

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Reedley Middle College High School

CDS Code: 10622650126292

School Year: 2021-22

LEA contact information:

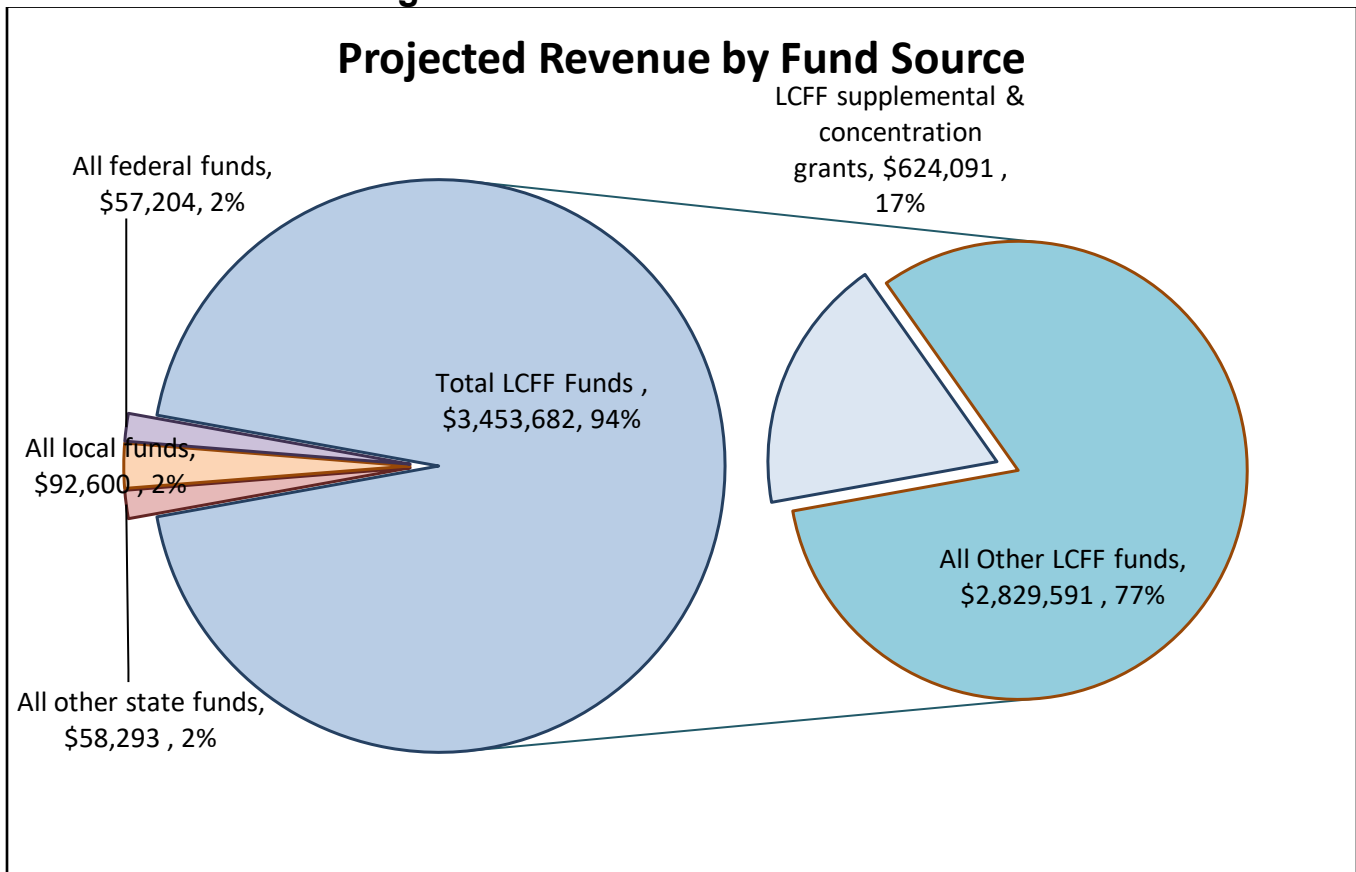
Ron Pack

Principal

(559 )305-7050

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

## Budget Overview for the 2021-22 School Year

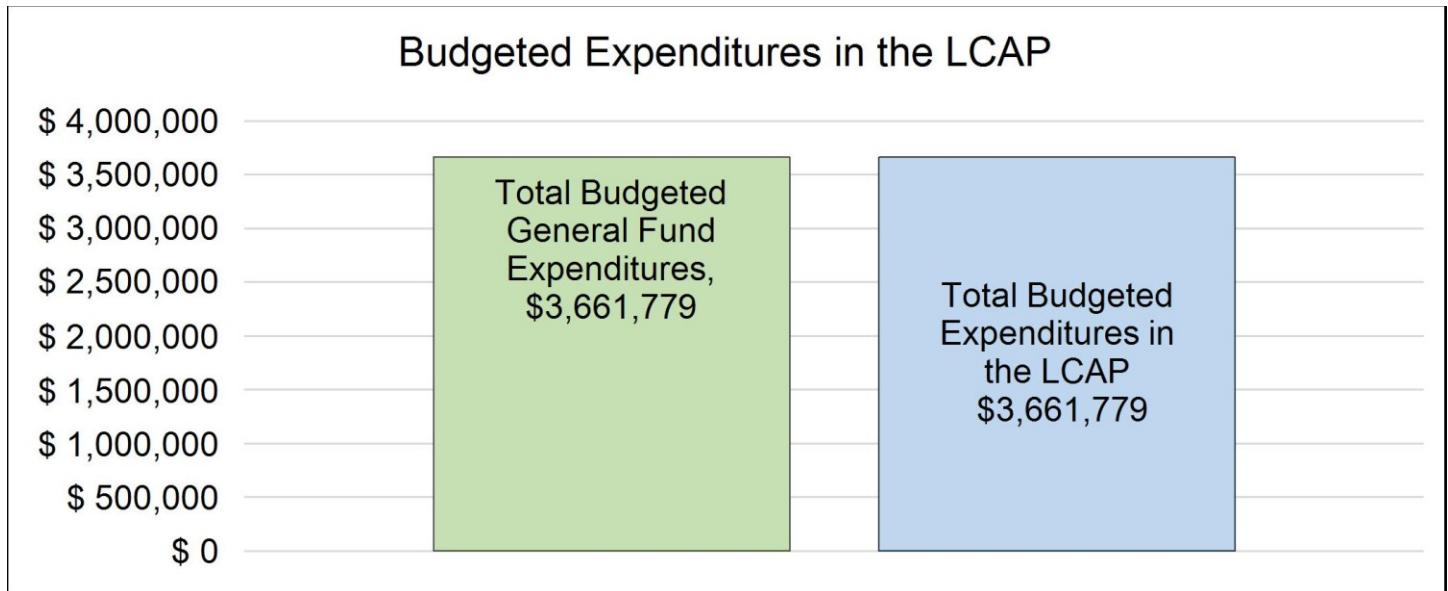


This chart shows the total general purpose revenue Reedley Middle College High School expects to receive in the coming year from all sources.

The total revenue projected for Reedley Middle College High School is \$3,661,779, of which \$3,453,682 is Local Control Funding Formula (LCFF), \$58,293 is other state funds, \$92,600 is local funds, and \$57,204 is federal funds. Of the \$3,453,682 in LCFF Funds, \$624,091 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 Reedley Middle College High School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Reedley Middle College High School plans to spend \$3,661,779 for the 2021-22 school year. Of that amount, \$3,661,779 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

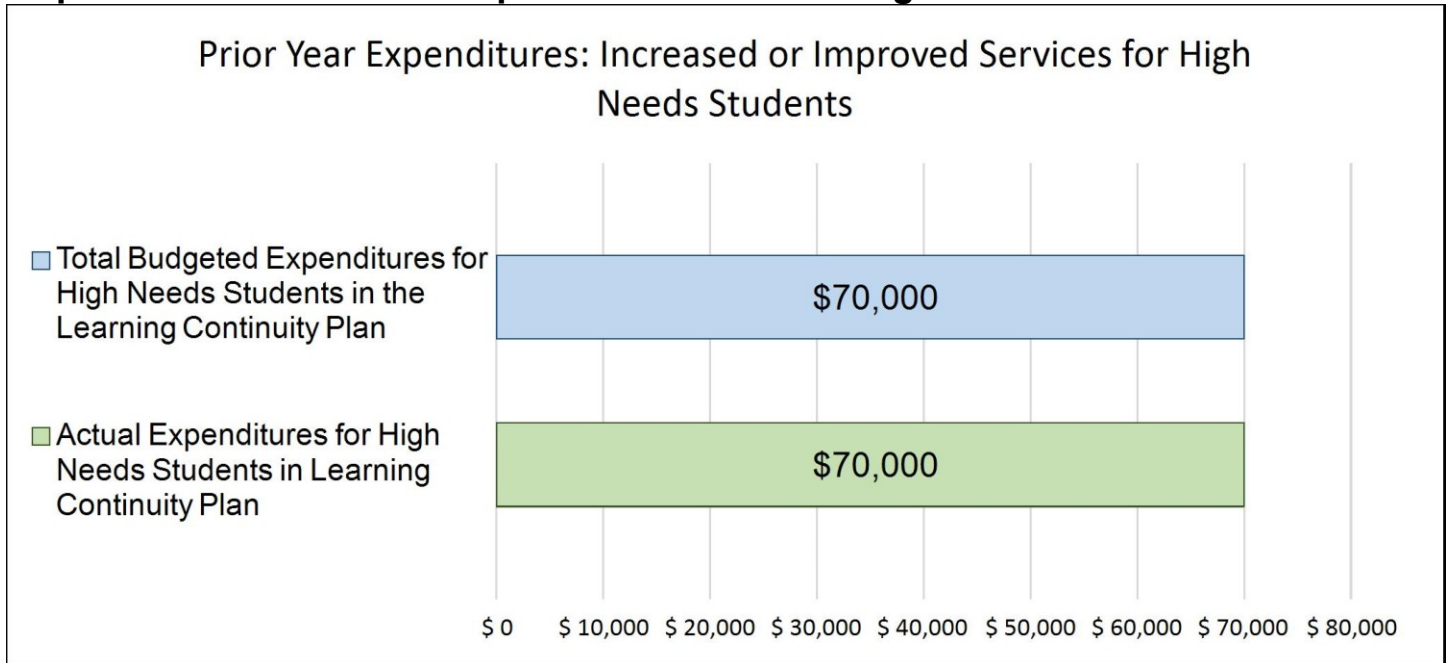
All general fund budget expenditures are included in the Local Control and Accountability Plan for the 2021-2022 school year. State and federal "one time" Expanded Learning Opportunities funds (\$185,512 in carry over funds) were not included in the LCAP as only ongoing funds were outlined.

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

In 2021-22, Reedley Middle College High School is projecting it will receive \$624,091 based on the enrollment of foster youth, English learner, and low-income students. Reedley Middle College High School must describe how it intends to increase or improve services for high needs students in the LCAP. Reedley Middle College High School plans to spend \$624,091 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

In 2020-21, Reedley Middle College High School's Learning Continuity Plan budgeted \$70,000 for planned actions to increase or improve services for high needs students. Reedley Middle College High School actually spent \$70,000 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Reedley Middle College High School	Ron Pack Principal	pack-r@kcusd.com (559 )305-7050

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

# Goal 1

Goal #1: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                               Priority 2: State Standards (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            - Percentage of appropriately credentialed, with English Language Certification, and appropriately assigned teachers will be higher than 95%</p> <p><b>19-20</b>            - higher than 95%</p> <p><b>Baseline</b>            - 2015/16 - 100%</p>	<p>- Percentage of appropriately credentialed, with English Language Certification, and appropriately assigned teachers was at 100%.</p>
<p><b>Metric/Indicator</b>            - Percentage of misassigned teachers and vacancies will be less than 1%</p> <p><b>19-20</b>            - below 1%</p> <p><b>Baseline</b>            - 2015/16 - 0%</p>	<p>- Percentage of misassigned teachers and vacancies was at 0%.</p>
<p><b>Metric/Indicator</b>            - Percentage of students having access to standards aligned curriculum will maintain at 100%</p> <p><b>19-20</b>            - 100%</p>	<p>-100% of students had access to standards aligned curriculum.</p>

Expected	Actual
<b>Baseline</b> - 2015/16 - 100%	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Hire and assign fully and appropriately credentialed teachers at all levels and monitor implementation	a) Certificated salary and benefits - 92% 1000-1999: Certificated Personnel Salaries Base 482,570  a) Certificated salary and benefits - 92% 3000-3999: Employee Benefits Base 165,642	a) Certificated salary and benefits - 92% 1000-1999: Certificated Personnel Salaries Base 360,127  a) Certificated salary and benefits - 92% 3000-3999: Employee Benefits Base \$131,737
2) Provide Professional development or participate in professional development to improve instructional strategies and share best practices. District Wide Professional Development - can be found in KCUSD LCAP	2. RMCHS site professional development service and registration/hotel costs for attending off site PD. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 2,000  2. Costs associated with charter school and dual enrollment conference registration and accomodations. 5800: Professional/Consulting Services And Operating Expenditures Title I N&D \$4000	2. RMCHS site professional development service and registration/hotel costs for attending off site PD. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated \$1,238  2. Costs associated with charter school and dual enrollment conference registration and accomodations. 5000-5999: Services And Other Operating Expenditures Title I N&D \$700
3) Provide basic operation expenses- a) salary and benefits of site secretary, b) general office materials, supplies, and equipment	a) salary and benefits of site secretary 2000-3999 Classified Salaries & Benefits Base \$35,625  a) salary and benefits of site secretary 3000-3999: Employee Benefits Base 23,670	a) salary and benefits of site secretary 2000-3999 Classified Salaries & Benefits Base \$36,486  a) salary and benefits of site secretary 3000-3999: Employee Benefits Base \$20,670

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	b) general office materials, supplies, and equipment 4000-4999: Books And Supplies Base 143,812  Copier Lease -- (63000 Lottery) 5000-5999: Services And Other Operating Expenditures Other 2246.00  Copier Lease 5000-5999: Services And Other Operating Expenditures Title I N&D 3368.74	b) general office materials, supplies, and equipment 4000-4999: Books And Supplies Base \$14,814  Copier Lease -- (63000 Lottery) 5000-5999: Services And Other Operating Expenditures Other \$2,422  Copier Lease 5000-5999: Services And Other Operating Expenditures Title I N&D \$2,029
4) Provide and maintain facilities: KCUSD has built a new state of the art facility that will house up to 300 students. RMCHS will continue to fund the project costs.	a) New facilities 5000-5999: Services And Other Operating Expenditures Base \$1,208,043	a) New facilities 5000-5999: Services And Other Operating Expenditures Base \$760,000

## Goal Analysis

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

There were two actions that we did not fully implement and/or did not exhaust our allocated budget for. These two actions included the cost for charter school and dual enrollment conferences as well as general office materials, supplies and equipment. The funds were not used elsewhere. They simply were not used.

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

Due to the pandemic, it was difficult to implement all actions as written. Students were not on campus for the first quarter of the year. When students did return in November, they returned on a hybrid schedule. Students stayed in a homeroom and did not rotate. Teachers rotated instead. Due to the odd year, teachers didn't need much in the area of materials and supplies or technology, since they did not have a home, per se (they rotated).

While we did experience some challenges with the implementation of all actions as stated in the LCP, we also experienced some successes. All teachers returned to work to serve the students of RMCHS. Therefore, we did spend the majority of our

salaries/benefits budget. We also did take advantage of a few professional development opportunities, albeit online. These conferences were offered at a fraction of the typical conference cost.



## Goal 2

Goal #2 All student will demonstrate and increase in academic achievement in all core subject areas- English Language Arts (ELA), Math, Science, and Social Science - through the implementation of state standards.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            - %age of students who meet or exceed standards on the Smarter Balanced ELA Assessment will increase by 2%</p> <p><b>19-20</b>            - 90%</p> <p><b>Baseline</b>            - 2015/16 - 88%</p>	<p>The CAASPP was postponed this year due to COVID 19. This data is not available.</p>
<p><b>Metric/Indicator</b>            - %age of students who meet or exceed standards on the Smarter Balanced Math Assessment will increase by 2%</p> <p><b>19-20</b>            - 14%</p> <p><b>Baseline</b>            - 2015/16 - 12%</p>	<p>The CAASPP was postponed this year due to COVID 19. This data is not available.</p>
<p><b>Metric/Indicator</b>            - %age of 11th grade students considered conditionally ready/ready for College English will increase by 2%</p> <p><b>19-20</b></p>	<p>The CAASPP was postponed this year due to COVID 19. This data is not available.</p>

Expected	Actual
<p>- 90%</p> <p><b>Baseline</b> - 2015/16 - 88%</p>	
<p><b>Metric/Indicator</b> - %age of 11th grade students considered conditionally ready/ready for College Mathematics will increase by 2%</p> <p><b>19-20</b> - 14%</p> <p><b>Baseline</b> - 2015/16 - 12%</p>	<p>The CAASPP was postponed this year due to COVID 19. This data is not available.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) Alignment of instruction with content standards by:</p> <p>1a) Utilize outside service to house and organize State Standards and ELD resources as well as Intervention support. - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from and intervention.</p> <p>Research - <a href="http://www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/">www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/</a></p> <p>Research to Guide English Language Development Instruction</p> <p>Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University Pyramid Response to Intervention: RTI, Professional Learning</p>	<p>a) Online service to house resources (Ed Caliber): RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p>	<p>a) Online service to house resources (Ed Caliber): RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Communities, and How to Respond When Kids Don't Learn – Rick DuFour</p> <p>It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on CELDT/ELPAC, and increased EL reclassification rates.</p> <p>RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP</p>		
<p>2) Alignment of instruction with content standards by utilizing outside service as well as purchasing of supplemental instructional materials</p> <p>a) Textbooks, books, materials, resources</p> <p>b) Data management system: Utilize outside service to house and organize State and ELD Standards. This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from and intervention.</p>	<p>2a) HS textbooks, books/novels, materials/supplies 4000-4999: Books And Supplies Base 70,000</p> <p>2a) Technology to increase student engagement and provide access to supplemental programs/resources online. 4000-4999: Books And Supplies Title I N&amp;D 30,000</p> <p>2a) college textbooks and resources for college coursework (Lottery 11000 - 30,955 + CTE Grant, 10,000) 4000-4999: Books And Supplies Other 40,955</p> <p>2b) Data management system. RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP 5000-5999: Services And Other Operating Expenditures Base 0</p> <p>Supplemental materials and supplies for student engagement. 4000-4999: Books And Supplies Title I N&amp;D 5330</p>	<p>2a) HS textbooks, books/novels, materials/supplies 4000-4999: Books And Supplies Base \$11,419</p> <p>2a) Technology to increase student engagement and provide access to supplemental programs/resources online. 4000-4999: Books And Supplies Title I N&amp;D \$30,000</p> <p>2a) college textbooks and resources for college coursework (Lottery 11000 - 30,955 + CTE Grant, 10,000) 4000-4999: Books And Supplies Other \$20,000</p> <p>2b) Data management system. RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP 5000-5999: Services And Other Operating Expenditures Base 0</p> <p>Supplemental materials and supplies for student engagement. 4000-4999: Books And Supplies Title I N&amp;D 8248</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3) Provide educational opportunities for all students-</p> <p>a) awards and rewards for students, after school activities, materials/supplies</p> <p>b) transportation to and from school</p> <p>c) classroom furniture</p>	<p>a) Educational opportunities during and outside the school day- materials and supplies, awards and rewards 4000-4999: Books And Supplies Base 5,000</p> <p>This action is not needed, as it is covered in goal 4, action 1.</p> <p>This action is not needed, as it is covered in goal 4, action 1.</p> <p>c) Transportation 5000-5999: Services And Other Operating Expenditures Base 29,000</p> <p>d) Furniture 5000-5999: Services And Other Operating Expenditures Base 10,000</p>	<p>a) Educational opportunities during and outside the school day- materials and supplies, awards and rewards 4000-4999: Books And Supplies Base \$26,357</p> <p>This action is not needed, as it is covered in goal 4, action 1.</p> <p>This action is not needed, as it is covered in goal 4, action 1.</p> <p>c) Transportation 5700-5799: Transfers Of Direct Costs Base \$1,052</p> <p>d) Furniture 5000-5999: Services And Other Operating Expenditures Base 0</p>
<p>4) Provide educational opportunities for all students-</p> <p>a) extended day support - Educational opportunities during and outside the school day- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students-</p> <p>Students benefit from increased time to learn in a small group setting.</p> <p>Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief <a href="http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf">http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf</a></p> <p>Time to Learn: Benefits of a Longer School Day Christopher Gabrieli , Warren Goldstein</p>	<p>a) Extended day support: Licensing for credit recovery/enrichment. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 22,000</p>	<p>a) Extended day support: Licensing for credit recovery/enrichment. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p>
<p>5) Educational and supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (Math and ELA)</p> <p>a) Designated and Integrated English Language Development - this action/service is principally directed towards, and is effective in,</p>	<p>a) Designated and Integrated ELD- salaries and benefits- 7%, 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated \$34,304</p>	<p>a) Designated and Integrated ELD- salaries and benefits- 7%, 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated \$49,757</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>increasing or improving services for unduplicated students. Research shows that language acquisition is best taught outside the content areas, as well through integration with the content areas.</p> <p>Research - www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/</p> <p>Research to Guide English Language Development Instruction Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University</p> <p>b) Teacher supplemental pay for extended day classes - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting.</p> <p>Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief <a href="http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf">http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf</a></p> <p>Time to Learn: Benefits of a Longer School Day Christopher Gabrieli, Warren Goldstein</p> <p>c) Annual testing- salaries and benefits- 1% - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Progress monitoring is an integral and required strategy for academic achievement for EL students.</p> <p>Citatio4n - <a href="http://www.cde.ca.gov/sp/el/">http://www.cde.ca.gov/sp/el/</a></p>	<p>a) Designated and Integrated ELD- salaries and benefits- 7%, 3000-3999: Employee Benefits Supplemental/Concentrated \$6,914</p> <p>b) Teacher supplemental pay for after school tutoring and extended day classes- 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 15,000</p> <p>b) Teacher supplemental pay for after school tutoring and extended day classes- 3000-3999: Employee Benefits Supplemental/Concentrated 633</p> <p>c) Annual testing- salaries and benefits- 1% - 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated \$4,900</p> <p>c) Annual testing- salaries and benefits- 1% - 3000-3999: Employee Benefits Supplemental/Concentrated \$988</p>	<p>a) Designated and Integrated ELD- salaries and benefits- 7%, 3000-3999: Employee Benefits Supplemental/Concentrated \$27,966</p> <p>b) Teacher supplemental pay for after school tutoring and extended day classes- 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated \$23,954</p> <p>b) Teacher supplemental pay for after school tutoring and extended day classes- 3000-3999: Employee Benefits Supplemental/Concentrated \$6,790</p> <p>c) Annual testing- salaries and benefits- 1% - 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated \$4,900</p> <p>c) Annual testing- salaries and benefits- 1% - 3000-3999: Employee Benefits Supplemental/Concentrated \$988</p>
<p>6) Supplemental support will be provided to support student achievement and a safe learning environment.</p> <p>a) Support CTE options by providing CTE instructor- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students- staff salary and benefits, materials and supplies.</p>	<p>a) CTE Salaries and Benefits- Paid for KCUSD 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 60,000</p> <p>a) CTE Salaries and Benefits-Paid for KCUSD 3000-3999: Employee</p>	<p>a) CTE Salaries and Benefits- Paid for KCUSD 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated \$50,000</p> <p>a) CTE Salaries and Benefits-Paid for KCUSD 3000-3999: Employee</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Citation - State Board of Education Policy - "All students are college and career ready, exhibiting early and continuing signs of college and career readiness"</p> <p><a href="http://www.cde.ca.gov/ci/ct/">http://www.cde.ca.gov/ci/ct/</a></p> <p>b) Online intervention programs for students - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing intervention for students, especially in early primary grades, is a significant and effective approach toward improving academic achievement.</p> <p>Research - Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn – Rick DuFour</p> <p>Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report 2014 By Kristin Reedy, Natalie Lacireno-Paquet <a href="http://www.wested.org/resources/kansas-multi-tier-system-of-supports-final-evaluation-report-2014/">www.wested.org/resources/kansas-multi-tier-system-of-supports-final-evaluation-report-2014/</a></p> <p>c) This action has been combined with action 5.</p> <p>Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief <a href="http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf">http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf</a></p> <p>Time to Learn: Benefits of a Longer School Day Christopher Gabrieli , Warren Goldstein</p> <p>d) Materials and supplies - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing intervention for students, especially in early primary grades, is a significant and effective approach toward improving academic achievement.</p>	<p>Benefits Supplemental/Concentrated 10,540</p> <p>b) Online Intervention programs for students- i.e Achieve 3000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 5,258</p> <p>This action is combined with Goal 2, Action 5 Supplemental/Concentrated 0</p> <p>This action is combined with Goal 2, Action 5 3000-3999: Employee Benefits Supplemental/Concentrated 0</p> <p>d) Materials, supplies, technology, resources for Intervention 4000-4999: Books And Supplies Supplemental/Concentrated 2,000</p>	<p>Benefits Supplemental/Concentrated \$9,540</p> <p>b) Online Intervention programs for students- i.e Achieve 3000 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated \$9,495</p> <p>This action is combined with Goal 2, Action 5</p> <p>This action is combined with Goal 2, Action 5 Supplemental/Concentrated 0</p> <p>d) Materials, supplies, technology, resources for Intervention 4000-4999: Books And Supplies Supplemental/Concentrated 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Research - Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn – Rick DuFour</p> <p>Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report 2014 By Kristin Reedy, Natalie Lacireno-Paquet <a href="http://www.wested.org/resources/kansas-multi-tier-system-of-supports-final-evaluation-report-2014/">www.wested.org/resources/kansas-multi-tier-system-of-supports-final-evaluation-report-2014/</a></p>		
<p>7) Monitor student progress a) Develop common assessments in ELA and Math- This specific action is no longer needed.</p> <p>b) Implement a progress monitoring tool to monitor academic progress for all students in ELA and Math.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students</p> <p>Research - <a href="https://www.nwea.org/research/">https://www.nwea.org/research/</a> Make Assessment Work for All Students: Multiple Measures Matter</p> <p>Description Read Make Assessment Work for All Students: Multiple Measures Matter, the 2016 national survey conducted by NWEA and Gallup, to learn what students, parents, and educators really think about assessment. With...</p> <p>- See more at: <a href="https://www.nwea.org/resource/type/research-report/#sthash.AnKWXDAb.dpuf">https://www.nwea.org/resource/type/research-report/#sthash.AnKWXDAb.dpuf</a> Make_Assessment_Work_for_All_Students_2016</p>	<p>b) Licensing for online progress monitoring tool (NWEA) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 2,000</p> <p>This expenditure has been moved to another funding source.</p>	<p>b) Licensing for online progress monitoring tool (NWEA) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p> <p>This expenditure has been moved to another funding source.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>8a) Utilize supplemental online tools like Shmoop Math RTI and ELA RTI, vocabulary.com, etc. to build foundational skills in ELA and Math.</p> <p>This action/service is principally directed for Math Intervention skill building and English Intervention skill building so that unduplicated standards. <a href="https://thejournal.com/articles/2016/11/15/shmoop-gains-college-board-approval-for-select-online-ap-courses.aspx">https://thejournal.com/articles/2016/11/15/shmoop-gains-college-board-approval-for-select-online-ap-courses.aspx</a></p>	<p>1c) Utilize supplemental online tools like Shmoop Math RTI and ELA RTI, vocabulary.com, etc. to build foundational skills (63000 Lottery). 5000-5999: Services And Other Operating Expenditures Other 8,619.00</p>	<p>1c) Utilize supplemental online tools like Shmoop Math RTI and ELA RTI, vocabulary.com, etc. to build foundational skills (63000 Lottery). 5000-5999: Services And Other Operating Expenditures Other 0</p>
<p>This action is no longer needed as it's already included in action 2.</p>	<p>This expenditure is no longer needed as it's already included in action 2.</p>	<p>This expenditure is no longer needed as it's already included in action 2.</p>

## Goal Analysis

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

The funds that were not used in the actions for Goal 2 were not used elsewhere. Rather, they were not used at all. The pandemic year made it difficult to identify specific needs for students and teachers.

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

Due to the COVID Pandemic, we experienced the following challenges in implementing our original intended actions in our LCAP.

- Transportation: RMCHS chose to abide by district, county, and state health and safety guidelines throughout the pandemic. Therefore, we did not take any study trips throughout the year.
- Furniture: Because we now have our new furnished facility, we did not have a need for additional furniture or furniture updates.
- Extended Day Support: While teachers did provide after school tutoring and extended day support, students did not participate in this opportunity as often as we had hoped. Therefore, we did not expend the funds we had allocated for extended day.



### Goal 3

Due to the very significantly low enrollment of English Learners at RMCHS, expected annual measurable outcomes, goals, and actions for English Learners are now embedded in Goal 2.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
19-20	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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### Goal Analysis

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

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

## Goal 4

### Goal#4

All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college/career goals.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <ul style="list-style-type: none"> <li>Cohort Graduation Rate</li> </ul> <p><b>19-20</b> - above 90%</p> <p><b>Baseline</b> - 2015/16 - 100%</p>	<p>Our cohort graduation rate for the 2019-2020 school year was 100%.</p>
<p><b>Metric/Indicator</b></p> <p>- %age of graduates completing A-G requirements will be maintained above 40%</p> <p><b>19-20</b> - above 40%</p> <p><b>Baseline</b> - 2015/16 - 42.1%</p>	<p>Our projected AG completion rate for the class of 2020 was 67%</p>

Expected	Actual
<p><b>Metric/Indicator</b> - CTE Participation Rate</p> <p><b>19-20</b> baseline plus 4%</p> <p><b>Baseline</b> to be established in 17/18</p>	<p>Our CTE participation rate in 2019-2020 was 66%. 149/226 participated in a CTE course this year.</p>
<p><b>Metric/Indicator</b> %age of students having access to broad course of study</p> <p><b>19-20</b> - baseline</p> <p><b>Baseline</b> - to be determined in 2017/18</p>	<p>100% of students had access to a broad course of study at RMCHS.</p>
<p><b>Metric/Indicator</b> - High School Dropout Rate</p> <p><b>19-20</b> - below state average</p> <p><b>Baseline</b> - 2015/16 - 0%</p>	<p>Our high school drop out rate as of April 2020 is 0%.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) Share responsibility for improvement of college and career readiness</p> <p>a) Counseling Dept - Paid By KCUSD LCAP This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Counseling services are imperative to ensure students are college and/or career ready.</p> <p>Counselors provide a multitude of services including but not limited too: graduation requirements, a-g/college admission requirements, career exploration, college application, scholarship, and financial aid</p>	<p>1a) Counseling Dept: Paid by KCUSD LCAP 2000-2999: Classified Personnel Salaries Supplemental/Concentrated 107,000</p> <p>a) Counseling Dept: Paid by KCUSD LCAP 3000-3999: Employee Benefits Supplemental/Concentrated 33,000</p>	<p>1a) Counseling Dept: Paid by KCUSD LCAP 2000-3999 Classified Salaries &amp; Benefits Supplemental/Concentrated \$76,771</p> <p>a) Counseling Dept: Paid by KCUSD LCAP 3000-3999: Employee Benefits Supplemental/Concentrated \$29,211</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>workshops.</p> <p>1b) College Readiness: action/service is principally directed towards providing college tutors to provide supplemental instruction in core areas and college classes to ensure they complete the course. This action will assist students in maintain and increase a-g completion rates and increase college admission opportunities.</p> <p>Research: School Counseling Services and Student Academic Success Sally A. Howe <a href="http://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1053&amp;context=edc_theses">http://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1053&amp;context=edc_theses</a></p> <p>c) College Readiness - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Counseling services are imperative to ensure students are college and/or career ready. Support for pre and post college entrance assessments, AP exams, PSAT, and other college entrance supports.</p> <p>Research: The Surprising Power of the PSAT Joel L. A. Peterson <a href="http://www.huffingtonpost.com/joel-l-a-peterson/the-surprising-power-of-t_b_8113822.html">http://www.huffingtonpost.com/joel-l-a-peterson/the-surprising-power-of-t_b_8113822.html</a>  <a href="https://www.transcriptevaluation.com/">https://www.transcriptevaluation.com/</a></p>	<p>1c) College and Career Readiness: College tutors to provide supplemental instruction in college course completion and a-g course completion to improve college admission opportunities. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 10,000</p> <p>1b) College Readiness: Placement Exams, UC's Transcript Review, and other college admission supports 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 4,000</p> <p>d) Educational Study/College trips: paying for study trips at each grade level to multiple colleges and Universities as well as workplace visits. Will pay for guest speaker to present to RMCHS students to give real-world insight to career opportunities. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 10,000</p>	<p>1c) College and Career Readiness: College tutors to provide supplemental instruction in college course completion and a-g course completion to improve college admission opportunities. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p> <p>1b) College Readiness: Placement Exams, UC's Transcript Review, and other college admission supports 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated \$4,000</p> <p>d) Educational Study/College trips: paying for study trips at each grade level to multiple colleges and Universities as well as workplace visits. Will pay for guest speaker to present to RMCHS students to give real-world insight to career opportunities. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated \$1,238</p>
<p>2) Provide Intra-curricular and Co-curricular activities to strengthen students engagement</p> <p>Summer School salary, materials, and supplies: this action and service has been relocated into a different funding source that would best support students. It is addressed and stated below as an Action 3</p>	<p>a) Business Pathway/Skills USA/Co-Curricular: paying for participation in multiple competitions as well as other services, materials and supplies to maintain the Business</p>	<p>a) Business Pathway/Skills USA/Co-Curricular: paying for participation in multiple competitions as well as other services, materials and supplies to maintain the Business</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>service.</p> <p>a) Business Pathway/Skills USA/Co-Curricular: RMCHS will continue to support the clubs on campus and look to add Skills USA to support the Business Administration Pathway. Additional clubs are considered as desires brought forward by students.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.</p> <p>Research: Participation in School-Based Extracurricular Activities and Adolescent Adjustment Nancy Darling, Linda L. Caldwell, and Robert Smith <a href="http://plaza.ufl.edu/asarkees/PSY%203220/ECsSelfEsteem/4-%20Darling.pdf">http://plaza.ufl.edu/asarkees/PSY%203220/ECsSelfEsteem/4-%20Darling.pdf</a></p> <p>b) RMCHS Egg Enterprise: RMCHS students run and maintain the Egg Enterprise, from inventory and sales, to maintenance and marketing. This small business is a hands on learning experience for all RMCHS students.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.</p> <p>Research: Life Lessons: Educating the Next Entrepreneurs Amy Rosen <a href="http://democracyjournal.org/magazine/21/life-lessons-educating-the-next-entrepreneurs/">http://democracyjournal.org/magazine/21/life-lessons-educating-the-next-entrepreneurs/</a></p> <p>c) Future Farmers of America (FFA): FFA is an organization that provided RMCHS students with a multitude of opportunities to enhance their leadership skills and support small business understanding. Students participate in multiple overnight competitions throughout the year and also participate in out of state National competitions.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.</p>	<p>Administration program and further gain Business skills. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 10,000</p> <p>a) Business Pathway/Skills USA/Co-Curricular: paying for materials and supplies for students use to maintain the Business Administration program and further gain Business skills. 4000-4999: Books And Supplies Supplemental/Concentrated 5000</p> <p>b) RMCHS Egg Enterprise: paying for materials and supplies for Ag Business students use to maintain the Egg Enterprise program and further gain Business skills. 4000-4999: Books And Supplies Supplemental/Concentrated 5,000</p> <p>c) FFA- Future Farmers of America:</p> <ul style="list-style-type: none"> <li>• participation in multiple within and out of State overnight competitions</li> <li>• Funds will also support end of year banquet</li> </ul> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 40,000</p>	<p>Administration program and further gain Business skills. 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p> <p>a) Business Pathway/Skills USA/Co-Curricular: paying for materials and supplies for students use to maintain the Business Administration program and further gain Business skills. 6000-6999: Capital Outlay Supplemental/Concentrated \$12,995</p> <p>b) RMCHS Egg Enterprise: paying for materials and supplies for Ag Business students use to maintain the Egg Enterprise program and further gain Business skills. 4000-4999: Books And Supplies Supplemental/Concentrated \$2,211</p> <p>c) FFA- Future Farmers of America:</p> <ul style="list-style-type: none"> <li>• participation in multiple within and out of State overnight competitions</li> <li>• Funds will also support end of year banquet</li> </ul> <p>5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated \$22,648</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Research:  <a href="https://www.ffa.org/about/what-is-ffa/statistics">https://www.ffa.org/about/what-is-ffa/statistics</a>            "FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education."</p> <p>d) Educational study trips: To ensure that students are college and/or career ready RMCHS provides field trips to multiple colleges and Universities as well as workplace visits. Guest speaker are invited to present to RMCHS students to give real-world insight to career opportunities.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.</p> <p>Research: Taking students to an art museum improves critical thinking skills, and more            By Jay P. Greene, Brian Kisida and Daniel H. Bowen  <a href="http://educationnext.org/the-educational-value-of-field-trips/">http://educationnext.org/the-educational-value-of-field-trips/</a></p> <p>e) Supplemental salary and benefits: Staff/Coaches are provided extra hours to support the additional co-curricular activities provided at RMCHS.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.</p> <p>Research:            Participation in School-Based Extracurricular Activities and Adolescent Adjustment            Nancy Darling, Linda L. Caldwell, and Robert Smith  <a href="http://plaza.ufl.edu/asarkees/PSY%203220/ECsSelfEsteem/4-%20Darling.pdf">http://plaza.ufl.edu/asarkees/PSY%203220/ECsSelfEsteem/4-%20Darling.pdf</a></p> <p>f) CTE Advertisement/CTE Clubs/Co-Curricular: Will continue to promote and inform students about CTE options that students can participate in efforts to make them college and/or career ready.</p> <p>This action/service is principally directed towards, and is effective in,</p>	<p>c) FFA- Future Farmers of America: paying for materials and supplies to maintain the FFA program and further develop student leadership skills and increase Ag Business knowledge            4000-4999: Books And Supplies Supplemental/Concentrated 9,827</p> <p>This expenditures was moved to action 1.</p> <p>e) Supplemental salary - paying for Staff extra hours to support the additional co-curricular activities provided at RMCHS (VROP) 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 8,000</p> <p>e) Supplemental benefits - paying for Staff extra hours to support the additional co-curricular activities provided at RMCHS. 3000-3999: Employee Benefits Supplemental/Concentrated 1,405</p> <p>e) Classified salary - paying for FFA coaches and managers to support the additional co-curricular activities provided at RMCHS. 2000-2999: Classified Personnel Salaries Supplemental/Concentrated 10,000</p> <p>e) Classified salary - paying for FFA coaches and managers to support the additional co-</p>	<p>c) FFA- Future Farmers of America: paying for materials and supplies to maintain the FFA program and further develop student leadership skills and increase Ag Business knowledge            4000-4999: Books And Supplies Supplemental/Concentrated \$15,000</p> <p>This expenditures was moved to action 1.</p> <p>e) Supplemental salary - paying for Staff extra hours to support the additional co-curricular activities provided at RMCHS (VROP) 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated \$1,000</p> <p>e) Supplemental benefits - paying for Staff extra hours to support the additional co-curricular activities provided at RMCHS. 3000-3999: Employee Benefits Supplemental/Concentrated \$175</p> <p>e) Classified salary - paying for FFA coaches and managers to support the additional co-curricular activities provided at RMCHS. 2000-2999: Classified Personnel Salaries Supplemental/Concentrated \$8,000</p> <p>e) Classified salary - paying for FFA coaches and managers to support the additional co-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>increasing or improving services for unduplicated students.</p> <p>Research: Participation in School-Based Extracurricular Activities and Adolescent Adjustment Nancy Darling, Linda L. Caldwell, and Robert Smith <a href="http://plaza.ufl.edu/asarkees/PSY%203220/ECsSelfEsteem/4-%20Darling.pdf">http://plaza.ufl.edu/asarkees/PSY%203220/ECsSelfEsteem/4-%20Darling.pdf</a></p> <p>g) YEA Program: Youth Entrepreneurship Academy Program (Business): Provides students the opportunity to develop into real, confident entrepreneurs. Through the year-long program, students generate business ideas, conduct market research, write business plans, pitch to a panel of investors, and launch their very own companies.</p> <p>Life Lessons: Educating the Next Entrepreneurs Amy Rosen <a href="http://democracyjournal.org/magazine/21/life-lessons-educating-the-next-entrepreneurs/">http://democracyjournal.org/magazine/21/life-lessons-educating-the-next-entrepreneurs/</a></p>	<p>curricular activities provided at RMCHS. 3000-3999: Employee Benefits Supplemental/Concentrated 1,757</p>	<p>curricular activities provided at RMCHS. 3000-3999: Employee Benefits Supplemental/Concentrated \$2,000</p>
<p>3a) Summer School salary, materials, and supplies - action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.</p> <p>Summer learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content.</p> <p>Research - Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper <a href="http://eric.ed.gov/?id=ED456557">http://eric.ed.gov/?id=ED456557</a></p> <p>Making Summer Count : How Summer Programs Can Boost Children’s</p>	<p>3a) Summer School salary and benefits: 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 28,350</p> <p>3a) Summer School salary and benefits: 3000-3999: Employee Benefits Supplemental/Concentrated 8,000</p> <p>3a) Summer School salary: Administrator 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 7,000</p> <p>3a) Summer School benefits: Administrator 3000-3999:</p>	<p>3a) Summer School salary and benefits: 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated \$6,252</p> <p>3a) Summer School salary and benefits: 3000-3999: Employee Benefits Supplemental/Concentrated \$1,254</p> <p>3a) Summer School salary: Administrator 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 7,000</p> <p>3a) Summer School benefits: Administrator 3000-3999:</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross <a href="http://w.wallacefoundation.org/knowledge-center/summer-andextended-learning-time/summer-learning/Documents/Making-Summer-Count">w.wallacefoundation.org/knowledge-center/summer-andextended-learning-time/summer-learning/Documents/Making-Summer-Count</a>	Employee Benefits Supplemental/Concentrated 3,000  3a) Summer School salary: Secretary 2000-3999 Classified Salaries & Benefits Supplemental/Concentrated 4,000  3a) Summer School salary: Secretary 3000-3999: Employee Benefits Supplemental/Concentrated 1,200	Employee Benefits Supplemental/Concentrated 3,000  3a) Summer School salary: Secretary 2000-2999: Classified Personnel Salaries Supplemental/Concentrated 4,000  3a) Summer School salary: Secretary 3000-3999: Employee Benefits Supplemental/Concentrated 1,200

## Goal Analysis

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

The funds that were budgeted for specific actions not fully implemented were not use elsewhere. Instead, they were not used at all. Unused supplemental/concentrated dollars will be rolled over into next years budget to specifically serve our unduplicated students at RMCHS.

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

Reedley Middle College High School had some success amidst the pandemic year with Goal 4 on the following actions:

- Summer School - Even though we were in lockdown last summer due to the COVID 19 pandemic, we were still able to provide students with an online summer learning opportunity. All students at RMCHS had the opportunity to participate in summer learning.
- High School Counselor - We were able to fully fund our own high school counselor this year. She has been a tremendous asset to the RMCHS team, helping with supervision, credit evaluation, parent and student workshops, student academic counseling meetings, and her own senior advisory period for 12th grade students.



RMCHS experienced challenges in implementing the followings actions/services for Goal 4:

- College Tutoring for college courses - this action was a challenge because Reedley College students were in online courses all year. We struggled to find Reedley College tutors since they were not on the campus most of the year. We set aside \$10,000 for embedded college tutors and did not spend any of it.
- Study Trips and Competitions - this action was not implemented as district and county guidelines did not allow for students/schools to take field trips. Similarly, we did not spend money on transportation or registration for Business or FFA competitions off site. We allocated \$50,000 for study trip registration and transportation and were only able to spend about 33% of that allocation.
- Teacher Extended Day Tutoring- this action was also difficult to fully implement due to the COVID pandemic. Students attended school on a hybrid schedule so less students were sticking around after school for the extra help.

## Goal 5

Goal #5: All students will be provided with safe and nurturing learning environments that support their social, emotional and academic success.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            - %age of suspended students, including significant subgroups, will continue to be below the state average</p> <p><b>19-20</b>            - below state average</p> <p><b>Baseline</b>            - 2015/16 - 2.2%</p>	<p>The percentage of suspended students, including significant subgroups, was below the state average. RMCHS suspended 0 students in 19-20.</p>
<p><b>Metric/Indicator</b>            - %age of expelled students, including significant subgroups, will continue to be below the state average</p> <p><b>19-20</b>            - below state average</p> <p><b>Baseline</b>            - 2015/16 - 0%</p>	<p>The percentage of expelled students, including significant subgroups was 0%.</p>
<p><b>Metric/Indicator</b>            - Attendance rates will be maintained above 95%.</p> <p><b>19-20</b>            - above 95%</p> <p><b>Baseline</b></p>	<p>The attendance rate at RMCHS in 2019-2020 was 95.9%.</p>

Expected	Actual
- 2015/16 - 97.8%	
<p><b>Metric/Indicator</b> - Chronic absenteeism rates will be below 20% for all students,including significant subgroups.</p> <p><b>19-20</b> - below 10%</p> <p><b>Baseline</b> - 2015/16 - 2.3%</p>	The chronic absenteeism rate for RMCHS was 1% in 18-19 (most recent available data)
<p><b>Metric/Indicator</b> - all facilities will meet Williams Act requirements with a "Good" standing on the overall summary of facility conditions evaluations, as reflected on the School Accountability Report Cards (SARC).</p> <p><b>19-20</b> - 100%</p> <p><b>Baseline</b> - 100%</p>	100% of our facilities met the Williams Act requirements with a "good" standing on the overall summary.
<p><b>Metric/Indicator</b> - %age of students feeling safe at school will maintain at 95%, as reported on the Student Survey.</p> <p><b>19-20</b> - 95% or higher</p> <p><b>Baseline</b> - 97%</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Share responsibility for improvement of school safety and climate a) Provide safe and nurturing environment through maintenance department, security, and utilities	a) Custodial salary and benefits 2000-2999: Classified Personnel Salaries Base 31,000	a) Custodial salary and benefits 2000-2999: Classified Personnel Salaries Base \$40,862

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
b) Custodial supplies	a) Custodial salary and benefits 3000-3999: Employee Benefits Base 22,000 b) Custodial supplies 4000-4999: Books And Supplies Base 2500	a) Custodial salary and benefits 3000-3999: Employee Benefits Base \$19,709 b) Custodial supplies 4000-4999: Books And Supplies Base \$2,028
<p>1) Share responsibility for improvement of school safety and climate</p> <p>a) High school supervision - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Student safety and creating a positive environment is a top priority to ensure students have a hostile free educational setting.</p> <p>Research: Study Links School Safety to Achievement, Relationships Sarah D Sparks <a href="http://www.edweek.org/ew/articles/2011/05/10/31safe.h30.html">http://www.edweek.org/ew/articles/2011/05/10/31safe.h30.html</a></p> <p>b) Climate, PBIS strategies: Schoolwide and classroom expectations will be established for adults and students to demonstrate behaviors that encompass being responsible, motivated, courageous, honorable, and successful to ensure a positive school climate. Additionally, we will provide motivational speakers and motivational speaking workshops to inspire students.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.</p> <p>Research: How School Climate Distinguishes Schools That Are Beating the Achievement Odds (Report Summary): A Climate for Academic Success Adam Voight   Gregory Austin   Thomas Hanson <a href="https://www.wested.org/online_pubs/hd-13-01.pdf">https://www.wested.org/online_pubs/hd-13-01.pdf</a></p> <p>c) Provide anti-bullying assembly: Students will be made more aware of how to better deal with bullies thus creating a more proactive and safer environment on campus. RMCHS is a dependent charter, therefore this expense is paid for in the KCUSD LCAP.</p>	<p>a) High school supervision- salary 2000-2999: Classified Personnel Salaries Supplemental/Concentrated \$23,147</p> <p>a) High school supervision- benefits 3000-3999: Employee Benefits Supplemental/Concentrated 7,281</p> <p>b) Positive climate/PBIS- guest speakers and reward/incentive events 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentrated 10,000</p> <p>b) Positive climate/PBIS: pay for materials and supplies that support positive behavior and improved attendance. 4000-4999: Books And Supplies Supplemental/Concentrated 5,000</p> <p>c) Provide anti-bullying or motivational assembly 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p>	<p>a) High school supervision- salary 2000-2999: Classified Personnel Salaries Supplemental/Concentrated \$23,147</p> <p>a) High school supervision- benefits 3000-3999: Employee Benefits Supplemental/Concentrated \$7,281</p> <p>b) Positive climate/PBIS- guest speakers and reward/incentive events 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated \$1,491</p> <p>b) Positive climate/PBIS: pay for materials and supplies that support positive behavior and improved attendance. 4000-4999: Books And Supplies Supplemental/Concentrated \$8,864</p> <p>c) Provide anti-bullying or motivational assembly 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.</p> <p>Research:  A Profile of Bullying at School  By Dan Olweus  <a href="http://www.lhsenglish.com/uploads/7/9/0/8/7908073/olweus_profile_of_bullying.pdf">http://www.lhsenglish.com/uploads/7/9/0/8/7908073/olweus_profile_of_bullying.pdf</a></p>		
<p>2) Provide awareness and support for increased attendance  a) Chronic Absentee Recovery Effort Project (CARE) - Provide attendance incentives for students in an effort to increase work production and credit accumulation.</p> <p>These action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.</p> <p>Research:  <a href="http://hubpages.com/education/action-research-on-student-absenteeism">http://hubpages.com/education/action-research-on-student-absenteeism</a>  High school students cutting class - PBIS World Forum  www.pbisworld.com/PBISWorld.../high-school-students-cutting-class</p> <p>PBISWorld.com Tier 2 Positive Behavior Intervention And Support of ...  www.pbisworld.com/tier-2/reward-system/  PBIS World Tier 2 interventions are more targeted and individualized behavior strategies. Reward Systems are widely utilized to incentivize students to comply ..</p>	<p>a) Materials and supplies, incentives, rewards, for students improving attendance (CARE)  4000-4999: Books And Supplies Supplemental/Concentrated 1,500</p>	<p>a) Materials and supplies, incentives, rewards, for students improving attendance (CARE)  4000-4999: Books And Supplies Supplemental/Concentrated \$979</p>
	Other	

## Goal Analysis

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

The funds that were budgeted for specific actions not fully implemented were not use elsewhere. Instead, they were not used at all. Unused supplemental/concentrated dollars will be rolled over into next years budget to specifically serve our unduplicated students at RMCHS.

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

RMCHS was successful in implementing the actions outlined in Goal 5 to provide a safe and nurturing environment for students and staff.

- Campus Assistant- this position was fully funded for the 19-20 school year. While the position looked different the second half of the year, the CA still played an integral part in other school activities such as textbook distributions and attendance phone calls.
- Prior to the closure of schools in the spring, RMCHS provided students with rewards and incentives, such as school spirit wear, medals, and luncheons for meeting school expectations.
- CARE funding was used to purchase incentives to raffle to students with improved attendance. Incentives included bluetooth speakers, sunglasses, backpacks, journals, and custom RMCHS apparel.

## Goal 6

Goal #6: All students will have the opportunity to increase academic achievement through the engagement of parent and families

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            -Parent Survey Return Rate - 50% or above</p> <p><b>19-20</b>            - 50% or above</p> <p><b>Baseline</b>            - 2015/16 - 82%</p>	<p>In 2019-2020, we had a 79% return rate of the annual parent survey.</p>
<p><b>Metric/Indicator</b>            -More than 10 opportunities will be offered to parents for parental involvement, as defined by a two-way and meaningful communication involving student academic learning and other school activities.</p> <p><b>19-20</b>            - 100%</p> <p><b>Baseline</b>            - 100%</p>	<p>Parents had more than 10 opportunities to get involved in their child's education via the following:</p> <p>School Site Council meetings 1, 2, 3, and 4.            Back to School Night            KCUSD District Fair            Academic Awards Drive Through            Financial Aid Workshops 1 and 2            PIQE Workshops 1-4            Parent Conferences</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1) Share responsibility for improvement of student achievement            a) Parent access to student information system (15%)            Providing parent access to student grades and attendance information through our student information system is an effective best practice for parent communication.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.</p> <p>Citation -            Sample Best Practices for Parent Involvement in Schools  <a href="http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools">http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools</a></p> <p>Research Spotlight on Parental Involvement in Education            NEA Reviews of the Research on Best Practices in Education  <a href="http://www.nea.org/tools/17360.htm">http://www.nea.org/tools/17360.htm</a></p> <p>RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP</p> <p>b) Academic awards banquet where students are recognized for their academic achievements to continue to motivate them to pursue academic excellence.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.</p> <p>Research:            Student Motivation, School Culture, and Academic Achievement: What School Leaders Can Do. Trends &amp; Issues Paper.            Renchler, Ron  <a href="http://files.eric.ed.gov/fulltext/ED351741.pdf">http://files.eric.ed.gov/fulltext/ED351741.pdf</a></p>	<p>a) Student information system - PowerSchool 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p> <p>b) Academic Awards banquet 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentrated 4,000</p>	<p>a) Student information system - PowerSchool 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p> <p>b) Academic Awards banquet 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p>
<p>2) Share responsibility for improvement of student achievement            a) Parent conference with counselors</p>	<p>a) Parent conferences with counselor- materials and supplies,</p>	<p>a) Parent conferences with counselor- materials and supplies,</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
b) Progress reports and report cards	water, coffee 4000-4999: Books And Supplies Base 500  b) Progress reports and reports cards 5000-5999: Services And Other Operating Expenditures Base 500	water, coffee 4000-4999: Books And Supplies Base \$500  b) Progress reports and reports cards 5000-5999: Services And Other Operating Expenditures Base \$500
3) Provide parent advisory and involvement opportunities a) KCUSD district fair b) Parent survey c) RMCHS advisory board d) Orientation, Back to School Night, Open House e) Parent resource center	a) KCUSD district Fair-materials and supplies 4000-4999: Books And Supplies Base 500  b) Parent survey 4000-4999: Books And Supplies Base 200  c) RMCHS Advisory Board-refreshments for board meetings 5800: Professional/Consulting Services And Operating Expenditures Base 4,000  d) Materials, supplies, refreshments for parent events like Orientation, Open House, and Back to School night. 4000-4999: Books And Supplies Base 500  e) Parent brochures, books, fliers for parent resource center 4000-4999: Books And Supplies Title I N&D 900.00	a) KCUSD district Fair-materials and supplies 4000-4999: Books And Supplies Base 500  b) Parent survey 4000-4999: Books And Supplies Base 200  c) RMCHS Advisory Board-refreshments for board meetings 5800: Professional/Consulting Services And Operating Expenditures Base 4,000  d) Materials, supplies, refreshments for parent events like Orientation, Open House, and Back to School night. 4000-4999: Books And Supplies Base 500  e) Parent brochures, books, fliers for parent resource center 4000-4999: Books And Supplies Title I N&D 0
3) Increase parent involvement opportunities a) Offer parent education workshops/program throughout the year.  This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.  Research: DOES THE PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE) PROGRAM INFLUENCE STUDENT SUCCESS? Joanne D. Martin, Ph.D	a) Parent Education Program-service fees and refreshments 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 5,000  Materials and supplies for parent workshops 4000-4999: Books And Supplies Supplemental/Concentrated 1000	a) Parent Education Program-service fees and refreshments 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated \$5,000  Materials and supplies for parent workshops 4000-4999: Books And Supplies

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><a href="http://piqe.org/pdf/research/Joanne_Martin_PIQE_Impact_080801.pdf">http://piqe.org/pdf/research/Joanne_Martin_PIQE_Impact_080801.pdf</a></p> <p>Evaluation of the Effectiveness of the Parent Institute for Quality Education in Los Angeles Unified School District Janet Chrispeels, Margarita González, and Brenda Arellano <a href="http://www.bridgingworlds.org/P-20/ChrispeelsPIQEEvaluation.pdf">http://www.bridgingworlds.org/P-20/ChrispeelsPIQEEvaluation.pdf</a></p> <p>b) Provide communication regarding parent involvement opportunities through automated communication system RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP</p> <p>c) School website: The school website is updated and maintained with the most current information to communicate with parents and keep them informed.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students- RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP.</p> <p>Research: Steps to creating a school communications plan By Jay Cooper <a href="https://www.campussuite.com/3-steps-creating-school-communications-plan/">https://www.campussuite.com/3-steps-creating-school-communications-plan/</a></p> <p>RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP</p>	<p>c) School website 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p> <p>b) Automated Communication System 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p>	<p>Supplemental/Concentrated \$1,000</p> <p>c) School website 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p> <p>b) Automated Communication System 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0</p>

## Goal Analysis

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

The funds that were budgeted for specific actions not fully implemented were not use elsewhere. Instead, they were not used at all. Unused supplemental/concentrated dollars will be rolled over into next years budget to specifically serve our unduplicated students at RMCHS.

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

Due to the school closure during the spring of the 2019-2020 school year, we did not fully implement all actions for Goal 6. In particular, we did not spend our \$4000 allocated for an in person academic awards banquet at the end of the year. Instead, we held a drive through for students to pick up their awards and be recognized for their achievements. We were, however, able to provide refreshments for students and parents at Back to School Night in the fall as well as materials and supplies for parent workshops throughout the year.

# Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
----------	--------

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

## Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
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### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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### Goal Analysis

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

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

# Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

# Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Materials and supplies for custodial services to ensure appropriate disinfecting throughout the day.	1000.00	3,817	No
<p>Materials and supplies for visual reminders and signage around campus to promote social distancing and health habits.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide for increased attendance in an effort to increase work production and eventually credit accumulation.</p> <p>Research -The Importance of Being in School: A Report on Absenteeism in the Nation's Public Schools, Robert Balfanz Vaughn Byrnes  <a href="http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_may16.pdf">http://new.every1graduates.org/wpcontent/uploads/2012/05/FINALChronicAbsenteeismReport_may16.pdf</a>                      Every Student, Every Day: A National Initiative to Address and Eliminate Chronic Absenteeism  <a href="http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html">http://www2.ed.gov/about/inits/ed/chronicabsenteeism/index.html</a>                      It is our expectation that this action will result in increased attendance, increasing CAASPP scores, and increased graduation rate.</p>	5000.00	1,430	Yes
Supplemental pay for teachers to prepare/plan for hybrid instruction (students on campus some days, off campus others)	20,000	14,715	No
Online licensing to increase student interaction, engagement, and access during "at home" days on our modified schedule.	15,000	5,985	No



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Update teacher technology to improve the use of digital tools in the classroom.	5485	22,858	No

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

RMCHS experienced substantive differences between planned and actual expenditures for the following actions:

Signage - We did not spend the \$5,000 we had allocated for signage around site safety as PBIS funds were utilized in conjunction with federal funds.

Supplemental pay - Teachers did not need the extra hours for hybrid planning as budget for. Only \$12,527 was spent of the \$20,000 allocation.

Online Licensing- RMCHS used 33% of their \$15,000 allocation on online licensing for tech tools to enhance asynchronous learning.

Teacher Technology - RMCHS spent nearly 4 times our intended allocation of \$5485 on teacher technology. We purchased large Newline interactive TV's for all classrooms to engage students both in the classroom and those working from home. The larger screen allows for more Zoom boxes to be seen on the screen.

## Analysis of In-Person Instructional Offerings

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

This year, RMCHS came back under the hybrid model, beginning in October. Our 9th and 10th grade students either attend Monday, Thursday or Tuesday, Friday, and scheduled Wednesdays. Students in grades 11 and 12 worked entirely online from August until February. Upperclassmen returned under the hybrid model in February.

Success in implementing in-person instruction this year included the following:

- Students and parents were supportive of having students back on campus.
- Teachers were optimistic and "on board" with getting students back into the classroom.
- Teachers were supportive of the "home room" scheduling where teachers rotate instead of the students to ensure safety.
- We had no confirmed transmissions on our campus since students returned.
- Student attendance has been high, despite the change in their weekly routines.

- Student achievement/grades have improved with in-person learning.

Challenges in implementing in-person instruction this year have included the following:

- Teacher pacing for their "A" and "B" groups (hybrid schedule).
- Lost instructional time with the hybrid schedule. While students should be working asynchronously at home, they are not receiving the support and instruction they would be receiving in the classroom.
- Study trips and other school activities such as academic awards ceremonies and banquets were not allowed. We have had to be creative in how we recognize and motivate our students.
- Grades are down. While grades have improved since distance education, there are still some students with multiple F's. They have slipped out of routine and are struggling to get work turned in.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide students with chromebooks and internet access at home	\$40,000	\$27,200	No
Supplemental pay for teachers to provide extended day support remotely.  This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting and through the use of technology. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.	\$10,000	10,000	Yes
Professional Development related to distance education and digital tools	\$3934	0	No
Supplemental pay for staff to create virtual parent workshops and academic recognition events to be share with the school community remotely.	\$5000	0	No
Classroom technology/furniture to support a teacher "hub" to run distance learning classes from.	\$10,000	10,000	No

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

The substantive differences between planned and actual actions related to distance learning in 20-21 were as follows:

- Virtual Parent Workshops - We held virtual parent workshops this year for topics such as financial aid, college registration, and AG requirements. These were highly successful workshops. However, these workshops did not cost us any money to host for our parents.

- Teachers participated in professional development at the beginning of the year and again in October for a buy-back day. These topics were largely around the use of digital tools. We did not spend any of our allocated money on this action as it was provided to our team by our own teachers and the Kings Canyon Unified District Office team.

## Analysis of the Distance Learning Program

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

RMCHS experienced success and challenges in implementing the following elements:

**Continuity of Instruction-** RMCHS provided continuity of instruction immediately following the closure of schools. Students accessed curriculum and instruction via Zoom and Google Classroom. RMCHS and KCUSD were well prepared for the potential closure so that when it happened, we were ready to move to an online delivery.

**Access to Devices and Connectivity-** All students had access to checking out a school chromebook if needed. All students also had access to checking out a hotspot if needed. The one challenge we did experience was connectivity in the mountain communities. For some students, our district hotspots did not get service in mountain areas. In those cases, students were either able to use the school parking lot to connect and submit assignments or students received hard copy packets in place of the online coursework expectation.

**Pupil Participation-** RMCHS experienced minimal challenges with student participation at the start of distance learning. After a few weeks went by, students began to turn cameras off, skip Zoom sessions, etc. Teachers and office admin had to tighten up expectations and procedures around Zoom participation and use of cameras.

**Distance Learning Professional Development-** We did not provide outside professional development for distance learning. We did, however, provide in house collaboration opportunities for teachers from multiple schools share best practices.

**Staff Roles and Responsibilities-** Once RMCHS began distance education, staff roles shifted. Our campus assistant, for example, began working on projects rather than supervising campus. Administrators conducted instruction observations by logging into Zoom sessions, and secretarial staff spent most of their time contacting students and parents when students were missing Zoom sessions.

**Support for Pupils with Unique Needs-** Students with disabilities continued to receive services related to their IEP, even during the pandemic. Students in need of socio-emotional support continued to receive services from our site social worker via telephone conference or Zoom.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Winter and summer sessions for students to recovery lost credits.</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Making Summer Count : How Summer Programs Can Boost Children’s Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross wallacefoundation.org/knowledge-center/summer-andextendedlearning-time/summerlearning/Documents/MakingSummer-Count</p>	\$50,000	50,000	Yes
<p>Credit recovery licensing through Fuel Education</p>	\$10,000	0	No
<p>Supplemental pay for teachers for additional tutoring/support outside of the school day</p> <p>This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting and through the use of technology. It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on ELPAC, and increased EL reclassification rates.</p>	\$5000	8,570	Yes

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

The substantive differences between planned and actual actions related to distance learning in 20-21 were as follows:

- RMCHS students did not engage in our online credit recovery program this year. Rather, students spent all of their time working in core coursework.

## Analysis of Pupil Learning Loss

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

Successes in addressing the Pupil Learning Loss actions were as follows:

- RMCHS fully implemented both summer and winter "extended year" sessions in which students were able to retake assessments or submit additional work to improve their failing grades in core classes. Most students took advantage of this opportunity and did, in fact, improve their grades.
- Teachers successfully implemented after school tutoring sessions both in person and on Zoom throughout the year, providing additional academic support for all students.

Challenges in addressing the Pupil Learning Loss actions were as follows:

- Because students were so busy trying to do produce their best work in core classes, they did not take on additional coursework through our online credit recovery program. Students had enough pressure working their their regular classes and navigating the pandemic year outside of school.

Overall, RMCHS was effective in providing the necessary supports for students to perform during this unprecedented year. Extended day support sessions and "extended year" sessions in both the winter and summer proved to be beneficial to those students that participated.

## Analysis of Mental Health and Social and Emotional Well-Being

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

RMCHS experienced the following success in monitoring and supporting student mental health needs this year:

- Students had access to our social worker for support whether they were on campus or on an asynchronous day.
- Zoom sessions were held often and students took advantage of these opportunities to meet with our social worker.

RMCHS experienced the following challenges:

- It was difficult to differentiate between students needing mental health support and students simply struggling academically. Due to the pandemic, many, many students came back onto campus and were completely out of routine.
- Academic performance has been low for many students who used to perform well.
- Because students returned to campus on a hybrid schedule, many students had difficulty connecting with other students. Some of our 9th grade students came to RMCHS without knowing anyone. The masks, distancing, and reduced class size made it difficult for them to make social connections.

## Analysis of Pupil and Family Engagement and Outreach

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

The 2020-2021 school year was filled with both success and challenges. However, we experienced more success than challenges with engaging our students and parents. Because of the COVID pandemic, our staff was forced to learn to use technology to engage our stakeholders. Teachers continued to hold tutoring and meet with students, only virtually. Instruction took on a whole new look and we were teaching students both in our classrooms and reaching those at home utilizing the Zoom platform. The front office team continued to educate parents, hold student conferences, and even implement back to school night in a virtual format. We had very high turnouts for our parent events. Parent participation in parent activities increased in some cases, such as school site council and back to school night.

## Analysis of School Nutrition

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

The Kings Canyon Unified School District food services team stayed the course for the 2020-2021 school year. Students on site received the same food service they had received in previous school years. Both breakfast and lunch was served daily to those students scheduled to be on campus.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Educate students/parents on distance education through parent workshops and school site council meetings - materials and supplies	\$3000	1,000	No
Stakeholder Engagement	Supplemental pay for classified staff for parents meetings and interpretation outside of the school day.	\$1500	1,500	
School Nutrition	Students at RMCHS will participate in the district food services program will receive breakfast and lunch at a site closest to their place of residence.	\$0	0	No
Mental Health and Social and Emotional Well-Being	Students at RMCHS receive socioemotional support through KCUSD social workers and On-Site counselors at no cost to RMCHS.	\$0	0	No

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

There were not substantive differences between the planned and budgeted expenditures for the additional actions. Parent education workshops were provided and input opportunities took place via school site council meetings and the annual parent survey. An estimated \$1000 was spent on materials and supplies to hold the parent workshop meetings.

## Overall Analysis

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

Lessons learned over the past year have informed the 2021-2024 LCAP in the following ways:

- We plan to keep virtual meetings as an option for both student academic support and parent engagement opportunities. Over this past year, parent participation was higher for some events than in the past, likely due to the convenient virtual option.
- Student academic gaps have increased. Therefore, our new LCAP will include additional tutoring support and embedded tutors in core classes.

- The pandemic really uncovered the important of social connections at school. Co-curricular opportunities will be increased for students, based on their input and their need to reconnect with school in the upcoming years.
- Site safety practices such as handwashing, sanitizing, and distancing are practices that will continue, as they are simply health practices.
- Socio-emotional support will be a priority at RMCHS. EVERY student will be checked in with at the beginning of the year and throughout the year.

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

The COVID 19 pandemic has resulted in learning gaps for students at all grade levels, kinder through 12th grade. At Reedley Middle College High School, we recognize that there will be ongoing academic and socio-emotional support needed over the next few years. To address the academic needs, we plan to incorporate the following actions:

- Provide students with additional tutoring opportunities after school. This will include both in person tutoring on campus and virtual tutoring for those that may be working from home or quarantining.
- Provide embedded tutors in the core classroom to support students.
- Provide students with online credit recovery options for failed classes or those that the student earned a "D" in.
- Establish focus groups for our incoming 9th graders immediately to ensure they are prepared for Math 1, rather than waiting for progress report 1 to identify our struggling students.
- Continue the use of our lunch time "responsibility center" room for students with missing work or in need of academic help.
- Utilize Achieve 3000 and NewsELA as supplemental tools to support student literacy.

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

RMCHS only experienced a substantive difference between planned and actual expenditures identified as contributing towards meeting the increases or improved services requirement for the following action:

Safety Signage - We did not spend the \$5,000 we had allocated for signage around site safety. This signage was paid for out of a different budget.

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

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

RMCHS met all student outcomes for 19-20 and 20-21 school years. Graduation rate was at 100%, we met our AG completion rate goal and CTE participation rates, all teachers were considered highly qualified and appropriately assigned, and our dropout rate was 0%. We know that our current actions and tactics have been effective at improving student performance and meeting our student outcome goals. However, we also recognize that we can continue to improve the implementation of our actions/tactics to continue to improve our student outcomes.

- We plan to be more intentional with the recruitment of students for after school tutorial. Rather than waiting for students to show up, we proactively approach students and parents to gain their participation.
- Embed tutors into our core classrooms from the start of the year, rather than waiting until students begin to struggle.
- Increase co-curricular opportunities for students to improve their connection with others and school.
- Provide professional development for teachers in areas that they have identified as a need to meet their students needs in the classroom.
- To continue to improve our AG completion rate, we need to expand our credit recovery opportunities for students that have earned a "D" in an AG course. This likely will take the place in an online credit recovery program.
- Continue to improve our student recognition system, recognizing students for academic success and highlighting their accomplishments for other students to see.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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





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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,860,484.74	1,925,205.00
Base	2,235,062.00	1,431,461.00
Other	51,820.00	22,422.00
Supplemental/Concentrated	530,004.00	430,345.00
Title I N&D	43,598.74	40,977.00
	43,598.74	41,877.00
	43,598.74	41,877.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	2,860,484.74	1,925,205.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	640,124.00	502,990.00
2000-2999: Classified Personnel Salaries	171,147.00	76,009.00
2000-3999 Classified Salaries & Benefits	39,625.00	113,257.00
3000-3999: Employee Benefits	286,030.00	261,521.00
4000-4999: Books And Supplies	329,524.00	142,620.00
5000-5999: Services And Other Operating Expenditures	1,372,034.74	810,761.00
5700-5799: Transfers Of Direct Costs	0.00	1,052.00
5800: Professional/Consulting Services And Operating Expenditures	22,000.00	4,000.00
6000-6999: Capital Outlay	0.00	12,995.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	2,860,484.74	1,925,205.00
	Supplemental/Concentrated	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	482,570.00	360,127.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentrated	157,554.00	142,863.00
2000-2999: Classified Personnel Salaries	Base	31,000.00	40,862.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentrated	140,147.00	35,147.00
2000-3999 Classified Salaries & Benefits	Base	35,625.00	36,486.00
2000-3999 Classified Salaries & Benefits	Supplemental/Concentrated	4,000.00	76,771.00
3000-3999: Employee Benefits	Base	211,312.00	172,116.00
3000-3999: Employee Benefits	Supplemental/Concentrated	74,718.00	89,405.00
4000-4999: Books And Supplies	Base	223,012.00	56,318.00
4000-4999: Books And Supplies	Other	40,955.00	20,000.00
4000-4999: Books And Supplies	Supplemental/Concentrated	29,327.00	28,054.00
4000-4999: Books And Supplies	Title I N&D	36,230.00	38,248.00
5000-5999: Services And Other Operating Expenditures	Base	1,247,543.00	760,500.00
5000-5999: Services And Other Operating Expenditures	Other	10,865.00	2,422.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentrated	110,258.00	45,110.00
5000-5999: Services And Other Operating Expenditures	Title I N&D	3,368.74	2,729.00
5700-5799: Transfers Of Direct Costs	Base	0.00	1,052.00
5800: Professional/Consulting Services And Operating Expenditures	Base	4,000.00	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentrated	14,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I N&D	4,000.00	0.00
6000-6999: Capital Outlay	Supplemental/Concentrated	0.00	12,995.00
		0.00	12,995.00
		0.00	12,995.00
		0.00	12,995.00

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
		0.00	12,995.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	2,070,976.74	1,330,223.00
<b>Goal 2</b>	363,441.00	280,466.00
<b>Goal 4</b>	306,539.00	197,955.00
<b>Goal 5</b>	102,428.00	104,361.00
<b>Goal 6</b>	17,100.00	12,200.00

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

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

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$46,485.00	\$48,805.00
<b>Distance Learning Program</b>	\$68,934.00	\$47,200.00
<b>Pupil Learning Loss</b>	\$65,000.00	\$58,570.00
<b>Additional Actions and Plan Requirements</b>	\$4,500.00	\$2,500.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$184,919.00	\$157,075.00

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$41,485.00	\$47,375.00
<b>Distance Learning Program</b>	\$58,934.00	\$37,200.00
<b>Pupil Learning Loss</b>	\$10,000.00	
<b>Additional Actions and Plan Requirements</b>	\$4,500.00	\$2,500.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$113,419.00	\$85,575.00

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$5,000.00	\$1,430.00
<b>Distance Learning Program</b>	\$10,000.00	\$10,000.00
<b>Pupil Learning Loss</b>	\$55,000.00	\$58,570.00
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$70,000.00	\$70,000.00



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## Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Reedley Middle College High School	Ron Pack Principal	pack-r@kcusd.com (559 )305-7050

## Plan Summary [2021-22]

### General Information

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

Reedley Middle College High School (RMCHS) is a dependent charter school under the umbrella of Kings Canyon Unified School District (KCUSD). In this dual enrollment program, students attend high school on the Reedley College campus and earn a high school diploma while earning college credit simultaneously. All students will have the opportunity to work toward a community college certificate, associate degree, or become transfer ready depending on their class selection and completion of college courses. RMCHS has 4 pathways of study that students can select to pursue which are Agricultural Business, Business Administration, General Transfer (STEM Focus), or General

Transfer (General Education Focus). There is no additional cost to students for attending RMCHS . All textbooks and college fees are waived while students are still in high school. The incoming class of 2023 began their 4 year RMCHS journey in a brand new, state of the art two story high school on the Reedley College campus. RMCHS was established in 2012, with one classroom consisting of twenty 9th grade students and graduated its first class of nineteen students in the Spring of 2016. The 2021-2022 school year marks RMCHS' tenth year of existence and is serving 250 students in grades nine through twelve. The 2020-2021 school year is not a typical year at RMCHS due to the COVID 19 pandemic. Students are attending on a hybrid schedule, two days a week and every other Wednesday. This reduces our class sizes and increases distancing between both students and staff members. The COVID 19 pandemic has affected our community and schools in a variety of ways. Students, teachers, and parents have learned to use technology in ways they had not used before to access school from home. Our schools are safer and cleaner than they have ever been to ensure the safety of all. During the past year and half, our community and school district has come together to make decisions in the best interest of kids. Our student demographics at Reedley Middle College High School consist of 83% Hispanic/Latino, 13% White, 2% other Asian, 1% Asian, and 1% Filipino. The majority of the students who attend RMCHS come from the city of Reedley but student enrollment representation stretches across the neighboring cities of Orange Cove, Dunlap, Squaw Valley, Dinuba, Selma, Parlier, and Sanger. The teaching staff consists of 4 full time teachers and 5 part time teachers. RMCHS teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

Students attending RMCHS are offered an individually designed, standards-based educational program providing the necessary foundation for success in college and/or career. The RMCHS educational plan consists of a broad range of goals and objectives to meet the unique educational needs of all students, specifically in the areas of Agricultural Business or Business Administration. These goals and objectives are specified in the school's adopted academic standards, which reflect the standards approved by the California State Board of Education. Use of the latest technology and internet access is made available to all students and staff to enhance the student's educational experience. Chromebook access is available to every student, in every classroom. In addition, students without computer access at home are able to check-out a chromebook to take home for educational purposes. In addition to individually tailored courses of study at RMCHS, students can extend learning experiences and interests through access to appropriate community college courses, internships, and service learning projects.

The goal of RMCHS is to provide students with the foundation to apply for admission to, persist in, and graduate from the college of their choice. Students will explore their capabilities and interests to fully develop their potential for their desired success as they move the the RMCHS program.

## Reflections: Successes

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

One of the biggest progress areas that we made as an LEA was continuing our expansion of educational and co-curricular activities for students. RMCHS has been established as an agriculture school over the past seven years. Students in the Ag Business pathway and students participating in FFA have had many opportunities for competition, college visits, job shadowing, training, etc. However, students in



the Ag Business pathway only account for half of our student population. Over the past few years, RMCHS was able to continue its improvement of educational and co-curricular activities by starting an after school STEM lab, intramural sports at lunch time, and class clubs. These opportunities provide additional "school connections" for students that are not enrolled in the Ag pathway.

Another area of improvement is in the area of professional learning communities. Our RMCHS teachers are working together weekly to identify common writing trends in students across subject areas, discuss strategies to use with struggling students, and share best practices. As a result, teachers committed to focusing on specific writing needs across the curriculum, calibrated rubric use, and improved teacher feedback to students in effort to improve student writing performance. Our work around teacher collaboration and writing across the curriculum will continue into the 2021-2022 school year.

RMCHS has continued to show success in the following areas:

**College and Career Readiness** - In 2018-2019, 100% of our senior cohort were considered prepared for college/career. This was an increase of 10% in comparison to the 17/18 school year. We plan to continue to fund an RMCHS counselor committed to monitoring the academic progress of all students. In addition, we will continue to fund tutorial/extended day opportunities to ensure students have the academic support they need to be successful.

**Graduation Rate**- In 2018-2019, RMCHS had all 33 seniors graduate. This was 100% of the senior class. RMCHS posted a 100% graduation rate over the past three years. To ensure our graduation rate continues to be high, we plan to continue to fund an RMCHS counselor committed to monitoring the academic progress of all students, implementing interventions and supports early on for struggling students. In addition, we will continue to fund tutorial/extended day opportunities to ensure students have the academic support they need to be successful.

**Suspension Rate** - In 2018-2019, 1.4% of RMCHS students were suspended from school. This was a decrease of 3.4% in comparison to the 2017-2018 school year. To ensure our suspension rate remains low, we will continue to fund a campus assistant whose primary role is to be out and visible, supervising students during breaks and lunch. In addition, we will continue to implement PBIS strategies to frontload students with site expectations and acknowledge those students that are modeling our site character pillars of responsibility, motivation, courage, honor and success.

## 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.

Over the past three years, RMCHS has collected state assessment data through the California Assessment of Student Performance and Progress (CAASPP) and the California State Dashboard. Please note the data summary below. Please note that state testing and other dashboard indicators were not measured during the 2019-2020 school year due to COVID school closures across the state.

In 2018-2019, RMCHS was given a “blue” rating on the dashboard on all categories below with the exception of mathematics, in which we earned a “green” rating. The RMCHS dashboard can be reviewed here ? <https://www.caschooldashboard.org/reports/10622650126292/2019>

ELA- In 2018-2019, students scored an average of 88 points above standard, an increase of 17.3 points compared to the 2017-2018 school year.

Math- In 2018-2019, students scored an average of 6.5 points above standard, maintaining our performance level from the 17/18 school year.

After diving into our data, beyond what is shared in the preceding section, we have identified the following as areas to continue focusing on as a site.

- Continue to focus on our math instruction to move beyond a procedural approach and to a conceptual framework, promoting mathematical understanding rather than the memorization of processes and procedures. This includes a focus on justification of thinking and responding to student intervention needs on a regular systematic basis.
- Continue our work with writing instruction and having a more consistent expectation of what writing should look like across disciplines to maintain our blue rating on the CA Dashboard.
- We have identified a need to educate both male and female students about sexual harassment (what it is and what it is not). Based on our suspension and other discipline data from 2019-2020, we found a trend in male students not understanding the consequences of their actions, a few of which became legal issues for the students.
- Continue to focus on improving parent communication and increasing parent involvement in the education of their children.

In addition the focus areas noted above, RMCHS has also recognized the need to identify and target learning gaps created by the lack of in person learning opportunities due to the COVID 19 pandemic. This will include curriculum based assessments and teacher created formative assessments to plan intervention opportunities to catch students up. Struggling students will be encouraged to attend after school tutorial focused on filling these learning gaps that are imperative to their ongoing learning.

Over the next three years, RMCHS plans to implement the following actions to address our focus areas noted above:

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## LCAP Highlights

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

The 2020-2023 Reedley Middle College High School Local Control and Accountability Plan contains six goals designed to primarily increase and/or improve services for our unduplicated student population.

The goals are as follows:

Goal #1: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.

Goal #2: All students will demonstrate an increase in academic achievement in all core subject areas.

Goal #3 was previously focused on English language learners. However, due to the very low number of EL students enrolled in our program, we have combined the actions from this goal with those identified in goal 2.

Goal #4: All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college/career goals.

Goal #5: All Students will be provided with safe and nurturing learning environments that support their social, emotional, and academic success.

Goal #6: All Students will have the opportunity to increase academic achievement through the engagement of parents and families.

The focus areas for the next three school years will continue to include increasing the co-curricular opportunities for unduplicated students to better connect with school. Students connected with an activity other than the classroom experience are more likely to succeed. In addition, RMCHS will focus on professional development around instructional strategies to continue to improve our practice and therefore overall student performance, as well as continue to develop our use of technology tools with students. The pandemic forced us into exploring various digital tools which have developed into practices we don't want to lose. We will also continue to focus on math instruction, as that is

an area of growth as measured by the CA State Dashboard over recent years. These focus areas are based on input received from our stakeholders through stakeholder meetings as well as parent feedback throughout the school year.

## **Comprehensive Support and Improvement**

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

### **Schools Identified**

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

NA

### **Support for Identified Schools**

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

NA

### **Monitoring and Evaluating Effectiveness**

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

NA

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Reedley Middle College High School used a variety of methods to solicit input from all stakeholder groups. Stakeholder groups included parents, teaching staff, support staff, principals, learning directors, district administrators and local bargaining units for both classified and certificated staff. KCUSD, our authorizing school district, held Virtual LCAP Input workshops in February of 2021 in an effort to inform stakeholders of the District's progress with LCAP goals, discuss actions that were implemented to achieve the goals and share evidence that showed progress towards meeting positive and improved outcomes for students, especially in light of the districts response to the COVID-19 pandemic. RMCHS engaged with school site council on the LCAP and solicited input as to how we could improve the services provided to students. In addition to district meetings and school presentations, we distributed surveys to all parents and students. The surveys were used as a tool to collect feedback from stakeholders on the actions and goals of the LCAP.

## Stakeholder process:

Virtual LCAP Workshops were held February 11 and 16, 2021. At these workshops, an overview of the LCFF model and the LCAP was presented. Data from each metric was shared and participants were encouraged to provide input on the goals and action through a district wide survey. These meetings were attended by community members, parents, teachers, classified staff, principals and administrators. Input from these groups was documented and prioritized. RMCHS has traditionally collected an annual Parent Survey. This information is used to help provide a focus for both district and site direction. To gather information from students, we utilized an annual Student LCAP Survey to gather information to help inform the direction of the LCAP. In addition to this parent survey, a community survey specific to the LCAP was also conducted for anyone in the KCUSD community to complete.

Presentations about LCFF and actions from the LCAP, and LCAP process were shared with the following groups:

District Advisory Committee - October 26, 2020, January 25, 2021, March 8, 2021 and May 17, 2021

KCTA - March 16, 2021

CSEA - March 23, 2021

District English Language Advisory Committee - October 26, 2020, January 25, 2021, March 8, 2021 and May 17, 2021

Principals/Administrators - ongoing at biweekly meetings

## School Site Parent Input:

RMCHS requested input from parent groups regarding the Local Control and Accountability Plan. We requested feedback and suggestions through our School Site Council and the annual parent survey.

## SELPA Collaboration and Input:

Our charter authorizer, Kings Canyon Unified School District, is part of the Fresno County SELPA and participated in SELPA Operations meetings, where the LCAP was discussed with member districts and input was solicited from that stakeholder group. 2020 - 2021 Operations

meetings were held on September 10, 2020, October 15, 2021, November 12, 2020, January 28, 2021, February 17, 2021, March 23, 2021, April 15, 2021 and May 13, 2021.

Board Meetings- June 8, 2021, June 22, 2021

LCAP Proposed Draft actions presented to the District Advisory Committee (May 17, 2021) and the District English Learner Advisory Committee (May 17, 2021) - There were no questions by these groups regarding the proposed LCAP actions.

Public Comment Period - June 8-18, 2021

Public Hearing - June 8, 2021

Board Approval - June 22, 2021

#### A summary of the feedback provided by specific stakeholder groups.

Input gathered at the Stakeholder meetings indicated the following trends:

##### Parent Groups:

Parents gave very positive feedback as to the supports provided for students, especially during the COVID-19 pandemic. Parents expressed that they appreciated the two way communication capabilities of Parent Square and hoped that that would continue. A theme that presented itself was the need to increase the supports for social emotional supports and for students that have behavior issues. Parents expressed that as a result of the pandemic, students are going through issues like feeling disconnected, depression and parents would like there to be more support from counselors, social workers, psychologists and caring staff. Parents expressed their appreciation for the new RMCHS facility in Reedley.

##### Teacher Groups:

Teachers were very supportive of the actions currently taking place through the previous LCAP and expressed that they would want all of these actions to continue. They also addressed the change in the way Instructional Coaches have been utilized (delivering individualized support to new teachers) as being highly effective. They also explained that the results of smaller classes as a result of the requirements of the hybrid schedules creates a positive climate and culture. They expressed that many of the structures that were put in place and supported through the PBIS structures already in place have improved the overall operation of schools and student movement. They provided suggestions on how to expand professional development, especially for new teachers across all grade levels. They also encouraged the expansion of intervention teachers and improved systems as to who receives intervention services.

##### Classified Groups:

Classified staff appreciated the great number of programs that KCUSD offers for students and hoped that these programs would continue. Similarly, classified staff asked for greater opportunities and supports for student with disabilities and training for classified staff that work with these students. They expressed that teachers do a great job in supporting students in Special Education, but would like more training on how they can improve. Classified staff provided input on expanding CTE courses within the District. Classified staff suggested that by expanding CTE courses, students will be exposed to "lost trades" that have been reduced in many districts such as woodshop, mechanics and other areas. They provided input on providing students with "real world" experiences like actual business marketing and sales programs, where student engage in establishing businesses while students in KCUSD. They also explained the importance of continuing intervention

programs, especially in response to the COVID-19 pandemic to provide students with opportunities to get caught up on any potential learning loss that may have taken place as a result. Classified staff also indicated that the new communication tools have been a great addition to the District and should continue as the constant communication is good for all stakeholders.

#### Advisory Groups:

Feedback received from the District English Learner Advisory Committee and District Advisory Committee groups was very supportive of the actions being implemented by KCUSD. These groups, which are predominantly made up of parents, expressed that there was a great need for additional supports for struggling students, especially for social emotional needs. Parents requested additional parent education specifically around navigating student information systems like Powerschool and being able to navigate that system to be able to support their children from home. Parents expressed their gratitude for parent workshops through Parent Academy, Children's Day and Parent Square. Parents also indicated that the use of Zoom helped increase their engagement and participation in school meetings and activities. They requested that this continue, even as schools return back to "normal."

#### Student Groups:

Students provided great input on how Kings Canyon Unified and RMCHS specifically, could continue to support students. Across all the sites visited, the need for expanded social emotional supports was unanimous. Students explained that the support they receive from social workers, psychologists and counselors is critical to their success and that more students could benefit from these types of services. Students also stated that while CTE courses are fantastic, they would like to see an expansion of CTE course options or after school CTE workshops. Through the student survey, students expressed that RMCHS has done a great job in creating safe and nurturing schools and stated that sites set expectations for student behavior and clearly outline consequences for breaking of rules. Based on the results of the 2020-2021 student survey, students feel safe when on the RMCHS campus and feel they have an adult to talk to when in need.

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

Reedley Middle College High School's LCAP goals were originally developed through collaboration between all stakeholders. RMCHS continues to seek input on the actions and goals of the LCAP to determine the best strategies to increase student achievement and grow the capacity of our system. Input from stakeholders indicate that the current goals and actions have been effective and should continue with additional supports for students, staff and families.

The following actions were influenced by specific stakeholder input and integrated into to the LCAP:

#### Goal 1-

Engage in district provided as well as out of district professional development around charter schools, instruction, dual enrollment, and the middle college high school model. The goal is to continue to improve our practice to increase student success in both high school and college courses.

#### Goal 2-

Students will be provided with updated technology to ensure access when off site.  
Provide credit recovery opportunities for students that struggled during the pandemic.  
Continue to improve our student recognition system by providing awards and rewards to students to reinforce positive behavior and academic performance.  
We plan to be more intentional with the intervention of struggling students.  
Continue to provide salary for CTE instructor.  
Provide students with embedded college tutors to support learning loss in math.

Goal 3-  
Due to the low number of EL students at DLA, the goals and actions specific to EL students are embedded in Goal 2.

Goal 4-  
Provide a school counselor to support students with understanding the requirements of CSU/UC admission and transcript evaluation to improve AG completion rate.  
Provide all students with opportunities to visit college campus to motivate students to meet admission requirements.  
Increase co-curricular opportunities for students to improve their connection with others and school.

Goal 5-  
Continue to improve our student recognition system, recognizing students for academic success and highlighting their accomplishments for other students to see (PBIS). This includes the use of incentives for attendance improvement and recognition.

Goal 6-  
Continue to provide parents with multiple opportunities to communicate with the school and provide input/feedback. This includes conferences, workshops, parent resources, and use of Parent Square.



# Goals and Actions

## Goal

Goal #	Description
1	Goal #1: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.

An explanation of why the LEA has developed this goal.

Goal 1 has been developed for the purpose of addressing state priorities 1 (Basic Conditions of Learning) and 2 (State Standards-Conditions of Learning). It is a priority of Kings Canyon Unified School District that students have basic services, ensuring that all students are attending school on campuses that are in good condition while being taught by teachers who are appropriately assigned and provided with adequate textbooks, materials, supplies and supports.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> <li>Percentage of appropriately credentialed, with English Language Certification, and appropriately assigned</li> </ul>	2020-2021 - 100%				Continue to be at 95% or higher
<ul style="list-style-type: none"> <li>Percentage of misassigned teachers and vacancies will be less than 1%</li> </ul>	2020-2021 - 0%				Continue to be below 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> <li>Percentage of students having access to standards aligned curriculum will maintain at 100%</li> </ul>	2020-2021 - 100%				Continue to be at 100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed Teachers and Administrator	Continue to hire and assign fully and appropriately credentialed teachers at all levels and monitor implementation. Provide credentialed administration. This action includes the Ag Prep Coordinator position.	\$650,000.00	No
2	Professional Development	<p>Our unduplicated population changes every year. Students grow, technologies change, and society evolves. It is imperative that our teachers can meet the needs of our ever changing students.</p> <p>RMCHS staff will provide professional development or participate in professional development to improve instructional strategies and share best practices. Professional development will specifically include use of digital tools for assessment and continued staff training on use of Google Classroom.</p> <p>This action will include site professional development service, registration/hotel costs, and subs to cover for collaborative planning and teacher coverage.</p>	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		It is our expectation that providing unduplicated students with well trained teachers will result in increased academic performance as measured by the CAASPP state assessment.		
3	Professional Development	Costs associated with charter school and dual enrollment conference registration and accomodations. This action includes sub coverage for professional development.	\$5,720.00	No
4	Basic Operating Expenses	Provide basic operating expenses such as salaries/benefits (secretary), general office materials, supplies, and equipment.	\$844,016.00	No
5	Basic Operating Expenses- Copier Lease	Copier Lease	\$8,000.00	No
6	Provide and Maintain Facilities	Cost of paying for the new RMCHS building (recently opened in 2019)	\$886,733.00	No
7	Basic Operating Expenses- Substitutes	Provide substitutes when teachers are out ill.	\$25,000.00	No
8	ELD and Annual Testing Salaries	<p>Research shows that students who engage in research based ELD strategies increase both their language acquisition and their overall academic performance (US Department of Education).</p> <p>Provide students with educational opportunities to increase language acquisition as well as student achievement ELA and Math. This action includes 3.8% of salaries/benefits for ELD and 1.2% salaries/benefits for assessment.</p>	\$36,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
		It is our expectation that both designated and integrated ELD instruction/support will yield higher academic performance for our EL students.		

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
2	All student will demonstrate and increase in academic achievement in all core subject areas- English Language Arts (ELA), Math, Science, and Social Science - through the implementation of state standards.

An explanation of why the LEA has developed this goal.

Goal 2 was developed to address state priorities 2 (State Standards), 4 (Pupil Achievement), 7 (Course Access), and 8 (Other Pupil Outcomes). It is a priority of Reedley Middle College HS that all students have access to grade-level state standards, along with rigorous curriculum to support academic achievement for all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students who meet or exceed standards on the Smarter Balanced ELA Assessment	18/19 - 86.28% - This is the latest SBA data we have.				90% or above
Percentage of students who meet or exceed standards on the Smarter Balanced Math Assessment	18/19- 55% - This is the latest SBA data we have.				60% or above
Percentage of 11th grade students considered	20-21 -- 100%				Remain at 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
college and career ready will be maintained at 100%.					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Materials and Supplies	Continue to provide high school and college textbooks, novels, and general materials and supplies.	\$454,500.00	No
2	Academic Recognition and Reinforcement	<p>Local data shows that positive reinforcement for both academics and behavior is an effective practice.</p> <p>RMCHS will provide awards and rewards for students to reinforce positive behavior and academic performance.</p> <p>It is our expectation that providing students with academic recognition each year gets parents involved in celebrating student success and reinforces ongoing academic effort amongst students.</p> <p>Positive behavioral support refers to the application of positive behavioral interventions and positive reinforcement for both behavioral and academic success. This systems approach to enhancing the capacity of schools, families, and communities to design effective environments in which teaching and learning occurs is focused on creating and sustaining school environments that improve both behavioral and academic outcomes for students.</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Intervention and Credit Recovery	<p>With the increased reading/writing demand of college level coursework, students at RMCHS need regular practice and on-going development in reading and writing. In addition, our small master schedule makes it difficult to recover failed high school credits.</p> <p>RMCHS will provide licensing for credit recovery courses and Achieve 3000 (intervention program. This also includes materials, supplies, and technology resources for intervention classes.</p> <p>It is our expectation that this action will result in increased CAASPP scores for unduplicated students, increased EL performance on ELPAC, and increased EL reclassification rates.</p>	\$15,570.70	No
4	Extended Day Learning and Additional Student Support	<p>Salaries, materials, and supplies for certificated tutoring, enrichment, and credit recovery. Also includes annual 1% testing support salaries and 7% ELD support salaries.</p> <p>Students benefit from increased time to learn in a small group setting. It is our expectation that this action will result in an increase in performance on state assessments.</p>	\$66,633.00	Yes
5	CTE Options for Students	<p>Students at RMCHS need an opportunity to connect with school, outside of traditional core academics. Local data shows that students connected with activities outside of the classroom have better attendance and are more motivated to succeed in school.</p> <p>RMCHS will provide salaries and benefits for CTE instructors to provide hand on CTE opportunities for students.</p>	\$80,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Career technical education opportunities provide students with technical training and experience to prepare them for career following high school. It is our expectation that students who participate in CTE coursework are prepared to enter the workforce immediately following high school, should they choose.		
6	Supplemental Tools for Learning	Utilize supplemental online tools i.e. Shmoop, vocabulary.com, adobe online, etc. to support student learning. This includes updating technology (chromebooks, printers, laptops, etc.)	\$36,148.00	No
7	Embedded Tutor Support	<p>Local data shows that students of low socio-economic status are more successful in both high school and college classes when working with embedded or extended day tutors.</p> <p>Provide college tutors in the high school classroom for core subject areas such as math and ELA.</p> <p>It is our expectation that our low socio-economic status students will improve their performance on state assessments and high school and college coursework with the implementation of embedded tutor support.</p>	\$7,500.00	Yes

## Goal Analysis [2021-22]

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

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

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



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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	Due to the low enrollment of English Learners at RMCHS, expected annual measurable outcomes, goals, and actions for English Learners are now embedded in Goal 2.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college/career goals.

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort Graduation Rate	2019-2020 -- 100%				Continue to have a graduation rate above 90%.
Increase the percentage of graduates completing A-G requirements.	2019-2020 -- 67.3%				Above 70%
CTE Participation Rate	2020-2021 -- 100%				Continue to have a 100% CTE participation rate.
High School Dropout Rate	2019-2020 -- 0%				Maintain a 0% dropout rate

## Actions

Action #	Title	Description	Total Funds	Contributing
1	College Readiness-Counseling	<p>Students with access to a qualified academic counselor will better understand admission requirements for community college, CSU's, and UC schools. In addition, counseling services are imperative to ensuring students are college and career ready.</p> <p>Provide students with access to a KCUSD counselor. Includes salary and benefits.</p> <p>This is a continued action from the 19-20 LCAP. 100% of RMCHS students have applied for financial aid in the 20-21 school year. In addition, 100% of RMCHS seniors in 19-20 were prepared to either attend a CSU/UC/Community college or enter the workforce. It is our expectation that we will continue to have a high percentage of students will continue to be prepared for college and career post high school.</p>	\$150,000.00	Yes
2	College Readiness-After School Tutoring	<p>Local data shows that students that engage in extended day tutoring with teachers or with college tutors are more successful in both high school and college coursework.</p> <p>This action is to provide extra pay for teacher or AVID tutors to provide supplemental instruction to support both HS and college coursework, including Ag Business projects.</p> <p>It is our expectation that this action will improve the performance of our unduplicated students on the CAASPP and the ELPAC.</p>	\$20,500.00	Yes
3	College Readiness - College/Career Study Trips	<p>Based on the data collection from students in our community, students of low socio-economic status lack the opportunity to visit colleges, museums, and participate in other educational trips.</p>	\$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action includes providing students with educational study/college trips for college and career exposure.</p> <p>With the successful implementation of this action, we expect that our unduplicated students will be better prepared to make decisions about both college and career opportunities that align with their interests.</p>		
4	Extra/Co Curricular Opportunities	<p>Local research shows that students who are involved in extra and co-curricular activities have a better connection with school and therefore have higher attendance percentages and stronger academic performance.</p> <p>Provide materials, supplies, and services (transportation and other service costs) for clubs such as FFA, Egg Enterprise, STEM, Business - TShirt Enterprise, and start a new Career Club to highlight various careers throughout the year. In addition, students have requested that we offer after school opportunities to learn art and robotics.</p> <p>This action also includes supplemental pay for coaches/advisors for extra/co curricular clubs.</p> <p>It is our expectation that if we provide our students of low socio-economic status opportunities to connect with school outside of the core instructional day, student attendance and academic performance will improve.</p>	\$105,279.00	Yes
5	Summer School	<p>Local district research shows that summer learning opportunities are especially effective for students from low income families who would not otherwise have access to educational resources throughout the summer.</p>	\$54,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Pay for certificated teachers, classified personnel, and administration to run summer school.</p> <p>We expect that students who participate in our summer school program will be further ahead on high school graduation and college degree requirements and will experience minimal summer learning loss.</p>		

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
5	All students will be provided with a safe and nurturing learning environment that supports their social, emotional, and academic success.

An explanation of why the LEA has developed this goal.

Goal 5 was developed to address state priorities 5 (Pupil Engagement), 6 (School Climate), and 8 (Other Pupil Outcomes). This goal was established with the purpose of ensuring that students are provided with safe and nurturing learning environments to support their social, emotional, and academic success. Due to the effects of the COVID pandemic, the social and emotional wellness of students will be more important than ever.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students suspended will continue to be lower than the state average.	2019-2020 - 0% of student suspended				The percentage of students suspended will continue to be below the state average.
Percentage of expelled students will continue to be lower than the state average.	2019-2020 - 0% of students expelled				The percentage of students expelled will continue to be below the state average.
Student attendance rate will be 95% or higher.	2019-2020 Attendance Rate - 96%				The school attendance rate will continue to be at 95% or higher.
Percentage of students feeling "safe" at school will be at 95% or higher, as	2019-2020- 96.3%				Students feeling safe at school should be maintained at 95% or higher as measured



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
reported on the student survey.					on the annual student survey.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Campus Safety - Custodial Service	Provide salaries and benefits for custodial service on campus. This action also includes materials and supplies.	\$58,500.00	No
2	Campus Safety - Supervision	<p>Student safety and creating a positive learning environment is a top priority to ensure students have a physically and emotionally safe setting. We know that students learn more when their basic needs are being met on campus (food, shelter, safety).</p> <p>Action 2 is to provide students with a campus assistant whose primary role is supervision before school, after school, and during breaks and lunches.</p> <p>It is our expectation that providing students with a safe environment will increase overall learning as evidenced by state test scores on both the CAASPP and the ELPAC.</p>	\$40,000.00	Yes
3	Positive Climate - PBIS	<p>Creating a positive learning environment is a top priority to ensure students have a physically and emotionally safe setting to take risks and learn. We know that students learn more when they feel free to try new things and take risks, both inside and outside of the classroom.</p> <p>Action 3 is to provide students with a positive, proactive approach to student attendance, discipline, and academic achievement. Action includes the following:</p> <ul style="list-style-type: none"> <li>• Awards and Rewards for student achievement</li> <li>• Incentive trips for students meeting their academic goals</li> </ul>	\$20,707.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Student incentives for attendance, behavior, and academic achievement</li> </ul> <p>It is our expectation that by creating a positive learning environment, students will feel more comfortable on our campus, increasing their academic performance.</p>		
4	Positive Climate and Attendance	<p>Through local research, we know that students who attend school daily perform higher than students that do not.</p> <p>Action 4 is to provide incentives for students with strong attendance and to provide support to students that are missing school.</p> <p>It is our expectation that by supporting our absent students we will improve their attendance and therefore see improved test scores on the CAASPP and the ELPAC. In addition, course grades will be higher in both high school and college courses.</p>	\$51,500.00	No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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# Goals and Actions

## Goal

Goal #	Description
6	All students will have the opportunity to increase academic achievement through the engagement of parents and families.

An explanation of why the LEA has developed this goal.

Goal 6 was developed to address state priorities 3 (Parent Involvement), 4 (Pupil Achievement), and 8 (Other Pupil Outcomes). This goal was established with the purpose of ensuring that students have the opportunity to increase academic achievement through the engagement and education of parents and families.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey Return Rate	2019/2020 - 75%				-- 70% or above
More than 10 opportunities will be offered to parents to get involved at school	2019/2020 -- 100%				-- 100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent/Teacher Conferences	Provide parents with conference opportunities throughout the year. This action includes materials, supplies, and refreshments.	\$2,000.00	No
2	Student Recognition and Celebration	Local research shows that positive reinforcement and recognition for both academics and behavior is an effective practice.  Action 2 is to provide students with academic, attendance, and behavior recognition throughout the year. This will include an	\$19,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>academic awards night, college acceptance activities, and FFA banquets.</p> <p>It is our expectation that providing students with positive recognition each year gets parents involved in celebrating student success and reinforces ongoing effort amongst students.</p>		
3	Parent Advisory and Participation Opportunities	<p>Parent engagement and education is critical to student success. Parents of unduplicated students are often in need of additional support in navigating through the structures of the education system. RMCHS will ensure that parents have the opportunity to engage in activities to connect them with the school through parent education programs.</p> <p>Provide parents with opportunities to give input/feedback and to participate in their child's education. This action includes the following:</p> <ul style="list-style-type: none"> <li>• Refreshments at parent advisory meetings</li> <li>• Materials and supplies for the district fair</li> <li>• Parent resources (Title I)</li> <li>• Student incentives for parent feedback (surveys)</li> </ul> <p>It is our expectation that as a result of parent education, student achievement on state and local assessments will continue to improve and parent engagement will increase.</p>	\$7,072.05	Yes

## Goal Analysis [2021-22]

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
7	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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



# Goals and Actions

## Goal

Goal #	Description
8	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
9	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

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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.

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# Goals and Actions

## Goal

Goal #	Description
10	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
28.30%	\$624,091

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

## Required Descriptions

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

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method and/or location that best meets the identified need. All actions were developed using a careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Reedley Middle College High School be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked “yes” for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of our LEA. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action’s language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$624,091 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 28.30%. Our LEA has demonstrated that it has met the 28.30% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.





## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$3,417,993.00	\$94,082.00	\$92,600.00	\$57,103.75	\$3,661,778.75

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,317,710.75	\$2,344,068.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Credentialed Teachers and Administrator	\$600,000.00		\$50,000.00		\$650,000.00
1	2	English Learners Foster Youth Low Income	Professional Development	\$2,000.00				\$2,000.00
1	3	All	Professional Development				\$5,720.00	\$5,720.00
1	4	All	Basic Operating Expenses	\$844,016.00				\$844,016.00
1	5	All	Basic Operating Expenses- Copier Lease		\$4,000.00		\$4,000.00	\$8,000.00
1	6	All	Provide and Maintain Facilities	\$886,733.00				\$886,733.00
1	7	All	Basic Operating Expenses-Substitutes	\$25,000.00				\$25,000.00
1	8	English Learners Foster Youth Low Income	ELD and Annual Testing Salaries	\$36,400.00				\$36,400.00
2	1	All	Instructional Materials and Supplies	\$375,000.00	\$36,900.00	\$42,600.00		\$454,500.00
2	2	English Learners Foster Youth Low Income	Academic Recognition and Reinforcement	\$5,000.00				\$5,000.00
2	3	All	Intervention and Credit Recovery				\$15,570.70	\$15,570.70
2	4	English Learners Foster Youth Low Income	Extended Day Learning and Additional Student Support	\$66,633.00				\$66,633.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	5	English Learners Foster Youth Low Income	CTE Options for Students	\$80,000.00				\$80,000.00
2	6	All	Supplemental Tools for Learning		\$4,907.00		\$31,241.00	\$36,148.00
2	7	English Learners Foster Youth Low Income	Embedded Tutor Support	\$7,500.00				\$7,500.00
4	1	English Learners Foster Youth Low Income	College Readiness- Counseling	\$150,000.00				\$150,000.00
4	2	English Learners Foster Youth Low Income	College Readiness- After School Tutoring	\$20,500.00				\$20,500.00
4	3	English Learners Foster Youth Low Income	College Readiness - College/Career Study Trips	\$10,000.00				\$10,000.00
4	4	English Learners Foster Youth Low Income	Extra/Co Curricular Opportunities	\$58,504.00	\$46,775.00			\$105,279.00
4	5	English Learners Foster Youth Low Income	Summer School	\$54,000.00				\$54,000.00
5	1	All	Campus Safety - Custodial Service	\$58,500.00				\$58,500.00
5	2	English Learners Foster Youth Low Income	Campus Safety - Supervision	\$40,000.00				\$40,000.00
5	3	English Learners Foster Youth Low Income	Positive Climate - PBIS	\$20,707.00				\$20,707.00
5	4	All Students with Disabilities	Positive Climate and Attendance	\$50,000.00	\$1,500.00			\$51,500.00
6	1	All	Parent/Teacher Conferences	\$2,000.00				\$2,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	2	English Learners Foster Youth Low Income	Student Recognition and Celebration	\$19,000.00				\$19,000.00
6	3	English Learners Foster Youth Low Income	Parent Advisory and Participation Opportunities	\$6,500.00			\$572.05	\$7,072.05

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$576,744.00	\$624,091.05
<b>LEA-wide Total:</b>	\$501,537.00	\$548,884.05
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$75,207.00	\$75,207.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Development	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
1	8	ELD and Annual Testing Salaries	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,400.00	\$36,400.00
2	2	Academic Recognition and Reinforcement	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
2	4	Extended Day Learning and Additional Student Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,633.00	\$66,633.00
2	5	CTE Options for Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	\$80,000.00
2	7	Embedded Tutor Support	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$7,500.00	\$7,500.00
4	1	College Readiness-Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	\$150,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	2	College Readiness- After School Tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,500.00	\$20,500.00
4	3	College Readiness - College/Career Study Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00
4	4	Extra/Co Curricular Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,504.00	\$105,279.00
4	5	Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,000.00	\$54,000.00
5	2	Campus Safety - Supervision	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$40,000.00	\$40,000.00
5	3	Positive Climate - PBIS	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,707.00	\$20,707.00
6	2	Student Recognition and Celebration	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,000.00	\$19,000.00
6	3	Parent Advisory and Participation Opportunities	LEA-wide	English Learners Foster Youth Low Income		\$6,500.00	\$7,072.05

**Annual Update Table Year 1 [2021-22]**

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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



# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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



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

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

**Required Descriptions:**

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

## Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **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 K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.