportionality percentage of 4.15% results in a 2015/16 school year estimated Supplemental grant funding amount of $42,306, $32,506 of which is additional. PCMS is a small, single-site charter school with 32.69% low income students and no other significant subgroups. So as not to obviously single out low income students, all Supplemental grant funding will be used to retain or implement increased or improved services on a charter-wide basis. Planned use of the Supplemental grant funds is described above in Section 3A. Paradise Charter Middle School receives no Concentration grant funding.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Funding Sources	41,000.00	21,550.66	43,500.00	43,500.00	43,500.00	130,500.00
	2,000.00	0.00	0.00	0.00	0.00	0.00
Common Core Standards Implementation Funds	14,000.00	11,750.66	0.00	0.00	0.00	0.00
Supplemental	25,000.00	9,800.00	43,500.00	0.00	0.00	43,500.00
Supplemental and Concentration	0.00	0.00	0.00	43,500.00	43,500.00	87,000.00

Total Expenditures by Object Type						
Object Type	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types	20,000.00	9,300.00	31,500.00	17,500.00	18,500.00	67,500.00
	20,000.00	9,300.00	31,500.00	17,500.00	18,500.00	67,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**Annual Update Budgeted**	**Annual Update Actual**	**Year 1**	**Year 2**	**Year 3**	**Year 1-3 Total**
All Expenditure Types	All Funding Sources	20,000.00	9,300.00	31,500.00	17,500.00	18,500.00	67,500.00
		2,000.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	18,000.00	9,300.00	31,500.00	0.00	0.00	31,500.00
	Supplemental and Concentration	0.00	0.00	0.00	17,500.00	18,500.00	36,000.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

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

    (2) The total number of cohort members.

    (3) Divide (1) by (2).

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

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

    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

    (3) Divide (1) by (2).

01-13-15 [California Department of Education]