



# LCFF Budget Overview for Parents

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

CDS Code: 10622650126292

School Year: 2022-23

LEA contact information:

Ron Pack

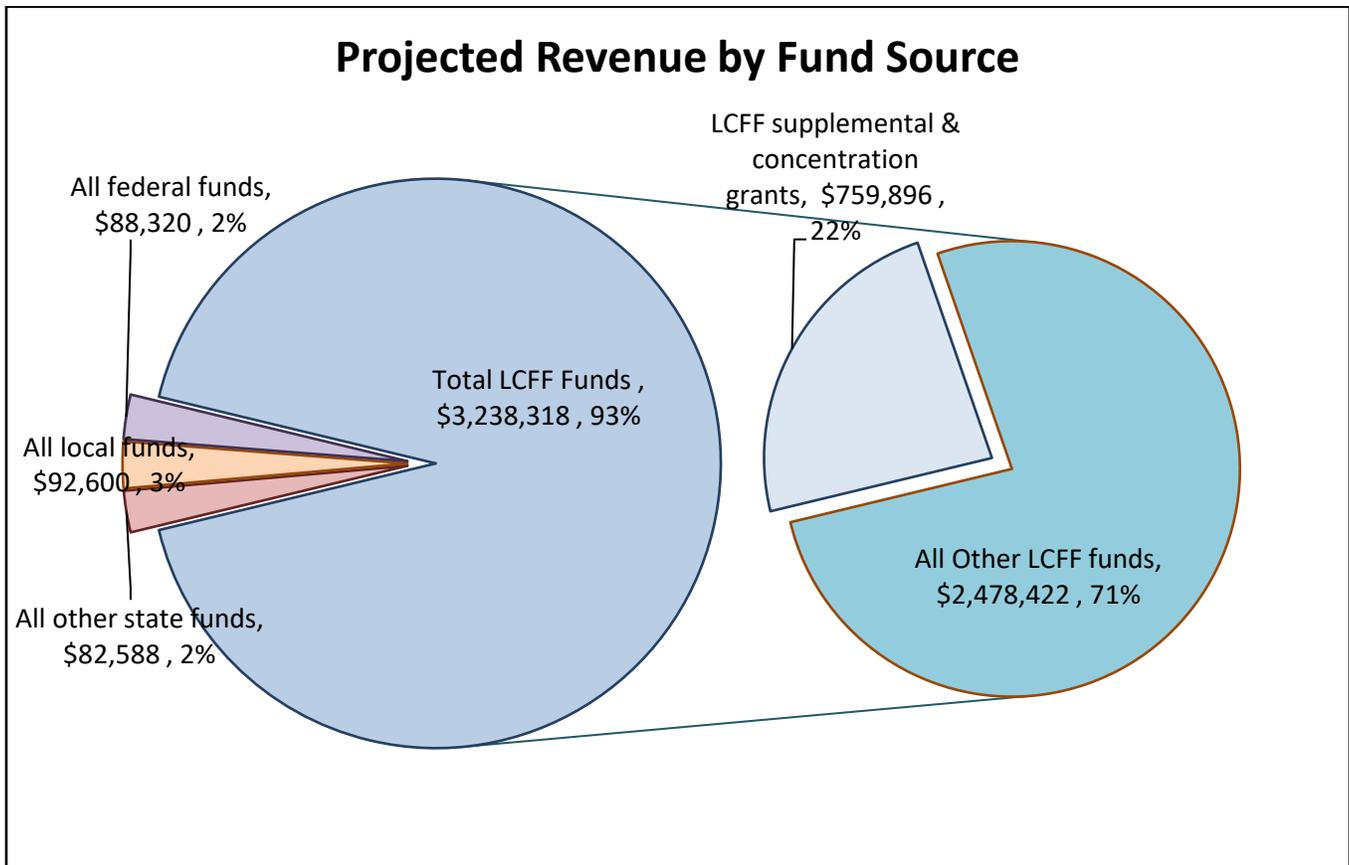
Principal

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

## Budget Overview for the 2022-23 School Year

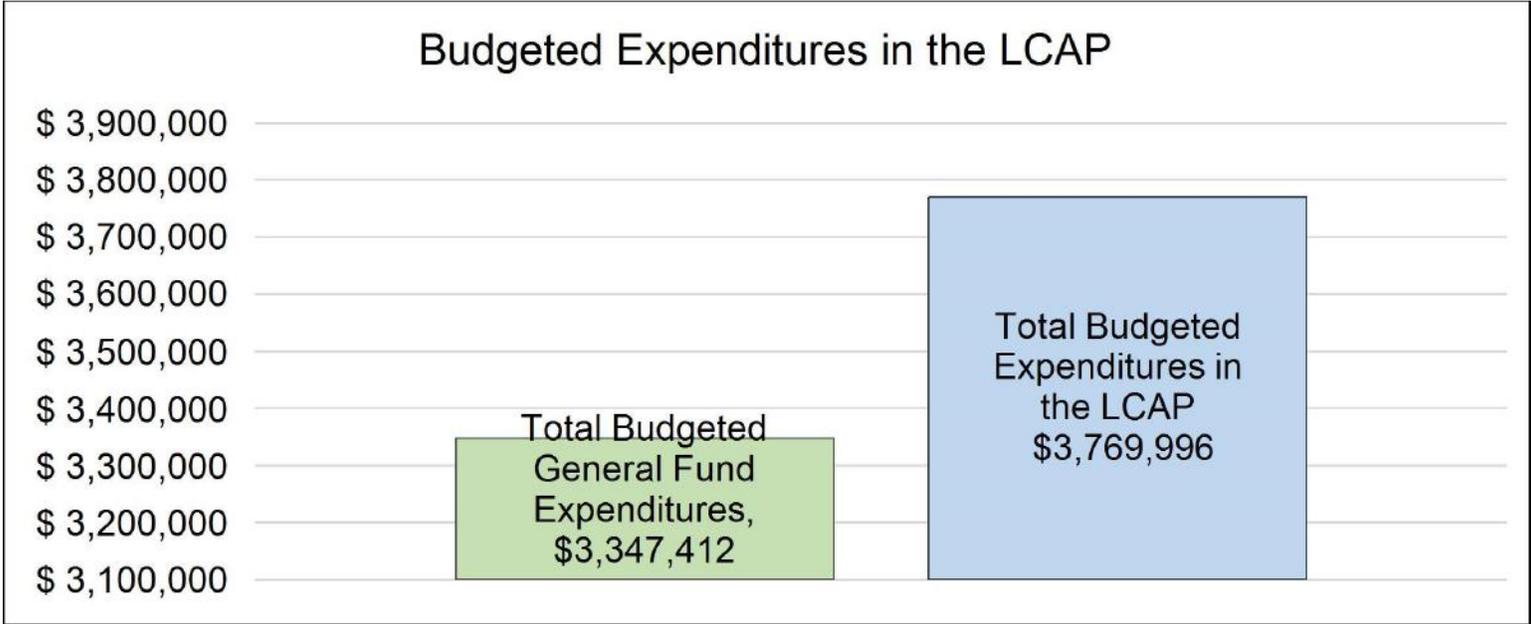


This chart shows the total general purpose revenue Reedley Middle College High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Reedley Middle College High School is \$3,501,826, of which \$3,238,318 is Local Control Funding Formula (LCFF), \$82,588 is other state funds, \$92,600 is local funds, and \$88,320 is federal funds. Of the \$3,238,318 in LCFF Funds, \$759,896 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Reedley Middle College High School plans to spend \$3,347,412 for the 2022-23 school year. Of that amount, \$3,769,996 is tied to actions/services in the LCAP and \$-422,584 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 expenditures for the 2022-2023 school year have been written into the Local Control and Accountability Plan. At the time this plan was written, projected carryover dollars for non LCFF funds (such as Educator Effectiveness Grant and Expanded Learning Opportunity Grant) and Title I were included in actions in the LCAP but not included in the budgeted general fund expenditures which will not be finalized until July 2022.

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

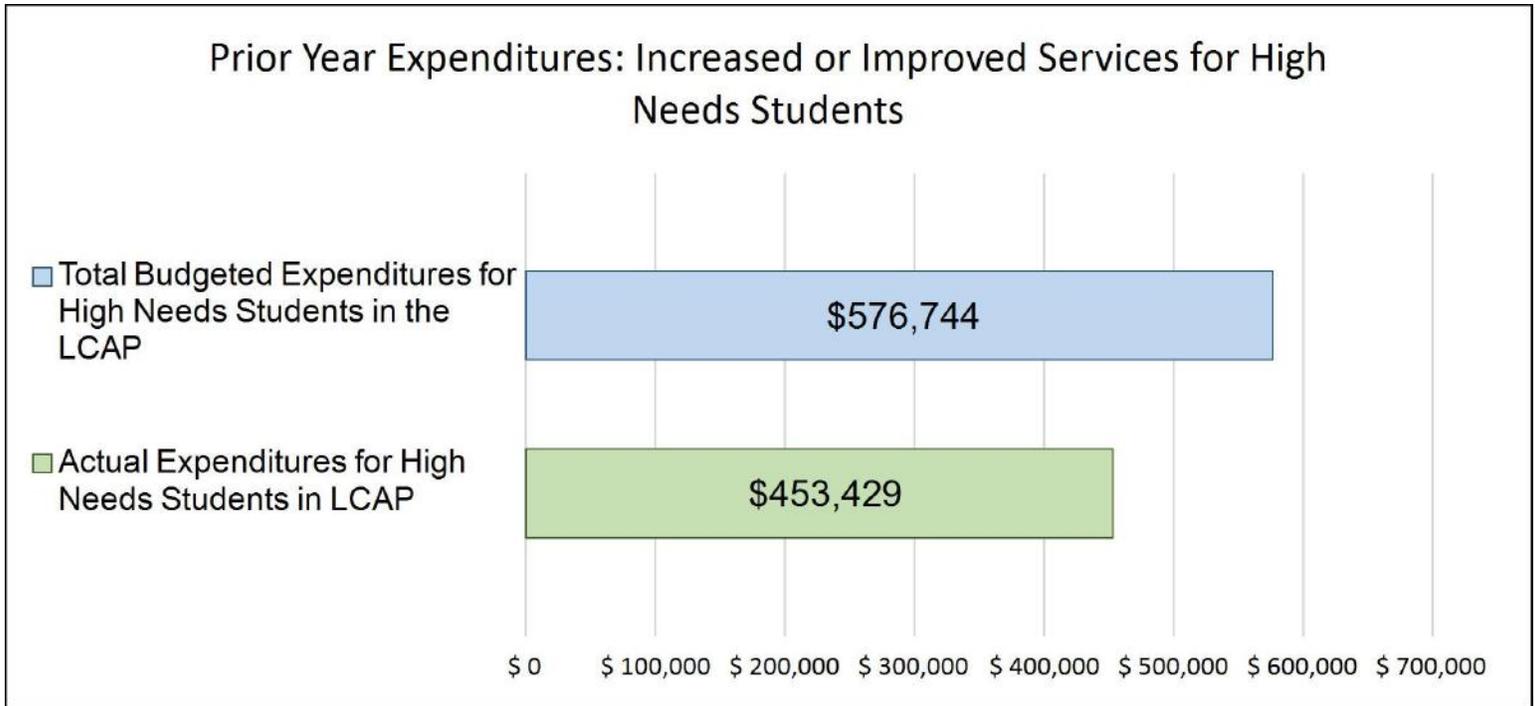
In 2022-23, Reedley Middle College High School is projecting it will receive \$759,896 based on the enrollment of foster youth, English learner, and low-income students. Reedley Middle College High School must describe how it intends to increase or improve services for high needs students in the LCAP. Reedley Middle College High School plans to spend \$781,870 towards meeting this requirement, as described in the LCAP.

Reedley Middle College High School intends to increase or improve services for high needs students in the following ways:

- Staff and additional administrator on site to meet the high needs of our students (behavior supports, social emotional counseling referrals, implementation of intervention and support)
- Provide students and parents with academic and behavior recognition throughout the school year.
- Provide students with extended learning and tutoring support after the regular school day.
- Provide students with opportunities to get engaged in extra and co-curricular activities such as career technical education, FFA, intramural sports, and other after school clubs.
- Provide students with supplemental software tools to further their learning across subject areas, including English language development.
- Ensure that all students have access to a full time academic counselor to ensure that every student has a post high school plan to engage in college and/or career.
- Provide students with a school environment that is safe to take risks in through the funding of a campus assistant.
- Provide students with socio-emotional support on site through the continued funding of a school social worker.
- Continue to build a positive environment through the implementation of student incentives, reward trips, proactive messaging about expectations, and student acknowledgement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2021-22



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 2021-22, Reedley Middle College High School's LCAP budgeted \$576,744 for planned actions to increase or improve services for high needs students. Reedley Middle College High School actually spent \$453,429 for actions to increase or improve services for high needs students in 2021-22.

During the 2021-2022 school year, we anticipated needing extensive after school tutoring and intervention to support students as we come out of the COVID pandemic. Most of the unspent supplemental and concentrated dollars were in actions 4.2 (after school tutoring) and 2.4 (extended day learning support). We did not have a large turnout of students staying after school for tutoring and intervention. We also only spent a third of our budgeted expenditures for summer school. Instead of utilizing supplemental and concentrated dollars for summer school, RMCHS utilized an Expanded Learning Opportunity grant, an additional funding support provided by the state this year. Summer school was fully implemented as planned in 21-22.

Funds allocated in 21-22 that were not expended, will be carried over into the 22-23 school year in support of the actions planned in the LCAP. These actions will be continued in the upcoming school year to increase or improve services for high needs students outlined in the plan.



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

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

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

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

Kings Canyon Unified School District (KCUSD) has a long-established foundational principle of meaningful educational partner engagement. KCUSD has continued to engage educational partners in the development of strategic plans to support students and staff at all district schools, including the dependent charter school it supports, Reedley Middle College High School and Kings Canyon Online. Educational partners were provided multiple opportunities to provide input on how both the District and dependent charter schools could potentially utilize new and existing funds to provide for the needs of all students. Previous engagement opportunities include the Virtual LCAP Input workshops in February of 2021 that were held in an effort to inform educational partners of progress with LCAP goals, discuss actions that were implemented to achieve the goals and share evidence that showed progress towards meeting positive and improved outcomes for students, especially in light of the COVID-19 pandemic. RMCHS engaged parent groups on both the district LCAP and the Reedley Middle College High School LCAP and solicited input as to how services could be improved and how additional funding sources could be leveraged to maximize the response to student needs throughout the COVID-19 pandemic. RMCHS also distributed surveys to all parents and students in grades 9-12 and to all staff members. Surveys were used as a tool to collect feedback from stakeholders on the actions and goals of the LCAP. This feedback informed the development of the plan to utilize the 15% increase in concentrated funds to address any needs that were not initially included in the original LCAP. In the fall of 2021, additional consultation took place with the District Advisory Committee and District English Learner Advisory Committee (August 23, 2021) to seek input on needs to be addressed by the 15% increase in concentrated funds for both the district and dependent charter sites (RMCHS and KC Online). Additional feedback was received from special education

advocates, parents of students with disabilities, the Migrant Program parent advisory group as well as the Native American advisory group. Feedback continued throughout the year through DELAC and DAC meetings scheduled for January 24 and through routine feedback loops with administrators, parents, collective bargaining units and other staff.

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

Reedley Middle College High School has a population of low-income, English learners, and/or foster youth greater than 55%. In order to maximize the use of additional concentration grant add-on funding, RMCHS participated in a comprehensive evaluation of staffing at all sites and determined the greatest areas of need. Through this evaluation process, Human Resources, Educational Programs, and Curriculum and Instruction departments at the district level were consulted to determine how to best support dependent charter sites. As a result of this collaboration, it was determined that RMCHS was in need of additional social worker support. Therefore, the social worker position will become a full time position dedicated to Reedley Middle College High School.

The direct increased/improved services that the additional position will provide to students include an increase in the positions already established in the LCAP to provide additional ongoing support to unduplicated students and to address needs that have emerged as students have returned to in-person instruction.

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

Reedley Middle College High School, alongside KCUSD, has a long-established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. These practices have been further enhanced during the pandemic as RMCHS and KCUSD sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, and the 2021-2022 LCAP. The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan <https://www.kcusd.com/about/lcap> (p. 2-5)
- Expanded Learning Opportunities Grant Plan <https://www.kcusd.com/about/lcap> (p. 2)
- Local Control and Accountability Plan <https://www.kcusd.com/about/lcap> (p. 7-10)

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

Reedley Middle College High School does not receive ESSER III funding. RMCHS adheres to the safety measures and expectations set forth by the KCUSD ESSER III Safe Return to In Person Instruction and Continuity of Services Plan.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan - <https://www.kcusd.com/about/kcusd-covid19-prevention-program-for-in-person-instruction>

KCUSD has implemented the ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan by establishing and frequently adjusting the protocols and procedures for safe in-person instruction based on guidance from local, state and federal health departments. This plan is updated at minimum, every six months based on changes in requirements and adjusting for new guidance from health officials. This plan is centered on the health and safety of staff and students and ensuring continuity of services in KCUSD. The implementation of this plan has been successful as all KCUSD schools continue to be open for in-person instruction. While successful, the implementation of this plan has also been met with significant challenges.

#### Health and Safety of Students, Educators, and Other Staff

##### Successes:

Through collaboration of all District departments, KCUSD was able to successfully implement a uniform return to school plan with systematic protocols for staff and student safety. This plan established a uniform communication system to report exposures, transmissions and contact tracing. This system is utilized by all school sites and District departments which have allowed for consistency in required reporting to state and local health officials. All educational partners were included in the development and updating this plan. Through this collaboration many partnerships with local health agencies were established or strengthened. KCUSD partners with agencies such as Adventist Health, United Health Centers, Cultiva La Salud and Fresno County Department of Public Health. As a result KCUSD saw tremendous success in how students, staff and community members adhered to the safety measures put in place with minimal disruptions to the implementation. Due to implementation of this plan, parents have been instrumental in taking mitigative actions to allow for students to continue to attend in person instruction. Parents have been in direct communication with school sites to inform of illnesses and receive guidance. Through the strict following of this plan by all partners, KCUSD has closed very few classrooms due to at school transmissions and have established consistent protocols for students returning to school. In order to assist with the communication of these protocols, KCUSD staff utilized new systems such as ParentSquare, Zoom, redesigned websites for sites and District which allowed for direct receipt of messages and clear safety requirements and expectations.

##### Challenges:

While the implementation of the return to school plan was extremely successful, there have been many challenges throughout this pandemic. The constant changes in guidance and protocols set forth by federal, state and local officials has been difficult to manage as the changes are frequent and often changed from day to day. As a result, the COVID District Team was required to meet frequently to adjust the District

response to changing requirements and ensure consistent communication with all educational partners. One of the greatest challenges has been the need to clarify District protocols as many educational partners received information from a variety of sources such as non-District employers, social media and mainstream media outlets. Increasing the frequency of communication with all educational partners was of paramount importance, which required a huge investment of time and human resources. Another major challenge has been the lack of available PPE and testing supplies. While KCUSD was proactive in ordering all materials and working in partnership with Fresno County Superintendent of Schools, the worldwide supply chain shortages impacted the delivery of these essential materials and supplies. This continues to require strategic management to ensure sites have everything they need in regards to PPE and testing supplies to remain open and support the prompt return of students and staff to in person instruction.

### Continuity of Services

#### Successes:

As a result of strict adherence to the Safe Return to In-Person Instruction & Continuity of Services Plan established by KCUSD and through the constant adjustments made by utilizing the guidance provided by federal, state and local health officials, KCUSD has been able to ensure continuity of services throughout the pandemic. This was made possible through the strong collaboration between educational partners including bargaining units as they play a major role in the continuation of providing students with in person instruction. Through this plan, KCUSD was able to phase in a return to school in the fall of 2020 by utilizing a hybrid return to in-person instruction while keeping 100% of District departments operational. In order to meet the needs of students in KCUSD, many departments continued operation while conducting out of classification assignments, with many employees providing supports at school sites, delivering instructional materials to homes when necessary, providing technological support for students at school and at home. Due to the frequently changing guidance, the hybrid instructional model allowed KCUSD to pilot new safety protocols and programs to ensure continuity of services. Upon full return to in-person instruction in the fall of 2021, KCUSD utilized the lessons learned during the previous school year to strengthen the current plan. Additionally, KCUSD was able to expand opportunities for families for alternatives to in person instruction as required by the law. KCUSD expanded the grade level opportunities for participation in KC Online (District Dependent Online Charter) and established a uniform plan for short term independent study. In order to ensure continuity of services, one of the greatest successes for KCUSD was the opportunity to provide a variety of vaccination clinics for the immediate community and staff of KCUSD. Through KCUSD's partnership with Adventist Health, KCUSD was able to hold the first educator vaccination clinic in Fresno County. This was then followed up with additional staff vaccination clinics through Adventist Health, United Health Centers, Fresno County Department of Public Health and Cultiva La Salud. These clinics have resulted in a great majority of KCUSD staff receiving vaccinations, which has had a great impact in KCUSD's ability to provide in person instruction.

#### Challenges:

The greatest challenge throughout the pandemic for KCUSD has been the recruitment and retention of qualified staff to fill necessary positions and to provide substitute coverage. KCUSD made a commitment during the onset of the pandemic to limit the number of students in certain grades, which required the hiring and reassignment of staff to fill these positions. Additionally, during 2020-2021, KCUSD established an online option for students that remained in the distance learning format, which required additional staffing. Compounding the difficulty in finding qualified staff to fill these needs, another challenge was providing these new staff members with the requisite professional development to be able to deliver high quality instruction. Fortunately throughout this pandemic, the challenges that many other districts have experienced with mass retirements and resignations has not been experienced in KCUSD. KCUSD has maintained a high retention rate

throughout this period. Throughout the pandemic, it has been difficult to recruit staff for a variety of classified positions as there are a variety of alternatives for benefits statewide , resulting in an inability to fill some positions. This has created an opportunity to analyze and redefine current positions. While this has been a challenge, as California emerges out of the pandemic, KCUSD is confident that these positions will continue to be filled with qualified candidates and will be able to increase the supports in place for families and students.

Reedley Middle College High School did not receive ESSER III funding. RMCHS is supported by the implementation of the KCUSD ESSER III Expenditure Plan.

#### Successes:

Through the implementation of the ESSER III Expenditure Plan KCUSD has been able to ensure continuity of services and expand the services provided to the students of KCUSD while maintaining safe conditions for students, staff and families during the COVID-19 pandemic. Through the funds allocated to KCUSD and implemented through the ESSER III Expenditure Plan, KCUSD has been able to provide improvements to many campuses to mitigate virus transmission and provide repairs and improvements to District HVAC units, windows, buildings and new construction to provide safe conditions for students. Another success for KCUSD has been the ability to provide necessary sanitation supplies and equipment to mitigate illness on campus and reduce the spread of COVID-19. Through the ESSER III Expenditure Plan, KCUSD was able to ensure the necessary supports for continued high quality instruction during the return to in persons schooling and in preparation for potential future school closures. A huge success for KCUSD was the ability to purchase necessary computer equipment and technology to be able to continue to deliver instruction in either scenario. In addition to technology, KCUSD was able to expand supports for students during the school day and through the expanded learning program for students through collaboration with sites and community partners. KCUSD was also able to hire additional teachers and staff to support high quality instruction in smaller classroom settings during the pandemic. Additionally, KCUSD was able to utilize ESSER III funds to expand the social emotional supports in place for students through the expansion of a District wide SEL curriculum in grades K-8 and site specific SEL programs in grades 9-12 in addition to the newly added universal screener, DESSA. Through the implementation of the ESSER III Expenditure Plan additional supports for students were put in place that would not have been possible otherwise.

#### Challenges:

The most difficult challenge facing Kings Canyon in regards to the implementation of the ESSER III Expenditure Plan has been the constant adjusting to everchanging guidance and regulations throughout the COVID-19 pandemic and pivoting to meet the needs of students, staff and families. This has required both sites and District office to be flexible and adjust as needed, whether it be around changing guidance regarding testing, returning to school following a positive test, technology needs, increasing costs from vendors and business partners, to finding the human resources needed to support our schools. These challenges have resulted in increased communication and circling back to clarify following these adjustments. This has required frequent meetings of all educational partners and decision makers to ensure everyone is on the same page regarding plans and expectations. These challenges are compounded by absences created as a result of positive COVID-19 tests and having staff on quarantine or isolation from time to time. This has resulted in all staff being asked to support when there is a shortage of staff to fill the positions needed to deliver the services our students and families require. While this has been a challenge, KCUSD has worked together to meet these challenges and is very pleased with how the District staff has come together to continue to support our students and families throughout this pandemic

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

#### Safe Return to In-Person Instruction and Continuity of Services Plan

RMCHS used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by making significant improvements to school facility and making necessary repairs to address safety issues stemming from the COVID-19 pandemic. School facility repairs and improvements were made to enable operation of schools to reduce the risk of virus transmission and exposure to environmental health hazards and support overall staff and student health needs. This included improvements made to mechanical and non-mechanical heating, ventilation, air conditioning systems, filtering, purification, and fans.

RMCHS ensured the the necessary personal protective equipment and cleaning supplies were made available on site to mitigate the risk of virus transmission. The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to LCAP Goal 1 (All students will receive a high quality education in an environment designed to provide them with opportunities to develop their greatest potential.), where safety is the number one priority of the District. The improvements and repairs that were made were above and beyond those regularly prescribed in Goal 1 and Goal 5 and were specifically required as a result of RMCHS' response to the COVID-19 pandemic.

RMCHS used its fiscal resources to ensure the continuation of in-person instruction and to address the impact of lost instructional time on students.

#### Continuation of In-Person Instruction

In order to ensure the continuation of in-person instruction, RMCHS conducted a variety of school facility repairs and improvements to enable operation of schools and to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Sufficient Personal Protective Equipment (PPE) was also purchased to support staff and student health needs. Additionally, in coordination with the Kings Canyon Unified technology department, RMCHS purchased additional educational technology (including hardware, software, and connectivity) to ensure continuity of instruction in the case of a need to close school sites and to support the use of technology utilized throughout the pandemic.

#### Addressing the Impact of Lost Instructional Time

In order to address the impact of lost instructional time, RMCHS utilized additional resources available to provide greater supports for students in the form of extended time, intervention, social emotional support and by providing professional development for staff to support the needs of students stemming from the COVID-19 pandemic. RMCHS addressed learning loss among students with disabilities and students with unique needs by providing targeted instruction to address gaps in learning and provide engaging curriculum to support instruction. Addressing learning loss among students, including low income students, students with disabilities, English learners, students experiencing homelessness, and children in foster care provided through strategic intervention programs included extended day instruction. Additionally, there was continued support for the use of technology to include the development of standards aligned technology integration

and the purchase of necessary instructional technology. In response to the COVID-19 pandemic, RMCHS launched the implementation of Social Emotional Curriculum for all students in grades 9-12.

The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by supplementing and expanding existing LCAP actions that were determined based on a comprehensive evaluation and needs assessment to determine best practices. The use of additional funds allowed RMCHS to expand services through the use of additional instruction time, increased social worker support, and the addition of SEL curriculum. The RMCHS LCAP plan can be found at [rmchs.kcusd.com](http://rmchs.kcusd.com).

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

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### Introduction

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

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

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

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

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement

- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

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

## Instructions

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

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

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

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

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

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

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

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

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

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

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

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

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

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

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

California Department of Education  
November 2021



## Local Control Accountability Plan

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

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

## Plan Summary [2022-23]

### General Information

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

Reedley Middle College High School (RMCHS) is a dependent charter school under the umbrella of Kings Canyon Unified School District (KCUSD). In this dual enrollment program, students attend high school on the Reedley College campus and earn a high school diploma while earning college credit simultaneously. All students will have the opportunity to work toward a community college certificate, associate degree, or become transfer ready depending on their class selection and completion of college courses. RMCHS has 4 pathways of study that students can select to pursue which are Agricultural Business, Business Administration, General Transfer (STEM Focus), or General Transfer (General Education Focus). There is no additional cost to students for attending RMCHS . All textbooks and college fees are waived while students are still in high school. 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. The 2021-2022 school year marked RMCHS' tenth year of existence and is serving 250 students in grades nine through twelve. The COVID 19 pandemic experienced by the world has affected our community and schools in a variety of ways. Students, teachers, and parents have learned to use technology in ways they had not used before to access resources, supports, and instruction from home. Our schools are safer and cleaner than they have ever been to ensure the safety of all as we move to post pandemic years.

Our student demographics at Reedley Middle College High School consist of 81% Hispanic/Latino, 16% White, 2% other Asian, 1% Asian. 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. RMCHS teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

Students attending RMCHS are offered an individually designed, standards-based educational program providing the necessary foundation for success in college and/or career. The RMCHS educational plan consists of a broad range of goals and objectives to meet the unique educational needs of all students, specifically in the areas of Agricultural Business or 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.

One of the biggest progress areas that we made as an LEA was continuing our expansion of educational and co-curricular activities for students. RMCHS has been established as an agriculture school over the past seven years. Students in the Ag Business pathway and students participating in FFA have had many opportunities for competition, college visits, job shadowing, training, etc. However, students in the Ag Business pathway only account for half of our student population. Over the past few years, RMCHS was able to continue its improvement of educational and co-curricular activities by starting after school clubs and intramural sports at lunch time. These opportunities provide additional "school connections" for students that are not enrolled in the Ag pathway and may not participate in FFA.

Another area of 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 committed to focusing on specific writing needs across the curriculum, calibrated

rubric use, and improved teacher feedback to students in effort to improve student writing performance. Our work around teacher collaboration and writing across the curriculum will continue into the 2022-2023 school year.

RMCHS has continued to show success in the following areas:

**College and Career Readiness** - Over the past three years, 100% of our senior cohort were considered prepared for college/career. We plan to continue to fund an RMCHS counselor committed to monitoring the academic progress of all students and ensuring students either meet A-G requirements or get enrolled in CTE dual enrolled classes. In addition, we will continue to fund tutorial/extended day opportunities to ensure students have the academic support they need to be successful.

**Graduation Rate**- Over the past three 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 three years, RMCHS has held a low suspension rate (below 2%). 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.

**ELA CAASPP Scores** - Over the past three years, RMCHS has significantly outperformed the state average in ELA CAASPP scores. RMCHS students have consistently averaged over 85% of them meeting/exceeding standards while the state average last year was 49%. RMCHS will continue to focus on writing across the curriculum and include ELA standards as a focal point for collaborative meetings.

## Reflections: Identified Need

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

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

**ELA**- In 2018-2019, 85% 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 portion. This was a significant improvement. We anticipate continuing to perform at high levels on the CAASPP ELA.

Math- In 2018-2019, 55% 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 is a significant decrease in performance and an area of focus for RMCHS moving forward. Note that there was not state testing during the 2019-2020 school year.

In addition to state assessment data noted in the preceding paragraph, we have identified the following as areas to continue focusing on as a school site:

- Continue to focus on our math instruction to move beyond a procedural approach and to a conceptual framework, promoting mathematical understanding rather than the memorization of processes and procedures. This includes a focus on justification of thinking and responding to student intervention needs on a regular systematic basis. In addition, as part of our school wide, students will be engaged in writing about their mathematical thinking to better understand concepts.
- Continue our work with writing instruction across subject areas, including math and science. This is one of our school wide focus areas.
- Continue to focus on improving parent communication and increasing parent involvement in the education of their children.
- Continue to focus on the development of soft skills across the classroom such as collaboration, team work, and communication. The staff at RMCHS have recognized these skills as essential to being successful in both college and career.

## LCAP Highlights

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

The 2022-2025 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 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 next three school years will continue to include increasing the co-curricular opportunities for low income students, English learners, and foster youth to better connect with school. Students connected with an activity other than the classroom experience are more likely to succeed. RMCHS will also focus on professional development around instructional strategies to continue to improve our practice, particularly around writing across subject areas and student soft skills. The RMCHS staff will continue to engage in collaborative team meetings every Wednesday to discuss instruction and student performance around a common instructional focus areas. Lastly, RMCHS will continue to focus on strategies to increase and improve parent communication and to increase the number of parents participating in school activities.

## 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 - August 23, 2021, October 25, 2021, January 24, 2022, March 7, 2022 and May 9, 2022

KCTA - April 4, 2022

CSEA - January 5, 2022 and May 11, 2022

District English Language Advisory Committee - August 23, 2021, October 25, 2021, January 24, 2022, March 7, 2022 and May 9, 2022

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

RMCHS' authorizing district, Kings Canyon Unified School District, is part of the Fresno County SELPA and participated in SELPA

Operations meetings, where the LCAP was discussed with member districts and input was solicited from that educational partner group.

2021 - 2022 Operations meetings were held on September 16, 2021, October 14, 2021, November 16, 2021, January 13, 2022, February 17, 2022, March 23, 2022, April 7, 2022 and May 12, 2022.

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 24, 2022, June 14, 2022

LCAP Proposed Draft actions presented to the District Advisory Committee (May 9, 2022) and the District English Learner Advisory Committee (May 9, 2022)

Public Comment Period - May 17-24, 2022

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 24, 2022

Board Approval - June 14, 2022

#### A summary of the feedback provided by specific educational partners.

Input gathered at the Stakeholder meetings indicated the following trends:

Parent Groups:

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

Teacher Groups:

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

Classified Groups:

Classified staff appreciated the great number of programs that KCUSD offers for students and hoped that these programs would continue. 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:

Feedback received from the District English Learner Advisory Committee and District Advisory Committee groups was very supportive of the actions being implemented by KCUSD. These groups, which are predominantly made up of parents, expressed that there was a great need for additional supports for struggling students, especially for social emotional needs. Parents requested additional parent education specifically around navigating student information systems like Powerschool and being able to navigate that system to be able to support their children from home. Parents expressed their gratitude for parent workshops through Parent Academy, Children's Day and Parent Square. Parents shared that they appreciate the opportunity to participate in school meetings via Zoom, as it is often difficult to get home from work early enough to participate in person.

#### Student Groups:

A large majority of the feedback received from students was positive regarding offerings and supports provided through their school sites. It was evident from student feedback that there is additional need for social-emotional support, especially returning from the COVID-19 pandemic to in-person instruction. Many expressed that they need more counseling opportunities and access to a wider range of elective courses to prepare for college and career opportunities. They also expressed the importance of relationships from their teachers while acknowledging that teachers and staff do their best to promote a positive climate and culture. Students overwhelmingly perceive that they are getting a good education through the educational programs established by their school sites.

### 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 stakeholder input and integrated into to the LCAP:

Goal 1-

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

Goal 2-

Students will be provided with updated technology to ensure access when off site.

Provide credit recovery opportunities for students that struggled during the pandemic.

Continue to improve our student recognition system by providing awards and rewards to students to reinforce positive behavior and academic performance.

We plan to be more intentional with the intervention of struggling students.

Continue to provide salary for CTE instructor.

Provide students with embedded college tutors to support learning loss in math.

Goal 3-

Purchase supplemental software to support our EL students with additional language practice in addition to daily ELD instruction.

Provide extended learning time with a credentialed teacher in addition to the regular school day.

Goal 4-

Continue to fund a school counselor to support students with understanding the requirements of CSU/UC admission and transcript evaluation to improve AG completion rate.

Provide all students with opportunities to visit college campus to motivate students to meet admission requirements.

Increase co-curricular opportunities for students to improve their connection with others and school.

Goal 5-

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

Fund a full time social worker to serve the students experiencing mental health challenges.

Goal 6-

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

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> <li>Percentage of appropriately credentialed, with English Language Certification, and appropriately assigned</li> </ul>	2020-2021 - 100%	2021-2022 - 100% of teachers are appropriately credentialed			Continue to be at 95% or higher
<ul style="list-style-type: none"> <li>Percentage of misassigned teachers and vacancies will be less than 1%</li> </ul>	2020-2021 - 0%	2021-2022- 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
<ul style="list-style-type: none"> <li>Percentage of students having access to standards aligned curriculum will maintain at 100%</li> </ul>	2020-2021 - 100%	2021-2022 - 100% of students have access to standards aligned curriculum			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.	\$709,307.00	No
1.2	Professional Development	<p>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.</p> <p>RMCHS staff will provide professional development or participate in professional development to improve instructional strategies and share best practices.</p> <p>This action will include site professional development service, registration/hotel costs, and subs to cover for collaborative planning and teacher coverage.</p>	\$29,000.00	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	Professional Development	Costs associated with charter school and dual enrollment conference registration and accomodations. This action includes sub coverage for professional development.	\$1,475.00	No
1.4	Basic Operating Expenses	Provide basic operating expenses such as salaries/benefits (secretary), general office materials, supplies, and equipment.	\$431,662.00	No
1.5	Basic Operating Expenses- Copier Lease	Copier Lease	\$12,490.00	No
1.6	Indirect and Operating Costs	Indirect costs with KCUSD (business office, accounts payable), Program Support Staffing, and Operating Costs (trash, electricity, water).	\$148,487.00	No
1.7	Basic Operating Expenses- Substitutes	Provide substitutes when teachers are out ill.	\$15,000.00	No
1.8	Maintenance/Facility Projects	Maintenance and facility projects to ensure student access to learning and safety.	\$641,365.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	Technology Support	Provide technology support to ensure students and teachers have access to up to date chromebooks, internet, printers, and projectors.	\$30,163.00	No
1.10	Transportation	Provide students with transportation to and from school from the communities of Dunlap, Squaw Valley, Orange Cove, and Reedley.	\$49,879.00	No
1.11	Routine Restricted Maintenance	Routine restricted maintenance (3%) to ensure the upkeep and updating of facilities.	\$99,809.00	No
1.12	Administrator	<p>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 more frequent monitoring, attendance make up days, consequences for misbehavior, and positive reinforcement for struggling students meeting their goals.</p> <p>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.</p> <p>We expect this action will result in increased attendance and a reduction in behavior referrals for low income students.</p>	\$145,186.00	Yes

## Goal Analysis [2021-22]

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

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

Goal 1 was implemented as planned for the 2021-2022 school year. All actions were fully implemented. Actions were implemented.

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.

The budgeted expenditure and estimated actual expenditures were aligned for most actions in goal 1 with the exception of Action 4. Action 4 was "Basic Operating Expenses". We only spent \$107,669 out of the budgeted \$844,000. Reedley Middle College High School has a state of the art, new facility, which requires very little upkeep and updating thus far.

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

RMCHS made adequate progress towards providing students with a high quality education and an environment to support their learning.

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 being made to the planned goal, metrics, or actions for the coming year. RMCHS will be absorbing some additional cost next year for services and support that were previously paid for by the authorizing district.

**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%  Data Quest			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%			60% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Data Quest			
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			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 general materials and supplies.	\$191,455.00	No
2.2	Academic Recognition and Reinforcement	<p>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. Academic recognition celebrates student success and motivates students to continue with their efforts.</p> <p>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.</p>	\$53,142.72	Yes

Action #	Title	Description	Total Funds	Contributing
		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 will be improved student performance.		
2.3	Intervention and Credit Recovery	<p>With the increased reading/writing demand of college level coursework, students at RMCHS need regular practice and on-going development in reading and writing. In addition, our small master schedule makes it difficult to recover failed high school credits.</p> <p>RMCHS will provide licensing for credit recovery courses and Achieve 3000 (intervention program. This also includes materials, supplies, and technology resources for intervention classes.</p> <p>It is our expectation that this action will result in increased CAASPP scores for low income students, English learners, and foster youth, increased EL performance on ELPAC, and increased EL reclassification rates.</p>	\$15,512.00	No
2.4	Extended Day Learning and Additional Student Support	<p>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.</p> <p>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 is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all</p>	\$3,611.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students will benefit from extended day learning, this action will be implemented school wide.</p> <p>It is our expectation that this action will result in an increase in performance on state assessments.</p>		
2.5	CTE Options for Students	<p>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.</p> <p>RMCHS will continue to provide CTE courses through our continued partnership with Valley ROP and Reedley College. CTE courses 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.</p> <p>We expect that through increased engagement and participation in</p>	\$113,856.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>rigorous career pathways, this action will result in increased college and career readiness for English learners, low-income, and foster youth students.</p> <ul style="list-style-type: none"> <li>• Salary and benefits for CTE instructor-</li> </ul>		
2.6	Supplemental Tools for Learning	Utilize supplemental online tools i.e. Shmoop, vocabulary.com, adobe online, etc. to support student learning. This includes updating technology (chromebooks, printers, laptops, etc.)	\$36,715.71	No
2.7	Embedded Tutor Support	<p>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. 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.</p> <p>This action is to provide college tutors in both high school and college classes to support the learning of low income students, EL students, and foster students.</p> <p>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.</p>	\$2,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Indirect Cost to KCUSD for Program Staffing	<p>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.</p> <p>This action includes indirect costs to KCUSD for program support staffing (students with disabilities, mental health support, math coaching).</p> <p>We expect this action to continue to reduce the achievement gap for low income students on state and local math assessments.</p> <p>Indirect costs to KCUSD to cover program support staffing (curriculum and instruction, educational programs, learning center, and student services).</p>	\$45,130.00	Yes

## Goal Analysis [2021-22]

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

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

All actions in Goal 2 were implemented as planned. There were no substantive differences.

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.

The budgeted expenditure and estimated actual expenditures were aligned for most actions in goal 2 with the exception of Action 1 . Action 1 was to provide "general materials and supplies". We only spent \$152,938 out of the budgeted \$454,500 on additional materials and supplies. Reedley Middle College High School student attend a state of the art facility that is only 4 years old. Materials and supplies, technology, and equipment are in good working order and very few materials/supplies have needed to be upgraded or replaced.

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

RMCHS continues to maintain our academic progress in English Language Arts, as measured by CAASPP scores. However, we continue to struggle in increasing our CAASPP Math scores. As noted in the preceding metrics section, our Math scores in 2021 were 40% meeting or exceeding standards, compared to 55% a few years prior. We recognize that we must continue to work on our math instruction and intervention to improve our math scores and meet our LCAP Goal 2.

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.

While there are no changes in the planned goals, metrics, or actions for the upcoming LCAP year, we do plan to adjust what happens within an action. For example, our extended day support will remain an action but how we work with students during that time will be adjusted. We plan to be more systematic in identifying students that need intervention and more strategic in how we work with students during the extended day period (after 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
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.

## 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.			
Percentage of EL students that meet or exceed standards on the ELA	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.			
Percentage of EL students that meet or exceed standards on the Math	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.			

# Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Salaries	<p>RMCHS's 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.</p> <p>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 .</p> <p>We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments.</p> <p>ELD Salaries (3.8%)</p>	\$17,448.00	Yes
3.2	Extended Day Support	<p>RMCHS's 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.</p> <p>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.</p> <p>We expect this action to continue to reduce the achievement gap for English learners on state and local ELA and math assessments.</p>	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Supplemental Tools	<p>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.</p> <p>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.</p> <p>We expect this action to continue to reduce the achievement gap for English Learners on state and local assessments.</p> <ul style="list-style-type: none"> <li>Supplemental Software to Support Language Acquisition</li> </ul>	\$5,052.00	Yes

## Goal Analysis [2021-22]

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

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

This is a new goal. Goal analysis will happen at the conclusion of the 2022-2023 LCAP 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.

This is a new goal. Goal analysis will happen at the conclusion of the 2022-2023 LCAP year.

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

This is a new goal. Goal analysis will happen at the conclusion of the 2022-2023 LCAP year.

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

This is a new goal. Goal analysis will happen at the conclusion of the 2022-2023 LCAP year.

**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			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			Above 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Low Income: 100% Data Quest			
CTE Participation Rate	2019-2020 -- 100%	2021-2022 -- All Students: 94.8% Foster: NA English Learners: 100% Low Income: 95.1% Data Quest			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			Maintain a 0% dropout rate

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College Readiness-Counseling	Over the past three years, the low-income and foster youth 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 (19-20).  This action will provide academic support and guidance for low income and foster youth students who need additional support in meeting	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>graduation requirements and developing a plan for post high school 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.</p> <p>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.</p> <p>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.</p>		
4.2	College Readiness- After School Tutoring	<p>Local data shows that students that engage in extended day tutoring with teachers or with college tutors are more successful in both high school and college coursework.</p> <p>This action is to provide extra pay for teacher or AVID tutors to provide supplemental instruction to support both HS and college coursework, including Ag Business projects.</p> <p>It is our expectation that this action will improve the performance of our low income students, English learners, and foster youth on the CAASPP and the ELPAC.</p>	\$18,570.00	No
4.3	College Readiness - College/Career Study Trips	Based on the data collection from students in our community, students of low socio-economic status lack the opportunity to visit colleges, museums, and participate in other educational trips.	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action includes providing students with educational study/college trips for college and career exposure.</p> <p>With the successful implementation of this action, we expect that our 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.</p>		
4.4	Extra/Co Curricular Opportunities	<p>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.</p> <p>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, 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.</p> <p>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.</p>	\$336,956.66	Yes
4.5	Extra/Co Curricular Opportunities	<p>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</p>	\$22,500.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>student input indicates that students that are connected have a higher attendance rate.</p> <p>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, 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.</p> <p>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.</p>		
4.6	Summer School	<p>Local district research shows that summer learning opportunities are especially effective for students from low income families who would not otherwise have access to educational resources throughout the summer.</p> <p>Pay for certificated teachers, classified personnel, and administration to run summer school.</p> <p>We expect that students who participate in our summer school program will be further ahead on high school graduation and college degree requirements and will experience minimal summer learning loss.</p>	\$46,677.00	No

## Goal Analysis [2021-22]

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

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

All actions in Goal 4 were implemented as planned. There were no substantive differences.

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 and estimated actual expenditures.

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

The actions in Goal 4 were extremely effective in preparing students to reach their college and/or career goals. RMCHS had 100% of students graduate with their high school diploma, 60% of which also graduated with the undergraduate degree from Reedley College at the same time. 100% of students engaged in a CTE course and 100% met A-G requirements.

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 were no changes made to the planned goal, metrics, or actions for the coming year.

**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 than the state average.	2019-2020 - 0% of student suspended	2020-2021- All Students: 0% Foster: 0% English Learners: 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			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			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			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.	\$60,000.00	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. We know	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>that students learn more when their basic needs are being met on campus (food, shelter, safety).</p> <p>Action 2 is to provide students with a campus assistant whose primary role is active supervision and teaching of behavior expectations before school, after school, and during breaks and lunches. The 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.</p> <p>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.</p>		
5.3	Positive Climate - PBIS	<p>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.</p> <p>Positive Behavior Intervention &amp; 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.</p> <p>Action 2 is to provide students with a positive, proactive approach to student attendance, discipline, and academic achievement. This action includes the following:</p> <ul style="list-style-type: none"> <li>• Awards and Rewards for student achievement</li> <li>• Incentive trips for students meeting their academic goals</li> </ul>	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Student incentives for attendance, behavior, and academic achievement</li> </ul> <p>The 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 a school-wide basis.</p> <p>We expect this action to continue to keep suspension rates low and improve both academic performance and attendance.</p>		
5.4	Positive Climate and Attendance	<p>Through local research, we know that students who attend school daily perform higher than students that do not.</p> <p>Action 4 is to provide incentives for students with strong attendance and to provide support to students that are missing school.</p> <p>It is our expectation that by supporting our absent students we will improve their attendance and therefore see improved test scores on the CAASPP and the ELPAC. In addition, course grades will be higher in both high school and college courses.</p>	\$1,500.00	No
5.5	Social Worker	Provide students with mental health support through full time social worker.	\$15,000.00	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	\$143,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>appreciation for the counseling services, socioemotional and behavioral, provided by school social workers.</p> <p>RMCHS will continue to provide school social workers as they have proven 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.</p> <p>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.</p>		
5.7	Grounds and Maintenance	Provide grounds and maintenance service to ensure the campus is safe for student learning.	\$45,000.00	No

## Goal Analysis [2021-22]

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

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

All actions in Goal 5 were implemented as planned. There were no substantive differences.

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 and estimated actual expenditures. However, we did spend less money than expected on incentives/rewards for students in this goal. Funding provided through CARE dollars paid for some of the incentives/rewards and reward trip restrictions made it challenging to provide students with some of the reward/incentives that we had originally planned. While the action was implemented, the money required to implement the action was minimal.

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

The actions in Goal 5 were extremely effective in providing students with a safe and nurturing environment that supports their social, emotional and academic success. We had 0% of students suspended or expelled and a 99% attendance rate in 2020-2021. Students were recognized for positive behavior and ensured a safe environment through our campus assistant.

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.

RMCHS has added a fully funded, full time social worker position into the LCAP to support student social and emotional growth and well being. In addition, RMCHS will absorb a percentage of the cost for maintenance and grounds work, an action previously happening but paid for by the authorizing school district.

**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			-- 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			-- 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.	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.2	Student Recognition and Celebration	<p>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.</p> <p>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.</p> <p>It is our expectation that providing students with academic recognition each year gets parents involved in celebrating student success and reinforces ongoing academic effort amongst students. The outcome of this action will be improved student performance in coursework, state test scores, and a continue high rate of graduation.</p>	\$30,000.00	No
6.3	Parent Advisory and Participation Opportunities	<p>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 as it will be available on an online platform. This survey will allow for increased parent engagement and continued parent input to inform the development of programs for students by:</p> <ul style="list-style-type: none"> <li>• Empowering families by providing them with an opportunity to voice their suggestions and concerns</li> <li>• Creating channels of communication between home and school</li> <li>• Offering an array of opportunities for families to participate in school planning, leadership and volunteering</li> </ul>	\$547.51	No

Action #	Title	Description	Total Funds	Contributing
		<p>This action includes the following:</p> <ul style="list-style-type: none"> <li>• Refreshments at parent advisory meetings/school site council</li> <li>• Materials and supplies for the district fair</li> <li>• Parent resources</li> <li>• Student incentives for parent feedback (surveys)</li> </ul> <p>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.</p>		

## Goal Analysis [2021-22]

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

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

All actions in Goal 6 were implemented as planned. There were no substantive differences.

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 and estimated actual expenditures.

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

The actions in Goal 6 were effective in making progress towards getting parents involved at RMCHS. However, we recognize that we must continue to focus on this goal to continue to increase parent involvement. Last year, we had a lower percentage of parents return parent surveys than in previous years. We also had less parents participate in parent workshops and parent educational opportunities. This may

or may not be attributed to the recent COVID pandemic and parents that do not feel comfortable being in large crowds. Regardless of reason, we know that continued focus will be essential to engage parents and impact student achievement.

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 were no changes made to the planned goal, metrics, or actions for the coming year.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
781,870.72	113,984.00

## 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
31.55%	9.35%	\$220,027.66	40.90%

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

- 1.12 - 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
- 5.2 - Campus Safety - Supervision
- 5.3 - Positive Climate - PBIS
- 5.6 - Social Worker

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 or districtwide basis in order increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive \$771,870.72 in Supplemental and/or Concentration funding and an additional 113,984.00 in add-on concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 40.90%. Our LEA has demonstrated that it has met the 40.90% proportionality percentage by planning to expend all the supplemental and/or concentration 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 in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions.

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 1- RMCHS will fund an Ag Prep Coordinator that will focus on support students in the Ag Prep pathway.

Goal 2, Action 4 - RMCHS will provide additional tutors for students to engage in extended day tutoring and intervention.

Goal 2, Action 8 - RMCHS will fund a percentage of additional staff to provide ELD support (coach) and supplemental tutoring/intervention support.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,506,488.38	\$82,588.00	\$92,600.00	\$88,320.22	\$3,769,996.60	\$1,659,068.00	\$2,110,928.60

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	\$663,007.00		\$46,300.00		\$709,307.00
1	1.2	Professional Development	All		\$25,000.00		\$4,000.00	\$29,000.00
1	1.3	Professional Development	All				\$1,475.00	\$1,475.00
1	1.4	Basic Operating Expenses	All	\$431,662.00				\$431,662.00
1	1.5	Basic Operating Expenses- Copier Lease	All		\$8,490.00		\$4,000.00	\$12,490.00
1	1.6	Indirect and Operating Costs	All	\$148,487.00				\$148,487.00
1	1.7	Basic Operating Expenses- Substitutes	All	\$15,000.00				\$15,000.00
1	1.8	Maintenance/Facility Projects	All	\$641,365.00				\$641,365.00
1	1.9	Technology Support	All	\$30,163.00				\$30,163.00
1	1.10	Transportation	All	\$49,879.00				\$49,879.00
1	1.11	Routine Restricted Maintenance	All	\$99,809.00				\$99,809.00
1	1.12	Administrator	English Learners Foster Youth Low Income	\$145,186.00				\$145,186.00
2	2.1	Instructional Materials and Supplies	All	\$105,057.00	\$40,098.00	\$46,300.00		\$191,455.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Academic Recognition and Reinforcement	English Learners Foster Youth Low Income	\$53,142.72				\$53,142.72
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	\$3,611.00				\$3,611.00
2	2.5	CTE Options for Students	English Learners Foster Youth Low Income	\$113,856.00				\$113,856.00
2	2.6	Supplemental Tools for Learning	All		\$7,500.00		\$29,215.71	\$36,715.71
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	\$45,130.00				\$45,130.00
3	3.1	Teacher Salaries	English Learners Foster Youth Low Income	\$17,448.00				\$17,448.00
3	3.2	Extended Day Support	English Learners Foster Youth Low Income	\$5,000.00				\$5,000.00
3	3.3	Supplemental Tools	English Learners Foster Youth Low Income	\$5,052.00				\$5,052.00
4	4.1	College Readiness-Counseling	English Learners Foster Youth Low Income	\$150,000.00				\$150,000.00
4	4.2	College Readiness-After School Tutoring	All				\$18,570.00	\$18,570.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.3	College Readiness - College/Career Study Trips	English Learners Foster Youth Low Income	\$20,000.00				\$20,000.00
4	4.4	Extra/Co Curricular Opportunities	English Learners Foster Youth Low Income	\$336,956.66				\$336,956.66
4	4.5	Extra/Co Curricular Opportunities	All	\$22,500.00				\$22,500.00
4	4.6	Summer School	All	\$46,677.00				\$46,677.00
5	5.1	Campus Safety - Custodial Service	All	\$60,000.00				\$60,000.00
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	\$25,000.00				\$25,000.00
5	5.4	Positive Climate and Attendance	All Students with Disabilities		\$1,500.00			\$1,500.00
5	5.5	Social Worker	All				\$15,000.00	\$15,000.00
5	5.6	Social Worker	English Learners Foster Youth Low Income	\$143,000.00				\$143,000.00
5	5.7	Grounds and Maintenance	All	\$45,000.00				\$45,000.00
6	6.1	Parent/Teacher Conferences	All	\$2,000.00				\$2,000.00
6	6.2	Student Recognition and Celebration	All	\$30,000.00				\$30,000.00
6	6.3	Parent Advisory and Participation Opportunities	All				\$547.51	\$547.51

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,478,422	781,870.72	31.55%	9.35%	40.90%	\$1,115,882.38	0.00%	45.02 %	<b>Total:</b>	\$1,115,882.38
								<b>LEA-wide Total:</b>	\$1,010,239.66
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$105,642.72

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	1.12	Administrator	Yes	LEA-wide	English Foster Youth Low Income		\$145,186.00	
2	2.2	Academic Recognition and Reinforcement	Yes	Schoolwide	English Foster Youth Low Income	All Schools	\$53,142.72	
2	2.4	Extended Day Learning and Additional Student Support	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$3,611.00	
2	2.5	CTE Options for Students	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$113,856.00	
2	2.7	Embedded Tutor Support	Yes	Schoolwide	English Foster Youth Low Income	All Schools	\$2,500.00	

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 (%)
2	2.8	Indirect Cost to KCUSD for Program Staffing	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$45,130.00	
3	3.1	Teacher Salaries	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$17,448.00	
3	3.2	Extended Day Support	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$5,000.00	
3	3.3	Supplemental Tools	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$5,052.00	
4	4.1	College Readiness-Counseling	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$150,000.00	
4	4.3	College Readiness - College/Career Study Trips	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$20,000.00	
4	4.4	Extra/Co Curricular Opportunities	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$336,956.66	
5	5.2	Campus Safety - Supervision	Yes	Schoolwide	English Foster Youth Low Income	All Schools	\$50,000.00	
5	5.3	Positive Climate - PBIS	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$25,000.00	
5	5.6	Social Worker	Yes	LEA-wide	English Foster Youth Low Income	All Schools	\$143,000.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,661,778.75	\$2,613,646.77

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	\$650,000.00	640,000.25
1	1.2	Professional Development	Yes	\$2,000.00	14,383.44
1	1.3	Professional Development	No	\$5,720.00	4205.29
1	1.4	Basic Operating Expenses	No	\$844,016.00	844,016.00
1	1.5	Basic Operating Expenses- Copier Lease	No	\$8,000.00	8915.52
1	1.6	Provide and Maintain Facilities	No	\$886,733.00	393,758
1	1.7	Basic Operating Expenses- Substitutes	No	\$25,000.00	3600
1	1.8	ELD and Annual Testing Salaries	Yes	\$36,400.00	13,423.44
2	2.1	Instructional Materials and Supplies	No	\$454,500.00	152,938
2	2.2	Academic Recognition and Reinforcement	Yes	\$5,000.00	16,470.91
2	2.3	Intervention and Credit Recovery	No	\$15,570.70	11,403.60
2	2.4	Extended Day Learning and Additional Student Support	Yes	\$66,633.00	7411
2	2.5	CTE Options for Students	Yes	\$80,000.00	113,856
2	2.6	Supplemental Tools for Learning	No	\$36,148.00	38,314.22
2	2.7	Embedded Tutor Support	Yes	\$7,500.00	3700
4	4.1	College Readiness- Counseling	Yes	\$150,000.00	130,000

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)
4	4.2	College Readiness- After School Tutoring	Yes	\$20,500.00	14,716
4	4.3	College Readiness - College/Career Study Trips	Yes	\$10,000.00	20,247
4	4.4	Extra/Co Curricular Opportunities	Yes	\$105,279.00	66,889
4	4.5	Summer School	Yes	\$54,000.00	42,000
5	5.1	Campus Safety - Custodial Service	No	\$58,500.00	7500
5	5.2	Campus Safety - Supervision	Yes	\$40,000.00	40,191
5	5.3	Positive Climate - PBIS	Yes	\$20,707.00	11,608
5	5.4	Positive Climate and Attendance	No	\$51,500.00	3300
6	6.1	Parent/Teacher Conferences	No	\$2,000.00	557.10
6	6.2	Student Recognition and Celebration	Yes	\$19,000.00	8943
6	6.3	Parent Advisory and Participation Opportunities	Yes	\$7,072.05	1300

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
673,508	\$576,744.00	\$453,429.66	\$123,314.34	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	1.2	Professional Development	Yes	\$2000.00	3948.31		
1	1.8	ELD and Annual Testing Salaries	Yes	\$36,400.00	13,423.44		
2	2.2	Academic Recognition and Reinforcement	Yes	\$5,000.00	16,470.91		
2	2.4	Extended Day Learning and Additional Student Support	Yes	\$66,633.00	7411.00		
2	2.5	CTE Options for Students	Yes	\$80,000.00	113,856.00		
2	2.7	Embedded Tutor Support	Yes	\$7,500.00	3700.00		
4	4.1	College Readiness-Counseling	Yes	\$150,000.00	130,000.00		
4	4.2	College Readiness- After School Tutoring	Yes	\$20,500.00	3142.00		
4	4.3	College Readiness - College/Career Study Trips	Yes	\$10,000.00	22,547.00		
4	4.4	Extra/Co Curricular Opportunities	Yes	\$58,504.00	64,889.00		
4	4.5	Summer School	Yes	\$54,000.00	12,000.00		
5	5.2	Campus Safety - Supervision	Yes	\$40,000.00	40,191.00		
5	5.3	Positive Climate - PBIS	Yes	\$20,707.00	11,608.00		

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)
6	6.2	Student Recognition and Celebration	Yes	\$19,000.00	8943.00		
6	6.3	Parent Advisory and Participation Opportunities	Yes	\$6,500.00	1300.00		

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,353,237	673,508	0	28.62%	\$453,429.66	0.00%	19.27%	\$220,027.66	9.35%

# Instructions

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[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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

#### **Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

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

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

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

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

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

## Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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