LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palm Desert Charter Middle School

CDS Code: 33-67058-6031991

School Year: 2022-23

LEA contact information:
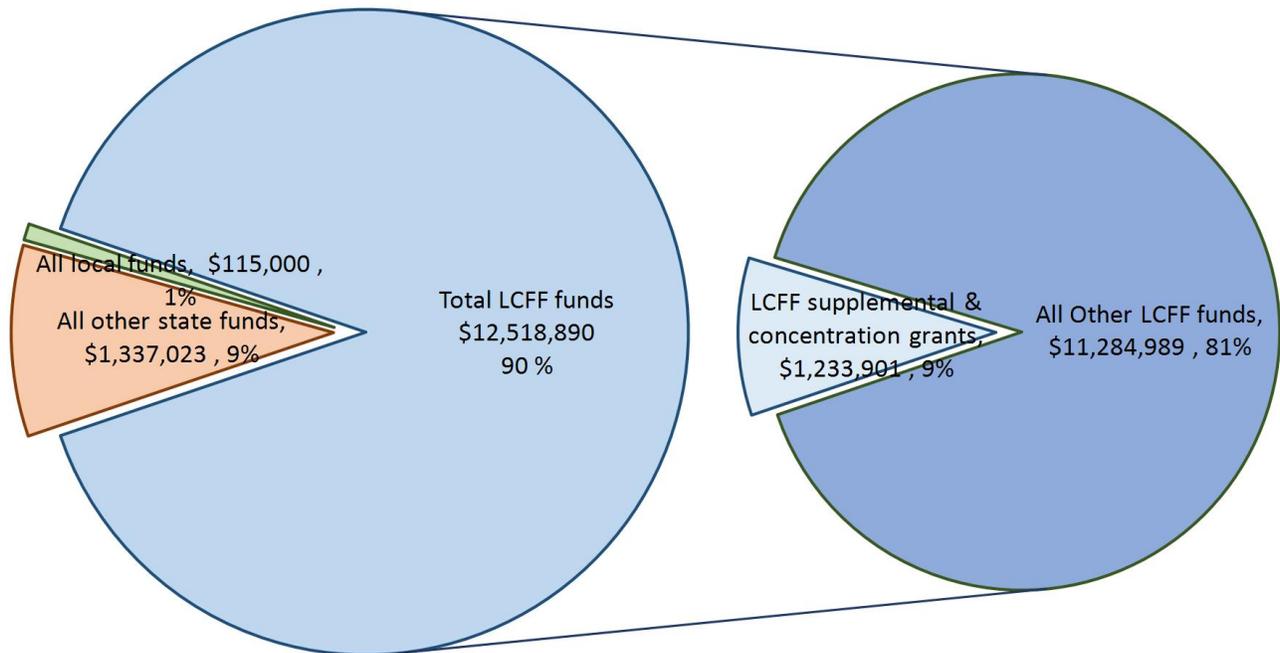
Deborah Dolan

Principal

deborah.dolan@desertsands.us

760-862-4320

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 2022-23 School Year
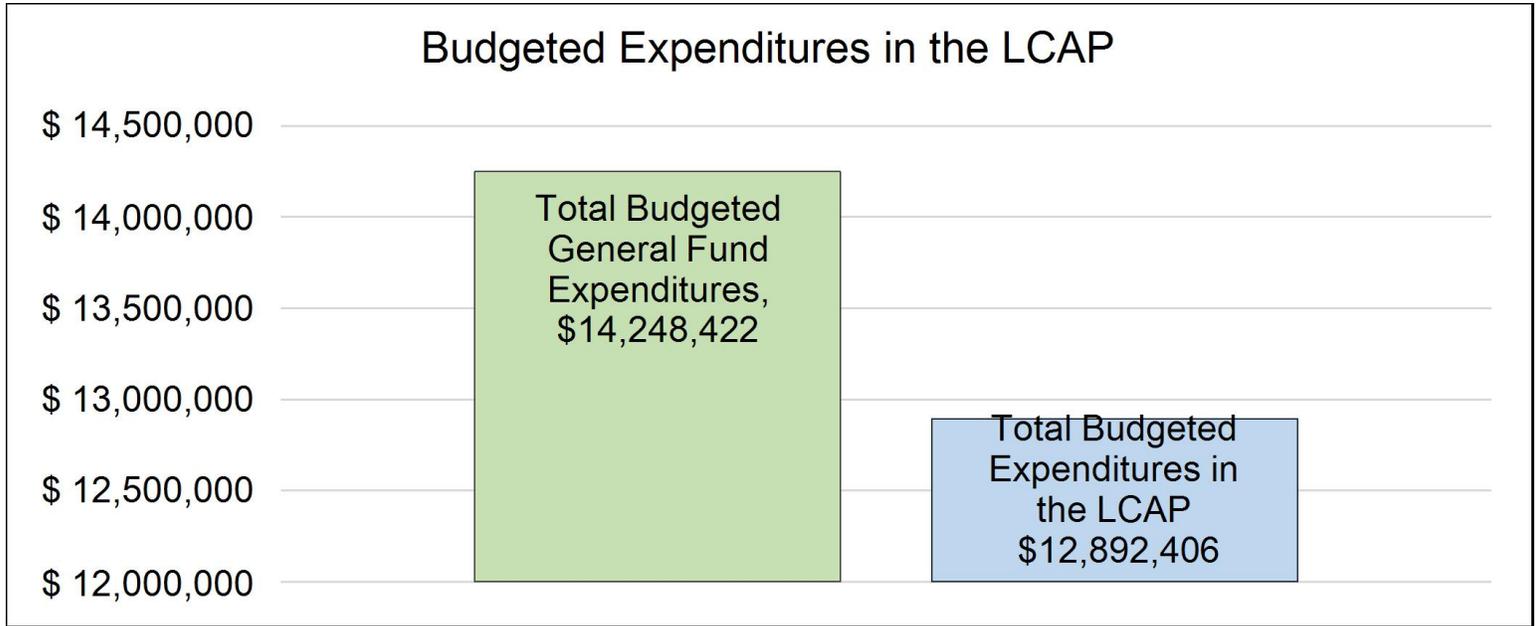

Projected Revenue by Fund Source

All local funds, $115,000, 1%

All other state funds, $1,337,023, 9%

Total LCFF funds $12,518,890 90 %

LCFF supplemental & concentration grants, $1,233,901, 9%

All Other LCFF funds, $11,284,989, 81%

The text description for the above chart is as follows: The total revenue projected for Palm Desert Charter Middle School is $13,970,913, of which $12,518,890 is Local Control Funding Formula (LCFF), $1,337,023 is other state funds, $115,000 is local funds, and $0 is federal funds. Of the $12,518,890 in LCFF Funds, $1,233,901 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, $14,248,422	
	Total Budgeted Expenditures in the LCAP $12,892,406

This chart provides a quick summary of how much Palm Desert Charter Middle School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Palm Desert Charter Middle School plans to spend $14,248,422 for the 2022-23 school year. Of that amount, $12,892,406 is tied to actions/services in the LCAP and $1,356,016 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
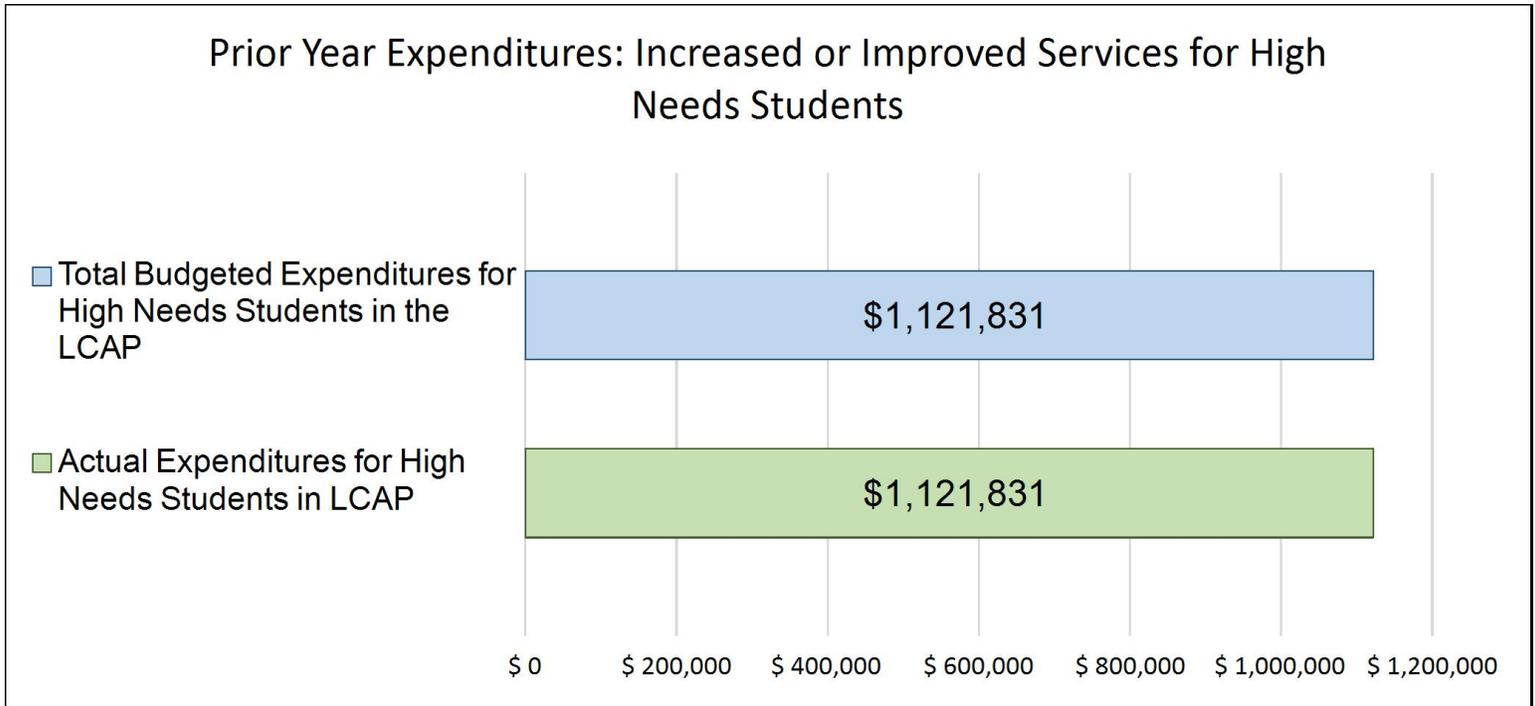
The following expenditures are not included in the LCAP for 2022-2023: Expanded Learning Opportunity Grant, STRS on Behalf, Indirect Costs and DSUSD federal allocations.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Palm Desert Charter Middle School is projecting it will receive $1,233,901 based on the enrollment of foster youth, English learner, and low-income students. Palm Desert Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Palm Desert Charter Middle School plans to spend $1,308,657 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 2021-22

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $1,121,831

☐ Actual Expenditures for High Needs Students in LCAP — $1,121,831

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000 $ 1,200,000

This chart compares what Palm Desert Charter Middle School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Palm Desert 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.

The text description of the above chart is as follows: In 2021-22, Palm Desert Charter Middle School's LCAP budgeted $1,121,831 for planned actions to increase or improve services for high needs students. Palm Desert Charter Middle School actually spent $1,121,831 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Palm Desert Charter Middle School	Deborah Dolan Principal	deborah.dolan@desertsands.us 760-862-4320

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

As part of LCAP development and ongoing progress tracking, Palm Desert Charter Middle School (PDCMS) offers Educational Partners multiple opportunities to provide input on programs and services. The only funds not included in the 2021-2022 LCAP were made available through the Educator Effectiveness Block Grant (EEBG).

In alignment with California Education Code Section 41480, the site administration team developed and adopted a plan delineating the expenditure of EEBG funds. The plan was:
> Aligned with the goals in the adopted 2021-2022 LCAP.
> Presented at a public meeting of the Governing Council, with the opportunity for public comment, on November 17, 2021.
> Adopted by the Governing Council on December 15, 2021.

PDCMS has adopted the ThoughtExchange platform to collect input from Educational Partners in light of the in-person meeting limitations imposed by the COVID-19 pandemic. A ThoughtExchange will capture feedback regarding the adopted EEBG plan from teachers, administrators, paraprofessionals who work with students, and classified staff that interact with students.

PDCMS holds bimonthly teacher meetings. In these meetings, the LCAP goals are used as our lens to adopt programs or address student needs. In addition, every year one meeting is designated for reading and discussing the effectiveness of our LCAP. This year PDCMS adopted

a Charter Coalition Committee made of representatives for each department and classified to review data and discuss the schoolwide implementation of programs.

Parent organizations such as PTO and the PDCMS Foundation meet monthly where the Principal discusses the strengths and weaknesses of the LCAP. Every Fall and Spring the LCAP plan is shared at an open Governing Board meeting for our Board and all interested parties. Again, due to COVID restrictions, our ELAC group did not come together until February. The final meeting is planned for March 23. Due to COVID, most of the parent groups and Governing Board meetings were held via Zoom. Links were published and all are welcome to attend.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

PDCMS does not have an enrollment of unduplicated student groups greater than 55%, and thus did not receive concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

PDCMS did not receive one-time federal funds in 2021/2022 fiscal year intended to support recovery from the COVID-19 pandemic, and the impacts of distance learning on students. Prior year carryover of $26,272 from GEER is being used to purchase student Chromebook in the 21/22 school year.

However, as part of LCAP development and ongoing progress tracking, Palm Desert Charter Middle School (PDCMS) offers Educational Partners multiple opportunities to provide input on programs and services. PDCMS has adopted the ThoughtExchange platform as a means to collect input from Educational Partners in light of the in-person meeting limitations imposed by the COVID-19 pandemic. A ThoughtExchange will capture feedback regarding the adopted EEBG plan from teachers, administrators, paraprofessionals who work with students and classified staff that interact with students.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

PDCMS did not receive federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

PDCMS did not receive Safe Return to In-Person Instruction and Continuity of Services Plan funds, nor did we receive ESSER III Expenditure Plan funds. All 2021-2022 funding received from other sources is being used to implement the 2021-2022 LCAP.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:
- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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
Palm Desert Charter Middle School	Deborah Dolan Principal	deborah.dolan@desertsands.us 760-862-4320

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Palm Desert Charter Middle School (PDCMS), in Riverside County, California, had an enrollment of 1,298 students in 2021/2022. The grade span at PDCMS is from 6th to 8th grade, and the attendance rate is 92.59%. The following chart highlights the sub-groups at Palm Desert Charter Middle School (Source: DataQuest):

PDCMS
Total Number of Students: 1,298
African American: 23
American Indian or Alaska Native: 2
Asian: 74
Filipino: 28
Hispanic or Latino: 643
Pacific Islander: 2
White: 460
Two or More Races: 57
Not Reported: 9

Palm Desert Charter Middle School, formerly Palm Desert Middle School, converted to a charter school at the beginning of the 2008/09 school year. We have a Governing Council comprised of certificated and classified staff, parents, and community members who oversee school operations, revenue, and curriculum. The principal and business consultants are non-voting members of the Council.

PDCMS, home of the Panthers, is a dynamic educational community focusing on STEAM (Science, Technology, Engineering, Art, & Math) curricula for adolescents in grades six through eight. PDCMS has twice been named a California Distinguished School and was selected, out of hundreds of other middle schools across the country, as an Intel School of Distinction in Science. Most recently, it was named one of California's Gold Ribbon Schools.

Challenging core subjects are augmented by award-winning elective classes, including Band, Art, Robotics, Foreign Languages, Broadcasting, Color Guard, and Home Economics. The AVID (Advancement Via Individual Determination) program teaches students vital skills for success in college and career. Our school provides one-to-one technology for students in addition to a wide variety of programs and activities to meet their educational needs. The City of Palm Desert has provided a grant for an after-school program that offers academic support and enrichment classes under the direction of administrators and teachers. In addition, we strive to provide opportunities to ensure that our students have the social skills needed to make contributions as effective citizens in our communities. Intervention programs, such as KARE (Kindness, Advocacy, and Respect & Excellence), assist students experiencing personal hardships.

The enthusiastic and dedicated teachers and staff are among the most important components of student success at Palm Desert Charter Middle School. They follow our guiding principles of respect, perseverance, open-mindedness, innovation, responsibility, and teamwork. Palm Desert Charter Middle School believes that communication between home and school is the key to a successful middle school experience. Parents can stay informed by subscribing to weekly Parent Teacher Organization (PTO) emails. The PDCMS website also provides up-to-date school news and information. Our shared support agreement signed each year by students, parents, and teachers reinforces our commitment to provide an optimal learning environment and identifies expectations for teachers, parents, and students. The mutual respect and responsibility of our students, parents, and staff and solid academic programs have earned us great success and Panther Pride.

Reflections: Successes

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

Significant improvement of iReady scores between the fall of 2021 and the spring of 2022. 44% of the student body receives a 3.5 GPA or greater on their report card, the addition of a fourth counselor to support EL population, formation of the California Cadet Corp program, after-school Homework Help, and lunchtime activities by certificated employees. AVID was introduced to all 6th graders and teachers were introduced to WICOR strategies. The greatest achievement was the reclassification of 69 EL students.

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.

Identified need is to continue to focus attention on closing the achievement gap for the EL and SED population.
Focus on SEL for students, continue to address student challenges reacclimating to school after the pandemic year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This year we focused on improved instruction and support for our EL and SPED students through extra coaching, after school activities, the Latino Literacy program and the introduction of the Ellevations program. In addition we added multiple after school opportunities for students to receive help on school work.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

PDCMS used various methods to elicit feedback and gather ideas to mitigate student learning loss, improve school connectedness, and support student needs. Ideas were collected from classroom visitations, PTO meetings, PDCMS Foundation Meetings, Coffee with the Counselors, ELAC, Governing Council, Charter Coalition Meetings, Faculty Meetings, Professional Learning Community Meetings, Counselor Meetings, ThoughtExchange, and the Panorama (Parent, Teacher, and Student) surveys.

A summary of the feedback provided by specific educational partners.

Ideas were collected from
- PTO meetings: Continued focus on building a safe and nurturing environment
- PDCMS Foundation Meetings: Support the purchase of three hydration stations
- ELAC: Approved continued support outreach programs offered this year
- Governing Council: Approved goals and actions as being consistent with school mission and charter.
- Faculty Meetings: Continued focus on rigor and additional support to accommodate EL and SPED students
- Counselor Meetings: Designing PBIS program for early intervention
- ThoughtExchange and the Panorama surveys: Continued focus on building school culture

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Faculty emphasized the need for small Humanities Intro Classes, more time for collaboration.   Parents emphasized the need for a strong program that helps students feel safe and connected to school.

Goals and Actions

Goal

Goal #	Description
1	PDCMS will pursue academic excellence while actively focusing on strategies to close the achievement gap for all student groups as evidenced by performance on State and School Assessments.

An explanation of why the LEA has developed this goal.

PDCMS believes that all students should have access to an excellent education. It is also understood that each child has unique needs and may require individualized support accessing the rigorous curriculum and to be successful.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Data- https://tabsoft.co/34T9mp1 (Tableau Public)	ELA: (2019) All Students: Blue SWD: Orange (Status--90.4) EL: Yellow (Status: -22.4) SED: Green (Status: 0.2) Math: (2019) All Students: Orange (Status: -15.8) SWD: Red (Status: -158.7) EL: Orange (Status: -68.4) SED: Orange (Status: -49.4)				ELA: All Students: Blue (2019) SWD: Orange (Status: -78.1) EL: Yellow Status(-11.9) SED: Green (Status: 9.2) Math: (2019) All Students: Green (Status: -6.8) SWD: Red (Status: -149.7) EL: Yellow (Status: -59.4) SED: Yellow (Status: -34.7)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Data (Clever)	Reading (2021 Spring) Tier 3 (At Risk) 25% Tier 2 (1 grade below) 18% Tier 1 (grade level and above) 57% Math (2021 Spring) Tier 3 (At Risk) 25% Tier 2 (1 grade below) 27% Tier 1 (grade level and above) 48%	Reading (2022 Spring) Tier 3 (At Risk) 25% Tier 2 (1 grade below) 20% Tier 1 (grade level and above) 55% Math (2022 Spring) Tier 3 (At Risk) 29% Tier 2 (1 gr below) 27% Tier 1 (grade level and above) 44%			Reading (2021 Spring) Tier 3 (At Risk) 15% Tier 2 (1 grade below) 10% Tier 1 (grade level and above) 75% Math (2021 Spring) Tier 3 (At Risk) 15% Tier 2 (1 grade below) 20% Tier 1 (grade level and above) 65%
ELPAC Score (Hoonuit: ELL: ELPAC: Summative)	2019 (Overall) Level 4: 32% Level 3: 44% Level 2: 20% Level 1: 04%	2022 (Overall) Level 4: 23% Level 3: 43% Level 2: 22% Level 1: 09%			2024 Level 4: 38% Level 3: 50% Level 2: 08% Level 1: 04%
Reclassification (Synergy--> Last activity: >8/15/2020 -->English Proficiency: RFEP-->Find)	18 RFEP/ 182 EL = 9.9%	71 RFEP/181 EL = 39%			18% Reclassification
PSAT Test ([https://collegereadiness.collegeboard.org/psat-8-9,](https://collegereadiness.collegeboard.org/psat-8-9) Login, Run Report--> Summary-->Year	30% Met both Benchmarks 65% Met ERW 32% Met Math	30% Met both Benchmarks 65% Met ERW 34% Met Math			36% Met both Benchmarks 73% Met ERW 38% Met Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers of the school are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	100%	100			100%
Implementation of academic content and performance standards adopted by the state board.	100%	100			100%
Every pupil in the school has sufficient access to standards-aligned instructional materials.	100%	100			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Faculty Training and Preparation	Staff Release Time: provide opportunities for 100% of all teachers to attend 10 hours of conferences and/or workshops focusing on standards and best teaching practices for all students. This includes AVID, Next Generation Science Standards, technology, etc. Professional learning for teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils utilizing the Educator Effectiveness Block Grant Professional development for classified support positions utilizing the Classified School Employee Professional Development Block Grant	$248,132.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Materials	Provide ongoing annual cost of consumable student materials and reasonable replacements of lost core materials as adopted by the State Board to provide students with a broad course of study as indicated in ED Code sections 51210 and 51220 a – I, as applicable Provide classroom teachers with necessary instructional materials Replace student desks Individual student Paper Notebooks for AVID ELD (6th), Math, and Science.	$650,247.00	No
1.3	Technology	Enhance and expand the use of technology to support student learning for all students, including the purchase, maintenance, and/or expansion of infrastructure, hardware and software programs such as hotspots on campus. Purchase replacement Chromebooks, as needed, annually. Replace teacher computer workstations as needed. Maintain student computer monitoring system upgrade as needed (Go Guardian) Technology support services distribution of cost from Desert Sands Unified	$314,579.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Intervention Programs	Provide funding for the KARE counseling and academic program Support the Ophelia Project and EL mentoring for identified students at no cost Provide a staff member daily for the Lunch Opportunity program BRIDGES after school program to provide academic support and enrichment activities Annual software licenses to support student achievement	$148,627.00	No
1.5	Staffing Needs	Highly Qualified Staff: Maintain compensation for direct services to students. Funding shall be used to increase or improve services. Maintain grades 6-8 teaching staff to achieve a school-wide average class size of 26:1 Certificated support staff positions: 1 School Site Principal, 2 Assistant Principals 3 Counselors at .67 FTE each- each responsible for grade-level students Special Education distribution of cost from Desert Sands Unified Highly Qualified Staff: Maintain compensation for classified support staff 1 Library Specialist (.75 discretionary) 6 Full-time clerical support staff positions 2 Part-time clerical support staff positions	$8,436,610.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Targeted EL, SED, and Foster Student Interventions	Structured support to provide increased and/or improved services to high-needs students 2 Assistant Principals 3 Counselors at .33 FTE each (equals 1 full FTE) 1 AVID Coordinator 1/7ths to lower class size for focus on at-risk students 3 Intro Humanities Teachers 1 Library Specialist (.25 FTE) 1 Office Specialist 2 Paraeducators/Bilingual 1 Paraeducator/Band Specialist 10% of 2 classroom teachers to teach one period of EL AVID Sixth-grade Humanities with ELD components	$1,308,657.00	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.

Despite the pandemic challenges, we were able to implement our LCAP plan.
1.1 Teacher training and professional development were limited this year due to guest teacher shortages.
1.3 The delivery of Chromebooks and LFDs was hampered by supply chain issues. The HERO program was able to open a storefront for students to redeem points.
1.4 A dedicated counselor gave additional EL support
1.6 Nine AVID tutors were hired to support math and science classes.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

PDCMS received federal funds outside the LCAP to offset expenses that had originally been projected from site funds within the LCAP.

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

1.1 Teachers were given opportunities for training outside school hours. The training was targeted to improve instruction
1.2 Teachers were supplied with the material they requested this to support student learning
1.3 Chromebooks were ordered to make sure all students had a working computer
1.4 Additional Counselor and expanded use of the KARE program allowed for more groups and individualized student support
1.5 Staffing was adequate to maintain class size of 29:1
1.6 The additional counselor made an impact on the number of students reclassified this year.

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.

Changes to next year is to expand the AVID EXCEL program to all Level 1 and 2 students, add Intro Humanities in grades 6 and 7, increase articulation meetings for next year, and adjust the master schedule to support math intervention.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Implement a comprehensive plan promoting a positive school climate and a sense of school-connectedness for students, parents, teachers, and Staff.

An explanation of why the LEA has developed this goal.
PDCMS believes that thoughtful and intentional activities are vital to help incoming sixth graders transition smoothly into middle school. In addition, PDCMS students will attend multiple high schools, therefore, we emphasize study skills and strategies to be successful in high school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The percentage of pupils who participate in, and demonstrate college preparedness pursuant to assessment of college preparedness. (CCGI)	63% Completed the Interest profile (1303 Students)	80% Completed the Interest profile (1047 Students)			Interest Profile Completion= 75%
Local Survey of 6th grade on the effectiveness the 6th grade Transition Process	To be developed	82% 6th Grade Preview Day useful 85% for Panther Academy useful			80% of 6th grade felt the 6th grade Preview day and or Panther Academy was beneficial
Exit Survey for 8th grade to measure effective preparation for high school	To be developed	To be developed			80% of 8th graders can identify study strategies that will be necessary to succeed in High School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					80% of 8th-graders feel confident they will be successful in High school
School Attendance Rate (Hoonuit-->Attendance--> Attendance Overview--> PDCMS, school year	98.06% (Pandemic year)	92.53% (2022)			97% or greater
Pupil Suspension Rate (Hoonuit-->Behavior--> Suspend Usage--> PDCMS, school year	0.1 % (Pandemic Year)	5.3 % (in-person learning)			4.0%
Panorama Student Climate Survey	Climate of Support for Academic Learning = 93% Knowledge and Fairness of Discipline, Rules, and Norms = 90% Sense of Belonging (School Connectedness) = 86% Safety = 79% (1,118 Responses)	Climate of Support for Academic Learning = 93% Teacher-Student Relationships = 57% Sense of Belonging (School Connectedness) = 44% Safety = 60% (1,141 Responses)			Climate of Support for Academic Learning = 95% Knowledge and Fairness of Discipline, Rules, and Norms = 93% Sense of Belonging (School Connectedness) = 89% Safety = 82%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Student SEL	Self-Management = 87% Growth Mindset = 82% Social Awareness = 81% Self- Efficacy = 69% (1,083 Responses)	Self-Management = 74% Growth Mindset = 53% Social Awareness = 66% Self- Efficacy = 50% (1,093 Responses)			Self-Management = 90% Growth Mindset = 85% Social Awareness = 84% Self- Efficacy = 72%
Panorama Parent/Family Survey	Safety = 97% Knowledge and Fairness of Discipline, Rules, and Norms = 94% Sense of Belonging (School Connectedness) = 92% Climate of Support for Academic Learning = 90% Cultural Awareness and Action = 52% (437 Responses)	Safety = 72% School Climate = 68% School Fit = 62% (183 Responses)			Safety = 97% Knowledge and Fairness of Discipline, Rules, and Norms = 95% Sense of Belonging (School Connectedness) = 95% Climate of Support for Academic Learning = 95% Cultural Awareness and Action = 60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Staff Climate Survey	Climate of Support for Academic Learning = 94% Knowledge and Fairness of Discipline, Rules, and Norms = 92% Sense of Belonging (School Connectedness) = 91% Safety = 89% (72 Responses)	Teaching Efficacy = 82% Staff-Leadership Relationships = 67% (83%) School Climate = 57% (68%) Belonging = 47% (81%) Staff-Family Relationships = 44% (52%) 33 faculty (20 staff)			Climate of Support for Academic Learning = 95% Knowledge and Fairness of Discipline, Rules, and Norms = 95% Sense of Belonging (School Connectedness) = 95% Safety = 95%
Pupil Outcomes: Percent of Students on Honor Roll (2nd semester 3.5 or above for all 3 grades (Registrar))	643/1357 = 47%	568/1303 = 44%			55% of students on Honor Roll of 3.5 or greater 2nd semester
HERO- % students who earned points (Schoolwide Points Report)	85% of students earned (2020)	100% of students earned points (2022)			100%
HERO- % teachers who earned points (School Activity Report)	95% (2020)	100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	College and Career Readiness	All students access California College Guidance Initiative (CCGI), an online program that includes setting goals and monitoring academic progress during the first quarter and participation in Career Day.		No
2.2	Student Engagement	Expand the after-school program to include 6th with the 7th and 8th-grade after-school sports programs to encourage students to attend school regularly. (Uniforms, transportation, equipment, and staffing) Support Marching Band and Colorguard Programs (Travel, equipment, staffing) Increasing the number of clubs on campus and extracurricular activities such as eSports (equipment, technology, staffing) Counselors offer multiple intervention programs such as Grief Group, Newcomers Group, Academic Need Group, Drug Prevention group (Insight), Tobacco Prevention, and Conflict Mediation. Support Renaissances Assemblies and guest speakers promoting good character Support school competitions such as Spelling Bee, Math Field Day, Battle of the Books, etc. Maintain the Synergy Program being used by all staff, students, and parents to continue monitoring attendance, suspension, expulsion rates, and GPA. The attendance facilitation team established a system to address chronic absenteeism (10%) through 1st) 10% letter is sent home, 2nd)	$462,083.00	No

Action #	Title	Description	Total Funds	Contributing
		SART meeting with family and AP, 3rd) SARB meeting with AP, Counselor, Nurse, and Child Welfare Agency. High School Transition- meet with high school counselors and admin, A-G Requirements, GPA Calculations, Procedure to select high school courses High School Transition- 8th graders visit PDHS Sixth Grade Transition: 6th-grade teachers will return one day early in August for a 6th-grade orientation day Transportation for incoming 6th-grade student visitations in the spring, counselors meeting with 5th-grade classes via Zoom. Panther Academy- 3 representatives from each grade 2 hrs to review and plan beginning school activities Continue to support students and parents in the implementation of positive behavior support using the HERO Program (equipment, awards, materials)		
2.3	Parent Engagement	Continue to provide opportunities for parents to learn about rigorous educational options, CCGI, PSAT, and CAASPP at PDCMS. Provide a 6th-grade parent orientation twice a year Panther Contract (SSA): Zoom and live meetings introducing incoming parents and students to the Shared Supported Agreement. Spanish translation as needed Continue to provide training for parents to improve home-to-school communication. Training to possibly include: Synergy, teacher websites, PDCMS website, health and nutrition, time management,	$2,400.00	No

Action #	Title	Description	Total Funds	Contributing
		and social media. Provide incentives such as childcare or a meal during evening training LCAP Review with parents and public meeting twice a year Parents are invited to multiple showcases and assemblies such as Student of the Month, Rock the House, Choir/Band/Dance performances, AVID events, after-school sports, and Talent Show. WatchDog Dads (and Mom) volunteers Vibrant and active PTO supports various award ceremonies, HERO store, Color Run, Pantherfest, and Annual Gala. Included in the Expanded Learning Opportunities Grant Expenditure Plan: Parent Information Night - 25 teachers for 1 hour		
2.4	Faculty and Staff Connectiveness	Adult SEL training - training for school staff on strategies to engage students and families in addressing students and staff social-emotional health and academic needs. Staff appreciation activities	$1,500.00	No
2.5	Actions directed specifically toward unduplicated students	Continue to provide more parent educational opportunities about the reclassification criteria for 3 six-week programs through a Parent Institute AVID College Field Trips: 6th grade walks to COD (4 times), 7th grade: CSUSB Palm Desert (Bus), 8th grade: UCLA (Bus)	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	School Facilities	To maintain a safe, secure, clean, and orderly environment. Maintain staffing to provide a safe and secure campus 3 custodians - staffing ratio of 1 per 42,000 square feet 3 security agents to support 1,400 students 3 school site monitors Materials, Services, and Other Operating Expenditures to maintain the school facility and make necessary improvements as needed. (i.e., utilities, landscaping painting, grounds, plumbing, solar, cameras, etc.) Services and Other Operating Expenses for school administration (i.e., copier leases, property and liability insurance, consultants, legal fees, etc.) Annually review and revise Comprehensive School Safety Plan. - No cost Maintain our participation with various city agencies for Resource Officer services. - No cost Continue to provide and enforce the school dress code through uniforms, lanyards, and identification cards for school safety. Raptor program to screen visitors on campus Growth positions identified but unfunded at this time: Add an additional crossing guard twice a day (2 hours am and pm) Items requiring further investigation, unfunded in the current budget: MPR sound system upgrade	$1,032,618.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Student Transportation	Maintain agreement with DSUSD to provide home-to-school transportation to ensure students are safely transported beyond walking distances.	$124,753.00	No
2.8	Student Transportation - S/H	Maintain agreement with DSUSD to provide home-to-school transportation for severely handicapped students.	$159,200.00	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.

2.1 CCGI is introduced to all students. Due to the Pandemic, we did not hold a Career Day
2.2 Student engagement continues to be an important topic on campus. HERO student store was opened; no Math field day this year.
Participating faculty members were paid to create lunchtime activities.
2.3 Due to the pandemic, parents were not allowed on campus until March. Information was shared in a variety of methods and languages.
2.4 Due to the pandemic, most meetings were held on Zoom until March.
2.5 Due to the Pandemic, limited college trips were offered.
2.6 School repairs were done as needed, theatre stage was painted.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

PDCMS received federal funds outside the LCAP to offset expenses that had originally been projected from site funds within the LCAP.

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

Due to the pandemic, it was challenging to build connections when parents are not allowed to visit. Areas of strength were the lunchtime activities to build student engagement, HERO, and Hospitality committee.

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.

Increase the number of parent involvement activities and opportunities for student recognition.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,233,901	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.06%	0.00%	$0.00	11.06%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

1.1 Faculty Training and Preparation- we expect that additional training provided to faculty will improve CAASPP and iReady scores for our Foster Youth, English Learners, and Low income students by 3%.
1.2 Materials- we expect that additional textbook and supplies will improve CAASPP and iReady scores for our Foster Youth, English Learners, and Low income students by 3%.
1.3 Technology - we expect the additional chromebooks and MiFi units provided to our Foster Youth, English Learners, and Low income students will improve CAASPP and iReady scores for by 3%.
1.4 Intervention Programs- The intervention programs were selected to provide extra support to our Foster Youth, English Learners, and Low income students and improve CAASPP and iReady scores for by 3%.
1.5 Staffing Needs- Increased staffing to support Foster Youth, English Learners, and Low income students and improve CAASPP and iReady scores for these subgroups by 3%.
2.1 College and Career Readiness- Increase the number of Foster Youth, English Learners, and Low income students who complete the milestones in CCGI by 4%
2.2 Student Engagement- Offer multitude of activities with the focus of encouraging school connectedness of Foster Youth, English Learners, and Low income students by 1 % per year
2.3 Parent Engagement- Offer multitude of activities with the focus of encouraging school connectedness of Foster Youth, English Learners,

and Low income parents by 1 % per year
2.4 Faculty and Staff Engagement- Offer faculty and staff SEL training to support Foster Youth, English Learners, and Low income students to facilitate student sense of belonging by 1% per year.
2.6 School Facilities- Maintaining a safe, secure, clean, and orderly environment will support Foster Youth, English Learners, and Low income students to facilitate student sense of belonging by 1% per year.
2.7 Student Transportation-   Transportation is available for any Foster Youth, English Learners, and Low income students who qualify for this need.
2.8 Student Transportation- S/H Transportation is available for any Foster Youth, English Learners, and Low income students who qualify for this need.

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

1.6 and 2.5 Targeted EL, SED, and Foster Student Interventions- PDCMS is planning a multitiered focus to address the needs of our Foster Youth, English Learners, and Low-income students by adding multiple interventions before, during, and after-school, hiring faculty and staff with responsibilities to support this population, the purchase of the ELD components with the new textbook adoption, and a Parent Institute. In addition, provide scholarships for the after-school BRIDGES program for SED and EL students and AVID College Fields Trip. Refocus on PLC training to address substantive school improvement and ensure learning for all, evidenced by improving CAASPP and iReady scores by 3%.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	36:1	
Staff-to-student ratio of certificated staff providing direct services to students	29:1	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,586,695.00	$1,041,303.00	$264,408.00		$12,892,406.00	$9,863,743.00	$3,028,663.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Faculty Training and Preparation	All	$30,811.00	$217,321.00			$248,132.00
1	1.2	Materials	All	$169,900.00	$360,462.00	$119,885.00		$650,247.00
1	1.3	Technology	All	$314,579.00				$314,579.00
1	1.4	Intervention Programs	All	$39,599.00		$109,028.00		$148,627.00
1	1.5	Staffing Needs	All Students with Disabilities	$8,242,979.00	$193,631.00			$8,436,610.00
1	1.6	Targeted EL, SED, and Foster Student Interventions	English Learners Foster Youth Low Income	$1,308,657.00				$1,308,657.00
2	2.1	College and Career Readiness	All					
2	2.2	Student Engagement	All	$156,699.00	$269,889.00	$35,495.00		$462,083.00
2	2.3	Parent Engagement	All	$2,400.00				$2,400.00
2	2.4	Faculty and Staff Connectiveness	All	$1,500.00				$1,500.00
2	2.5	Actions directed specifically toward unduplicated students	All	$3,000.00				$3,000.00
2	2.6	School Facilities	All	$1,032,618.00				$1,032,618.00
2	2.7	Student Transportation	All	$124,753.00				$124,753.00
2	2.8	Student Transportation - S/H	Students with Disabilities	$159,200.00				$159,200.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$11,154,777	$1,233,901	11.06%	0.00%	11.06%	$1,308,657.00	0.00%	11.73 %	**Total:**	$1,308,657.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,308,657.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Targeted EL, SED, and Foster Student Interventions	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,308,657.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$11,857,443.00	$11,852,610.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Faculty Training and Preparation	No	30,000	16,132
1	1.2	Materials	No	378,182	236,598
1	1.3	Technology	No	346,384	296,050
1	1.4	Intervention Programs	No	37,798	38,256
1	1.5	Staffing Needs	No	8,551,052	8,818,291
1	1.6	Targeted EL, SED, and Foster Student Interventions	Yes	1,121,831	1,121,831
2	2.1	College and Career Readiness	No		
2	2.2	Student Engagement	No	41,980	36,197
2	2.3	Parent Engagement	No	2,400	2,914
2	2.4	Faculty and Staff Connectedness	No	1,500	1,500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Actions directed specifically toward unduplicated students	Yes	3,000.00	4,158
2	2.6	School Facilities	No	1,072,885	1,010,252
2	2.7	Student Transportation	No	118,812	118,812
2	2.8	Student Transportation - S/H	No	151,619	151,619

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,089,256.00	$1,124,831.00	$1,092,256.00	$32,575.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Targeted EL, SED, and Foster Student Interventions	Yes	$1,121,831.00	1,089,256		
2	2.5	Actions directed specifically toward unduplicated students	Yes	$3,000.00	3,000		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,089,256.00	1,089,256.00	0	100.00%	$1,092,256.00	0.00%	100.28%	$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** 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:

  - **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.

  - **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.

  - **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 transitional kindergarten through grade five), 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."

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **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.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

   o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

   o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

   o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table
Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

   o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

   o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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