LCFF Budget Overview for Parents

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

CDS Code: 10622650126292

School Year: 2023-24

LEA contact information:

Ron Pack

Principal

pack-r@kcusd.com

(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 2023-24 School Year
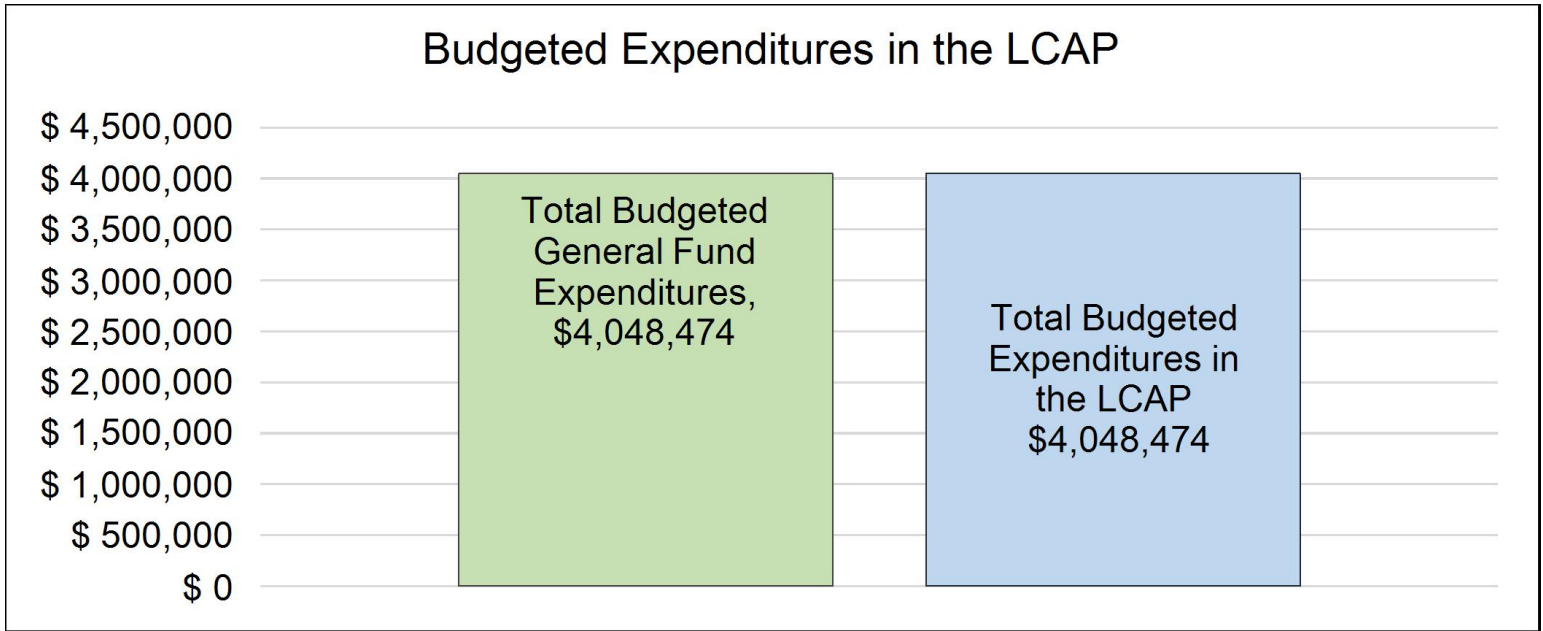
Projected Revenue by Fund Source
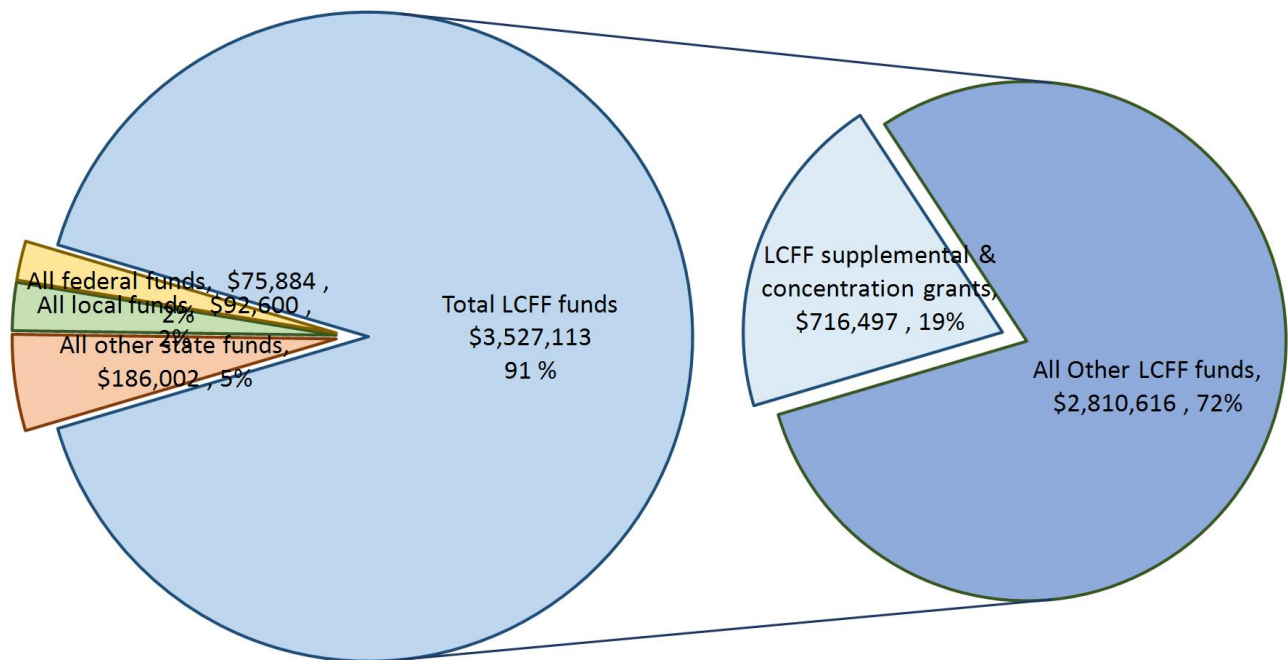
This chart shows the total general purpose revenue Reedley Middle College High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Reedley Middle College High School is $3,881,599, of which $3527113 is Local Control Funding Formula (LCFF), $186002 is other state funds, $92600 is local funds, and $75884 is federal funds. Of the $3527113 in LCFF Funds, $716497 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $4,048,474	Total Budgeted Expenditures in the LCAP $4,048,474

This chart provides a quick summary of how much Reedley Middle College High School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Reedley Middle College High School plans to spend $4,048,474 for the 2023-24 school year. Of that amount, $4,048,474 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 for 2023-2024 are included in the LCAP.

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

In 2023-24, Reedley Middle College High School is projecting it will receive $716497 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 $1,070,807 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

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

- **Total Budgeted Expenditures for High Needs Students in the LCAP**: $1,115,882
- **Actual Expenditures for High Needs Students in LCAP**: $797,179
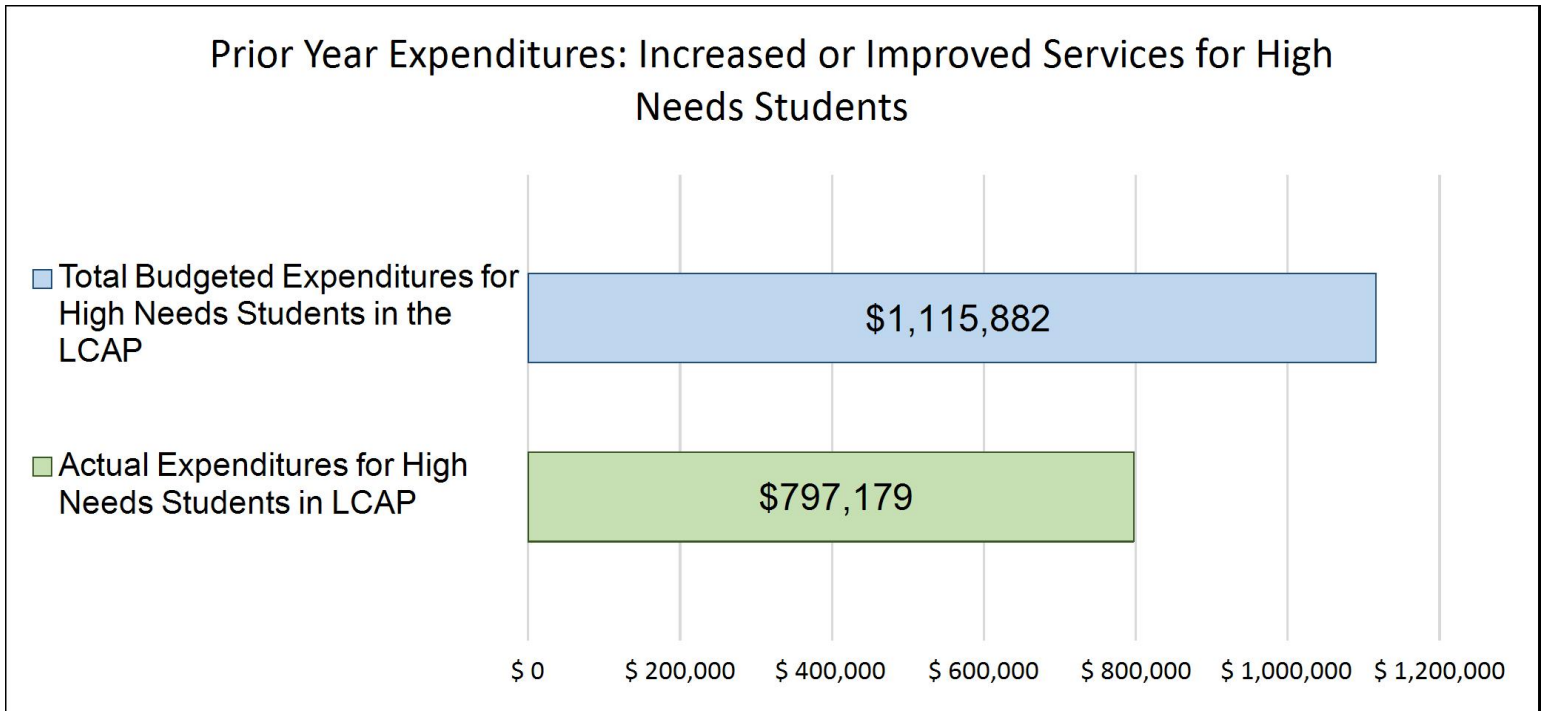
This chart compares what Reedley Middle College High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Reedley Middle College High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Reedley Middle College High School's LCAP budgeted $1115882 for planned actions to increase or improve services for high needs students. Reedley Middle College High School actually spent $797179 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-318,703 had the following impact on Reedley Middle College High School's ability to increase or improve services for high needs students:

Funds allocated in 2022-2023 that were not expended, will be carried over into the 2023-2024 school year in support of the actions planned in the Local Control and Accountability Plan. Additional services were also provided to support high needs students utilizing funds secured through state and federal grants, such as one time COVID Relief funds. These actions will be continued in the upcoming school year to increase or improve services for high need students outlined in the plan.

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 [2023-24]

General Information

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

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.

[NEED TO CHANGE] 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). [NEED TO CHANGE]

There is no additional cost to students for attending RMCHS . All textbooks and college fees are waived while students are still in high school. 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. In 2019-2020, with the support of Kings Canyon Unified, Reedley Middle College High School built a brand new state of the art facility on the Reedley College campus. RMCHS celebrated it's ten year anniversary in 2022-2023.

Our student demographics at Reedley Middle College High School consist of 81% Hispanic/Latino, 16% White, 1% Asian, and 2% other. 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 6 full time teachers and 3 part time teachers. Two full time administrators, an academic counselor, a college coordinator, and a site social worker make up the leadership team at RMHS. 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 General Education. 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 through 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.

Through ongoing analysis of local data and input from educational partners, we have identified that one of the areas that we continue to make significant progress in is continuing our expansion of educational, co-curricular, and extra curricular activities for students. Over the past 10 years, RMCHS has developed a strong agricultural business pathway in partnership with The Wonderful Company. Students in the ag business pathway have many, many educational and co-curricular opportunities to engage in such as college campus visits, job shadowing, and job training. Many students that are in the ag business pathway are also active members in our FFA chapter. Students in FFA also have many engagement opportunities such as participation in FFA career development events, student FFA conferences, student leadership trips, and hands on learning activities with animal projects and the Big Fresno Fair animal exhibit. However, students in the ag business pathway only account for half of our student population. Over the past few years, RMCHS has continued to improve educational and co-curricular activities by starting an after school program where students can engage in photography, boxing, chess, and gaming clubs, as well as receive academic support through after school tutoring. RMCHS has also continued it's implementation intramural sports at lunch time. All of these opportunities provide additional "school connections" for students which directly impact student academic success at Reedley Middle College High School. RMCHS will build upon this success by continuing to add after school enrichment clubs and providing the students with an ASB advisor that can prioritize the continued development of co and extracurricular opportunities.

Another area of continued improvement is in the area of professional learning communities and collaborative teamwork. 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 have committed to focusing on specific writing standards, calibrated rubric use, and improved teacher feedback to students in effort to improve student writing performance. Our work around collaborative teamwork and writing across the curriculum will continue into the 2023-2024 school year and include additional professional learning opportunities for both teachers and administrators, as well as collaborative team coaching provided by the Kings Canyon Unified district leadership.

RMCHS has also continued to show success in the following areas:

Graduation Rate- Over the past four years, RMCHS has had 100% of the senior class complete graduation requirements. 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 - Over the past two years, RMCHS has held a low suspension rate (below 1%). 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. Lastly, professional development will provided for staff responsible for supervision to ensure best practices in maintaining a safe campus.

College and Career Readiness - Based on local data, 35% of student in the class of 2022 completed their associates degrees at the same time they completed their high school diploma requirements. In addition, 22% of those seniors completed general ed transfer certificates at the same time as they completed their high school diplomas. From the class of 2022, 90% of students moved on to either California State Universities or University of California colleges to further their education. Reedley Middle College High School provides all students with an opportunity to experience college courses with a tremendous amount of support such as a dedicated high school counselor, summer college course access with all fees covered, and after school tutorial/support. Each of these actions have directly impacted the success of our unduplicated students and will continue to be funded in the 2023-2034 LCAP.

ELA CAASPP Scores - RMCHS continues to significantly outperform the state average in ELA CAASPP scores. Over the past two years, RMCHS students have had over 94% of them meeting/exceeding standards while the state average last year was 47%. In addition, when compared to similar school across the state, RMCHS is ranked #1 out of 522 similar schools. To continue building on these high state assessment results, RMCHS will continue to focus on writing across the curriculum, include ELA standards as a focal point for collaborative meetings, and continue to build our capacity around working as collaborative teams.

Through analysis of input from educational partners through school site council meetings and parent surveys, RMCHS has identified the following successes and strengths:

- Teachers, administrators, and classified staff create a positive culture where students feel safe and supported at school. In addition, parents reported that they appreciate the timely responses they receive from the front office when concerns arise. The 23-34 LCAP will continue to include plans for professional development connected with serving our students and parents.

- RMCHS provides many opportunities for parent education specific to college applications, financial aid, and college course scheduling. The success of these workshops is directly attributed to funding a full time academic counselor that can take the time to plan and implement high quality, well recruited, workshops. We plan to continue to fund a full time academic counselor next year.

- RMCHS provides many opportunities for students to engage in co-curricular activities such as FFA and Leadership. We plan to continue to fund our CTE instructor to ensure continued co-curricular opportunities in FFA, as well as a student leadership advisor to facilitate leadership opportunities which ultimately improve culture and climate on campus.

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 two years, RMCHS has collected state assessment data through the California Assessment of Student Performance and Progress (CAASPP) and the California State Dashboard. As a result of the COVID 19 pandemic, the dashboard was suspended for both the

19-20 and 20-21 school years. Please note that the 2021-2022 dashboard reflects "status" only and no "change". Therefore, there were no color ratings to utilize in identifying specific school needs. Quantitative data provided from CDE, DataQuest, and the status only ratings on the California State Dashboard informed focus areas for the 23-24 LCAP. A snapshot of such data is as follows:

ELA- In 2021-2022, 94% of students met or exceeded standards on the ELA portion of the state assessment. In 2020-2021, 95% of students met or exceed standards on the ELA assessment. While this was a 1% drop in students meeting/exceeding standards, students at RMCHS continue to significantly outperform other schools in California. We anticipate continuing to perform at high levels on the CAASPP ELA in 2022-2023.

While state ELA data in not an area of low performance, we continue to recognize the need to support students in their ability to read, write, speak, and listen, to ensure they are prepared to successfully complete college coursework alongside their high school classes. To continue supporting our students in ELA, RMCHS will continue to focus on staff development as a collaborative team, learning to analyze student data to inform instructional decisions and improve instructional practices.

Math- In 2021-2022, 45% of students met or exceed standards on the math portion of the state assessment. In 2020-2021, only 40% of students met or exceeded standards on the math assessment. This was a slight increase in performance and a continued area of focus for RMCHS moving forward.

While our percentage of students meeting/exceeding state standards in mathematics is consistent with high schools across California, we recognize that math achievement is an area of low performance for all students at RMCHS. This past year, RMCHS has provided instructional coaching and guidance in the classroom, implemented Saturday Math Camps, and offered after school tutoring opportunities throughout the week. RMCHS plans to continue with the aforementioned supports, but will also add math intervention classes to the master schedule and embed math tutors into core mathematics classrooms. In addition, RMCHS will increase opportunities for collaboration and professional development specific to mathematics standards and instruction.

Local data and input from educational partners have helped us to identify the following focus areas:

School Involvement Opportunities - Based on the annual parent survey, RMCHS will increase the number of co and extra curricular opportunities for students to connect with and engage in school, like school clubs and study trips. In 2023-2024, RMCHS will utilize an after school/extended learning program to increase involvement opportunities for students. Service contracts with outside vendors will open up additional club options for students such as robotics and photography. In addition, a formal ASB leadership class will be developed to improve student led activities and school culture.

Parent Communication- Based on parent feedback on the annual parent survey and input provided through school site council, RMCHS has identified a need to continue to focus on improving parent communication regarding both student and parent events and activities throughout the year. For 2023-2024, leadership will focus on the development of a plan to ensure school activities and planned and communicated to all partners well in advance. Actions will include regular calendar meetings with key staff and advisors, a communication plan for getting

information to all educational partners in a more timely manner, and the ongoing development of annual parent educational workshops so that opportunities can be communicated early on in the year.

Co-Curricular Student Engagement Opportunities - Based on student feedback during the annual "student listening group" meeting, students shared that they would like to see an increase in co-curricular opportunities for students that are not in the Ag Prep program. Input included the need for college campus visits, job shadowing events, and even academic competition opportunities outside of FFA Career Development Events.

ASB/Student Activity Committee- Students also expressed the need for a more structured ASB committee and an activities director to help facilitate activities like leadership, fundraiser, and school events.

LCAP Highlights

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

The 2022-2024 Reedley Middle College High School Local Control and Accountability Plan contains six goals designed to primarily increase and/or improve services for our low income students, English learners, and foster youth.

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: All English learners will demonstrate progress towards attaining English language proficiency and increase the percentage of those attaining proficiency in ELA and Math.

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 23-24 LCAP continue to include increasing co-curricular opportunities for our unduplicated students to ensure every student has a connection with school outside of the classroom. We know from research that students connect with school are more likely to

succeed. In addition, specific actions will be implemented to ensure a more structured Associated Student Body committee to facilitate school activities. RMCHS will also continue to focus on the improvement of math achievement through instructional coaching, math intervention opportunities embedded in the school day, after school tutoring, and professional development. To maintain our high performance in ELA, teachers will continue to build capacity around and engage in working as a collaborative team and the PLC cycle.   To improve parent involvement, specific plans will be developed to improve planning and preparedness of student and parent events and a communication plan will be created to ensure timely communication with all educational partners.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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. In collaboration with Kings Canyon Unified, RMCHS engaged parent groups on the LCAP and solicited input as to how the program could improve the services provided to students. In addition to District meetings and school site meetings, RMCHS also distributed annual surveys to all parents, students in grades 9-12, and to all staff members. The surveys were used as tools to collect feedback from educational partners on the actions and goals of the LCAP.

Educational Partner Engagement Process
RMCHS has traditionally collected an annual Parent Survey. This information is used to help provide a focus for site direction. To gather information from students, RMCHS utilized an annual Student LCAP Survey to help inform the direction of the LCAP from a student perspective. In addition to these surveys, a community survey specific to the LCAP was also conducted for anyone in the communities of Reedley, Orange Cove, or Dunlap to complete, including parents, teachers, classified staff and community members.

Presentations about LCFF and actions from the LCAP, and LCAP process were shared with the following groups:
District Advisory Committee - October 24, 202, January 23, 2023, March 6, 2023 and May 8, 2023
Kings Canyon Teachers Association - February 27, 2023CSEA - January 5, 2022 and May 11, 2022
District English Language Advisory Committee - October 24, 2022, January 23, 2023, March 6, 2023 and May 8, 2023
LCAP Community Survey - Spring, 2023 (Teachers, Classified, Staff, Parents, Community Members)
Annual Student LCAP Survey - February 2023
Principals/Administrators - ongoing at biweekly meetings

School Site Parent Input
RMCHS requested input from parent groups regarding the Local Control and Accountability Plan. We reviewed LCAP goals and actions and collected feedback at quarterly school site council meetings and again for an approval meeting on Monday, May 16, 2022. In addition, a parent survey was sent out to all RMCHS parents to provide them with an opportunity to give us feedback on the program and suggest areas to focus on to better meet the needs of the students that we serve.

SELPA Collaboration and Special Education Engagement
Reedley Middle College is part of the Kings Canyon Unified School District. KCUSD is part of the Fresno County SELPA and participated in SELPA Operations meetings, where the LCAP goals and actions were discussed with member districts and input was solicited from that educational partner group. Operations meetings were held on September 15, 2022, October 18, 2022, November 10, 2022, January 26, 2023, February 16, 2023, March 9, 2023, April 20, 2023 and May 8, 2023.

Additionally, KCUSD holds regular Special Education "Parent Connect" meetings to seek input on what KCUSD can do to improve services for special education students. This year, those engagement opportunities took place on September 20, 2022, October 18, 2022, November 15, 2022, February 7, 2023, March 14, 2023 and April 18, 2023.

RMCHS's authorizing district, Kings Canyon Unified, also utilizes a Special Education Cabinet to seek input on how to improve services for Special Education students in KCUSD, including both charter school programs (KCO and RMCHS). This team is comprised of site administrators, special education and general education teachers and District administration.

Additionally, RMCHS, in partnership with KCUSD, holds regular Special Education "Parent Connect" meetings to seek input on what RMCHS can do to improve services for special education students. This year, those engagement opportunities took place on September 22, 2021, October 19, 2021, November 30, 2021, March, 14th, 2022, April 4, 2022 and May 11, 2022. KCUSD also utilizes a Special Education Cabinet to seek input on how to improve services for Special Education students in KCUSD, including those at RMCHS. This team is comprised of site administrators, special education and general education teachers and District administration.

Board Meetings- May 23, 2023, June 13, 2023
LCAP Proposed Draft actions presented to the District Advisory Committee (Parent Advisory Committee)-(May 8, 2023) and the District English Learner Advisory Committee (May 8, 2023). There were no questions proposed by either advisory council.
Public Comment Period - May 23- June13, 2023
Local Indicators were presented in conjunction with LCAP as per Ed Code 52062 (b)(2)
Board adopted the LEA budget at the same meeting as the LCAP Adoption.
Public Hearing - May 23, 2023
Board Approval - June 13, 2023

A summary of the feedback provided by specific educational partners.

Input gathered at the educational partner meetings indicated the following trends:

Parent Groups:
Parents gave very positive feedback as to the supports provided for students, including academic tutoring and the continued socio-emotional support for their children. Parents expressed that they appreciated the two way communication capabilities of Parent Square and hoped that that would continue. They specifically mentioned their appreciation for the positive culture and climate created on the RMCHS campus, starting from the moment they drop their children off in the morning. Parents continue to share that they appreciate the timely response from front office staff and that concerns are promptly addressed with students and parents. In addition, they shared their appreciation for parent education opportunities specific to college admission requirements (A-G), high school graduation requirements, and financial aid workshops. They were very pleased with the numerous student engagement opportunities that RMCHS provides for their students. Parents were interested in seeing additional opportunities for study college campus visits for the non-ag business students and increased opportunities for off campus engagement for the non-FFA students.

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 specifically mentioned that the expanded learning programs are a great addition to the schools but expressed that with the increase in staff, greater efforts must be made to provide additional professional development opportunities, especially to newer staff members. They provided suggestions on how to expand professional development, especially for new teachers across all grade levels. They also encouraged the continued emphasis on providing students with strategic intervention opportunities. Teachers also shared their appreciation for the additional classified support from new staff, such as Bilingual Community Aides.

Classified Groups:
Classified staff appreciated the great number of programs that KCUSD offers for students and hoped that these programs would continue. Classified staff was very pleased with additional supports provided through extended hours for classified staff. A lot of feedback was provided regarding supports to students who are struggling, especially at the continuation high schools and recommended adding supports and facilities to the program at Mountain View School to support improving graduation rates for students. The also made recommendations regarding additional special education supports to assist with helping students get onto school busses having more time to help students during the day. They also recommended adding more bilingual staff to support parent engagement and expressed that having a new parent engagement coordinator will be a great addition to our District. 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 and School Site Council:
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. This includes additional SEL for students and antibullying support. Parents also requested an expansion of the supports in place to support special education students and students with behavior issues. 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. This year, greater requests for parent training around social media and how to support the challenges posed by negative postings and social media pressures. Advisory groups also requested that the technology that is being utilized is adequately updated to keep up with changing technological requirements. Parents expressed their gratitude for parent workshops through Parent Academy, Children's Day and new in 2022-2023, and Parent University through the partnership with Fresno State. Parents commented on how well structured and informative these programs are and would want to not only continue, but be expanded. These workshops should continue to include financial literacy. In order to address the limited number of parents that participate, it was requested that incentives be offered for parents whole participate and make parent engagements more enjoyable. Parents expressed how grateful they are for the co and extracurricular activities that are available as many would not be able to afford to provide them otherwise. The RMCHS School Site Council shared that they would like to see the continued expansion of after school enrichment clubs for students to engage in, aside from FFA. In addition, they shared the need to develop additional competition teams such as Academic Decathlon. DAC and DELAC advisory groups also advocated for the establishment of "Family Resource Centers" in both Orange Cove and Reedley as hubs to serve as student and family support centers. DELAC specifically requested transportation be included

for Saturday Academy to increase participation and an expansion of the bilingual books available in libraries to promote biliteracy. Advisory groups, especially DELAC expressed that additional resources are
needed for newcomer English Learners as these students have greater and more immediate needs. Additional teacher support and professional development is needed to adequately support these students.

Student Groups:
A large majority of the feedback received from students was positive regarding the RMCHS program and supports provided through the school site. They expressed the importance of relationships with their teachers and acknowledging how much the teachers care about their success. Students overwhelmingly perceive that they are getting a good education on a safe campus where students and teachers care for one another. Students shared that they recognize that co-curricular teams (FFA) and clubs are an integral part of their school experience. Students would like to see additional after school club opportunities created and a more structured ASB on campus to facilitate school activities and keep the positive culture and morale high.

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

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 educational partner input and integrated into to the LCAP:

Goal 1
As a result of teacher group input, we will continue to facilitate teacher engagement in district provided as well as out of district professional development around charter schools, instruction, dual enrollment, and the middle college high school model. We specifically will plan to target our newer teachers to ensure they have a solid understanding of the PLC cycle and embedded intervention. The goal is to continue to improve our practice to increase student success in both high school and college courses. In addition, students have shared the important of the teacher-student connection and the relationship. As a result, professional development will also include strategies to connect with students. This action can be found in goal 1, activity 2.

Goal 2
Educational partner input indicated that teachers recognize the need for increased emphasis on academic intervention and support for students. As a result, goal 2, action 4 will include the implementation of Saturday Math Academies in which targeted students will receive additional math support. In addition, goal 2, action 7 will include pay for embedded tutors, specifically in the math classroom.

Goal 3

This goal consists of continued actions to support the ELD program and support for English language learners such as supplemental pay for after school tutoring of EL students and online software licensing to promote language development. Educational partner groups are in support of continuing these actions to ensure our EL students are prepared for the ELPAC, state CAASPP assessments, college, and career.

Goal 4-
Educational partner input, particularly the teacher group, shared their excitement for the new Expanded Learning Program (ELP) at RMCHS. The ELP provides students with engagement opportunities after school through a "club like" environment. In addition, school site council and RMCHS students see a need to continue expanding co-curricular opportunities after school. Goal 4, action 5 includes materials/supplies to expand and maintain additional enrichment clubs after school in partnership with the ELP. The RMCHS student group also identified the need for increase structure of ASB activities to ensure a positive culture and climate for students. As a result, goal 4, action 7 will provide supplemental pay for a teacher to act as a part time activities director, facilitating ASB activities on campus. RMCHS parent input identified the need to expand study trips and college visits, particular for the general education students. Goal 4 action 3 is to expand opportunities for students to engage in educational study trips and college visits.

Goal 5-
Parent input as well as feedback from both the RMCHS School Site Council and district advisory groups, indicate a strong appreciation for the continued socio-emotional support for students on campus. All three groups explicitly shared how important it is students have access to mental health support from a school site social worker. As a result, RMCHS will continue to fund a full time social worker on site, found in goal 5, action 5. In additional parents and advisory groups shared their appreciation for the positive culture and climate on campus for both students and parents. We will continue to support the maintenance of a positive culture and climate through the continued implementation of a clan and safe campus (goal 5, action 1- full time custodian and goal 5, action 2 - full time campus assistant). RMCHS will also continue to student recognition system and fund incentives for student attendance, behavior, and academic achievement, found in goal 5, action 4.

Goal 6-
The teacher and classified groups were appreciative of the translation and interpretation support from our Bilingual Community Aid this year. As a result, goal 6, action 4 identifies additional pay for our BCA to assist with translation/interpretation of after school meetings and parent events. Positive parent feedback also included the clear communication about school events and parent education opportunities (A-G requirements, financial aid). Some parent feedback, however, included the need for more parent education on district information systems such as Powerschool and Parentsquare. As a result, goal 6, action 3 includes the continued parent education opportunities on topics like A-G requirements, financial aid, and the college application process but will also include workshops specific to navigating Powerschool and our district communication platform, Parentsquare.

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
• Percentage of appropriately credentialed, with English Language Certification, and appropriately assigned	2020-2021 - 100%	2021-2022 - 100% of teachers are appropriately credentialed	2022-2023- 100% of teachers are appropriately credentialed		Continue to be at 95% or higher
• Percentage of misassigned teachers and vacancies will be less than 1%	2020-2021 - 0%	2021-2022- 0% of teachers are misassigned	2022-2023- 0% of teachers are misassigned		Continue to be below 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Percentage of students having access to standards aligned curriculum will maintain at 100%	2020-2021 - 100%	2021-2022 - 100% of students have access to standards aligned curriculum Local Data	2022-2023 - 100% of students have access standards aligned curriculum Local Data		Continue to be at 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	$1,046,300.00	No
1.2	Professional Development	Our low income, English learner, and foster youth 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. RMCHS staff will provide professional development or participate in professional development to improve instructional strategies and share best practices, how to connect with students, and strategies for the mathematics classroom. This action will include site professional development service, registration/hotel costs, and subs to cover for collaborative planning and teacher coverage.	$22,850.01	No

Action #	Title	Description	Total Funds	Contributing
		It is our expectation that providing low income students, English learners, and foster youth with well trained teachers will result in increased academic performance as measured by the CAASPP state assessment.		
1.3	Sub Coverage	This action includes sub coverage for professional development, teacher planning, and other teacher absences.	$35,000.00	No
1.4	Basic Operating Expenses	This action is to provide basic operating expenses. This includes but is not limited to the following: Secretary salaries/benefits General office and classroom materials and supplies (basic needs) Office equipment	$138,198.00	No
1.5	Copier Lease	This action is to pay lease fees for site copy machines.	$12,490.00	No
1.6	Indirect Costs and Operating Costs - Basic Services	Indirect costs with KCUSD (business office, accounts payable), Program Support Staffing, and Operating Costs (trash, electricity, water).	$162,750.00	No
1.7	Additional Administrator	Low-income students are in need of additional attendance intervention support and behavior support in comparison to all students as indicated by local data. Based on feedback from students, families, teachers and site administrators, RMCHS is in need of an additional administrator to support students with behavior/attendance through	$170,367.00	Yes

Action #	Title	Description	Total Funds	Contributing
		more frequent monitoring, attendance make up days, consequences for misbehavior, and positive reinforcement for struggling students meeting their goals.

This action is to provide salaries and benefits for an additional administrator to meet the needs of our low income students. This action is designed to meet the needs most associated with low income students. However, because we expect that all students will benefit from additional attendance and behavior monitoring, this action is provided on an LEA-wide basis.

We expect this action will result in increased attendance and a reduction in behavior referrals for low income students. | | |
1.8	Ag Facility Renovation and Construction	This action is to improve and sustain the Ag program. This includes the maintenance of infrastructure, renovation of current ag facility and the building of a new ag facility, including industry-standard equipment.	$372,509.28	No
1.9	Technology Updates	Provide technology updates to ensure students and teachers have access to up to date chromebooks, internet, printers, and projectors.	$2,500.00	No
1.10	Transportation- Bus Driver	Provide students with transportation to and from school from the communities of Dunlap, Squaw Valley, Orange Cove, and Reedley.	$35,000.00	No
1.11	Routine Restricted Maintenance	Routine restricted maintenance (3%) to ensure the upkeep and updating of facilities.	$99,809.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	New School Building	Cost to reimburse district for the construction of new school building	$599,259.00	No

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 1.1 - Credentialed Teachers and Administration
Implementation Status: 5 – Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

RMCHS, in partnership with KCUSD, has established ongoing HR practices, including procedures for hiring and recruitment, leading to qualified staff. KCUSD is always looking to improve recruitment and retainment and utilizes partnerships with local universities and credentialing programs to recruit the teachers possible.

Action 1.2 - Professional Development (Supp/Con Funded)
Action 1.3 - Professional Development (Non-Supp/Con Funded)
Action 1.7 - Sub Coverage
Implementation Status: 5 – Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation of these actions.

All teachers and classified staff engaged in ongoing professional development throughout the school year. Topics of professional development included district communication systems, payroll software, instructional strategies, professional learning communities, and serving students from trauma. Administration participated in professional development specific to middle college high schools and charter programs. Subs were funded to cover teachers needing coverage on a professional development day. Professional development is embedded into the school year and therefore sustainable, year after year.

Action 1.4 - Basic Operating Expenses

Action1.5 - Copier Lease
Action 1.6 - Indirect and Operating Costs
Action 1.11 - Routine Restricted Maintenance
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation of these actions.

Basic operating actions such as office salaries and benefits, general materials and supplies, indirect services provided by KCUSD, and office equipment were provided and/or fully implemented, contributing to the creation of a high quality educational environment for students.

Action 1.8 - Maintenance and Facility Projects
Implementation Status: 2 - Beginning Development
There was a substantive difference in the planned action and the implementation of this action.

RMCHS continues to explore the Ag Facility upgrades needed to ensure a quality, safe environment for student learning labs. There were multiple options on the table such as renovation of existing facility and design and construction of a new facility. Because the time needed for architectural design, DSA approval, budget development, and cost analysis, this action was not fully implemented.

Action 1.9 - Technology Support
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

Teachers and students have been provided with up to date laptops and chromebooks to ensure a smooth technology experience. In addition, students have the option to check out devices and internet hotspots to improve access when at home.

Action 1.10 - Transportation
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

RMCHS is part of the Kings Canyon Unified School District and therefore part of the district transportation plan. Busses are provided for students attending RMCHS from the mountain communities of Squaw Valley and Dunlap, Orange Cove, and Reedley.

Action 1.12 - Additional Administrator
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

RMCHS hired an additional full time administrator for the 22-23 school year to provide additional support with attendance and behavior and will continue to fund this position in upcoming years.

Overall Successes: Overall success for Goal 1 can be largely attributed to the embedded systems at RMCHS and KCUSD. For example, we effectively staff the Reedley Middle College High School program, year after year, with appropriately credentialed teachers and staff. We are highly effective in the implementation of staff development for both certificated and classified staff members. Professional development days are embedded in the school year, starting with district buy back days in which all teachers engage in capacity building, as well as on Wednesday afternoons, where the focus in 22-23 has been on the development of professional learning communities. The maintenance and safety on the RMCHS campus can be attributed to the support of our site custodian, district maintenance staff, and the additionally funded administrator, ensuring student behavior is consistently positive.

Overall Challenges: The greatest challenge in the successful implementation of actions for Goal 1 was the improvement of the RMCHS Ag facility. Conditions on the farm need to be improved to ensure the safety of the animals, students, teachers, and parents. RMCHS recognizes the important of hands on learning for our students studying Ag Business and is working to improve the safety conditions of the Ag facility. However, the lengthy process of architectural design and educational partner input resulted in "beginning" implementation status this year. The goal is to have committed to improvement plans in the 23-24 school year.

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

There was a material difference between budgeted expenditures and estimated actual expenditures for the following actions:

Action 1.8 - Maintenance/Facility Projects
RMCHS did not spend any money on the improvement of the Ag Facility, as we are currently working with district leadership and architects to explore upgrade options. As a result, we will save the budgeted money and re-assign to this same action in 23-24.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal 1 helped make progress towards the LEA's goal: All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.

Action(s): Action 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12
Effectiveness of Action(s): (3) Effective

Metric(s): Access to Standards-Aligned Instructional Materials, percentage of misassigned teachers and vacancies, percentage of appropriately credentialed teachers

Analysis Statement: The basic services provided in these actions were effective in supporting the goals outlined in Goal 1. Local indicators and assessment of the metrics in Goal 1 indicate that 100% of teachers are appropriately credentialed and assigned and all students have access to standards aligned materials.

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.

There are no new goals or actions as a result of reflections on prior practice.

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

Goals and Actions

Goal

Goal #	Description
2	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.	20/21 - Meets or Exceed Standards All Students: 95.16% Foster: NA English Learners: NA Low Income: 95.45% CDE CAASPP	21/22 - Meets or Exceed Standards All Students: 94.34% Foster: NA English Learners: NA Low Income: 94.6% CDE CAASPP		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.	20/21 - Meets or Exceed Standards All Students: 40.32% Foster: NA English Learners: NA Low Income: 34.09% CDE CAASPP	21/22 - Meets or Exceed Standards All Students: 45.28% Foster: NA English Learners: NA Low Income: 37.84% CDE CAASPP		60% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Adjusted Metric: Percentage students considered college and career ready will be maintained at 100%.	20-21 -- 100%	21-22- 100% of students are on track to be considered college and career ready	Per CDE, this data will not be reported on the 22-23 dashboard.		Remain at 100%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Materials and Supplies	Continue to provide high school and college textbooks, novels, and classroom materials and supplies.	$93,586.00	No
2.2	Academic Awards	Feedback from low-income and EL students, their parents, and staff have shared that celebrating students' academic achievements throughout the year is a motivator for students. Feedback was collected verbally through parent meetings as well as via parent surveys. Academic recognition celebrates student success and motivates students to continue with their efforts. This action will provide low income and EL students with both recognition and awards (plaques/medals/trophies/incentive trips) for their academic and behavior progress throughout the school year. While this action is designed to meet the needs of our low income and EL students, we expect that this action will benefit all students and therefore be implemented school wide. It is our expectation that providing students with academic recognition each year gets parents involved in celebrating student success and	$5,642.72	Yes

Action #	Title	Description	Total Funds	Contributing
		reinforces ongoing academic effort amongst students. The outcome of this action will be improved student performance on state assessments.		
2.3	Intervention and Credit Recovery	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. RMCHS will provide licensing for credit recovery courses and Achieve 3000 (intervention program). This also includes materials, supplies, and technology resources for intervention classes. It is our expectation that this action will result in increased CAASPP scores for low income students, English learners, and foster youth, increased EL performance on the ELPAC, and increased EL reclassification rates.	$15,512.00	No
2.4	Extended Day Learning and Additional Student Support	Local data and educational partner input indicates that providing after school extended learning opportunities increases attendance, and provides interventions and support for academic achievement, especially for English learners, low-income, and foster youth students. RMCHS will continue to provide supplemental tutoring/intervention opportunities after school to benefit low income students, English learners, and foster youth and their academic progress. This action will include Saturday Math Academies to support students with math achievement. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students will benefit from extended day learning, this action will be implemented school wide.	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		It is our expectation that this action will result in an increase in performance on state assessments.		
2.5	CTE Options for Students	Educational partner feedback indicates that English learners, low income, and foster youth are in need of career opportunities and exposure to make informed decisions about their future careers. A local needs assessment showed that by motivating English learners, low-income, and foster youth students through access to CTE courses that they have shown increased interest to attend school more frequently and be more engaged. Feedback from low-income, English Learners and Foster youth students shows that they have benefitted from having a variety of career exploration options and would like a greater array of options to explore. CTE courses are designed to enhance academic courses with work experience and life skills through hands-on learning and collaboration. RMCHS will continue to provide CTE courses and CTE enrichment opportunities through our Ag Business Pathway and the FFA co-curricular club. These CTE courses and opportunities provide English learners, low-income, and foster youth students with a comprehensive set of skills, academic supports, and experiences designed to cultivate relationships and enhance skills that can close skill gaps and allow English learners, low-income, and foster youth to find success and passion in a technical education pathway. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students can benefit from being exposed to CTE opportunities, this action is provided on an LEA-wide basis. We expect that through increased engagement and participation in rigorous career pathways, this action will result in increased college and career readiness for English learners, low-income, and foster youth students.	$130,406.72	No

Action #	Title	Description	Total Funds	Contributing
2.6	Supplemental Tools for Learning	Utilize supplemental online tools i.e. Shmoop, vocabulary.com, adobe online, etc. to support student learning. This action also includes updating technology (chromebooks, printers, laptops, etc.) to access online supplemental tools.	$25,215.71	No
2.7	Embedded Tutor Support	Local data and educational partner input shows that students of low socio-economic status, English learners, and foster youth are more successful in their concurrent college coursework when supported by embedded tutors and additional tutorial support. The transition from middle school to high school is difficult enough in a traditional setting. At RMCHS, low income, EL, and foster students are expected to be successful in college coursework beginning their ninth grade school year. This action is to provide embedded tutors in both high school and college classes to support the learning of low income students, EL students, and foster students. It is our expectation that our low income students, EL students, and foster youth will improve their performance on state assessments and high school and college coursework with the implementation of embedded tutor support.	$2,500.00	Yes
2.8	Indirect Cost to KCUSD for Program Staffing	Low income students are in need of additional academic support as evidenced by Math scores on state and local assessments. Program support staff are provided to RMCHS through our authorizing school district. Support staff include Learning Center staff for students with disabilities, psychologist and social worker services for students with mental health challenges, and math instructional coaching.	$40,316.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action includes indirect costs to KCUSD for program support staffing (students with disabilities, mental health support, math coaching). These Indirect costs to KCUSD will cover program support staffing (curriculum and instruction, educational programs, learning center, and student services). We expect this action to continue to reduce the achievement gap for unduplicated students on state and local math assessments.		

Goal Analysis [2022-23]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 2.1 - Instructional Materials and Supplies
Implementation Status: 5 – Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

Teachers and students were provided with the materials and supplies necessary to both teach and learn the curriculum at high levels. In addition, students were provided with college textbooks and online textbook licensing to ensure they had access to the college curriculum prior to the start of each college course.

Action 2.2 - Academic Recognition and Reinforcement
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

All students were provided with academic recognition through our spring academic awards. Students and families were invited to celebrate their academic and behavior success. Students were also recognized for exemplary behavior through our monthly Knights of the Round Table awards and regular behavior incentives. Student recognition is built into our budget each year and sustainable.

Action 2.3 - Intervention and Credit Recovery
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

Students in need of credit recovery for previously failed courses were able to retake the failed class online through an online program on the RMCHS campus. Students in need of additional support had the opportunity to receive extra help during their embedded Strategic Support class in which online ELA support programs, Achieve 3000 and NewsELA, were used for additional practice at the students individual lexile reading level.

Action 2.4 - Extended Day Learning and Additional Student Support
Implementation Status: 5 – Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

All teachers at RMCHS schedule after school tutorial sessions at minimum twice a week to support struggling students. There was an opportunity for extra help after school for every core subject area, including ELA, Math, Social Science, Foreign Language, and Science.

Action 2.5 - CTE Options for Students
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

RMCHS paid for a CTE credentialed teacher to provide students with CTE courses to complete a CTE pathway in Ag Business. This position was previously provided through a service agreement with Valley ROP, a KCUSD partner organization. However, this year, we hired this teacher to work for the Kings Canyon Unified School District directly. All students engage in at least one CTE course while enrolled at RMCHS.

Action 2.6 - Supplemental Tools for Learning
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

All classrooms at RMCHS have current, updated chromebooks and projectors in them. In addition, supplemental online software tools like vocabulary.com, NewsELA, and Adobe PDF editing software are made available to teachers to supplement their instruction.

Action 2.7 - Embedded Tutors
Implementation Status: 2 - Beginning Development
There was a substantive different in the planned action and actual implementation of this action.

Teachers and administrators recognize the need to embed tutors into college support classes and the high school math classroom. However, RMCHS has struggled to find college tutors that have a schedule that fits the school site's needs. The 23-24 LCAP will continue to have this action in effort to provide students with additional individual/small group support, embedded into the classroom.

Action 2.8 - Indirect Cost to KCUSD for Program Staffing
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

RMCHS continues to utilize the program support of KCUSD, the charter school's authorizer, for indirect support for students with disabilities, foster youth, socio-emotional support, and instructional coaching.

Overall Successes: The overall success in increasing student achievement at RMCHS can be largely attributed to the amount of student support provided by the teachers and staff. The embedded strategic support class that all 9th and 10th graders take allows students additional time to better understand homework, study for tests, receive peer support, and engage in extra ELA practice. The after school opportunities at RMCHS also contribute to improved academic performance of those students that take advantage of this support. The budget for supplemental tools to enrich the student learning experience also has impact on student engagement in instruction and learning.

Overall Challenges: The greatest challenge we have experienced in Goal 2 is the hiring and retaining of embedded college tutors. This additional support for students in the classroom can have tremendous impact on achievement, particularly in math and the historically difficult college courses. Because we believe that this additional individual/small group support in the classroom can be impactful, we will continue to fund this action in the 23/24 school year.

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

There was a material difference between budgeted expenditures and estimated actual expenditures for the following actions:

Action 2.7 - Embedded Tutor Support

RMCHS did not spend any of the $2500 allocated for embedded tutors for challenging academic courses. Due to the challenge in hiring college tutors with schedules that met our needs on the RMCHS campus, we were unable to assign any embedded tutors this year. However, we intend continue our efforts to hire embedded tutors in 23-24.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal 2 helped make progress towards the LEA's goal: All student will demonstrate and increase in academic achievement in all core subject areas.

Action(s): Action 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8
Effectiveness of Action(s): (3) Effective

Metric(s): Percentage of students who meet/exceed standards on the SBA ELA, percentage of students who meet/exceed standards on the SBA Math, percentage of students considered to be college and career ready

Analysis Statement: The actions implemented in Goal 2 were effective in improving student achievement as measured by consistently high ELA performance on the state assessment (94% meets/exceeds standards) and our improved scores on the state math assessment (increased by 5% from 40% to 45% meets/exceeds standards). We anticipate seeing math improvement as we continuously improve our implementation of actions, specifically hiring embedded math tutors and improved recruitment efforts for after school intervention/tutoring.

Action(s): Action 2.7
Effectiveness of Action(s): (1) Not Effective

Metric(s): Percentage of students who meet/exceed standards on the SBA ELA, percentage of students who meet/exceed standards on the SBA Math, percentage of students considered to be college and career ready

Analysis of Statement: While we believe that embedding college tutors into the difficult college courses and our high school math courses has the potential to be impactful on student achievement, our struggle to hire college tutors has prevented us from successfully implementing the action. Therefore, we rated our level of effectiveness of the action at this point as "not effective".

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.

There are no changes made to the planned goals, metrics, outcomes, or actions for the coming year as a result of practice reflection.

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

Goals and Actions

Goal

Goal #	Description
3	All English learners will demonstrate progress towards attaining English language proficiency and increase the percentage of attaining proficiency in ELA and Math.

An explanation of why the LEA has developed this goal.

Goal 3 was developed to address state priorities 2 (State Standards) and 4 (Pupil Achievement). English learner progress continues to be a priority for Reedley Middle College High School. This goal has been established to ensure that English Language Learners have increased support towards attaining English language proficiency and increasing student achievement on state and local measures. This goal is implemented in alignment with Goal 2. The growth English learners have made will continue through the implementation of this goal and will support their academic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of English Learner students who score proficient (level 4) on the English Language Proficiency for Summative ELPAC.	This is a new goal. Baseline data will be collected in 22-23.	This is a new goal. Baseline data will be collected in 22-23.	This data is not yet available.		
Percentage of EL students that meet or exceed standards on the ELA CAASPP	This is a new goal. Baseline data will be collected in 22-23.	This is a new goal. Baseline data will be collected in 22-23.	This data is not yet available.		
Percentage of EL students that meet or exceed standards on the Math CAASPP	This is a new goal. Baseline data will be collected in 22-23.	This is a new goal. Baseline data will be collected in 22-23.	This data is not yet available.		

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Salaries - EL Strategies Across Classrooms	Through local data analysis, RMCHS's English learners are in need of additional academic support in comparison to all students. This action is to ensure that all teachers at RMCHS are qualified and expected to support ELD standards and implement effective research based EL strategies to increase learning. Increases in student achievement, particularly of English learners, is directly affected by the implementation of tools and strategies necessary to support language acquisition and equity of access. This action is principally directed to meet the needs of our English learners. We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments.	$31,855.00	Yes
3.2	Extended Day Support	Through local data analysis, RMCHS's English learners are in need of additional academic support in comparison to all students. Extended day supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (math, ELA) through extended day intervention and support. The academic support provided for these students will accelerate the acquisition of language through the reinforcement of academic language, speaking and listening activities and individualized support. This action is principally directed to meet the needs of our English learners. We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Supplemental Tools- Language Software	Based on local data and site observations, RMCHS English learners are in need of additional academic support in comparison to all students as indicated in the metric section on state and local ELA and math assessments. Language acquisition software will be purchased to support English Language Learners in reaching language proficiency. Local data shows that some English learners may respond more readily to instruction delivered through technology. The use of these types of supplemental resources has contributed to the continued academic growth of EL students. This action is principally directed to meet the needs of our English learners. We expect this action to continue to reduce the achievement gap for English Learners on state and local assessments.	$5,052.00	Yes

Goal Analysis [2022-23]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 3.1 - Teacher Salaries
Implementation Status: 5 – Full Implementation and Sustainability
There was no substantive differences in planned actions and actual implementation.
In partnership with the KCUSD Human Resources Department, RMCHS has been able to ensure all teachers are qualified to support ELD standards and effectively implement instructional strategies to support EL learners in their classrooms.

Action 3.2 - Extended Day Support

Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive differences in planned actions and actual implementation.

All EL students are provided with after school intervention opportunities with teachers from all core subject areas. In addition, language support is provided for all EL students during their strategic support class in which designated ELD instruction is provided.

Action 3.3 - Supplemental Tools
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive differences in planned actions and actual implementation.

All EL students are enrolled in a Strategic Support class in which students engage in both designated ELD instruction as well as supplemental reading and writing practice utilizing online software.

Overall Successes: RMCHS successfully implemented all actions for Goal 3. The success of implemented actions to support the academic achievement of our English Learners is currently measured based on local data and observation. Because this was a new goal for this year, we do not yet have assessment data per our identified metrics. We do, however, believe that the designated ELD instruction and supplemental tools used to support our EL students will have direct impact on students being prepared to re-classify as redesignated fluent english proficient students. However, this data is not yet available. EL student data in their academic courses showed that 80% of EL students earned a 3.0 or higher for the first semester of the 22/23 school year.

Overall Challenges: The greatest challenge in effectively meeting goal 3 is the planning and implementation of designated ELD within a combination class of other learner needs. We anticipate this planning process and the effectiveness of our implementation to continue to improve year after year.

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

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal 3 helped make progress towards the LEA's goal: All English learners will demonstrate progress towards attaining English language proficiency and increase the percentage of attaining proficiency in ELA and Math.

Action(s): Action 3.1, 3.2, 3.3
Effectiveness of Action(s): (3) Effective

Metric(s): Percentage of EL students that meet or exceed standards on the ELA CAASPP, percentage of EL students that meet or exceed standards on the Math CAASPP, Percentage of EL students that meet or exceed standards on the Math CAASPP, percentage of English Learner students who score proficient (level 4) on the ELPAC.

Analysis Statement: The actions implemented in Goal 3 have been effective in improving EL student achievement based on local data. EL student data in their academic courses showed that 80% of EL students earned a 3.0 or higher for the first semester of the 22/23 school year. At this time we do not have state ELPAC data or CAASPP data available for analysis.

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.

There are no new goals or actions as a result of reflections on prior practice.

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

Goals and Actions

Goal

Goal #	Description
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.
Goal 4 was developed to address state priorities 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), 7 (Course Access), and 8 (Other Pupil Outcomes). This goal was established for the purpose of ensuring that students are provided a broad spectrum of both educational and co-curricular activities to support college and career readiness. Students in KCUSD benefit greatly from having access to Career and Technical Education and access to courses that allow them to be A-G eligible as they work towards being college and career ready. Additionally, research indicates that students involved in co and extracurricular activities have higher attendance rates, have fewer discipline issues and have higher student achievement rates. This goal is essential in connecting students to meaningful co and extracurricular activities to support students in attaining their highest potential and being better prepared to achieve college and career readiness.

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%	2020-2021 - All Students: 100% Foster: NA English Learners: NA Low Income: 100% Data Quest	2021-2022- All Students: 100% Foster: NA English Learners: NA Low Income: 100% Data Quest		Continue to have a graduation rate above 90%.
Increase the percentage of graduates completing A-G requirements.	2019-2020 -- 67.3%	2020-2021 - All Students: 100% Foster: NA English Learners: NA	2021-2022- All Students: 90% Foster: NA English Learners: NA		Above 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Low Income: 100% Data Quest	Low Income: 92% Data Quest		
CTE Participation Rate	2019-2020 -- 100%	2021-2022 - All Students: 94.8% Foster: NA English Learners: 100% Low Income: 95.1% Local Data	2022-2023- All Students: 83% Foster: 100% English Learners: 60% Low Income: 85% Local Data		Continue to have a 100% CTE participation rate.
High School Dropout Rate	2019-2020 -- 0%	2020-2021 - All Students: 0% Foster: 0% English Learners: 0% Low Income: 0% Data Quest	2021-2022- All Students: 0% Foster: 0% English Learners: 0% Low Income: 0% Data Quest		Maintain a 0% dropout rate

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College Readiness-Counselor	Over the past three years, the low-income students' state and local academic achievement data at RMCHS are lower than the all student group, as identified in the metric section in Goal 2 (21-22). This action will provide academic support and guidance for low income and foster youth students who need additional support in meeting graduation requirements and developing a plan for post high school	$155,623.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities. 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. This action is designed to meet the needs and stresses most associated with low-income and foster youth. However, because we expect that all students struggling academically will benefit, this action will be provided to all students at RMCHS. We expect this action to assist RMCHS in maintaining high graduation rates and A-G completion rates for our low-income students and foster youth.		
4.2	College Readiness-After School Enrichment	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. 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, and farm lab projects. It is our expectation that this action will improve the performance of our low income students, English learners, and foster youth on the CAASPP, ELPAC, as well as increase student engagement and improve school attendance.	$40,000.00	Yes
4.3	College/Career/Educational Trips	Based on the data collection from students in our community and educational partner feedback, students of low socio-economic status lack the opportunity to visit colleges, museums, and participate in other educational trips. Educational partner input suggests that	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students in the general education pathway have less opportunities for study trips. This action includes providing all students, including general ed pathway students, with educational study/college trips for college and career exposure. With the successful implementation of this action, we expect that our low income students, English learners, and foster youth will be better prepared to make decisions about both college and career opportunities that align with their interests. In addition, we expect our dropout rate to remain low, graduation rate to remain high, and AG completion rates to remain high.		
4.4	Extra/Co Curricular Clubs- Materials and Supplies	Local data and feedback from parents on the annual parent survey show that our low income, foster youth, and EL students who are involved in extra and co-curricular activities have a better connection to school and are more motivated to perform. In addition, parent and student input indicates that students that are connected have a higher attendance rate. This action is to provide materials, supplies, and services (transportation and other service costs) for clubs such as FFA, Egg Enterprise, STEM, Business - TShirt Enterprise, Battle of the Books, intramural sports, and start a new Career Club to highlight various careers throughout the year. While this action was designed to meet the needs of our low-income, foster youth, and EL students, we recognize that increased connection with school will benefit all students. It is our expectation that if we provide our students opportunities to connect with school outside of the core instructional day, student attendance and academic performance will improve.	$237,095.28	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Supplemental Pay for Activities Director	Local data and feedback from parents on the annual parent survey show that our low income, foster youth, and EL students who are involved in extra and co-curricular activities have a better connection to school and are more motivated to perform. In addition, parent and student input indicates that students that are connected have a higher attendance rate. This action is to provide supplemental pay for an Activities Director to facilitate school wide student activities. While this action was designed to meet the needs of our low-income, foster youth, and EL students, we recognize that increased connection through student activities will benefit all students. It is our expectation that if we provide our students opportunities to connect with school outside of the core instructional day, student attendance will improve, graduation rate will remain high, and dropout rate will remain low.	$10,356.00	Yes
4.6	Summer School	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. This action includes pay for certificated teachers, classified personnel, and administration to run summer school. 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. In addition, we expect that graduation rates and A-G completion rates will remain high.	$27,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.7	General Ag Facility Maintenance	Provide general materials and supplies for farm upkeep and maintenance. This includes but is not limited to the following: • Animal Feed • DG/Almond Shells for Dust Maintenance • Supplies and standard equipment	$30,000.00	
4.8				No

Goal Analysis [2022-23]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 4.1 - College Readiness- Counseling
Implementation Status: 5 – Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

RMCHS fully funded an academic counselor this year to ensure all students take the appropriate courses for high school graduation and college entrance. In addition, the academic counselor was an integral part of our parent education program, educating parents on the college application process, financial aid process, and what it means to be an A-G completer.

Action 4.2 - College Readiness - After School Enrichment Tutoring
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

Four enrichment tutors were hired to facilitate after school learning opportunities, most commonly associated with students in the Ag Business pathway. These learning labs and competition teams are deeply ingrained into the culture of RMCHS and will continue to be funded every year.
There was no substantive difference in planned actions and actual implementation.

Action 4.3 - College Readiness - College/Career Study Trips
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

Students at RMCHS had the opportunity to attend multiple college campus visits this school year, including college campuses such as Fresno State, UC Merced, Sacramento State, Cal Poly Pomona, and UC Irvine. College exposure is a priority at RMCHS and therefore built into the budget, year after year.

Action 4.4- Extra/Co-Curricular Opportunities (Supp/Con Funded)
Action 4.5 - Extra/Co Curricular Opportunities (Non Supp/Con Funded)
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

Students at RMCHS engaged in many extra and co-curricular opportunities this year, such as Future Farmers of America (FFA), intramural sports, robotics, boxing, chess club, yearbook/photography, and ASB. Every year, students continuously share the importance of extra and co-curricular connections. Therefore, RMCHS plans to continue allocating a budget specific to extra/co-curricular engagement.

Action 4.6 - Summer School
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

Summer school was provided for all students, grades 9-12 this year. As part of the RMCHS program, students are expected to participate in summer session to ensure they are on track to complete their high school diploma and their undergraduate degree or certificate with Reedley College.

Overall Successes: All actions in Goal 4 were implemented successfully and are fully sustainable. Each of the aforementioned actions are deeply ingrained into the culture of RMCHS, and are therefore actions that we implement every year. This year, we increased the number of extra and co-curricular opportunities for students through our partnership with Fresno County Superintendent of Schools and the Expanded Learning Program. Students had more options this year when selecting after school enrichment clubs of interest, such as photography, boxing, and robotics. In addition, we have expanded the opportunities for college visits now that college campuses are opening back up to

the public (post COVID pandemic). We anticipate a continued increase in college visit opportunities as we define specific campus visits for each grade level that students will experience as they move through the RMCHS program.

Overall Challenges: The greatest challenge we experience in the implementation of actions in Goal 4 is finding enough staff to help facilitate and assist with the supervision of academic and college field trips. While the academic counselor is of tremendous help in the planning and organizing of these trips, she is not always available to attend them. Because RMCHS is such a small site with so few teachers, finding staff help for field trips poses a challenge.

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

There was a material difference between budgeted expenditures and estimated actual expenditures for the following actions:

Action 4.4 - Extra/Co-Curricular Activities
RMCHS only spend $97,500 of the $336,956.66 budgeted for extra and co-curricular activities in 22-23. This material difference is partly due to receiving an additional grant to implement additional after school enrichment opportunities (After School Safety and Enrichment for Teens - ASSETs). Instead of the materials, supplies, and staffing for these additional clubs being funded by site supplemental and concentrated dollars, these enrichment clubs were support using the ASSETs grant.   In addition, we originally planned to fund a trip to the FFA National Competition for our state champion FFA team. This would have included airfare, hotel, registration, and food for 12 students. However, due to county restrictions on paying for out of state conferences and competitions, this national trip had to be paid via ASB and booster club funds.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal 4 helped make progress towards the LEA's goal: 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.

Action(s): Action 4.1, 4.3, 4.6
Effectiveness of Action(s): (3) Effective

Metric(s): Cohort Graduation Rate, increase the percentage of graduates completing A-G requirements

Analysis Statement: The continued funding of a full time academic counselor has had direct impact on student success at RMCHS. The academic counselor ensures that students are enrolled in the correct courses, have access to intervention and tutorial support, and know the eligibility requirements for community college, university, and university of california admission. The counselor also plans and organizes college visits in effort to expose students to various college opportunities around the state and to motivate students to set high expectations for themselves and persevere throughout their high school experience. Action 4.6 was to implement summer school, which allows for students to continue making progress towards their college degree or certificate over the summer. The implementation of summer school directly impacts a students ability to complete their undergraduate degree or certificate at the end of their senior year. In 2021-2022, we had 100% of student meet high school graduation requirements. In 2022-2023, we again expect to have 100% of students graduating with their high school diploma. In 21-22 (our most recent data), we had 90% of students complete A-G requirements, all of which were prepared to apply and enroll with universities and UC schools.

Action(s): Action 4.2, 4.4, 4.5
Effectiveness of Action(s): (3) Effective

Metric(s): Dropout rate, CTE participation, cohort graduation rate

Analysis Statement: Research shows that students that are connected with school are less likely to drop out of school. At RMCHS, the robust FFA program and improving after school enrichment opportunities are directly impacting student success. During the fall, approximately 50% of the entire school is engaging on an animal showcase team multiple days a week. These weekly connections with staff, students, and learning keep students engaged and motivated to succeed. In the spring, 20% of students participate on FFA Career Development Teams. Teams practice multiple days each week and compete around the state in various categories such as land judging, soil judging, meats judging, and horse judging. In addition, 15% of students participate in after school enrichment clubs such as chess, boxing, photography, and robotics. Student engagement in extra/co-curricular clubs is having tremendous impact on student success as evidenced by a 0% dropout rate, 100% graduate rate, and 100% of students successfully completing at least one CTE course in 2021-2022. We expect similar success in 2022-2023.

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.

As a result of reflection on our efficiency and structure of extra/co-curricular activities and field trips and student input, a seventh action (4.7) was added to this goal. Action 4.7 will be to add supplemental pay for an identified activities director to help with the planning, organization, and execution of extra-co-curricular activities and academic/college field trips.

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

Goals and Actions

Goal

Goal #	Description
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 that the state average.	2019-2020 - 0% of student suspended	2020-2021- All Students: 0% Foster: 0% English Learners: Low Income: 0% Data Quest	2021-2022 All Students: 0.8% Foster: 0% English Learners: 0% Low Income: 0% Data Quest		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	2020-2021 - All Students: 0% Foster: 0% English Learners: Low Income: 0% Data Quest	2021-2022 All Students: 0% Foster: 0% English Learners: 0% Low Income: 0% Data Quest		The percentage of students expelled will continue to be below the state average.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student attendance rate will be 95% or higher.	2019-2020 Attendance Rate - 96%	2020-2021 - All Students: 99.5% Foster: NA English Learners:99.6% Low Income: 99.4% Data Quest	2021-2022 All Students: 98.13% Foster: NA English Learners: 98.5% Low Income: 98.1% Data Quest		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 reported on the student survey.	2019-2020- 96.3%	2021-2022 - All Students: 91.2% Local Data	2022-2023 All Students: 92% Local Data		Students feeling safe at school should be maintained at 95% or higher as measured on the annual student survey.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Campus Safety - Custodial Service	Provide salaries and benefits for custodial service on campus. This action also includes materials and supplies.	$90,000.00	No
5.2	Campus Safety - Supervision	Low-income students are in need of additional behavioral support and supervision in comparison to all students as indicated by district wide suspension data (authorizing school district, KCUSD). Active supervision and redirection has been shown to be effective in reducing behaviors that lead to disciplinary action (time out of class, in house suspensions, out of school suspensions) and improve student attendance. Student safety and creating a positive learning environment is a top priority to ensure students have a physically and emotionally safe setting, resulting in improved attendance and positive	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		behavior. We also know that students learn more when their basic needs are being met on campus (food, shelter, safety). Action 2 is to provide students with a campus assistant whose primary role is active supervision and teaching of behavior expectations before school, after school, and during breaks and lunches. This additional resource is designed to meet the needs most associated with low-income students. However, because we expect that all students struggling behaviorally will benefit, this action is provided on an LEA-wide basis. It is our expectation that providing students with a safe environment will increase overall learning and student attendance as evidenced by state test scores on both the CAASPP and the ELPAC and data quest attendance data. In addition, creating a positive climate on campus will minimize behavior issues that might result in suspension or expulsion.		
5.3	Positive Climate - PBIS	Low-income students are in need of additional behavioral and academic support in comparison to all students as indicated by and our local academic progress data. Positive Behavior Intervention & Support (PBIS) have been shown to be effective in reducing student misbehaviors as well as increasing student connection with school and motivation to success. Positive behavioral support refers to the application of positive behavioral and academic interventions and systems to achieve socially important behavior change. RMCHS will continue to implement PBIS strategies to proactively teach our low income students our expectations and to reward and recognize low income students for their progress. Action 2 is to provide students with a positive, proactive approach to student attendance, discipline, and academic achievement. This action includes the following: • Awards, rewards, and incentives for student achievement	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Incentive trips for students meeting their academic goals • Student incentives for attendance and positive behavior These additional resources are designed to meet the needs most associated with low-income students. However, because we expect that all students struggling behaviorally and academically will benefit, this action is provided on an school-wide basis. We expect this action to continue to keep suspension rates low and improve both academic performance and attendance rates.		
5.4	Attendance Support and Incentives	Through local research, we know that students who attend school daily perform higher than students that do not. Action 4 is to provide incentives for students with strong attendance and to provide support to students that are missing school. 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.	$1,500.00	No
5.5	Social Worker	Provide students with mental health support through full time social worker.	$12,567.00	No
5.6	Social Worker	Low-income students are in need of additional support in comparison to all students as indicated by both local data, state assessment and attendance data, and observations. Parent feedback showed a great	$160,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		appreciation for the counseling services, socioemotional and behavioral, provided by school social workers. RMCHS will continue to provide a school social worker as they have been proven to be effective in supporting students with social interactions and school connection which increases student attendance and impacts overall student achievement. Social workers will provide explicit coaching on social skills, socio-emotional counseling, mentoring and connecting students to outside services. This action is designed to meet the needs most associated with low-income students. However, because we expect that all students struggling behaviorally will benefit, this action is provided on an LEA-wide basis. As a result of this increased support, it is our expectation that this action will result in increased attendance, improved academic performance, and higher persistence rate for low-income students.		
5.7	Campus Safety - Additional Farm Facility Personnel	Through local data analysis and educational partner input and feedback, we know that low income students are more likely to attend school and engage both in and out of the classroom when they feel safe and comfortable, both mentally and physically. This action is to provide a Farm Technician to ensure the safety of students when engaging in farm labs and after school enrichment activities. The Farm Technician will ensure equipment is maintained and up to date, fencing and structures are maintained and sturdy, animals are secure, and student activities are structured and supervised. It is our expectation that ensuring we have an organized, clean, and maintained farm facility will result in improved participation in enrichment Ag activities and our percentage of students feeling safe on campus will increase.	$45,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.8	District Grounds and Maintenance	Provide additional grounds and maintenance service to campus to ensure a safe environment for students, parents, and staff.	$50,667.00	No

Goal Analysis [2022-23]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 5.1- Campus Safety - Custodial Service
Implementation Status: 5 – Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

RMCHS funded a full time custodian on site to ensure a clean campus and a maintained campus for student, staff, and parent safety.

Action 5.2- Campus Safety - Supervision
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

RMCHS funded a campus assistant as planned to ensure adequate supervision throughout the day to ensure student safety.

Action 5.3, 5.4- Positive Climate and Attendance - PBIS
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

RMCHS takes a proactive approach to teaching students both academic, attendance, and behavior expectations and acknowledging students for their successes. Student incentives, incentive trips, assemblies, and awards/rewards were provided for students that demonstrated positive behavior, exemplary academics, and students with positive attendance earned incentive activities and trips throughout the year, i.e school dances, McDermont Field House, etc.

Action 5.5/5.6- Social Worker
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

RMCHS funded a full time social worker to meet the increase socio-emotional needs of our students.

Action 5.7- Grounds and Maintenance
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

KCUSD provided grounds and maintenance support throughout the year to ensure that school site maintenance services such as tree/shrub trimming and weed control were taken care of as well as emergency maintenance services such as plumbing issues, electrical problems, and water pressure concerns.

Overall Successes: All actions in Goal 5 were fully implemented and sustainable. Because RMCHS and KCUSD recognize the importance of culture and climate on all campuses, actions that prioritize socio-emotional support, site cleanliness and safety, positive student behavior, and student recognition for achievement will be a priority every year, as they directly impact student and parent experiences in our program. We know that these are of utmost importance at RMCHS.

Overall Challenges: The greatest implementation challenge in Goal 5 was continuing to update and adjust our PBIS program (behavior expectations, incentives, reward trips, award ceremonies) so that it constantly has a "fresh look" so that students continue to be motivated by the reinforcements. Every year we look at design changes and reinforcement options to ensure students stay excited, engaged, and motivated by acknowledgement activities.

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

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal 5 helped make progress towards the LEA's goal: All students will be provided with a safe and nurturing learning environment that supports their social, emotional, and academic success.

Action(s): Actions 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7
Effectiveness of Action(s): (3) Effective

Metric(s): Student suspension rate, Student expulsion rate, Student attendance rate, Percentage of students feeling safe at school

Analysis Statement: All of the actions implemented in Goal 5 impact the aforementioned metrics. For example a students socio-emotional well being will directly impact the students attendance, their desire to meet behavior expectations, etc. The implementation of custodial and maintenance staff and our campus assistant help to create a clean, organized, and safe campus where students feel safe to attend daily. This is evidenced by the annual student survey where 92% of students shared they "feel safe at school. The impact of our campus assistant can be evidenced by a .8% suspension rate and 0% expulsion rate, as students feel like they are supervised at all times and that students are held accountable for behavior that is respectful and inclusive of all. The site social worker has been able to provide the necessary socio-emotional support to students so that they can navigate the individual challenges they face both on and off the RMCHS campus, so that they can fully access their education. School culture and climate at RMCHS has been very positive, which can be attributed to the proactive approach we take on academic, behavior, and attendance expectations. Student recognition and acknowledgement reinforces student efforts and helps to create a very positive culture on campus. All actions in Goal 5 have had tremendous impact on student attendance, as RMCHS had a 98.3% attendance rate in 21-22. We expect a similar attendance rate in 22-23.

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.

As a result of reflections on actions and their impact this year, we are adding an additional action to ensure improved organization, structure, and supervision on the school's farm facility. This addition is Action 5.7 - Maintenance/Safety - Student Farm. We expect the increased maintenance and cleanliness of the student farm to improve students "feeling safe at school" and to assist in the maintenance of a high attendance rate at school.

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

Goals and Actions

Goal

Goal #	Description
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%	2021-2022 - 61% Local Data	2022-2023 - 68% Local Data		-- 70% or above
More than 10 opportunities will be offered to parents to get involved at school	2019/2020 -- 100%	2020/2021 -- 100% of parents had 10 or more opportunities to get involved at school. Local Data	2021-2022 -- 100% of parents had 10 or more opportunities to get involved at school. Local Data		-- 100%

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Parent/Teacher Conferences	Provide parents with conference opportunities throughout the year. This action includes materials, supplies, and refreshments.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.2	Student Recognition and Celebration	Feedback from low-income and EL students, their parents, and staff indicate the celebrating students' academic achievements throughout the year is a motivator for students. Feedback was collected verbally through parent meetings as well as via parent surveys. This action will provide low income and EL students with both recognition and awards (plaques/ medals/trophies/incentive trips) for their academic and behavior progress throughout the school year. While this action is designed to meet the needs of our low income and EL students, we expect that this action will benefit all students and therefore be implemented school wide. 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. The outcome of this action and increased parent involvement will be improved student performance in coursework, state test scores, and a continued high rate of graduation.	$12,000.00	Yes
6.3	Parent Advisory, Education, and Participation Opportunities	Feedback received from educational partners included requests to continue user-friendly ways to communicate with site leaders in order to support English learners, low-income and foster youth students. RMCHS will continue to provide a parent survey written in parent friendly language to allow for greater interaction and quality input on the RMCHS program. This survey will be easy to access and will be available in an online format. This survey will allow for increased parent engagement and continued parent input. In addition, parents will be provided with education opportunities throughout the year specific to A-G requirements, the college application process, financial aid, Powerschool, and Parentsquare navigation. This action includes the following: • Refreshments at parent advisory meetings/school site council/workshops • Materials and supplies for the district fair	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Parent resources - Student incentives for parent feedback (surveys) - Additional pay for classified support (secretary, BCA) The parent survey is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all parents will benefit from user-friendly communication tools, this action is provided on a school-wide basis. The survey will continue to provide families, especially families of English learners, low-income and foster youth students an opportunity to provide feedback that is used by site leadership to develop plans and measure progress.		
6.4	Parent Interpretation/ Translation	This action includes additional pay for staff to translate documents and interpret for parent meetings and parent education opportunities.	$547.51	No

Goal Analysis [2022-23]

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

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

The LEA used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability.

Action 6.1- Parent/Teacher Conferences
Implementation Status: 5 – Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

The RMCHS Academic Counselor, Learning Director, and Principal facilitated many parent conferences this year. These conferences ranged from meetings to support students with disabilities, students struggling with academic performance, student attendance, and student

behavior. Parent conferences are scheduled immediately following progress report periods each year. Materials, supplies, and refreshments were provided for parents.

Action 6.2- Student Recognition and Celebration
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

RMCHS provided parents with an opportunity to celebrate their child's academic and behavior achievements through an academic awards night in March. Students were recognized for high grade point averages and Knight of the Round Table awards (behavior and attendance). Parents of senior students had the opportunity to celebrate their child's academic achievements from this year as well as their successes over their entire 4 years at RMCHS. Senior students also received scholarships to support them as they attend colleges and technical schools next year. Materials, supplies, and dinner was provided to encourage parent involvement in the celebratory event.

Action 6.3- Parent Advisory and Participation Opportunities
Implementation Status: 5 - Full Implementation and Sustainability
There was no substantive difference in planned actions and actual implementation.

RMCHS held four school site council meetings this year. School site council meetings provide parents with the opportunity to share input on the RMCHS program and give suggestions on improvements that would positively impact their child. Materials, supplies, and refreshments were provided for SSC meetings encourage parent attendance. Parent surveys were also sent home to all parents to collect input on various topics such as school safety, culture and climate, teaching and learning, and extra and co-curricular activities. Student incentives were provided for returned parent surveys to encourage parent participation on the annual survey. The academic counselor provided parents with workshops specific to A-G requirements, college applications, and financial aid.

Overall Successes: RMCHS successfully and fully implemented all three actions in effort to engage parents. All academic awards ceremonies were well attended by parents this. Parents were very appreciative of the opportunity to recognize and celebrate their child for their hard work and success.   School site council meetings were also well attended this year by the committee. Two of the school site council members are parents of 9th grade students and therefore will be able to contribute to the council for multiple years to come.

Overall Challenges: The greatest challenge in implementation of the actions in Goal 6 was collection of parent input through the annual parent survey. This year, we received 68% of parent surveys back. Our goal at RMCHS is to receive 70% or more of parent surveys back so that we ensure we are collecting input from as many parents as possible to continuously improve our program and meet the needs of our students.

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

We had a material difference between budgeted expenditures and estimated actual expenditures on Action 6.2 - Student Recognition and Celebration. While there was no substantive difference in the implementation of this action, we spent significantly less money on the action than budgeted. We over budgeted on this action in case we needed to lease a venue for academic awards, senior scholarship night, and the end of year FFA banquet as a result of vaccination requirements for use of Reedley College facilities. However, this vaccination requirement policy was lifted this past year and we therefore did not need to rent/lease community facilities.

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

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal 6 helped make progress towards the LEA's goal: All students will have the opportunity to increase academic achievement through the engagement of parents and families.

Action(s): Actions 6.1, 6.2, 6.3
Effectiveness of Action(s): (3) Effective

Metric(s): Parent Survey Return Rate, More than 10 Parent Involvement Opportunities

Analysis Statement: The actions in Goal 6 were effective in engaging RMCHS parents in their child's education. The annual parent survey, while the return rate (68%) was lower than our goal (70%), still provided us with input to continuously improve the RMCHS program. Multiple opportunities for parent education were facilitated by the site counselor throughout the year, contributing to RMCHS meeting the goal of providing 10 or more parent engagement opportunities per year. In addition, academic awards celebrations in the Spring provided parents a non-threatening opportunity to get involved in school activities, celebrating the academic success of their child.

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.

We have added Action 6.4 as a result of reflections on past practice. RMCHS has identified a need to provide additional translation and interpretation support for our families. Action 6.4 is to provide additional pay for a staff member to improve the quality of translated documents and ensure interpretation for all parent events.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$644,675.00	$71,882.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.94%	9.65%	$250,838.06	32.59%

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

Required Descriptions

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

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to low income students, English learners, and foster youth in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s). The required justification for how the district is increasing and improving services for low income students, English learners, and foster youth are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps. Each "wide" action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each "wide" action. We find this approach to be very transparent and well received by our community.

The contributing "wide" actions in this plan are:

Goal.Action

1.7 - Additional administrator

2.2 - Academic Recognition and Reinforcement

2.4- Extended Day Learning and Additional Learning Support

2.7 - Embedded Tutor Support

2.8 - Indirect Cost to KCUSD for Program Staffing

3.1 - Teacher Salaries

3.2 - Extended Day Support

3.3 - Supplemental Tools

4.1 - College Readiness - Counseling

4.3 - College Readiness - College/Career Study Trips

4.4- Extra/Co Curricular Opportunities

4.5- Supplemental Pay for Activities Director

4.6- Summer School

5.2 - Campus Safety - Supervision

5.3 - Positive Climate - PBIS

5.6 - Social Worker

5.7- Maintenance/Safety - Student Farm

6.2- Student Recognition and Celebration

6.3- Parent Advisory, Education, and Participation Opportunities

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of low income students, English learners, and foster youth 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 educational partners. These contributing actions are principally directed toward low income students, English learners, and foster

youth to help Reedley Middle College High School be effective in meeting the LCAP goals and the identified needs of the low income students, English learners, and foster youth. 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 low income students, English learners, and foster youth population and effective in helping close equity and performance gaps and meet the goals of Reedley Middle College High School. 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 educational partners 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 basis in order to 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 $631,455.00 in Supplemental and/or Concentration funding and an additional $ 78,322.00 in add-on concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 19.91%. Our LEA has demonstrated that it has met the 19.91% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards low income students, English learners, and foster youth as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description meets/exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use outlined in this plan. Building on the information provided in the prior prompt response above, the limited actions/services are contributing to increasing or improving services for English learners, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique action.

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

RMCHS has a concentration of foster youth, English learners, and low-income students greater than 55%. Additional concentration add-on funding will be utilized to retain and increase staff providing direct services to students RMCHS. Determination for how these funds were

utilized was based on a comprehensive needs assessment to determine need. These actions are outlined in the Goals and Actions sections of the LCAP as follows:

Goal 1, Action 7 - RMCHS will continue to fund an additional administrator on site, split funded but utilizing 100% of the concentration grant add-on funding to ensure our unduplicated students receive the necessary academic, attendance, and behavior support to be successful.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	141:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	30:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,813,168.00	$79,388.96	$92,600.00	$63,317.27	$4,048,474.23	$2,244,505.23	$1,803,969.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Credentialed Teachers and Administrator	All	$1,000,000.00		$46,300.00		$1,046,300.00
1	1.2	Professional Development	All		$17,374.96		$5,475.05	$22,850.01
1	1.3	Sub Coverage	All	$35,000.00				$35,000.00
1	1.4	Basic Operating Expenses	All	$131,960.00	$6,238.00			$138,198.00
1	1.5	Copier Lease	All		$8,490.00		$4,000.00	$12,490.00
1	1.6	Indirect Costs and Operating Costs - Basic Services	All	$162,750.00				$162,750.00
1	1.7	Additional Administrator	English Learners Foster Youth Low Income	$170,367.00				$170,367.00
1	1.8	Ag Facility Renovation and Construction	All	$372,509.28				$372,509.28
1	1.9	Technology Updates	All	$2,500.00				$2,500.00
1	1.10	Transportation- Bus Driver	All	$35,000.00				$35,000.00
1	1.11	Routine Restricted Maintenance	All	$99,809.00				$99,809.00
1	1.12	New School Building	All	$599,259.00				$599,259.00
2	2.1	Instructional Materials and Supplies	All		$47,286.00	$46,300.00		$93,586.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Academic Awards	English Learners Foster Youth Low Income	$5,642.72				$5,642.72
2	2.3	Intervention and Credit Recovery	All				$15,512.00	$15,512.00
2	2.4	Extended Day Learning and Additional Student Support	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
2	2.5	CTE Options for Students	All	$130,406.72				$130,406.72
2	2.6	Supplemental Tools for Learning	All				$25,215.71	$25,215.71
2	2.7	Embedded Tutor Support	English Learners Foster Youth Low Income	$2,500.00				$2,500.00
2	2.8	Indirect Cost to KCUSD for Program Staffing	English Learners Foster Youth Low Income	$40,316.00				$40,316.00
3	3.1	Teacher Salaries - EL Strategies Across Classrooms	English Learners	$31,855.00				$31,855.00
3	3.2	Extended Day Support	English Learners	$5,000.00				$5,000.00
3	3.3	Supplemental Tools- Language Software	English Learners	$5,052.00				$5,052.00
4	4.1	College Readiness- Counselor	English Learners Foster Youth Low Income	$155,623.00				$155,623.00
4	4.2	College Readiness- After School Enrichment	English Learners Foster Youth Low Income	$40,000.00				$40,000.00
4	4.3	College/Career/Educational Trips	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
4	4.4	Extra/Co Curricular Clubs- Materials and Supplies	English Learners Foster Youth Low Income	$237,095.28				$237,095.28
4	4.5	Supplemental Pay for Activities Director	English Learners Foster Youth	$10,356.00				$10,356.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
4	4.6	Summer School	Low Income	$27,000.00				$27,000.00
4	4.7	General Ag Facility Maintenance		$30,000.00				$30,000.00
4	4.8		All					
5	5.1	Campus Safety - Custodial Service	All	$90,000.00				$90,000.00
5	5.2	Campus Safety - Supervision	English Learners Foster Youth Low Income	$50,000.00				$50,000.00
5	5.3	Positive Climate - PBIS	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
5	5.4	Attendance Support and Incentives	All Students with Disabilities	$1,500.00				$1,500.00
5	5.5	Social Worker	All				$12,567.00	$12,567.00
5	5.6	Social Worker	English Learners Foster Youth Low Income	$160,000.00				$160,000.00
5	5.7	Campus Safety - Additional Farm Facility Personnel	English Learners Foster Youth Low Income	$45,000.00				$45,000.00
5	5.8	District Grounds and Maintenance	All	$50,667.00				$50,667.00
6	6.1	Parent/Teacher Conferences	All	$1,000.00				$1,000.00
6	6.2	Student Recognition and Celebration	English Learners Foster Youth Low Income	$12,000.00				$12,000.00
6	6.3	Parent Advisory, Education, and Participation Opportunities	English Learners Foster Youth Low Income	$3,000.00				$3,000.00
6	6.4	Parent Interpretation/ Translation	All Students with Disabilities				$547.51	$547.51

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,810,616	$644,675.00	22.94%	9.65%	32.59%	$1,070,807.00	0.00%	38.10 %	**Total:**	$1,070,807.00
								LEA-wide Total:	$1,070,807.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Additional Administrator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$170,367.00	
2	2.2	Academic Awards	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,642.72	
2	2.4	Extended Day Learning and Additional Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
2	2.7	Embedded Tutor Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
2	2.8	Indirect Cost to KCUSD for Program Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,316.00	
3	3.1	Teacher Salaries - EL Strategies Across Classrooms	Yes	LEA-wide	English Learners	All Schools	$31,855.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Extended Day Support	Yes	LEA-wide	English Learners	All Schools	$5,000.00	
3	3.3	Supplemental Tools- Language Software	Yes	LEA-wide	English Learners	All Schools	$5,052.00	
4	4.1	College Readiness- Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,623.00	
4	4.2	College Readiness- After School Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
4	4.3	College/Career/Educational Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
4	4.4	Extra/Co Curricular Clubs- Materials and Supplies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$237,095.28	
4	4.5	Supplemental Pay for Activities Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,356.00	
4	4.6	Summer School	Yes	LEA-wide	Low Income		$27,000.00	
5	5.2	Campus Safety - Supervision	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
5	5.3	Positive Climate - PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
5	5.6	Social Worker	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$160,000.00	
5	5.7	Campus Safety - Additional Farm Facility Personnel	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,000.00	
6	6.2	Student Recognition and Celebration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
6	6.3	Parent Advisory, Education, and Participation Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,769,996.60	$2,362,587.99

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Credentialed Teachers and Administrator	No	$709,307.00	$709,307.00
1	1.2	Professional Development	No	$29,000.00	$18,000.00
1	1.3	Professional Development	No	$1,475.00	$1475.00
1	1.4	Basic Operating Expenses	No	$431,662.00	$200,000
1	1.5	Basic Operating Expenses- Copier Lease	No	$12,490.00	$12,490
1	1.6	Indirect and Operating Costs	No	$148,487.00	$68,000
1	1.7	Basic Operating Expenses- Substitutes	No	$15,000.00	$36,838
1	1.8	Maintenance/Facility Projects	No	$641,365.00	$0
1	1.9	Technology Support	No	$30,163.00	$30,163
1	1.10	Transportation	No	$49,879.00	$49,879.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Routine Restricted Maintenance	No	$99,809.00	$99,809.00
1	1.12	Administrator	Yes	$145,186.00	$145,186.00
2	2.1	Instructional Materials and Supplies	No	$191,455.00	$100,000
2	2.2	Academic Recognition and Reinforcement	Yes	$53,142.72	$22,500
2	2.3	Intervention and Credit Recovery	No	$15,512.00	$12,000
2	2.4	Extended Day Learning and Additional Student Support	Yes	$3,611.00	$3611.00
2	2.5	CTE Options for Students	Yes	$113,856.00	$130,406.00
2	2.6	Supplemental Tools for Learning	No	$36,715.71	$12,000
2	2.7	Embedded Tutor Support	Yes	$2,500.00	0
2	2.8	Indirect Cost to KCUSD for Program Staffing	Yes	$45,130.00	$15,000
3	3.1	Teacher Salaries	Yes	$17,448.00	$12,641
3	3.2	Extended Day Support	Yes	$5,000.00	$1200.00
3	3.3	Supplemental Tools	Yes	$5,052.00	$1000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	College Readiness- Counseling	Yes	$150,000.00	$150,000.00
4	4.2	College Readiness- After School Tutoring	No	$18,570.00	$20,000
4	4.3	College Readiness - College/Career Study Trips	Yes	$20,000.00	$16000
4	4.4	Extra/Co Curricular Opportunities	Yes	$336,956.66	$97,500
4	4.5	Extra/Co Curricular Opportunities	No	$22,500.00	$22,500
4	4.6	Summer School	No	$46,677.00	$36,996.56
5	5.1	Campus Safety - Custodial Service	No	$60,000.00	$60,667
5	5.2	Campus Safety - Supervision	Yes	$50,000.00	$39,135
5	5.3	Positive Climate - PBIS	Yes	$25,000.00	$20,000
5	5.4	Positive Climate and Attendance	No	$1,500.00	$1,500.00
5	5.5	Social Worker	No	$15,000.00	$15,000.00
5	5.6	Social Worker	Yes	$143,000.00	$143,000.00
5	5.7	Grounds and Maintenance	No	$45,000.00	$45,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.1	Parent/Teacher Conferences	No	$2,000.00	$1236.92
6	6.2	Student Recognition and Celebration	No	$30,000.00	$12,000
6	6.3	Parent Advisory and Participation Opportunities	No	$547.51	$547.51

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$730,901	$1,115,882.38	$797,179.00	$318,703.38	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	Administrator	Yes	$145,186.00	$145,186.00		
2	2.2	Academic Recognition and Reinforcement	Yes	$53,142.72	$22,500		
2	2.4	Extended Day Learning and Additional Student Support	Yes	$3,611.00	$3611.00		
2	2.5	CTE Options for Students	Yes	$113,856.00	$130,406.00		
2	2.7	Embedded Tutor Support	Yes	$2,500.00	0		
2	2.8	Indirect Cost to KCUSD for Program Staffing	Yes	$45,130.00	$15,000		
3	3.1	Teacher Salaries	Yes	$17,448.00	$12,641		
3	3.2	Extended Day Support	Yes	$5,000.00	$1200.00		
3	3.3	Supplemental Tools	Yes	$5,052.00	$1000		
4	4.1	College Readiness-Counseling	Yes	$150,000.00	$150,000.00		
4	4.3	College Readiness - College/Career Study Trips	Yes	$20,000.00	$16000		
4	4.4	Extra/Co Curricular Opportunities	Yes	$336,956.66	$97,500		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.2	Campus Safety - Supervision	Yes	$50,000.00	$39,135		
5	5.3	Positive Climate - PBIS	Yes	$25,000.00	$20,000		
5	5.6	Social Worker	Yes	$143,000.00	$143,000.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,599,312	$730,901	12.2%	40.32%	$797,179.00	0.00%	30.67%	$250,838.06	9.65%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

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

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

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

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

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

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

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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

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

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

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

California Department of Education
January 2022