2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Paradise Charter Middle School
CDS Code:	04-61531-6112999
LEA Contact Information:	Name: Beverly Landers Position: Executive Director Phone: 530-872-7277
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$1,256,156
LCFF Supplemental & Concentration Grants	$108,374
All Other State Funds	$29,997
All Local Funds	$42,200
All federal funds	$0
Total Projected Revenue	$1,328,353

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$1,356,742
Total Budgeted Expenditures in the LCAP	$119,924.50
Total Budgeted Expenditures for High Needs Students in the LCAP	$119,924.50
Expenditures not in the LCAP	$1,236,817.5

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$81,210
Actual Expenditures for High Needs Students in Learning Continuity Plan	$51,491

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$11,550.5
2020-21 Difference in Budgeted and Actual Expenditures	$-29,719

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Those funds not detailed in the LCAP are funds used for the usual and customary expenses of running a school site.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this	Funds budgeted for supporting high needs students during the 2020-21 school year were impacted by COVID and distance learning mandates. Expenditures for after school tutorial and study hall classes were not utilized during distance learning as no in person instruction was allowed during the first quarter of the year. Once face to face instruction occurred,

difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	mandated guidelines did not allow for after school group tutorials and elective study hall classes were not offered.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Paradise Charter Middle School

CDS Code: 04-61531-6112999

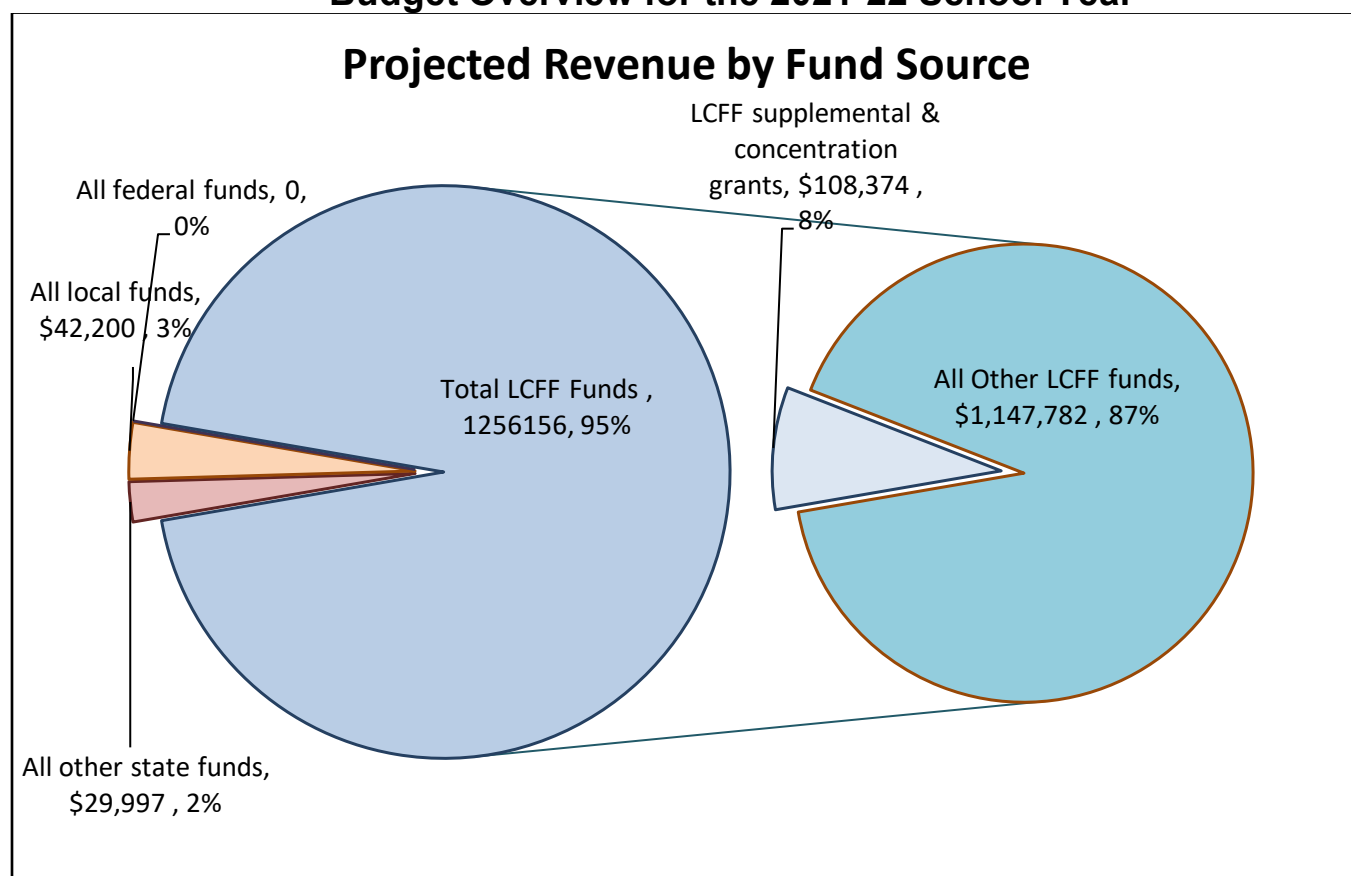School Year: 2021-22

LEA contact information:

Beverly Landers

Executive Director

530-872-7277

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, 0, 0%

All local funds, $42,200 , 3%

Total LCFF Funds , 1256156, 95%

All other state funds, $29,997 , 2%

LCFF supplemental & concentration grants, $108,374 , 8%

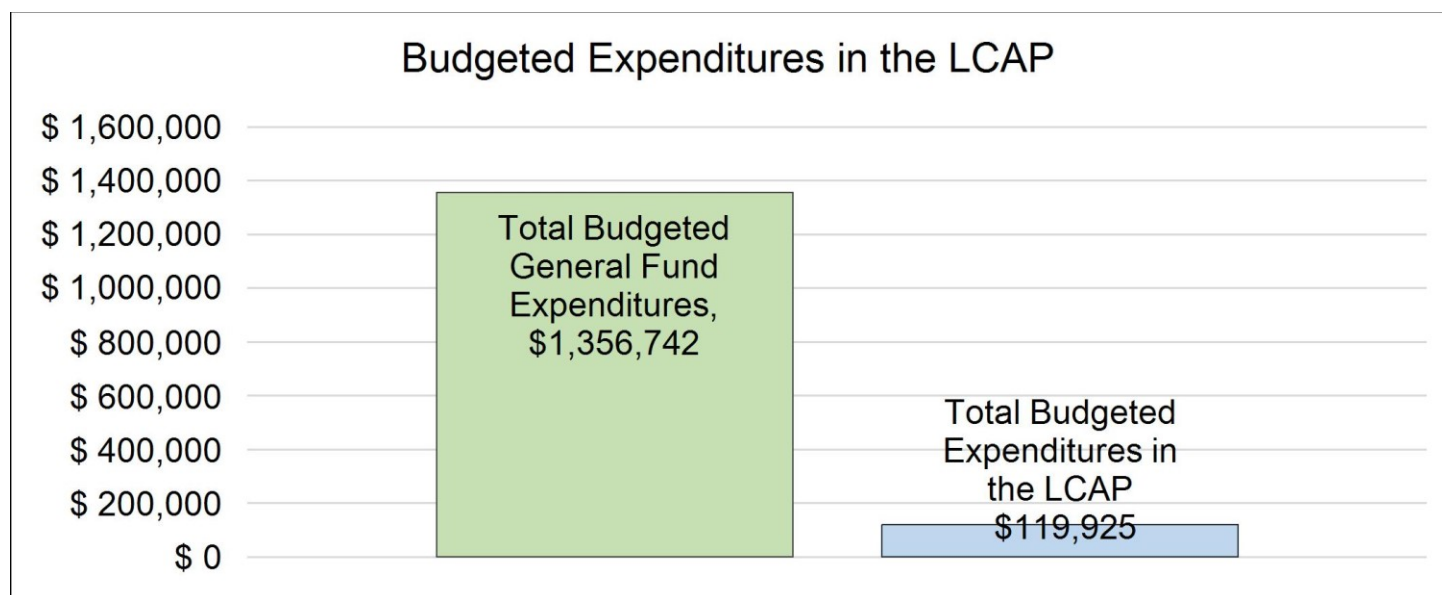All Other LCFF funds, $1,147,782 , 87%

This chart shows the total general purpose revenue Paradise Charter Middle School expects to receive in the coming year from all sources.

The total revenue projected for Paradise Charter Middle School is $1,328,353, of which $1,256,156 is Local Control Funding Formula (LCFF), $29,997 is other state funds, $42,200 is local funds, and $0 is federal funds. Of the $1,256,156 in LCFF Funds, $108,374 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $1,356,742

Total Budgeted Expenditures in the LCAP $119,925

This chart provides a quick summary of how much Paradise Charter Middle School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Paradise Charter Middle School plans to spend $1,356,742 for the 2021-22 school year. Of that amount, $119,924.50 is tied to actions/services in the LCAP and $1,236,817.5 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
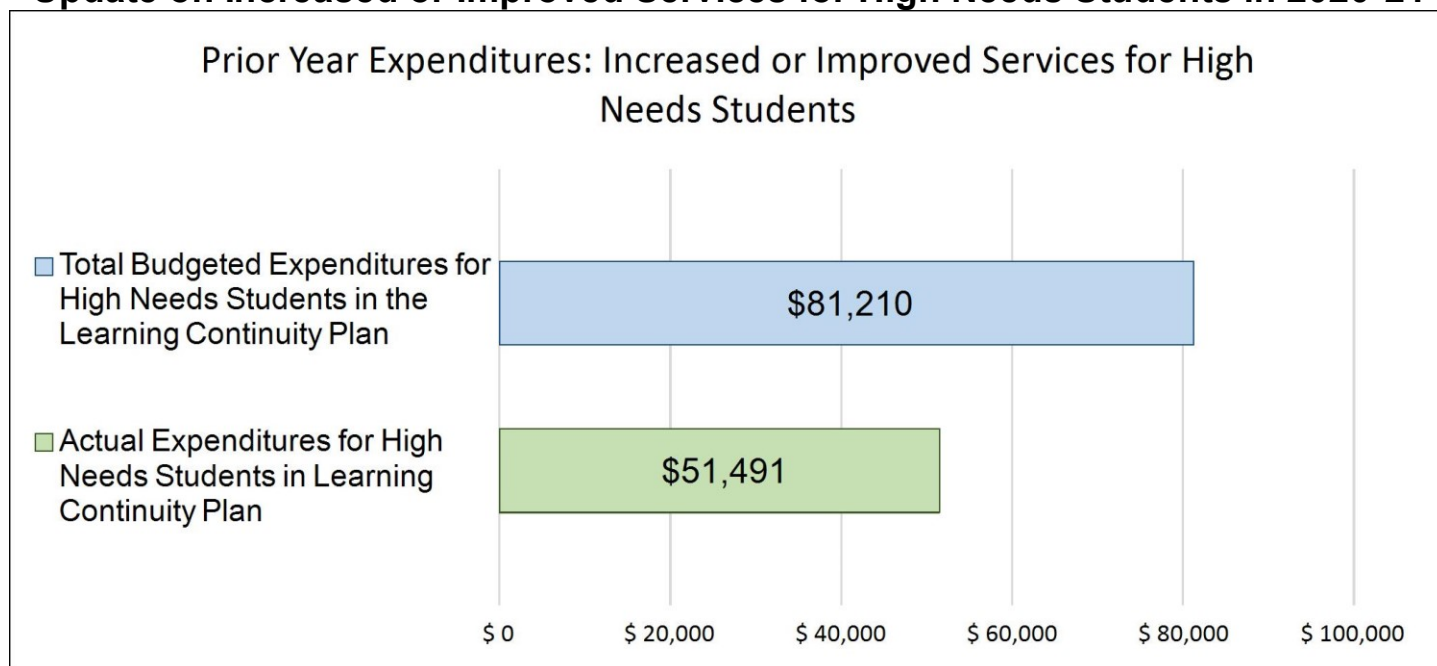
Those funds not detailed in the LCAP are funds used for the usual and customary expenses of running a school site.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Paradise Charter Middle School is projecting it will receive $108,374 based on the enrollment of foster youth, English learner, and low-income students. Paradise Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Paradise Charter Middle School plans to spend $119,924.50 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$81,210
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$51,491

$0 $20,000 $40,000 $60,000 $80,000 $100,000

This chart compares what Paradise Charter Middle School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Paradise Charter Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Paradise Charter Middle School's Learning Continuity Plan budgeted $81,210 for planned actions to increase or improve services for high needs students. Paradise Charter Middle School actually spent $51,491 for actions to increase or improve services for high needs students in 2020-21.

Funds budgeted for supporting high needs students during the 2020-21 school year were impacted by COVID and distance learning mandates. Expenditures for after school tutorial and study hall classes were not utilized during distance learning as no in person instruction was allowed during the first quarter of the year. Once face to face instruction occurred, mandated guidelines did not allow for after school group tutorials and elective study hall classes were not offered.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Paradise Charter Middle School	Beverly Landers Executive Director	blanders@pcms.tv 530-872-7277

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal #1:
A school wide focus on full implementation of the Common Core Standards with am emphasis on regaining learning loss and increasing student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities:
  Priority 1: Basic (Conditions of Learning)
  Priority 2: State Standards (Conditions of Learning)
  Priority 3: Parental Involvement (Engagement)
  Priority 4: Pupil Achievement (Pupil Outcomes)
  Priority 5: Pupil Engagement (Engagement)
  Priority 6: School Climate (Engagement)
  Priority 7: Course Access (Conditions of Learning)
  Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/Teacher credential **19-20** 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	1. All full time staff continues to be qualified and students continue to have access to standards-aligned materiials...maintain

Expected	Actual
Baseline 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	
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool **19-20** Priority 2: A minimum of one staff meeting per month dedicated to CCSS discussions on planning and implementation...Maintain **Baseline** Priority 2: A minimum of one staff meeting per month dedicated to CCSS discussions on planning and implementation...Maintain	2. The first half of the year, staff meetings allowed for dedicated discussions on state standards aligned curriculum, content, and pedagogy. Later in the year, Staff meetings were dramatically impacted by COVID guidelines for schools. The focus of staff meetings became the planning and implementation of COVID protocals and guidelines.
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** Priority 3: All parents will be invited to attend monthly board and PLC meetings via email, website, and school sign...Maintain **Baseline** Priority 3: All parents will be invited to attend monthly board and PLC meetings via email, website, and school sign...Maintain	3. PLC meetings were held monthly until February of 2020. Due to COVID restrictions PLC meetings were suspended. Weekly communication to all families became the priority. Those communications were focused on communicating the latest protocals and plans for students and families in relation to distance learning and COVID safety plans.
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results **19-20**	4. Language Arts Data: Distance learning and COVID restrictions impacted the abitliy to track student progress using SBAC scores. State Testing was waived in the Spring of 2020. 2019-20 Dashboard Report data for PCMS: Language Arts = 35.4 points above standard. Goal met.

Expected	Actual
Priority 4: Overall Dashboard Status scores in Language Arts will be at state standard level 3 or above...Maintain **Baseline** Priority 4: 76% of all students will be at grade level proficiency in Language arts based upon School Assessments, STAR reading Assessment, and CCSS testing data.	Due to the impact of distance learning and Covid restrictions, it was more challenging to track school wide grade level proficiency. Based upon end of year report card data, 75% of all students were grade level proficient in Language Arts. Goal nearly met.
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results **19-20** Priority 4: Overall Dashboard Status scores in Math will be at state standard level 3 or above...Maintain **Baseline** Priority 4: 72% of all students will be at grade level proficiency in Math based upon School Assessment data and CCSS assessment scores.	4. Math Data: Distance learning and COVID restrictions impacted the abitliy to track student progress using SBAC scores. State Testing was waived in the Spring of 2020. 2019-20 Dashboard Report data for PCMS: Mathematics Scores = 16.2 pooints above standard. Goal met. Based upon end of year report card data, 70% of all students were grade level proficient in Mathematics. Goal nearly met.
Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates **19-20** Priority 5: Student Attendance rate will remain at 95% or above school wide...Maintain **Baseline** Priority 5: Student Attendance rate will remain at 96% or above school wide...Maintain	5. An attendance rate of 95% was maintained during the school year. P2 data showed a 96% attendance rate.
Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.) **19-20** Priority 8: 50% of all students will achieve honor roll status on semester grade reports...Maintain	8. 43% of all students achieved honor roll status. This is a 7% drop from the desired goal.

Expected	Actual
Baseline Priority 8: 50% of all students will achieve honor roll status on semester grade reports...Maintain	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual 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;	CCSS Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration $10,000	McGraw Hill history curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration $5922.59
	Reading assessment software (3 year contract) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $7,000	STAR and AR software 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2231.25
	Admin/Teacher Training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,000	Wilson Language Training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $649
	After school tutorial staffing 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $6,000	After School Tutorial Staffing 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $3425
	Associated Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,200	Associated Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $685
For low income pupils: Provide additional academic support through an "Academic Lab" course staffed by credentialed teacher(s).	Study Hall Certificated Staffing 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $4,000	Study Hall Certificated Staffing 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $75

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Associated Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,400	Associated Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $15
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.		
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		
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.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to the impact of COVID, some funds projected for various actions and services were redirected to support implementation of COVID safety plans including funding to support staff members in moving to a distance learning model. Materials and software purchases helped support the unique challenges faced by students and staff members. After school tutorial and study hall staffing funds were not spent at the projected level due to COVID resrictions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Students and teachers overcame major challenges due to COVID restrictions and the need for distance learning during a portion of the year. Students were achieving at a high academic level with multiple academic supports in place at the start of the year including after school tutorials and study hall electives. Attendance rates remained strong throughout the year. When COVID shut down occurred, the school was able to quickly move to distance learning and offer students devices to begin work in a very short time. The challenges began with distance learning and the lack of background and experience for teachers and students. It was a steep learning curve for all involved and made for difficult times.

Goal 2

Goal #2:
Improve access to technology for all students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/Teacher credential **19-20** Priority 1: All full time staff will continue to be appropriately qualified...Maintain **Baseline** Need: Students and staff need ongoing training in using technology to its full potential. IT systems improvements will support this goal. Metric: Student access to curriculum through technology, Master Schedule including tech training classes, Parent/Student/Teacher survey & interviews, SARC, Teacher technology training, improved technology systems	1. Full time staff is appropriately qualified. All staff members were called upon to increase efficacy in the area of technology instruction once distance learning ws mandated.
Metric/Indicator Priority 1: Local Indicator/ Instructional materials	1. All students continued to have full access to standards-aligned materials.

Expected	Actual
19-20 Priority 1: All students will have access to standards-aligned instructional materials...Maintain **Baseline** Need: Students and staff need ongoing training in using technology to its full potential. IT systems improvements will support this goal. Metric: Student access to curriculum through technology, Master Schedule including tech training classes, Parent/Student/ Teacher survey & interviews, SARC, Teacher technology training, improved technology systems	
Metric/Indicator Priority 7: Local Metric/A broad course of study **19-20** Priority 7 Staff and students will receive ongoing training on the effective use of technology to support student achievement...Maintain **Baseline** Need: Students and staff need ongoing training in using technology to its full potential. IT systems improvements will support this goal. Metric: Student access to curriculum through technology, Master Schedule including tech training classes, Parent/Student/ Teacher survey & interviews, SARC, Teacher technology training, improved technology systems	7. Technology training was dramatically ramped up when distance learning was mandated. The innovation and technology staff member offered ongoing training and support to both staff and students during this remote learning phase.
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate **19-20**	6. 8th grade one on one student interviews reflected very positive views concerning school climate and technology access.

Expected	Actual
Priority 6 Student interviews, surveys and class discussions will reflect positive attitude about school and access to technology **Baseline** Need: Students and staff need ongoing training in using technology to its full potential. IT systems improvements will support this goal. Metric: Student access to curriculum through technology, Master Schedule including tech training classes, Parent/Student/ Teacher survey & interviews, SARC, Teacher technology training, improved technology systems	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
IT Support for 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. Build greater capacity among staff and support staff with AERIES/CALPADS/CBEDS support provided by BCOE. Fund new internet provider ERate contract.	Teacher IT positon 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1,500	Stipend for IT Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1500
	Update current and increase technology hardware 4000-4999: Books And Supplies LCFF Supplemental and Concentration $9,000	misc technology purchases 4000-4999: Books And Supplies LCFF Supplemental and Concentration $21.09
	IT Consulting 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,500	IT contulting 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1645.86
	Internet Service Provider 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $8,850	Internet Service Provider 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1845.71

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	AERIES/CALPADS/CBEDS Provider; Training and Support 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $17,015	Aeries/Calpads/CBEDS Support 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $17015.33
	Associated Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $300	Associated Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $300
		Software for Student Internet Safety (NetOp) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $489.60
For low income pupils: Purchase additional student devices that can be checked out for home use.	Purchase devices to be checked out for home use 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,000	not purchased
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.		
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 For redesigned fluent English proficient pupils:		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Projected nternet costs were significantly lowered due to E-Rate costs reflecting a much higher homeless population as a result of the Camp Fire. Funds were shifted to provide students and staff with tools needed to enhance technology particularly once distance learning was initiated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

PCMS students and staff moved quickly to adapt to distance learning which was a tribute to our technology coordinator and our families. All students maintained access to devices for home use. Some of the many challenges faced included: internet connectivity issues, teachers and students moving to a distance learning model, and the general challenges middle school students faced in dealing with technology in a world of no face to face interaction with peers or mentors.

Goal 3

A school wide focus on enhancing school climate, culture, and equity for all students and families.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair	1. Major cleaning of, and upgrades to, the school site post Camp Fire made for an improved learning environment for students and staff.
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate	
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** Parent support staff will be hired to provide additional lunch duty coverage. Maintain	3. Additional staff was added to provide additional coverage on school grounds.
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** Provide free live scan for parents unable to afford cost. Maintain	3. All parents invovled in student interactions were offered live scan services at no cost.
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate	

Expected	Actual
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Full implementation of Nutrition program. Maintain Yard Supervision Staffing and Live Scan fee support.	Facility Improvements 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $10,000	not done
	Nutrition Program to be run by District, no cost 0.00	Nutrition Program Provided at no cost 0.00
	Yard and Lunch Supervision 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $10,920	Yard and Lunch Supervision 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $12757.50
	Live Scan Fees 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,500	Live Scan Fees 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $459.75
	Nutrition Services provided by District, no cost 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0.00	Nutrition Services provided by District, no cost 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0.00
	Associated Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $2,100	Associated Employee Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $2452.84
	Encroachment to Catered Nutrition Program, no cost due to District lunch program 5000-5999: Services And Other Operating	Encroachment to Catered Nutrition Program, no cost due to District lunch program 5000-5999: Services And Other Operating

	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Expenditures LCFF Supplemental and Concentration 0.00	Expenditures LCFF Supplemental and Concentration 0.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Major facility improvements were made but grants and additional funds related to Camp Fire recovery were utilized. These funds provided the school an opportunity to hire additional staff for yard supervision and COVID support services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In the spring and summer of 2019, PCMS received multiple upgrades including; new flooring thoughout the campus, interior and exterior paint, new furniture, new technology tools for students and staff, among other enhancements that benefited school climate and culture. The greatest challenge faced was distance learning forcing all students to leave campus and learn in a remote setting.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase personal protective equipment and other related items to reduce COVID exposure for students and staff	$1,000	$1,505.30	No
Purchase additional cleaning supplies and equipment for custodial services and staff	$3,000	$3,374.59	No
Repurpose Yard Duty personnel for additional COVID cleaning	$3,000	$3,552.72	No
Purchase signage for maintaining COVID safety guidelines	$1,000	0.00	No
Purchase individual instructional materials rather than communal materials	0	$2,116.62	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Signage was secured at no cost via in-house work. Those unused funds were utilized to support the purchase of instructional materials needed for individual use in following COVID guidelines.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

PCMS was able to offer in-person instruction to all students five days per week, four hours per day. This was a huge success and benefit to our students. Challenges included teachers having to become very creative in supporting students who chose to remain in distance learning along with planning of in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase individual student devices for students to ensure full access to all distance learning resources.	$25,000	$23,791.40	Yes
Purchase teacher materials to support distance learning model including: standing desks, video lights and camera, laptops, chromebooks	$6,000	$7,316.47	No
Purchase Overdrive online library for home access to quality reading materials	$5,000	$5,000	Yes
Purchase Distance Learning Platforms including: Nearpod, Screencastify, NoRedInk, Securly	$3,300	$8,397.65	No
Hire part time Executive Director to assist with Distance Learning management and supervision	$20,000	$11,205.93	Yes
Redirect IT Teacher Stipend to support distance learning inservice training for teaching staff	$1,500	$1,500	Yes
Repurpose Yard Duty personnel to support distance learning family outreach, mental health supports, and IT troubleshooting	$9,500	$18,291.39	No
Additional time for IT Consultant work related to supporting Distance Learning	$1,500	$168	No
Legal services pertaining to distance learning	0	$112.10	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Lessons learned from the Spring of 2020 allowed staff and students to enter the 2020-21 school year well prepared for a more robust distance learning program. Both formal and informal staff meetings were held multiple times each week throughout the fall allowing the technology and innovation coordinator to work with her colleagues on honing their distance learning programs. All students were supplied with devices and COVID support staff was utilized to check in with students on a daily basis and trouble shoot any internet connectivity issues.   District resource staff members held one on one zooms with challenged learners and offered focused instructional support. The greatest challenge was keeping students engaged and tuned in throughout the day. Middle school students missed the social and emotional support gained from in person instruction.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personnel for English learner asssessments and supports	$1,000	243.75	Yes
STAR/AR Reading Assessment system	$2,500	$2,444	Yes
Hire part time Executive Director to support Pupil Learning Loss Mitigation	$20,000	$20,000	Yes
Funds budgeted for staff training and professional development	$2,000	$159	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The Technology and Innovation Coordinator offered ongoing in-house professional development and support for staff. Therefore very little of the budgeted funds were expended. Those funds were used to increase hours for Covid support staff.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Pupil Learning Loss was a major concern throughout the year. Some students suffered greatly during distance learning. They shared how difficult it was for them to stay engaged and focused. They missed the social and emotional support along with athletics, music, the arts, and elective courses. All of this contributed to learning loss. PCMS was able to open in late October 2020 for in-person instruction. Because the school is small, all students were given the opportunity to return to campus five days a week for four hours per day for the remainder of the school year. This ability to offer face to face instruction for the entire student population in all core classes on a daily basis helped combat pupil learning loss.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Caring for the mental, social, and emotional well-being of students during the 2020-21 school year was a daunting challenge. Students in Paradise were beginning to rebound and move forward after the Camp Fire devestated their community. COVID, power outages, fires, and smoke days, added a new layer of trauma and triggers. Our COVID support team was diligent in daily interacting with students throughout the year especially during mandated distance learning. The on-site fire recovery counselor was a vital member of the team in helping students, staff, and parents navigate rough and unchartered waters.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Distance Learning and COVID safety protocals made is exceptionally difficult to engage parents and pupils during the year. Communication with parents was increased via weekly news bulletins, REMIND app notifications, and emails. Students became much more engaged beginning in October of 2020 when in-person instruction was offered.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Due to the impact of the Camp Fire in 2018, Paradise Unified School District stepped in the gap and began offering free food services to ALL PCMS FAMLIES on a daily basis. That high level of service continued throughout the 2020-21 school year including free daily morning and lunch meals offered to ALL students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
All	Continue to maintain high-speed internet for testing and distance learning purposes	$8850	$3635.53	Yes
All	Continue to contract for support with Aeries/Calpads/CBEDS reporting	$17,786	$17,786	Yes
All	Miscellaneous tech purchases to support LCAP goals	0	103.44	Yes
Distance Learning Program	IT consultant to support distance instruction	0	1062.38	Yes
All	GoGuardian G-Suite internet filtering and security system	0	2421	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Spending on our high-speed internet was less than budgeted; due to the Camp Fire our homeless population increased resulting in a larger than predicted eRate discount on internet services. COVID support staffing was increased to help mitigate the impact of distance learning and reduced instructional days.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Parent surveys, staff discussions, input from board members, along with discussions with students in one on one conversations and group settings helped form a picture of strengths and weaknesses in program implementation. Comparing report card data from distance learning with in-person instruction also gave data to analize needs.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

With the additon of a new student survey system which assesses student emotional and social needs staff will be better equipped to address student needs. The new outdoor learning center with extended after school hours will give an additional opportunities to meet the needs of all students and especially those with unique needs.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Based upon data collected from surveys, interviews, and discussions along with report card and assessment data, it became clear that all students, and most particularly, pupils with unique needs, needed higher levels of support in the areas of social and emotional learning along with extended day instructional opportunities.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As stakeholders reviewed student outcomes and other data in the 2019-20 LCAP and the 2020-21 LCP, several items became a clear focus for what needs to be included in our 2021-2024 LCAP. Information collected through parent surveys, along with conversations at Board Meetings and Staff Meetings, showed that all stakeholders agree with our three main areas of focus. The new health and wellness program, along with construction of office space for counseling services will provide needed levels of support to all students in the area of Socail and Emotional Learning. Investement in upgrading technology tools for students and staff will create rich learning opportunities. Curriculum and assessment tools will be purchased to enhance learning opportunities for all students. Additional staffing will support the new outside learning area with a focus on supporting students in need of additional instruction and support.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan
Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the

effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

    o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	95,285.00	51,490.52
	0.00	0.00
LCFF Supplemental and Concentration	95,285.00	51,490.52
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	95,285.00	51,490.52
	0.00	0.00
1000-1999: Certificated Personnel Salaries	11,500.00	5,000.00
2000-2999: Classified Personnel Salaries	10,920.00	12,757.50
3000-3999: Employee Benefits	5,000.00	3,452.84
4000-4999: Books And Supplies	20,000.00	5,943.68
5000-5999: Services And Other Operating Expenditures	47,865.00	24,336.50

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	95,285.00	51,490.52
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	11,500.00	5,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	10,920.00	12,757.50
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	5,000.00	3,452.84
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	20,000.00	5,943.68
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	47,865.00	24,336.50

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	31,600.00	13,002.84
Goal 2	39,165.00	22,817.59
Goal 3	24,520.00	15,670.09

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$8,000.00	$10,549.23
Distance Learning Program	$71,800.00	$75,782.94
Pupil Learning Loss	$25,500.00	$22,846.75
Additional Actions and Plan Requirements	$26,636.00	$25,008.35
All Expenditures in Learning Continuity and Attendance Plan	$131,936.00	$134,187.27

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$8,000.00	$10,549.23
Distance Learning Program	$20,300.00	$34,285.61
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$28,300.00	$44,834.84

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$51,500.00	$41,497.33
Pupil Learning Loss	$25,500.00	$22,846.75
Additional Actions and Plan Requirements	$26,636.00	$25,008.35
All Expenditures in Learning Continuity and Attendance Plan	$103,636.00	$89,352.43

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Paradise Charter Middle School	Beverly Landers Executive Director	blanders@pcms.tv 530-872-7277

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Paradise Charter Middle School is a public charter school with a total enrollment of 130 students in grades, 6th, 7th & 8th. The school is situated on the back corner of a local church's property at 6473 Clark Road in Paradise, Ca. School facilities are self-contained and separated from the church facilities. The lease agreement allows students to utilize the church gym and choir room. The student population draws from a cross section of students around the communities of Paradise, Magalia, and Chico. Due to the number of students interested in attending the school, a lottery is required each spring to determine the incoming student body. This next school year (2021-22) is the 27th year PCMS has existed. Our charter encourages parent involvement who work alongside staff to create a cohesive and positive learning community where middle schoolers thrive! Our focus is in nurturing every aspect of our students development by creating an engaging and rigorous learning environment. We also weave virtues and SEL into our daily instruction and school community.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This year has presented many challenges including COVID, the Bear Fire on August 17, and the Berry Creek fire that followed in September, 2020. PCMS offered distance learning for students from August 13-October 26. The teachers provided the best possible instruction despite the limitations of teaching online. PCMS purchased the necessary technology to allow teachers to teach either from their classrooms or at home, as if students were present. The teachers worked tirelessly to ensure that their instruction was on point, and checked in with students daily to address their SEL needs. On October 26, 2020, PCMS was able to return to in person instruction to the campus five days a week from 8:45 am -1:00 pm, with reduced class sizes that meet the mandated restrictions. We witnessed a significant improvement in their engagement, grades and emotional health, despite having to wear masks. Our ADA has averaged 94% throughout this difficult time-and we consider this indicative of a HUGE SUCCESS!

Here are the results from the 2018-2019 Dashboard:

65.58% of students (Grades 6-8) met or exceeded standards for ELA per the CAASPP SBAC assessment
57.79% of students (Grades 6-8) met or exceeded standards for Mathematics per the CAASPP SBAC assessment
For our Economically Disadvantaged students:
54.47% of students (Grades 6-8) met or exceeded standards for ELA per the CAASPP SBAC assessment
52.38% of students (Grades 6-8) met or exceeded standards for Mathematics per the CAASPP SBAC assessment
For our students with Disabilities:
45.45% of students (Grades 6-8) met or exceeded standards for ELA per the CAASPP SBAC assessment
18.18% of students (Grades 6-8) met or exceeded standards for Mathematics per the CAASPP SBAC assessment
Chronic Absenteeism increased by 28.8 % due to families losing their homes through the massive destruction fo the Camp Fire. (Nov 2018)
The enrollment went from 158 students to 131 students. Many of the students' families continued to commute their students to PCMS to maintain consistency, but clearly, the fire impacted attendance, followed by school closures with COVD.
Suspension rates went down by 0.6% with no suspensions. Currently, we are in the blue level.
Local Indicators:
*Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities) (Priority 1) = met
*Implementation of State Academic Standards (Priority 2) = met
*Parent and Family Engagement (Priority 3) = met
*School Climate (Priority 6) = met
*Access to a Broad Course of Study (Priority 7) = met
When analyzing the California Dashboard statistics, it is evident that a success for PCMS is the great gains in ELA. According to the 2018-2019 Dashboard, the students scored 28.8% (level 3) above the state in proficiency in ELA. The Mathematics scores show that PCMS students performed 13.8% above state standards. Our goal is to raise this even further with the implementation of this new math curriculum.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

An analysis of available data and input from stakeholders in accordance to the most recent Dashboard indicators showed that chronic absenteeism will be the focus over the coming years. The action taken to reduce the number of absenteeism is to:
1. Remain out of major life tragedies such as a historically huge fire and/or a pandemic
2. Implement a solid SEL program in the first quarter of the year to strengthen our students resiliency, lifeskills, sense of efficacy and community and support academic growth.
Over the next three years, PCMS has adopted a new math curriculum for grades 6-8 and will have targeted Professional Development to successfully implement the new curriculum. Additionally, teachers will continuously meet to collaborate about Mathematics results and proficiency in meeting essential standards per grade level. In addition to the new math program, our staff will carefully monitor student growth in all content areas.
These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate these particular areas of improvement.

LCAP Highlights

The key features of this year's LCAP can be summarized by our three revised goals:
Culture: We will continue to cultivate and maintain a positive school environment that is socially, emotionally, culturally, and physically safe led by passionate staff members dedicated to and advocating for ALL students, their families, and our Paradise community.
* We will aggressively implement a systematic and comprehensive student SEL program which will include staff and parent support
* Provide safe and secure learning spaces for addressing learning loss
* Maintain and modernize a 21st Century facility

Academics: We will take collective responsibility for providing a guaranteed, viable curriculum in all subject areas so that ALL students meet or exceed grade-level academic standards through effective, data-driven instructional practices that ensure ALL students are fully prepared for college or career success.
* Ensure all actions support our College or Career vision
* Continue with vertical PLCs to align essential standards and data driven instruction
* Provide quality professional development
Partnerships: We actively engage our family, school, and community partners through ongoing communication and outreach because we value, respect, and believe we are stronger together in ensuring and advocating for the future success of ALL our students.
* Foster authentic parent engagement aligned to student success
* Maximize collaborative partnerships with outside agencies and strategic thought partners
* Continue to work with other Charter leaders, district partners, and County Offices of Education as resources for continual improvement
Great consideration and strides were taken when developing the overall LCAP goals for the future direction of PCMS. PCMS has committed to providing learning spaces that offer the most cutting edge technology to support students learning as well as classroom instruction that offers students an opportunity to collaborate, research, and grow academically. We have also strengthened the process of providing a guaranteed, viable curriculum for ALL students by offering high quality curriculum in all content areas and by offering professional development to enhance teacher efficacy in delivering content. Our community partnerships and family engagement will be strengthened with this LCAP by offering our PLC (our version of PTA) at a time where families can attend.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA: Paradise Charter Middle School is not a school that is eligible for comprehensive support and improvement

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

PCMS is committed to a continuous cycle of improvement. We know we can improve by offering intentional opportunities for stakeholder feedback and analyzing the results and putting systems in place to address the gaps. Throughout the year, there are multiple opportunities for stakeholder engagement which helps to finalize the LCAP. Twice a year, families have an opportunity to provide feedback via an electronic survey. Beyond the two surveys throughout the year, stakeholder input is sought after through monthly meetings with the PLC (Parent leadership team) (these were on hold during COVD season),one-on-one student and staff interviews with the principal and the Board of Directors. On a more intimate level, teachers meet with parents regularly where input is given and reported at staff meetings and leadership meetings. Teachers maintain close contact with parents using AERIES, Remind app, and emails. The administrator makes it a point to be available to families before and after school where families will often share input. On the community level, PCMS has begun a partnership with the Paradise Parks and Recreation Department where input on our school is given and where opportunities to share our school are given. The PCMS monthly School Board meetings encourage staff, student, and family input to help guide the school.

A summary of the feedback provided by specific stakeholder groups.

Overall, parents responded positively to the efforts of the staff to support both learning loss and SEL needs of the students. This school is in the center of the Campfire, and the effect of that disaster is still impacting this community. The majority of the parents felt their student was cared for, supported and engaged, particularly once we returned to in-person instruction. Here is the data collected in the survey given to parents on May 20, 2021:
(57 out of 110 families responded)
Overall satisfaction with PCMS:
81% strongly agree they are satisfied
14% agree they are satisfied
Student feels safe at PCMS:
90% strongly agree
10% agree
PCMS has high academic standards:
89.5% strongly agree
10% agree
Facilities/Equipment/Supplies meets my student's needs:
86% strongly agree
14% agree
Character education fulfills the school's mission:
84.2% strongly agree
15.8% agree
Parents were also asked to name their priorities for the overall PCMS program and to rank these options and support programs in order of importance:
33%: expanded learning opportunities offered to students

24.6% Continuing to maintain a positive school climate
22.8%: Implementing an After School Program
19.3%: Addressing students' SEL needs

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

From the data we gathered from the survey, we determined that our focus for the new LCAP funds needs to focus on: offering extended learning opportunities and spaces by creating a learning hub for students to gather for an after school program. This program will include a weekly outdoor education experience designed around SEL principles and will allow teachers to offer specialized tutoring in their classrooms. This learning hub also enhances and supports our positive school climate as it creates a safe, clean area for students to gather and socialize with adult supervision within the school day at break and lunch. We are partnering with our local recreation dept to provide curriculum that directly instructs students on SEL lifeskills, and includes a weekly outdoor field trip to build community and reinforce what is being taught. This space also allows for improved parent engagement where we can gather with parents and community members as needed for our monthly PLC meetings where parents provide input into the LCAP and needs of PCMS.

Goals and Actions

Goal

Goal #	Description
1	As we reflect on the past three years and the trauma that this community of Paradise has endured, these factors have guided our focus for the next three year cycle of LCAP funding. We are keenly aware that the three general areas of focus need to be focused on boosting the SEL support we offer to the school community, in particular, our students. The primary manner in which we will address this by developing and implementing a nine week class (4 days a week) for all students (grades 6-8) that addresses their SEL needs with an emphasis on Health and Wellness. We are purchasing the Second Step program to support this class. We have adopted a supplement that addresses the Sex Ed portion of the standards for the 8th graders. These classes provide the foundation for ongoing support of health and wellness for the year. Additionally, we start each school day with an all school assembly/flag ceremony that includes an inspirational message about the virtue of the month. These virtues are also reinforced in the classrooms by teachers who make the most of the opportunity to acknowledge those students who are displaying that attribute and take advantage of teachable moments. At the heart of PCMS, lies a passionate commitment to addressing the needs of the whole student.

An explanation of why the LEA has developed this goal.

We recognize that all middle school students need SEL support due to the challenges of their age and developmental stages. Additionally, The students at PCMS have experienced multiple traumatic events over the past three years. Our 8th graders have never experienced an uninterrupted (normal) school year. They have lost homes, their community and for many, friends and family members. The social and emotional needs of these students is foremost in our minds. Additionally, 8th graders are required to participate in a health class to graduate. We want to help students develop healthy lifeskills beginning in 6th grade and progressing towards the 8th grade required curriculum that prepares them to be healthy, contributing citizens. These students need to be supported in this manner more than most students who did not suffer the significant trauma and loss this population has.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Absenteeism	91%				95% of students in attendance on average
Student Suspension	0				0
Family Survey Participation	50%				90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Interviews (currently 8th gr only)	100%				100% from 6th, 7th & 8th graders
Staff Interviews	100% informal surveys				100% formal survey/interview twice a year
Add an After School Program	0%				25% participation in this program
Add Kelvin surveys for students	0%				100% participation of students in the Kelvin survey tool

Actions

Action #	Title	Description	Total Funds	Contributing
1	Purchase curriculum for the Health and Wellness class	We are purchasing the Second Step program for use in supporting all students (6-8 grades) We purchased a three year contract for this program.	$5,000.00	Yes
2	After School Extended Care program	In partnership with Paradise Recreation & Parks program, we will implement an after school care program that will address learning loss and allow teachers to provide targeted support for students as needed based on their content focus. We are building an outdoor learning area that allows students to gather together before and after school for community building and academic support.	$38,700.00	Yes
3	Staff Stipends	Staff members will create a new comprehensive health and wellness program at all grade levels.	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Yard Supervision	Support staff members will provide yard supervision throughout the year as students return to campus full time. The supervision will help support the goal of enhancing student emotional and social well being.	$7,840.00	Yes
5	Live Scan Fees funding	Parents will be encouraged to connect with students via field trip support, school events support, and other student to adult connection points. This will serve to enhance the community atmosphere that is critical to helping students feel a sense of well-being. Funding to reimburse parents will remove one barrier that may have inhibited some from serving.	$700.00	Yes
6	Upgraded Ventilation Systems	New upgraded HVAC units will provide better air filtering for students and staff. This supports the goal of increased health and wellness among the school community.	$29,400.00	Yes
7	Construction of Counseling Center Office Space	Providing students with counseling services on site is a critical factor in increasing the health and well-being of many students in need. The new office space will allow for counseling services and small group meetings.	$35,000.00	No
8	Shade Structure for Outdoor Learning Hub	Creating an outdoor learning area allows students to be served for an extended day providing support to families. In partnership with the local parks and recreation district, this outdoor hub will give students daily opportunities to connect with peers and adults outside of the traditional school day. It is a vital element in the goal of enhancing SEL among the students.	$34,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Continuous improvement and access to technology for staff and students. Our learning hub will also allow families to access our internet and tech tools on Monday-Thursdays from 3:15-5:15 pm.

An explanation of why the LEA has developed this goal.

Technology is an essential element of every effective school culture. We have adopted a new math curriculum that is completely digital, and we need to ensure we have access to it, as well as students. Our students need to continue their mastery of basic tech skills, which require individual Chromebooks as well as the ability to interact with Smartboards, etc. Our staff must be able to access curriculum that is increasingly dependent on technology. Staying current with technology is essential to the school's success. We will release those Chromebooks that are no longer functioning with new Chromebooks. This also required the purchase of two carts to store and charge the Chromebooks.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Use of Technology	100% access for all students and families for in person and distance learning as needed. This year the students often neglected to charge their devices or had connectivity issues as they are older models.				100% access for all students and families for in person and distance learning as needed, but with improved speed and reliability. Additionally, this new technology will allow teachers to present content more efficiently to students.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Purchase of new Chromebooks/two classroom storage carts	Purchase of new Chromebooks/two classroom storage carts	$16,757.00	Yes
2	Stipend for IT Coordinator	Staff member Amy Behlke will serve as the innovation and technology coordinator providing ongoing training and support for all staff.	$1,500.00	Yes
3	Purchase ViewSonic ViewBoards	Upgrade technology tools in the classrooms with purchase of ViewBoards to be utilized by staff and students to enhance learning opportunities.	$4,200.00	Yes
4	Profesional Development	Funding provided to send staff members to technology conference.	$3,000.00	Yes
5	Technology Software	Allows staff to utilize various software programs which enhance learning opportunities for all students. Programs include Nearpod, Screencastify, TUVA and INQ-ITS.	$900.00	Yes
6	Technolgy Security and Classroom Management Online	Using 2020/21 LCAP funding, purchased a four year contract with Securly, Inc for G-Suite security software for both security and classroom management tools.	$0.00	Yes
7	IT Consultant Support	Funding to secure IT consultant support as needed throughout the year to work with the school site staff on technology challenges.	$1,500.00	Yes
8	AERIES/CALPADS/CBEDS Support	Contract with Butte County Office Of Education to provide support and training for staff in student information systems buidling greater capacity for student support.	$17,864.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	High Speed Internet Connection	Funding to continue goal of keeping technology updated providing high speed internet connectivity for students and staff.	$8,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	A school wide focus on continually honing curriculums and instructional programs and methods to serve all students. As a public charter school, we hold fast to the CCCS and continually evaluate our effectiveness through students' growth as demonstrated from the multiple assessments we offer throughout the year. We also ensure that we use only research proven curriculum. This year, the staff selected a top rated math curriculum for all grade levels, for every student. Our teachers are veterans and are dedicated and skilled in designing effective lessons based on the students they teach. They are skilled at identifying where each student is performing at and have selected and developed curriculum that ensures each student can enter at their current level of ability and demonstrate a year's growth. This requires careful attention the curriculum that allows for that level of flexibility and rigor. The curriculum we selected has embedded growth mindset principles into the fabric of the lessons. The curriculum we selected is the only math curriculum currently endorsed by Jo Boaler, who is considered the top math researcher in the field at this present time. English teachers will utilize AR/STAR Reading assessments to inform instructional decisions and obtain important growth data for each student.

An explanation of why the LEA has developed this goal.

Over the course of the last two years, with the school being displaced due to the Campfire, the three math teachers gravitated to the programs they felt comfortable using, and as a result, there was a lack of connectedness or scaffolding for the students from grade to grade. This program was one that all three piloted and agreed met their standards and needs for developing young mathematical thinkers. We are confident this program fits the requirements we acknowledge our students require to recover their learning loss from the past year, and demonstrate acceptable growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CCCS aligned Instruction and Assessment	Mathematics dashboard scores: 16.2 points above standard				25 points above standard on average is our goal.
Student Report Card Data	Currently 40% of students achieved honor roll status.				50% of all students will achieve honor roll status on semester report cards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP SBAC Assessment in Language Arts	2018-19 ELA Data: 66% Met or Exceeded Standard				70% of all students Meet or Exceed Standards on state assessment in English Language Arts
CAASPP SBAC Assessment in Mathematics	2018-19 Mathematics Data: 58% Met or Exceeded Standard				65% of all students Meet or Exceed Standards on state assessment in Mathematics

Actions

Action #	Title	Description	Total Funds	Contributing
1	Purchased the MidSchoolMath Program	This is a digitally based math program that is available to all students and staff using a digital format. We paid for a three year contract.	$10,263.50	Yes
2	Study Hall Staffing	Credentialed Staff members will provide after school tutorial for students in need of extra support in core academic areas.	$2,500.00	Yes
3	Purchase Reading Assessment Software	AR/STAR Reading Assessment Software will provide staff with important data to help inform instruction. The assessments will also provide important individual growth data information.	$2,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.44%%	$108,374

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Our school size and culture is set up in such a way that directly benefits these at risk students. The teachers get to know the students quickly and begin developing a personalized but professional relationship immediately from day one. Students who enroll in PCMS in 6th grade typically remain through 8th grade, allowing for swift intervention and support as needed. There are weekly, even daily, communication with parents at home using Aeries, Remind, and email, or by phone as needed. Teachers offer daily support for students needing specialized care in their content area for these students who are struggling. The only way a student fails at PCMS is if they refuse to invest the time and effort into the work.
Our support staff are also vigilant to support these students. Between the fire counselor, the SPED teacher and the speech therapist, all these students needs are met weekly.
Additionally, we are able to offer free lunch to these students through the Paradise Unified School District.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Using version 22.1 of the FCMAT calculator and an enrollment assumption of 144 with an unduplicated pupil count of 69, we anticipate receiving $1,256,156 in LCFF entitlement funding, $108,374 of which is LCFF Supplemental Funding generated by unduplicated pupils. The budgeted spending detailed in the LCAP actions exceeds the funding generated by unduplicated pupil, thereby meeting the threshold for increasing or improving services for foster youth, English learners, and low-income students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$119,924.50	$105,200.00			$225,124.50

Totals:	Total Personnel	Total Non-personnel
Totals:	$31,540.00	$193,584.50

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Foster Youth Low Income	Purchase curriculum for the Health and Wellness class	$5,000.00				$5,000.00
1	2	English Foster Youth Low Income	After School Extended Care program	$2,500.00	$36,200.00			$38,700.00
1	3	English Foster Youth Low Income	Staff Stipends	$6,000.00				$6,000.00
1	4	English Foster Youth Low Income	Yard Supervision	$7,840.00				$7,840.00
1	5	English Foster Youth Low Income	Live Scan Fees funding	$700.00				$700.00
1	6	English Foster Youth Low Income	Upgraded Ventilation Systems	$29,400.00				$29,400.00
1	7	All	Construction of Counseling Center Office Space		$35,000.00			$35,000.00
1	8	All	Shade Structure for Outdoor Learning Hub		$34,000.00			$34,000.00
2	1	English Foster Youth Low Income	Purchase of new Chromebooks/two classroom storage carts	$16,757.00				$16,757.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Foster Youth Low Income	Stipend for IT Coordinator	$1,500.00				$1,500.00
2	3	English Foster Youth Low Income	Purchase ViewSonic ViewBoards	$4,200.00				$4,200.00
2	4	English Foster Youth Low Income	Profesional Development	$3,000.00				$3,000.00
2	5	English Foster Youth Low Income	Technology Software	$900.00				$900.00
2	6	English Foster Youth Low Income	Technolgy Security and Classroom Management Online					$0.00
2	7	English Foster Youth Low Income	IT Consultant Support	$1,500.00				$1,500.00
2	8	English Foster Youth Low Income	AERIES/CALPADS/CBEDS Support	$17,864.00				$17,864.00
2	9	English Foster Youth Low Income	High Speed Internet Connection	$8,000.00				$8,000.00
3	1	English Foster Youth Low Income	Purchased the MidSchoolMath Program	$10,263.50				$10,263.50
3	2	English Foster Youth Low Income	Study Hall Staffing	$2,500.00				$2,500.00
3	3	English Foster Youth Low Income	Purchase Reading Assessment Software	$2,000.00				$2,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$119,924.50	$156,124.50
LEA-wide Total:	$119,924.50	$156,124.50
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Purchase curriculum for the Health and Wellness class	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
1	2	After School Extended Care program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$38,700.00
1	3	Staff Stipends	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	$6,000.00
1	4	Yard Supervision	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,840.00	$7,840.00
1	5	Live Scan Fees funding	LEA-wide	English Learners Foster Youth Low Income	All Schools	$700.00	$700.00
1	6	Upgraded Ventilation Systems	LEA-wide	English Learners Foster Youth Low Income	All Schools	$29,400.00	$29,400.00
2	1	Purchase of new Chromebooks/two classroom storage carts	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,757.00	$16,757.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	Stipend for IT Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$1,500.00
2	3	Purchase ViewSonic ViewBoards	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,200.00	$4,200.00
2	4	Profesional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	$3,000.00
2	5	Technology Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	$900.00	$900.00
2	6	Technolgy Security and Classroom Management Online	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
2	7	IT Consultant Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,500.00	$1,500.00
2	8	AERIES/CALPADS/CBEDS Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,864.00	$17,864.00
2	9	High Speed Internet Connection	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	$8,000.00
3	1	Purchased the MidSchoolMath Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,263.50	$10,263.50
3	2	Study Hall Staffing	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	$2,500.00
3	3	Purchase Reading Assessment Software	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	$2,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any

student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose
Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions
Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.