

2023-24 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Palm Desert Charter Middle School
CDS Code:	33-67058-6031991
LEA Contact Information:	Name: Deborah Dolan Position: Principal Email: deborah.dolan@desertsands.us Phone: 760-862-4320
Coming School Year:	2023-24
Current School Year:	2022-23

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

Projected General Fund Revenue for the 2023-24 School Year	Amount
Total LCFF Funds	\$15,620,758
LCFF Supplemental & Concentration Grants	\$2,103,840
All Other State Funds	\$1,377,569
All Local Funds	\$180,000
All federal funds	\$0
Total Projected Revenue	\$17,178,327

Total Budgeted Expenditures for the 2023-24 School Year	Amount
Total Budgeted General Fund Expenditures	\$16,958,440
Total Budgeted Expenditures in the LCAP	\$15,996,016.46
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,128,740
Expenditures not in the LCAP	\$962,424

Expenditures for High Needs Students in the 2022-23 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,308,657.00
Actual Expenditures for High Needs Students in LCAP	\$1,440,788

Funds for High Needs Students	Amount
2023-24 Difference in Projected Funds and Budgeted Expenditures	\$
2022-23 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Administrative and Operating Costs
The total actual expenditures for actions and services to increase or improve services for high needs students in 2022-23 is less than the total budgeted	Palm Desert Charter exceeded planned expenditures for the 2022-2023 School Year.

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2022-23.



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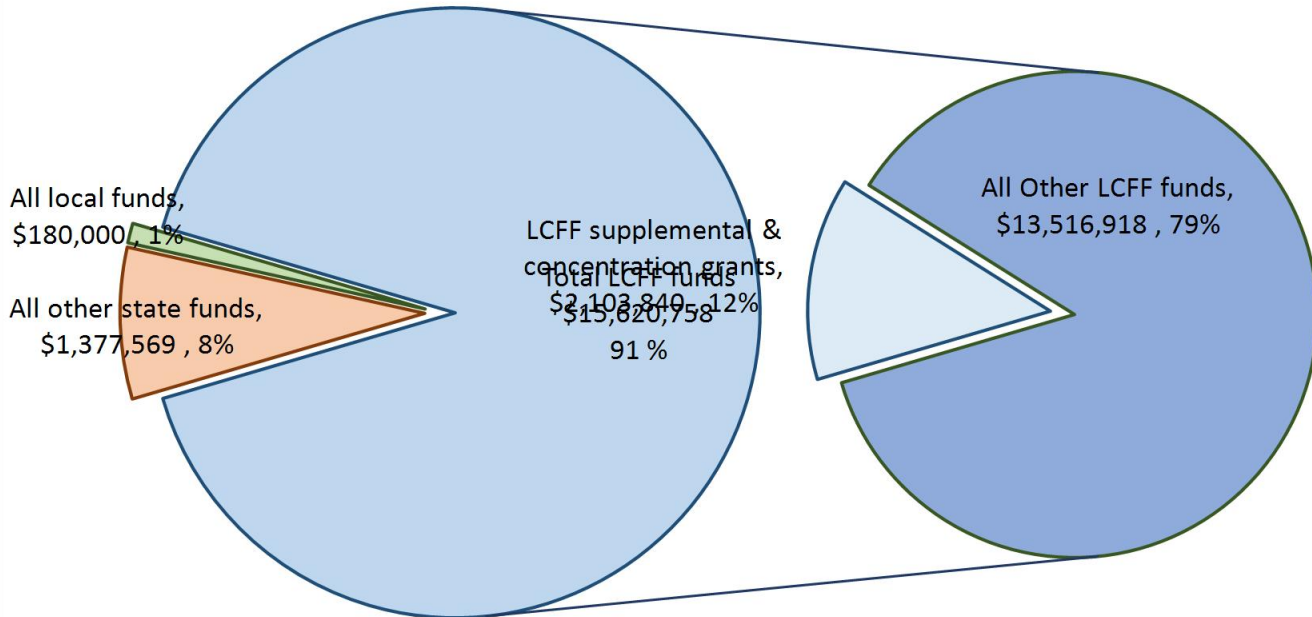
deborah.dolan@desertsands.us

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 2023-24 School Year

Projected Revenue by Fund Source



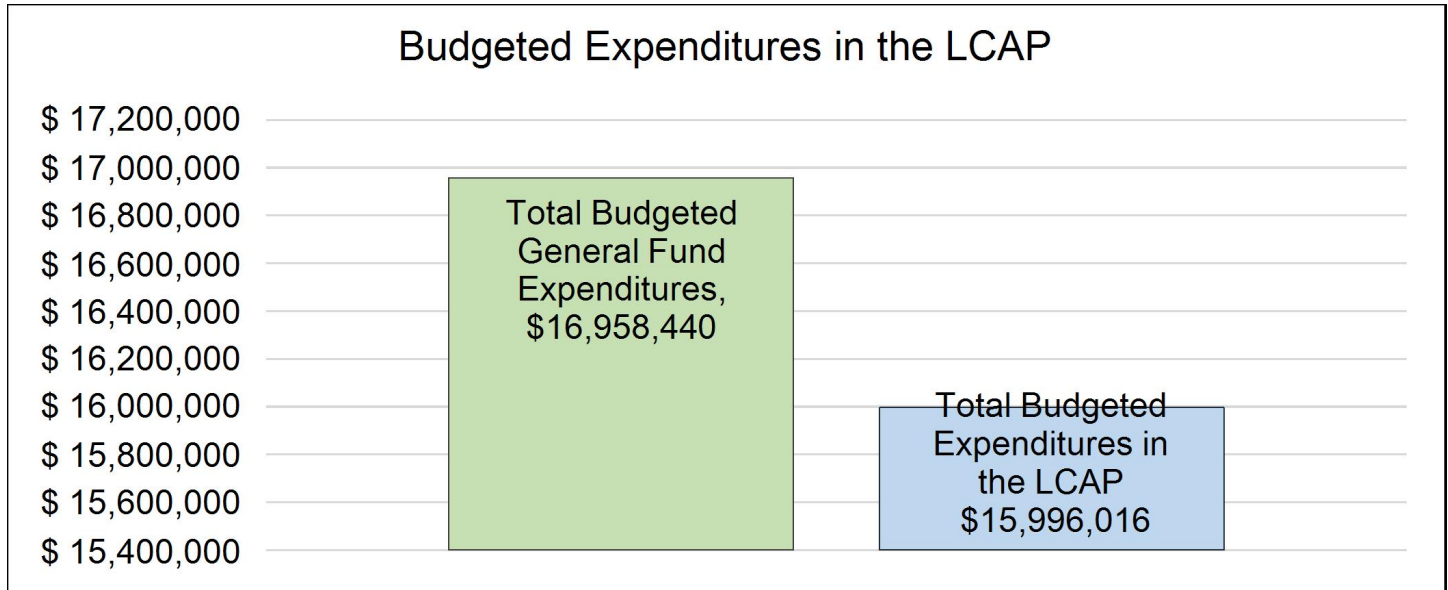
This chart shows the total general purpose revenue Palm Desert Charter Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palm Desert Charter Middle School is \$17,178,327, of which \$15,620,758 is Local Control Funding Formula (LCFF),

\$1,377,569 is other state funds, \$180,000 is local funds, and \$0 is federal funds. Of the \$15,620,758 in LCFF Funds, \$2,103,840 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.



This chart provides a quick summary of how much Palm Desert Charter Middle School plans to spend for 2023-24. 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 \$16,958,440 for the 2023-24 school year. Of that amount, \$15,996,016.46 is tied to actions/services in the LCAP and \$962,424 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

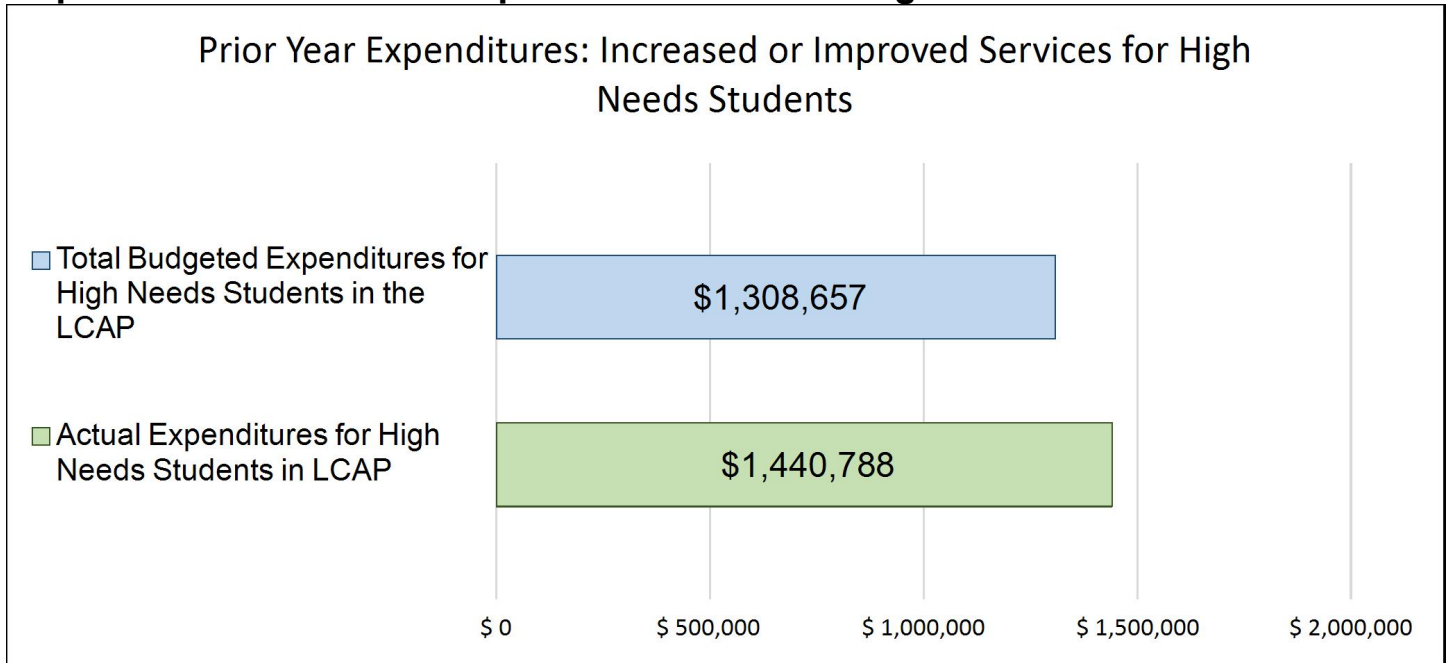
Administrative and Operating Costs

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Palm Desert Charter Middle School is projecting it will receive \$2,103,840 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 \$2,128,740 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 2022-23



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 2022-23, Palm Desert Charter Middle School's LCAP budgeted \$1,308,657.00 for planned actions to increase or improve services for high needs students. Palm Desert Charter Middle School actually spent \$1,440,788 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$0 had the following impact on Palm Desert Charter Middle School's ability to increase or improve services for high needs students:

Palm Desert Charter exceeded planned expenditures for the 2022-2023 School Year.



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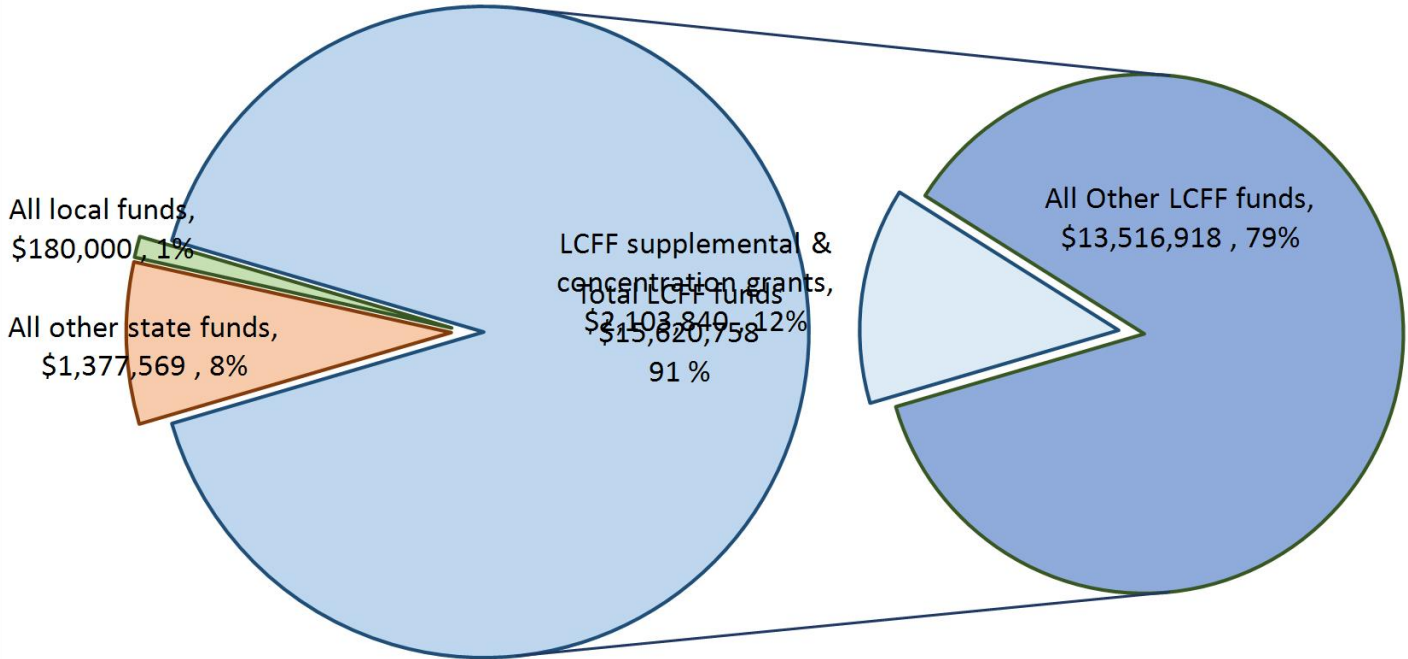
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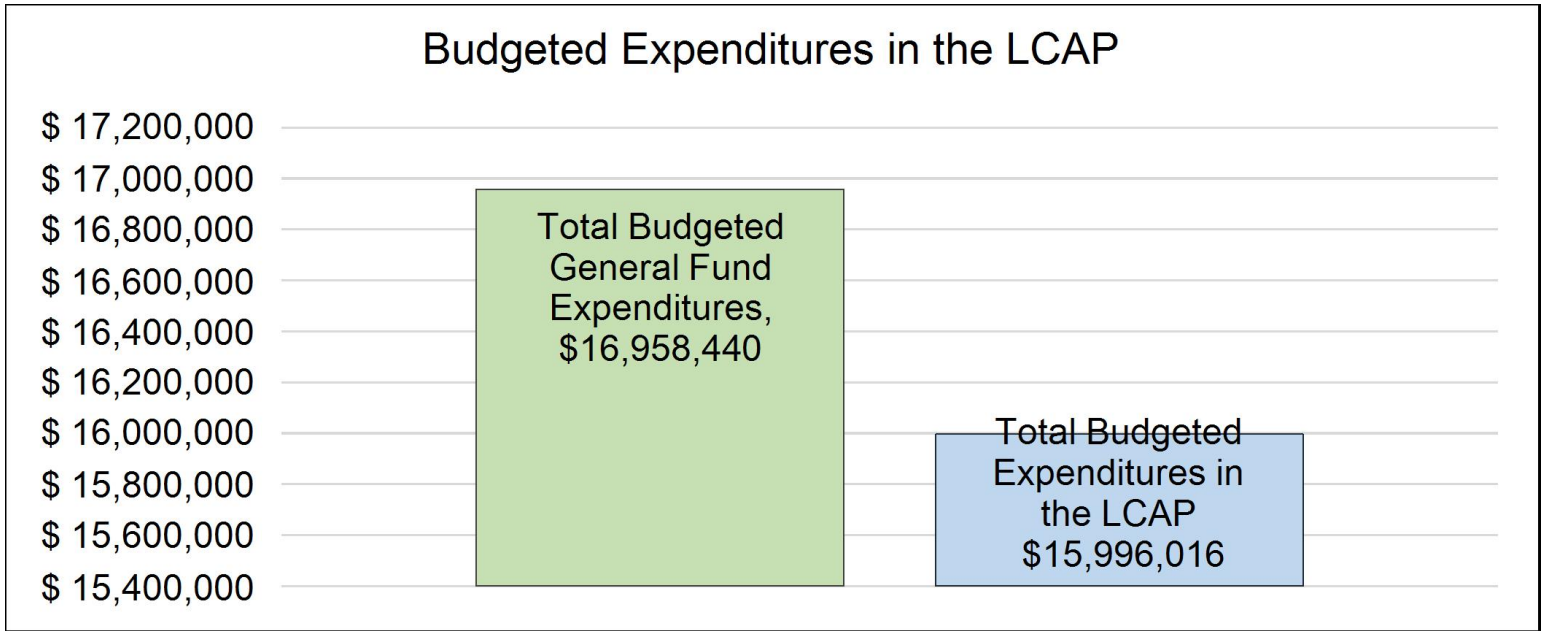


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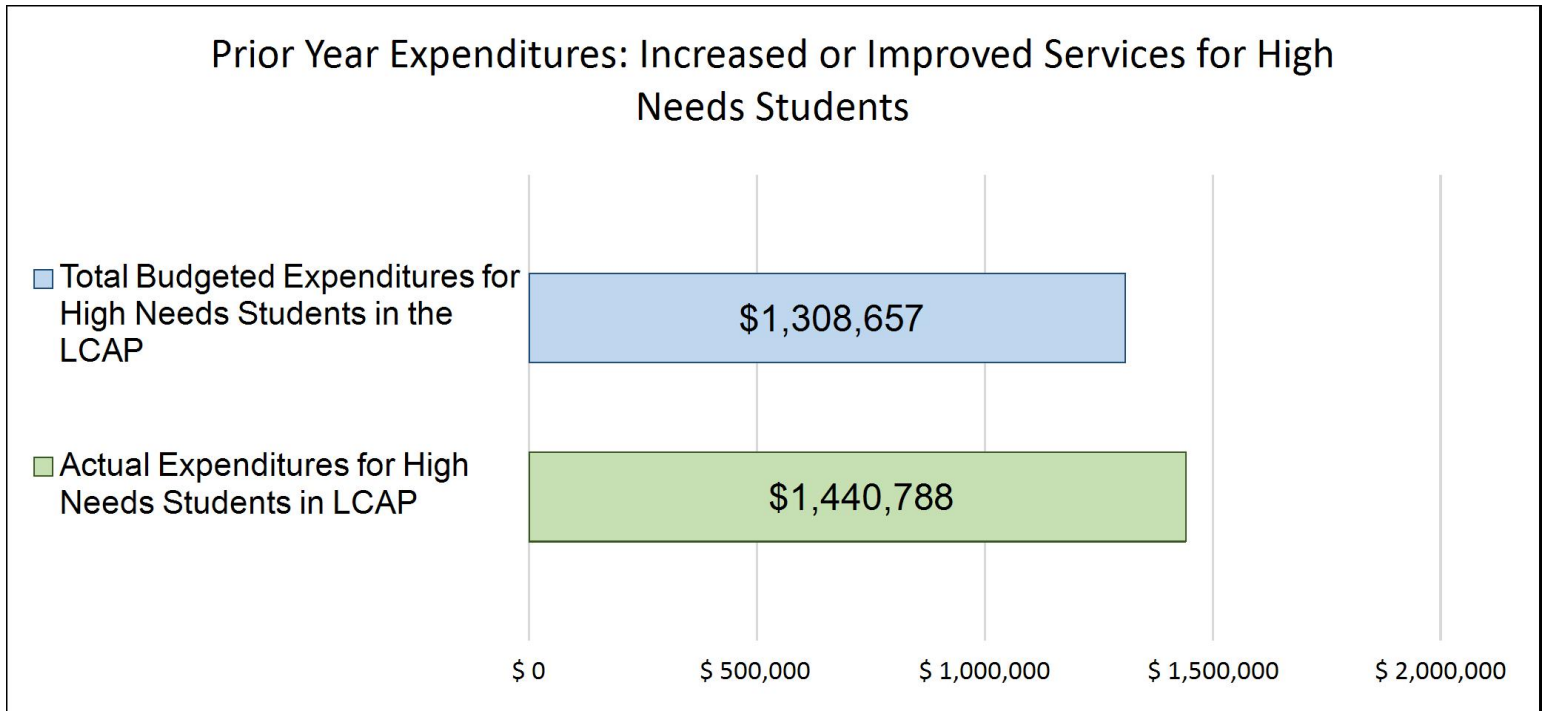
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The difference between the budgeted and actual expenditures of \$0 had the following impact on Palm Desert Charter Middle School's ability to increase or improve services for high needs students:

Palm Desert Charter exceeded planned expenditures for the 2022-2023 School Year.



Local Control and 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 [2023-24]

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) is located in the heart of the Coachella Valley, in Riverside County, CA. PDCMS is the largest middle school in the Desert Sands Unified School District, and served 1,347 students from 6th grade to 8th grade in 2022/2023. PDCMS is a school of choice, without attendance boundaries, and draws students from throughout the Valley. Students apply for admission, and are admitted through a lottery process. In March 2023, the year-to-date attendance rate was 92.85%.

PDCMS students represent the following subgroups:

- African American: 27
- American Indian or Alaska Native: 4
- Asian: 72
- Filipino: 22
- Hawaiian/Pacific Islander: 2
- Hispanic: 674
- Two or More Races: 55
- White: 479
- Not Reported: 13

Of the 1,347 enrolled students, 131 are English Learners, 114 receive Special Education services, 10 are foster/homeless youth, and 931 are Socioeconomically-Disadvantaged.

PDCMS became a charter school at the beginning of the 2008/2009 school year. School operations, revenue/expenditures, and curriculum are overseen by a Governing Council. Council membership includes certificated and classified staff members, parents, and community members. The school principal and business office staff are non-voting members of the Council.

The school community of PDCMS collaborates to provide a safe and nurturing environment, where students can pursue academic excellence, and develop social accountability as global citizens. Panther PRIDE (Professionalism, Respect, Integrity, Determination, and Enthusiasm), representing our core values, is tightly integrated into the DNA of PDCMS.

Academic excellence is also part of the PDCMS story. Math programs offer rigorous learning at every grade level, including honors and advanced classes. PDCMS administers placement tests to accurately place students in classes that will challenge them and help ensure success. Student progress is monitored throughout the year for adjustments to level if needed. The Humanities program integrates language arts and social studies in a literature-based program that provides students with a meaningful context for learning. Writing for authentic and varied purposes is taught daily. Literature study encompasses all genres, including fiction and non-fiction, with an emphasis on analysis and use of textual evidence. The focus of the integration helps students to make sense of history, literature, and the arts that reflect the state standards. When students are given opportunities to make connections between the classroom and their lives, historical facts take on a deeper meaning, greater knowledge is retained, and learning becomes exciting. Our outstanding Science Department continues to be at the leading edge. In the Next Generation Science Standards (NGSS) world, PDCMS continues to implement engineering standards into the curriculum.

Our focus on academic excellence has resulted in the following recognitions:

2023 - National Forum for Advancing Excellence in the Middle Grades, School to Watch

2023 - California League of Educators, School to Watch

2021 - Desert Sun Choice Awards, Top-Performing Public School

2020 - Educational Results Partnership, Honor Roll Star Award

2017 - California Department of Education, Gold Ribbon School

2007 - California Department of Education, CA Distinguished School

2003 - California Department of Education, CA Distinguished School

At PDCMS, our rigorous academic programs are enhanced with award-winning elective opportunities, including Associated Student Body (ASB), Renaissance, Robotics, Drama, Band, Art, Broadcasting, Home Economics, AVID, and Color Guard. The AVID (Advancement Via Individual Determination) program teaches students vital skills for success in college and career. PDCMS is now classified as an AVID School-Wide site, and is working toward becoming an AVID demonstration school. During the 2021/2022 school year, the PDCMS Color Guard was the defending California State Champion for eight consecutive years, posting the highest scores in California this past March. In April 2022, the varsity team competed in the WGI Color Guard World Championships in Ohio and made history by being the first middle

school to compete in this tournament. They competed against 139 other schools – all high schools – and made it to the final round, where they finished in 11th place. The team was also invited to perform for the 2021-2022 Riverside County Office of Education's Awards program.

The student experience doesn't stop when the dismissal bell rings. In addition to a number of seasonal after school sports programs, PDCMS offers both Bridges (funded by a multiple-year grant from the City of Palm Desert), and Panther Plus to provide academic support and enrichment opportunities.

PDCMS also supports the social-emotional needs of all students through the use of Positive Behavior Interventions and Supports (PBIS) and the interventions provided by our Counseling team. One PBIS structure in use is the Hero platform. Hero is used to award points to students when they are "caught doing something good." Students in need of additional social-emotional support are identified through the submission of the Request for Assistance (RFA) form, and addressed through the case management process. The team may refer the student to their counselor as a Tier I intervention, or recommend support at a higher level. Tier II interventions include participation in counseling groups, peer intervention meetings, referrals to Dr. Shefa (our onsite life coach and mentor) and his Kindness, Advocacy, Respect and Excellence (KARE) Program, and engaging in restorative practices. Tier III interventions include performing a risk assessment for self-harm, a referral for Student Assistance Program (SAP) counseling services, or an external referral to Care Solace, a clearinghouse of social-emotional services and supports.

For the 2022/2023 school year, PDCMS added an Intervention Counselor to staff, funded by a competitive grant from the Learning Communities for School Success Program (LCSSP). Students demonstrating disruptive behavior that can't be managed in the classroom can be referred to the Intervention Counselor's Chill Room. In the Chill Room, students explore the root cause of their behavior, and learn strategies to make different choices. The Intervention Counselor also evaluates incoming students to determine whether a referral for additional social/emotional/behavioral support is needed. The Chill Room also serves as a decompression space for students who become overstimulated, and as a safe space for students with anxiety concerns.

PDCMS believes that home/school collaboration is critical to supporting student success. Parents stay informed through the Principal's Friday Letter, updates to the PDCMS website and social media accounts, and weekly communication from our active Parent-Teacher Organization (PTO). School updates are also communicated through the School Messenger platform through email and text messages, in both English and Spanish. Our Shared Support Agreement (aka the Panther Contract) is signed each year by students, parents, and teachers. The Panther Contract clearly outlines the responsibilities and expectations for all team members, with the common goal of student success.

Rigorous academics, a rich and multi-faceted student experience, and the mutual responsibility of our students, parents, and staff 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.

Current successes based on a review of the most recent CA School Dashboard, local data, and school initiatives include:

1. Increased performance for the English Learner student group, as evidenced by improved ELPAC scores, the total number of reclassified students, and iReady diagnostic data.
2. The addition of a Video Broadcasting CTE pathway to the PDCMS elective options.
3. Development of a formal tiered system of supports to meet the social-emotional needs of students.
4. Working as a site team to achieve AVID Schoolwide status.
5. Earning recognition from the National Forum for Advancing Excellence in the Middle Grades, and the California League of Educators, as a "School to Watch."
6. Launching Panther Plus, a robust afterschool academic and enrichment program open to all PDCMS 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.

Current areas of need based on a review of the most recent CA School Dashboard and local data include:

1. Closing the academic achievement gap for the following student groups: Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students
2. Reducing the percentage of students classified as Chronic Absentees
3. Increasing school connectedness and personal resilience for both students and members of staff
4. Increasing school safety and security

LCAP Highlights

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

To support this year's LCAP goals, PDCMS has identified and incorporated the following needs:

- * Adding a School Resource Officer (LCAP goals 1 and 2)
- * Maintaining a fourth security agent (LCAP goals 1 and 2)
- * Adding a Middle School Facilitator (LCAP goals 1 and 2)
- * Adding a second Library Specialist (LCAP goals 1 and 2)
- * Maintaining the Intervention Counselor (LCAP goals 1 and 2)
- * Increasing professional development to support English Learners (LCAP goal 1)
- * Adding three Intervention Paraprofessionals for additional support (LCAP goal 1)
- * Funding extra duty hours to support the Lunch Opportunity intervention program (LCAP goal 1)
- * Maintaining 10 AVID tutors for additional support (LCAP goal 1)
- * Adopting curriculum to support designated English Language Development instruction (LCAP goal 1)
- * Adopting curriculum to support reading intervention instruction (LCAP goal 1)
- * Maintaining funding support for the KARE counseling program (LCAP goal 2)
- * Subscribing to a contact management platform to monitor and improve home/school communication (LCAP goal 2)

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.

LCAP Development

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 PTO meetings, PDCMS Foundation Meetings, Coffee with the Counselors, ELAC, Governing Council, Charter Coalition Meetings, Faculty Meetings, Counselor Meetings, and the Panorama (Parent, Teacher, and Student) surveys.

ATSI Plan Development

Performance and attendance data for the Students With Disabilities subgroup was collected and presented at a Special Education department meeting. The team determined that an in-depth root cause analysis is needed to identify and address the reasons for the low performance and chronic absenteeism reflected in the data.

A summary of the feedback provided by specific educational partners.

The following ideas from our educational partners were considered while developing this LCAP:

1. PTO: Continued focus on building a safe and nurturing environment
2. PDCMS Foundation: Increased support for student health and safety during extreme temperatures
3. ELAC: Increased parent/school communication, and continued support of current programs supporting parent involvement
4. Governing Council: Continued implementation of goals and actions consistent with the school mission and charter
5. Charter Coalition: Increased school safety measures and enforcement of the Panther Contract
6. Faculty Meetings: Continued focus on rigor and additional support to accommodate EL and SPED students
7. Counselor Meetings: Continued development of formal PBIS and MTSS structures, tailored to meet the needs of PDCMS
8. Panorama surveys: Continued focus on building a positive school culture

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

Based on ideas from our educational partners, the following have been added in support of LCAP goals 1 and 2.

Action 1.4

- *Adding two intervention paraprofessionals
- *Adding support for the Lunch Opportunity Intervention program
- *Maintaining 10 AVID Tutors

- Action 1.5
 - *Adding a second Library Specialist

- Action 1.6
 - *Adding a Middle School Facilitator
 - *Adding an ELD curriculum adoption
 - *Adding release time to build staff capacity for English Learner support

- Action 1.7
 - *Adding release time to support the development of an ATSI plan to improve performance and attendance for our special education students
 - *Adding a reading intervention curriculum adoption

- Action 2.3
 - *Adding a contact management platform to support increased parent and family engagement

- Action 2.9
 - *Adding a School Resource Officer (SRO)
 - *Maintaining the fourth security agent

- Action 2.10
 - *Maintaining support for the KARE program
 - *Maintaining the Intervention Counselor position

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 Local 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 to access 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 California School Dashboard	ELA (2019) All: Blue (Very High) SWD: Orange (Low) (-90.4 from standard) EL: Yellow (Medium) (-22.4 from standard) SED: Green (High) (0.2 over standard)	CAASPP was not administered for the 2020-2021 school year, and there is no data to report.	ELA (2021-2022) All: Green (High) SWD: Red (Very Low) (-93.3 from standard) EL: Orange (Low) (-24.5 from standard) SED: Orange (Low) (-5.5 from standard)		ELA (2023) All: Blue (Very High) SWD: Orange (Low) EL: Yellow (Medium) SED: Yellow (Medium)
	Math (2019) All: Orange (Low) (-15.8 from standard) SWD: Red (Very Low)		Math (2022) All: Orange (Low) (-85.6 from standard) SWD: Red (Very Low)		Math (2023) All: Yellow (Medium) SWD: Orange (Low) EL: Yellow (Medium)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(-158.7 from standard) EL: Orange (Low) (-68.4 from standard) SED: Orange (Low) (-49.4 from standard)		(-169.5 from standard) EL: Orange (Low) (-85.6 from standard) SED: Orange (Low) (-70.8 from standard)		SED: Yellow (Medium)
iReady Data iReady Portal	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 grade below) 27% Tier 1 (grade level and above) 44%	Reading (2023 Winter) Tier 3 (At Risk) 28% Tier 2 (1 grade below) 20% Tier 1 (grade level and above) 52% Math (2023 Winter) Tier 3 (At Risk) 30% Tier 2 (1 grade below) 30% Tier 1 (grade level and above) 40%		Reading Tier 3 (At Risk) 18% Tier 2 (1 grade below) 12% Tier 1 (grade level and above) 70% Math Tier 3 (At Risk) 20% Tier 2 (1 grade below) 25% Tier 1 (grade level and above) 55%
ELPAC Data Data Warehouse Report	2019 -2020 Level 4: 32% Level 3: 44% Level 2: 20% Level 1: 05%	2020-2021 Level 4: 23% Level 3: 42% Level 2: 28% Level 1: 08%	2021-2022 Level 4: 27% Level 3: 46% Level 2: 24% Level 1: 04%		2023-2024 Level 4: 30% Level 3: 47% Level 2: 19% Level 1: 04%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Data Warehouse Report	2019-2020 13% Reclassification	2020-2021 11% Reclassification	2021-2022 66% Reclassification		2023-2024 70% Reclassification
PSAT Test College Board Data	30% Met both Benchmarks 65% Met ERW 32% Met Math	30% Met both Benchmarks 65% Met ERW 34% Met Math	PSAT was offered as a voluntary assessment		PSAT will be offered as a voluntary assessment
Teachers of the school are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	100%	100%	100%		100%
Implementation of academic content and performance standards adopted by the state board.	100%	100%	100%		100%
Every pupil in the school has sufficient access to standards-aligned instructional materials.	100%	100%	100%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Faculty Training and Preparation	<p>Release Time Up to 10 hours of release time per teacher to support collaboration to focus on improving outcomes for all students.</p> <p>Professional Development Professional development for members of staff to attend conferences and/or workshops focused on improving outcomes for all students.</p>	\$136,761.00	No
1.2	Materials	<p>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</p> <p>Provide classroom teachers with necessary instructional materials</p> <p>Replace and modernize student desks</p> <p>Provide individual student paper notebooks for AVID (6th), Math, and Science.</p>	\$586,391.00	No
1.3	Technology	<p>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.</p> <p>Purchase replacement Chromebooks, as needed, annually.</p> <p>Replace teacher computer workstations as needed.</p> <p>Maintain student computer monitoring system upgrade as needed (e.g., GoGuardian).</p>	\$352,825.00	No

Action #	Title	Description	Total Funds	Contributing
		Fund Technology support services distribution of cost from Desert Sands Unified.		
1.4	Academic Intervention Programs	<p>Support the Ophelia Project and EL mentoring for identified students at no cost to students and families.</p> <p>Provide staff support during both lunches for the Lunch Opportunity program</p> <p>Support after-school intervention and enrichment programs</p> <p>Annual software licenses to support student achievement</p> <p>STAFFING</p> <p>Classified Staff: *Two Intervention Paraprofessionals *Two Library Specialists each at .75 FTE</p>	\$771,984.00	No
1.5	Staffing Needs	<p>Provide direct services to students. Funding will be used to increase or improve services for all students.</p> <p>STAFFING</p> <p>Certificated Staff: *One Principal *One Assistant Principal *One School Counselor *Maintain teaching staff to achieve a school-wide average class size of 26:1</p>	\$8,948,517.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>*Maintain resident substitute teacher</p> <p>Classified Staff:</p> <ul style="list-style-type: none"> *Six full-time clerical support staff positions *Two part-time clerical support staff positions *One Paraeducator/Band Specialist 		
1.6	Targeted Interventions for EL, SED, and Foster Students	<p>Provide direct services to high-need students. Funding will be used to increase or improve services for high-need students.</p> <p>STAFFING</p> <p>Certificated Staff:</p> <ul style="list-style-type: none"> *One Assistant Principal *One Middle School Facilitator *One School Counselor *One AVID Coordinator *Three Intro Humanities Teachers *1.2 teachers to teach Designated ELD <p>Classified Staff:</p> <ul style="list-style-type: none"> *Two Library Specialists each at .25 FTE *One Office Specialist *Two Paraeducators/Bilingual *One Bilingual Intervention Paraprofessional <p>1/7ths to lower class size to focus on at-risk students</p> <p>Adoption of an ELD curriculum to support English Learners</p> <p>5 hours of release time for each Humanities teacher to build staff capacity for English Learner support</p> <p>Other Staff:</p> <ul style="list-style-type: none"> *Maintain AVID Tutors 	\$1,677,380.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Targeted Interventions for Special Education students	<p>Fund Special Education distribution of cost from Desert Sands Unified</p> <p>ATSI Plan Development: Provide 14 hours of release time for each Special Education teacher and three representatives from the Humanities and Math departments to analyze performance and attendance data, perform a root cause analysis, and develop an improvement plan.</p> <p>Adoption of an ELA curriculum to support Special Education students in need of reading intervention</p>	\$916,029.00	No

Goal Analysis [2022-23]

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.

There were no substantive differences between planned and implemented actions.

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.

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

Learning loss due to the COVID-19 Pandemic was evident across the nation, as reflected by student performance on standardized tests. For PDCMS, 2022 scores for all student groups on the CAASPP English Language Arts and Math assessments were lower than this plan's 2019 baseline. Scores were also lower for iReady diagnostic assessment results, and the ELPAC.

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.

To help compensate for student learning loss, the following components of this goal have been updated:

Action 1.4

- *Updated the action title to "Academic Intervention Programs"
- *Added staff support during both lunches for the Lunch Opportunity tutoring program
- *Added the Panther Plus afterschool intervention and enrichment program, which provides Humanities and Math homework help
- *Added two Intervention Paraprofessional positions for in-class support
- *Added a second Library Specialist to increase library support
- *Added ten AVID Tutor positions for in-class support
- *The KARE counseling program was migrated from action 1.4 to action 2.10

Action 1.6

- *Added one Middle School Facilitator
- *Added 1.2 teachers to teach Designated ELD class sections to support English Learners
- *Added one Bilingual Intervention Paraprofessional to support English Learners
- *Added the adoption of a Designated ELD curriculum
- *Added release time to build staff capacity for English Learner support

Action 1.7

- *Added action 1.7 to provide targeted interventions for Special Education students
- *Added release time for a team to analyze performance and attendance data, perform a root cause analysis, and develop an improvement plan for Special Education students
- *Added the adoption of a reading intervention curriculum

The 2023-2024 desired outcome metrics for CAASPP, iReady, ELPAC, and the EL reclassification percentage were adjusted to reflect reasonable and achievable progress as students recover from COVID-19 Pandemic learning loss.

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 safe and 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.

When students display high levels of behavioral, emotional, and cognitive engagement, they are more likely to excel academically, form a stronger sense of connection with their school, and have a more positive sense of social-emotional well-being.

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)	Interest Profile Completion= 63%	Interest Profile Completion= 80%	Interest Profile Completion= 78.7%		Interest Profile Completion= 90%
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	Spring 2022 Results: Course Descriptions Shared: 72.5% effective Virtual Counselor Q/A: 62.9% effective Virtual Future Panthers Event: 67.7% effective		Course Descriptions Shared: 80% effective Counselor Q/A: 75% effective Future Panthers Event: 75% effective SSA Events: 65% effective

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Virtual SSA Events: 61.3% effective Panther Camp: 64.5% effective Preview Day: 82.2% effective Panther Academy: 85.5% effective		Panther Camp: 68% effective Preview Day: 100% effective Panther Academy: 90% effective
Exit Survey for 8th grade to measure effective preparation for high school	To be developed	To be developed	To be developed		80% of 8th graders can identify study strategies that will be necessary to succeed in High School 80% of 8th-graders feel confident they will be successful in High school
School Attendance Rate Data Warehouse Report	2019-2020 97.17%	2020-2021 98.05%	2021-2022 92.46%		97% or greater
Pupil Suspension Rate Data Warehouse Report	2019-2020 1.6%	2020-2021 2%	2021-2022 2.5%		<4.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Student Climate Survey	<p>Climate of Support for Academic Learning = 93%</p> <p>Knowledge and Fairness of Discipline, Rules, and Norms = 90%</p> <p>Sense of Belonging (School Connectedness) = 86%</p> <p>Safety = 79%</p>	No survey data available	<p>Climate of Support for Academic Learning = 93%</p> <p>Teacher-Student Relationships = 57%</p> <p>Sense of Belonging (School Connectedness) = 44%</p> <p>Safety = 60%</p>		<p>Climate of Support for Academic Learning = 95%</p> <p>Knowledge and Fairness of Discipline, Rules, and Norms = 93%</p> <p>Sense of Belonging (School Connectedness) = 89%</p> <p>Safety = 82%</p>
Panorama Student SEL	<p>Self-Management = 87%</p> <p>Growth Mindset = 82%</p> <p>Social Awareness = 81%</p> <p>Self- Efficacy = 69%</p> <p>(1,083 Responses)</p>	No survey data available	<p>Self-Management = 74%</p> <p>Growth Mindset = 53%</p> <p>Social Awareness = 66%</p> <p>Self- Efficacy = 50%</p>		<p>Self-Management = 84%</p> <p>Growth Mindset = 63%</p> <p>Social Awareness = 76%</p> <p>Self- Efficacy = 60%</p>
Panorama Parent/Family Survey	<p>Safety = 97%</p> <p>Knowledge and Fairness of Discipline,</p>	<p>Safety = 72%</p> <p>School Climate = 68%</p> <p>School Fit = 62%</p>	<p>2020-2021 Parent/Family Survey</p> <p>Safety = 97%</p>		<p>Safety = 97%</p> <p>Knowledge and Fairness of Discipline,</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Rules, and Norms = 94%</p> <p>Sense of Belonging (School Connectedness) = 92%</p> <p>Climate of Support for Academic Learning = 90%</p> <p>Cultural Awareness and Action = 52%</p>	<p>(183 Responses)</p>	<p>Knowledge and Fairness of Discipline, Rules, and Norms = 94%</p> <p>Sense of Belonging (School Connectedness) = 92%</p> <p>Climate of Support for Academic Learning = 90%</p> <p>Cultural Awareness and Action = 52%</p>		<p>Rules, and Norms = 95%</p> <p>Sense of Belonging (School Connectedness) = 95%</p> <p>Climate of Support for Academic Learning = 95%</p> <p>Cultural Awareness and Action = 60%</p>
Panorama Staff Climate Survey	<p>Climate of Support for Academic Learning = 94%</p> <p>Knowledge and Fairness of Discipline, Rules, and Norms = 92%</p> <p>Sense of Belonging (School Connectedness) = 91%</p> <p>Safety = 89%</p> <p>(72 Responses)</p>	<p>Teaching Efficacy = 82%</p> <p>Staff-Leadership Relationships = 67% (83%)</p> <p>School Climate = 57% (68%)</p> <p>Belonging = 47% (81%)</p> <p>Staff-Family Relationships = 44% (52%)</p> <p>33 faculty (20 staff)</p>	<p>Winter 2022 Skills and Competencies</p> <p>Teaching Efficacy = 82%</p> <p>Staff-Leader Relationships = 67%</p> <p>School Climate = 57%</p> <p>Belonging = 47%</p> <p>Staff-Family Relationships = 44%</p> <p>(33 Responses)</p>		<p>Climate of Support for Academic Learning = 95%</p> <p>Knowledge and Fairness of Discipline, Rules, and Norms = 95%</p> <p>Sense of Belonging (School Connectedness) = 95%</p> <p>Safety = 95%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Outcomes: Percent of Students on Honor Roll (2nd semester 3.5 or above for all 3 grades (Registrar))	47%	44%	54%		55%
HERO- % students who earned points (Schoolwide Points Report)	85% of students earned (2020)	100% of students earned points (2022)	99.99112% of students earned (February, 2023)		Hero was discontinued for 2023-2024 school year.
HERO- % teachers who earned points (School Activity Report)	95% (2020)	100%	78% (February, 2023)		Hero was discontinued for 2023-2024 school year.

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.	\$2,500.00	No
2.2	Student Engagement	Support after-school sports programs, inclusive of all grade levels, including (but not limited to) uniforms, transportation, equipment, and staffing. Support Marching Band and Colorguard programs (travel, equipment, staffing)	\$355,384.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Increase the number of clubs on campus and extracurricular activities such as eSports (equipment, technology, staffing)</p> <p>Support Renaissance Assemblies and guest speakers promoting good character</p> <p>Support school competitions such as Spelling Bee, Math Field Day, Battle of the Books, etc.</p> <p>Maintain the Synergy Program being used by all staff, students, and parents to continue monitoring attendance, suspension, expulsion rates, and GPA.</p> <p>Maintain current system to address chronic absenteeism:</p> <ol style="list-style-type: none"> 1. 10% Letter is sent home 2. SART meeting with family and AP 3. Second SART meeting with family and AP 4. SARB meeting with AP, Counselor, Nurse, and Child Welfare and Attendance <p>Sixth Grade Transition</p> <ul style="list-style-type: none"> *Maintain support for transporting incoming fifth grade students to the Future Panther Rally *Maintain support for Sixth Grade Preview Day *Add the Where Everyone Belongs (WEB) program to support sixth grade transition, develop student leaders and create a supportive school culture. <p>High School Transition</p> <ul style="list-style-type: none"> *Maintain support for Future Aztec Rally *Continue practice of high school Counselor visits, to discuss A-G requirements, GPA calculations, and to select elective courses <p>Maintain support for the planning of Panther Academy, by funding two hours of extra duty for three representatives from each grade level.</p> <p>Maintain positive behavior supports (e.g., certificates, prizes)</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Add support for the Building Resilience in African American Families (BRAAF) program</p> <p>Fund external painting projects to update appearance of school buildings and celebrate awards and achievements</p>		
2.3	Parent Engagement	<p>Continue to provide opportunities for parents to learn about rigorous educational opportunities, CCGI, and CAASPP at PDCMS.</p> <p>Continue to provide 6th-grade parent orientation twice a year</p> <p>Maintain Shared Supported Agreement meetings. Provide Spanish translation as needed</p> <p>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, and social media. Provide incentives such as childcare or a meal during evening trainings.</p> <p>Maintain LCAP Review meetings with parents and members of the public</p> <p>Continue parent participation in showcases and assemblies such as Student of the Month, Rock the House, Choir/Band/Dance performances, AVID events, after-school sports, and Talent Show.</p> <p>Collaborate with our vibrant and active PTO to support various award ceremonies, Color Run, Pantherfest, and Annual PDCMS Gala.</p> <p>Add subscription to a contact management platform to monitor and improve home/school communication</p> <p>Implement proactive attendance messaging to students and families</p>	\$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Maintain support for the Creating a Culture of Kindness parent committee</p> <p>Support PTO and parent group recognition event</p>		
2.4	Staff Connectedness	Monthly staff culture building activities	\$2,500.00	No
2.5	Actions directed specifically toward unduplicated students	<p>Maintain support for the Latino Literacy Project</p> <p>Fund AVID College Field Trips</p> <p>Maintain funding for student visits to local and regional institutions of higher education</p> <p>Add funding for student participation in the annual College Fair</p> <p>STAFFING</p> <p>Other Staff: *School Resource Officer, in collaboration with the City of Palm Desert</p>	\$96,000.00	Yes
2.6	Clean and Orderly Facilities	<p>Maintain materials, services, and other operating expenditures to maintain the school facility and make improvements as needed. (e.g., utilities, landscaping, painting, grounds, plumbing, solar, cameras, etc.)</p> <p>Maintain services and other operating expenses for school administration (e.g., copier leases, property and liability insurance, consultants, legal fees, etc.)</p>	\$1,171,616.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Upgrade multimedia systems in the Sallie Fraser Forum for the Arts, and within designated campus locations</p> <p>STAFFING</p> <p>Classified Staff: *Three custodians (ratio of 1:42,000 square feet)</p>		
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
2.9	Safe and Secure School Environment	<p>Add furniture and necessary equipment to create a security command center</p> <p>Annually review and revise Comprehensive School Safety Plan</p> <p>Maintain funding for student lanyards, identification cards, and printing supplies</p> <p>Maintain Raptor program to screen visitors on campus</p> <p>STAFFING</p> <p>Classified Staff: *Four security agents *Four school site monitors</p>	\$335,816.46	No

Action #	Title	Description	Total Funds	Contributing
2.10	Social-Emotional Intervention Programs	<p>Provide funding and supplies for the KARE counseling program</p> <p>Continue offering a variety of counseling groups for students, including Grief Group, Social Skills Group, Academic Workshops, Prevention and Intervention (Project ALERT) lessons.</p> <p>Offer targeted behavior intervention counseling as an restorative practice, and alternative to suspension</p> <p>Provide supplies for the intervention room</p> <p>Provide training for school staff on strategies to address the social-emotional needs of students and families.</p> <p>STAFFING</p> <p>Certificated Staff: *One School Counselor *One Intervention Counselor</p> <p>Other Staff: *KARE Program Coordinator</p>	\$355,360.00	Yes

Goal Analysis [2022-23]

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.

There were no substantive differences between planned and implemented actions.

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.

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

Increased counselor presence in the classroom enabled PDCMS to exceed the CCGI goal prior to 2023-2024.

Overall, sixth grade students rated transition activities as being effective.

The eighth grade exit survey has not yet been developed.

The social-emotional impact of the COVID-19 Pandemic has dramatically impacted the behavioral, emotional, and cognitive engagement of students and staff alike. Student responses to the Panorama Surveys indicate a decrease in school connectedness, and safety. As such, PDCMS is not on track to meet the Desired Outcomes for 2023-2024.

Despite post-pandemic challenges in academics and social-emotional health, PDCMS Honor Roll outcomes are still trending upward.

Chronic absenteeism has trended slightly higher post-pandemic, indicating additional need in the areas of social-emotional health, school climate, and school connectedness.

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.

To help improve social-emotional health, school climate, and school connectedness, the following components of this goal have been updated:

Action 2.2
*Added support for the Creating a Culture of Kindness parent committee, and the Building Resilience in African American Families (BRAAF) program

Action 2.3
*Added a subscription to a contact management platform to monitor and improve home/school communication
*Added support for the Creating a Culture of Kindness parent committee, and the Building Resilience in African American Families (BRAAF) program

Action 2.4

*Increased funding for staff connectedness and appreciation activities

Action 2.5

*Added funding for a School Resource Office (in collaboration with the City of Palm Desert)

Action 2.6

*Added support to upgrade the multimedia systems in the Sallie Fraser Forum for the Arts, and within designated campus locations

Action 2.9

*Added action 2.9 to enhance the safety and security of the school environment

*Added furniture and necessary equipment to create a security command center

*Maintained funding for a fourth security agent

Action 2.10

*Added action 2.10 to centralize support for social-emotional intervention programs

*Maintained funding for one Intervention Counselor

*Maintained funding to support the KARE counseling program

*The KARE counseling program was migrated from action 1.4 to action 2.10

The following 2023-2024 desired outcome metrics have been updated:

*CCGI Interest Inventory completion was adjusted to 90% because the Year Two Outcome exceeded the previous completion target.

*Sixth Grade Transition Survey was updated to reflect the questions in the survey administered for Year Two.

*Panorama Student SEL was updated to reflect a reasonable and attainable amount of growth from the Year Two data.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$2,103,840	\$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
17.73%	0.00%	\$0.00	17.73%

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 Highly Qualified Staff- We expect the additional training provided to staff will improve CAASPP and iReady scores for our Foster Youth, English Learners, and SED students by 3%.
- 1.2 Materials- We expect that additional textbooks and supplies will improve CAASPP and iReady scores for our Foster Youth, English Learners, and SED students by 3%.
- 1.3 Technology - we expect the additional chromebooks and MiFi units provided to our Foster Youth, English Learners, and SED students will improve CAASPP and iReady scores for by 3%.
- 1.4 Academic Intervention Programs- The intervention programs were selected to provide extra support to our Foster Youth, English Learners, and SED students and improve CAASPP and iReady scores for by 3%.
- 1.5 Staffing Needs- We anticipate that increased staffing to support Foster Youth, English Learners, and SED students will improve CAASPP and iReady scores for these subgroups by 3%.
- 1.7 Targeted SPED Interventions- Many SPED students are also dually-identified as English Learners and SED. Increasing support for these student groups will improve CAASPP and iReady scores by 3%.
- 2.1 College and Career Readiness- Increase the number of Foster Youth, English Learners, and SED students who complete the milestones in CCGI by 4%
- 2.2 Student Engagement- Offer multitude of activities with the focus of encouraging school connectedness for Foster Youth, English

Learners, and SED students by 1% per year

2.3 Parent Engagement- Offer multitude of activities with the focus of encouraging school connectedness for Foster Youth, English Learners, and SED parents by 1% per year

2.4 Faculty and Staff Engagement- Offer faculty and staff SEL training to support Foster Youth, English Learners, and SED students to increase their school connectedness by 1% per year.

2.6 School Facilities- Maintaining a clean, and orderly environment will support Foster Youth, English Learners, and SED students to increase their school connectedness 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 service.

2.8 Student Transportation- S/H Transportation is available for any Foster Youth, English Learners, and Low income students who qualify for this service.

2.9- Safe and Secure School Environment- Increasing school safety and security will support Foster Youth, English Learners, and SED students to increase their school connectedness by 1% per year.

2.10- Social-Emotional Intervention Programs- Providing targeted social-emotional intervention programs will support Foster Youth, English Learners, and SED students to increase their school connectedness by 1% per year.

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

Actions 1.6 and 2.5

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, maintaining funding for student visits to local and regional institutions of higher education and AVID field trips, and funding student participation in the annual College Fair will increase college and career awareness, leading to a 3% increase in CAASPP and iReady scores.

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.

Additional concentration grant fund will be used to partially support Actions 1.4,1.6, 2.5, 2.9 and 2.10.

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	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,996,880.46	\$1,298,011.00	\$110,495.00	\$590,630.00	\$15,996,016.46	\$12,440,080.00	\$3,555,936.46

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	\$35,516.00	\$101,245.00			\$136,761.00
1	1.2	Materials	All	\$192,806.00	\$393,585.00			\$586,391.00
1	1.3	Technology	All	\$352,825.00				\$352,825.00
1	1.4	Academic Intervention Programs	All	\$106,354.00		\$75,000.00	\$590,630.00	\$771,984.00
1	1.5	Staffing Needs	All	\$8,465,225.00	\$483,292.00			\$8,948,517.00
1	1.6	Targeted Interventions for EL, SED, and Foster Students	English Learners Foster Youth Low Income	\$1,677,380.00				\$1,677,380.00
1	1.7	Targeted Interventions for Special Education students	Students with Disabilities	\$916,029.00				\$916,029.00
2	2.1	College and Career Readiness	All	\$2,500.00				\$2,500.00
2	2.2	Student Engagement	All	\$50,000.00	\$269,889.00	\$35,495.00		\$355,384.00
2	2.3	Parent Engagement	All	\$3,000.00				\$3,000.00
2	2.4	Staff Connectedness	All	\$2,500.00				\$2,500.00
2	2.5	Actions directed specifically toward unduplicated students	English Learners Foster Youth Low Income	\$96,000.00				\$96,000.00
2	2.6	Clean and Orderly Facilities	All	\$1,121,616.00	\$50,000.00			\$1,171,616.00
2	2.7	Student Transportation	All	\$124,753.00				\$124,753.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	Student Transportation - S/H	Students with Disabilities	\$159,200.00				\$159,200.00
2	2.9	Safe and Secure School Environment	All	\$335,816.46				\$335,816.46
2	2.10	Social-Emotional Intervention Programs	English Learners Foster Youth Low Income	\$355,360.00				\$355,360.00

2023-24 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
\$11,869,084	\$2,103,840	17.73%	0.00%	17.73%	\$2,128,740.00	0.00%	17.94 %	Total:	\$2,128,740.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$2,128,740.00

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 Interventions for EL, SED, and Foster Students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$1,677,380.00	
2	2.5	Actions directed specifically toward unduplicated students	Yes	Schoolwide	English Learners Foster Youth Low Income		\$96,000.00	
2	2.10	Social-Emotional Intervention Programs	Yes	Schoolwide	English Learners Foster Youth Low Income		\$355,360.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,892,406.00	\$12,688,159.00

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	\$248,132.00	74,065
1	1.2	Materials	No	\$650,247.00	178,107
1	1.3	Technology	No	\$314,579.00	336,627
1	1.4	Academic Intervention Programs	No	\$148,627.00	151,568
1	1.5	Staffing Needs	No	\$8,436,610.00	9,291,442
1	1.6	Targeted EL, SED, and Foster Student Interventions	Yes	\$1,308,657.00	1,440,788
1	1.7	Targeted SPED Student Interventions			
2	2.1	College and Career Readiness	No		
2	2.2	Student Engagement	No	\$462,083.00	90,576
2	2.3	Parent Engagement	No	\$2,400.00	0

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	2.4	Faculty and Staff Connectedness	No	\$1,500.00	0
2	2.5	Actions directed specifically toward unduplicated students	No	\$3,000.00	0
2	2.6	Clean and Orderly Facilities	No	\$1,032,618.00	841,033
2	2.7	Student Transportation	No	\$124,753.00	124,753
2	2.8	Student Transportation - S/H	No	\$159,200.00	159,200
2	2.9	Safe and Secure School Environment			
2	2.10	Social-Emotional Intervention Programs			

2022-23 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)
\$1,440,788	\$1,308,657.00	\$1,440,788.00	(\$132,131.00)	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	\$1,308,657.00	1,440,788		

2022-23 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)
11,869,084	\$1,440,788	0	12.14%	\$1,440,788.00	0.00%	12.14%	\$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)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - 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)
 - 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
 - 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)
 - 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
 - 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)
 - 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 (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - 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)
 - 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 %)
 - 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)
 - 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)
 - 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).

California Department of Education
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Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	0	0
Vacant Teacher Positions	1	2

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					5
Health Education Content Standards					5
Physical Education Model Content Standards					5
Visual and Performing Arts					5
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

PDCMS continues to support an academic Spanish World Language Course. PDCMS has restructured the ELD program for the 2023-2024 school year to a full-inclusion model with ELD support one period per day for our all EL. PDCMS is adopting a new curriculum called i Lit ELL to be used in the ELD class to support our ML students.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

PDCMS receives tremendous support from families. We have an active PTO, PDCMS Foundation, Band Boosters, PAWS (Panthers Advocating A Welcoming School), and ELAC groups. Plus we have high attendance at all school activities such as concerts, performances, and games.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Continue with Friday letter outreach, be present at all events, encourage volunteers, start a Watchdog Dad group.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

PDCMS has a culture where collaboration between families and teachers is emphasized. Counselors go beyond school time to reach out to families in need. A focus area for next year is targeting underrepresented families and inviting them to participate in a collaborative school success program such as the Linto Literacy program, Reclassification ceremonies, and ELAC meetings.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.					5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

PDCMS offers faculty multiple opportunities to attend professional development workshops covering various topics such as SEL, technology, and diversity. In addition, counselors and faculty frequently meet with parents to offer support as needed. This year we offered extended learning opportunities such as summer school and after-school enrichment activities. We plan to continue iReady's individualized pathways.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

To help improve building relationship to affect student outcomes, PDCMS plans to continue Homework Help, institute ELOP, and open a wellness room to help root out the cause of poor performance.

- Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

PDCMS plans to continue the positive steps to build an ELAC committee by offering meetings both online and in-person. In addition, the ELAC President is active at Back to School Night and other events where parents are on campus.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

- Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

PDCMS continues to hold regularly scheduled Governing Council Meetings and PTO meetings to encourage parents and community members an opportunity to participate in decision planning.

- Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

PDCMS's strength areas include communication between parents, teachers, and counselors, a strong PTO program, and a desire to include parents in the triad to student success. PDCMS launches a Parent/Family Panorama survey to gather a large sample size of feedback on school programs. Next year, we plan to continue to target underrepresented families by doing a targeted 6-week outreach program to help families feel a greater sense of community.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

A Middle School Facilitator was hired to spearhead programs to reach out to our under representative groups via zoom, phone, in-person meetings, and celebrations.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

In February of 2023, the Palm Desert Charter Middle School students completed a school-wide student survey measuring Student Climate. Specifically, the survey asked questions to gauge their Sense of Belonging (student connectedness), Climate of Support for Academic Learning (academic preparedness), Knowledge and Fairness of Discipline, Rules and Norms, Safety, and Background questions. We administered the survey during class time, accurately reflecting our student body with 701 responses out of a student population of 1345. The results show an improvement in Sense of Belonging and Safety. The 2022 Sense of Belonging was 44% (-12%). This year we only declined -3% to a score of 41%, and the 2022 Safety score was 60% (-19). It went down 7 points to 53%. We are pleased that the downward spiral has eased back. We hope to see the numbers go up next year with the addition of a 4th security guard and SRO, and instituting the WEB (Where Everyone Belongs) program

During the 2022-2023 school year, we will implement the following actions to build connections between teachers and students: Panther Academy (focus on school rules and norms), implement multiple school clubs, lunchtime activities, afterschool tutoring, and afterschool sports.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Palm Desert Charter Middle School (PDCMS) students each have a Humanities program, which includes English Language Arts and Social Studies. Students also have Mathematics and Science courses that include Health Science, PE and an Elective course round out each student's schedule. Our electives include the 6th Grade Wheel (AVID, Robotics, Drama, Broadcasting), World Language (Spanish), Financial Literacy, AVID, AVID Excel, Robotics, Advanced Robotics, Foods, Advanced Foods, Art, Advanced Art, ASB, Renaissance, Drama, Advanced Drama, Yearbook, Library Aide, Office Aide, Teacher Aide, Beginning Band, Advanced Band, Concert Band, JV Jazz Band, Jazz Band, Marching Band, Color Guard Workshop, JV Color Guard, Advanced Color Guard, California Cadet Corp, Broadcasting, Sports Exploration, Dance, Intermediate Dance, and Advanced Dance. Additionally, we have Special Day Classes for students with exceptional needs. We also have enrichment core classes such as Compacted Math and Enhanced Math. Counselors use Synergy to make sure students have the proper classes.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All PDCMS students are enrolled in core classes, PE, and an elective of their choice, except ELD students. These students are offered a Zero PE program to them an opportunity to select an elective of choice.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Based on a review of available courses at PDCMS, we offer a broad course of study for students. The most significant barrier our master schedule. We do offer a variety of enrichment classes after-school to enhance students' experience on campus.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

PDCMS offers "ZERO PERIOD" in PE courses allowing students in ELD, AVID, or remedial classes to take an elective course of their choice. In addition, we offer a variety of enrichment classes after school.