



LCFF Budget Overview for Parents

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

CDS Code: 10622650126292

School Year: 2026-27

LEA contact information:

Josh Darnell

Principal

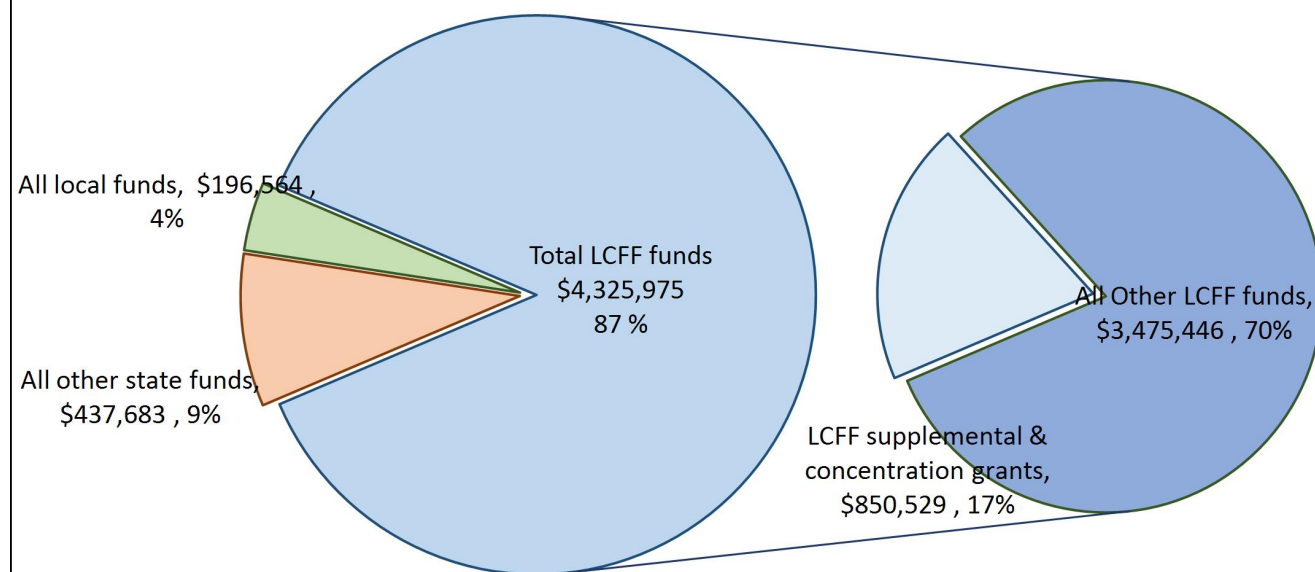
darnell-j@kcusd.com

(559)305-7050

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

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source

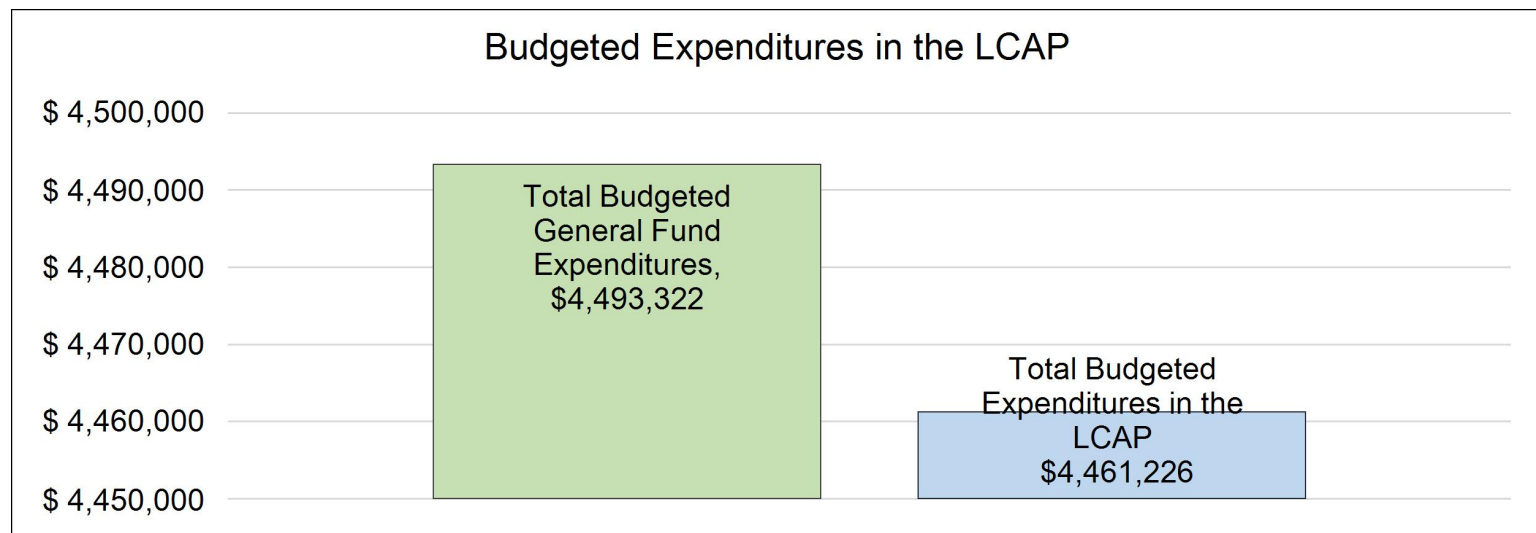


This chart shows the total general purpose revenue Reedley Middle College High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Reedley Middle College High School is \$4,960,222, of which \$4325975 is Local Control Funding Formula (LCFF), \$437683 is other state funds, \$196564 is local funds, and \$ is federal funds. Of the \$4325975 in LCFF Funds, \$850529 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 2026-27. 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 \$4493322 for the 2026-27 school year. Of that amount, \$4,461,226 is tied to actions/services in the LCAP and \$32,096 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

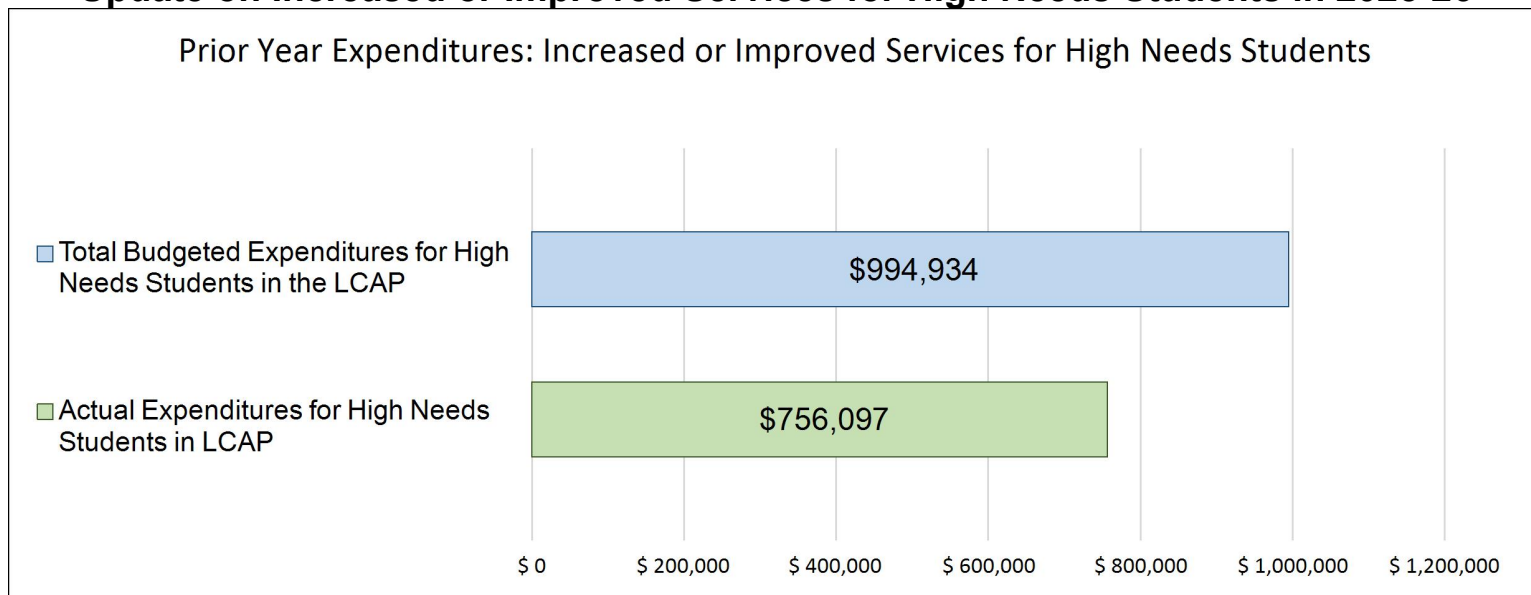
Prop 28 Art and Music funds along with some local funds were not included in the LCAP. RMCHS is currently determining appropriate and allowable uses for these funds in order to best support students using these funds.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Reedley Middle College High School is projecting it will receive \$850529 based on the enrollment of foster youth, English learner, and low-income students. Reedley Middle College High School must describe how it intends to increase or improve services for high needs students in the LCAP. Reedley Middle College High School plans to spend \$1,077,545 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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 2025-26, Reedley Middle College High School's LCAP budgeted \$994,934 for planned actions to increase or improve services for high needs students. Reedley Middle College High School actually spent \$756,097 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$238,837 had the following impact on Reedley Middle College High School's ability to increase or improve services for high needs students:

Reedley Middle College High School did not expend all of its supplemental and concentrated funds in the 2025-2026 school year, as services for students were provided using alternative funding sources. Specifically, grants such as the Middle College/Early college grant and other state categorical funds were utilized to deliver the actions and services outlined in the 2025-2026 Local Control and Accountability Plan.

Because these alternative funds covered some of the planned services, the unspent supplemental and concentrated funds will be carried over into the 2026-2027 school year. This carryover will directly support the continued implementation of actions detailed in the LCAP, ensuring that high-need students including low-income students, English learners, and foster youth continue to receive increased or improved services as planned. RMCHS' ability to leverage other funding streams meant that the difference between budgeted and actual expenditures of supplemental and concentrated funds did not negatively impact services for district low income, English learners, and foster youth students.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Reedley Middle College High School	Josh Darnell Principal	darnell-j@kcusd.com (559)305-7050

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 a variety of pathways of study that students can select from in pursuit of an undergraduate degree or transfer certificate. There is no additional cost to students for attending RMCHS. All textbooks and college fees are waived while students are still in high school. RMCHS was established in 2012, with one classroom consisting of twenty 9th grade students and graduated its first class of nineteen students in the Spring of 2016. In 2019-2020, with the support of Kings Canyon Unified, Reedley Middle College High School built a brand new state of the art facility on the Reedley College campus. RMCHS celebrated its ten year anniversary in 2022-2023 and was named a California Distinguished School for the third time for 2025-2026 school year along with being recognized as an exemplary dual enrollment school.

Our student demographics at Reedley Middle College High School consist of 80% Hispanic/Latino, 16% White, 0.4% Asian, .8% African American, and 2% two or more races. The percentage of unduplicated students attending RMCHS is 71%. 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 7 full time teachers and 2 part time teachers. Two full time administrators, an academic counselor, a college coordinator, and a site social worker make up the leadership team

at RMHS. Teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

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

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

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

RMCHS successes can be noted below:

The graduation rate at RMCHS continues to be high maintaining a 100% graduation rate. In addition, 100% of the students that graduated were categorized as "College and Career Ready."

There was a slight dip in ELA performance but growth in both math and science. The following percentage of students met or exceeded the standards on the SBA/CAST:

ELA

89.39% All students

87.3% SED

87.2% Hispanic

Math

31.82% All Students

32% SED

31% Hispanic

CAST proficiency rates

65.15% All students

65.96% SED

67.28% Hispanic

We have had very low suspension rates in recent years including one student being suspended in the 24-25 school year. This is largely due to the proactive approach our team takes with explicitly outlining expectations for our resource centers and explicitly teaching those expectations. Our PBIS rewards system continues to expand and improve to provide students with incentives and rewards for positive behavior and academic performance.

Through observation and other local data, we have also identified the following areas to be of strength:

Leadership, teachers, and staff have developed to become sensitive to the socio-emotional needs of our unique student population and work both as a team and individually to address all students' SEL needs.

Comparatively, RMCHS has outperformed nearly every one of the surrounding high schools in Fresno, Madera, and Tulare Counties in English Language Arts, Science, and Mathematics. Much of the success students have experienced on state assessments can be attributed to the commitment of teachers, professional development and coaching provided to ensure best first practices are in place, and student response plans developed as a result of collaborative grade level team engagement.

The annual student survey continues to validate the overall school program at RMCHS. Key feedback from students, based on the 2024-2025 Annual Student LCAP Survey is as follows:

96% of students feel that RMCHS provides a good education for them.

96% of students shared that their teacher provides them with extra help when needed.

97% of students shared that their school provides additional learning opportunities outside of the school day, like after school and during the summer.

97% shared that their teachers expect them to continue their education after they graduate from high school.

96% of high school students shared that the school provides them with information about graduation requirements and college opportunities.

In addition to positive student feedback, the annual student survey will also assist RMCHS in adjusting strategies to improve school culture and climate, instruction, and sense of safety. Key feedback from students is as follows:

97% said the counseling department provides me with information about graduation requirements and future college opportunities.

97% of students feel that there are clear expectations for behavior at school and 82% of those same students feel there are clear consequences for breaking rules.

98% said my principal, counselor, and teachers think it is important that I attend school every day.

94% said they feel safe at school in the hallways, bathrooms, and on the school campus.

Annual Parent Survey input also validates the efforts of site and guides next steps as the 2024 Local Control and Accountability Plan is developed. Key feedback from the annual parent survey is as follows:

1. 97% answered satisfactory or above when asked to grade effective personnel on this campus are in providing a safe and orderly environment for your student.
2. 97.5% answered satisfactory or above when asked to grade how well the site administration supports the needs of your student.
3. 97.5% answered satisfactory or above when asked to grade the overall quality of the school your student attends.

Identified Needs

Our ELA and Math performance scores on the CAASPP assessment have continued to show the success students are having at RMCHS. Struggling students receive intervention but there is a continued need to focus intervention particularly in math to meet students needs. We continue provide best first instruction but balance that with interventional strategies that fit each of our struggling students. As we continue to improve our interventional strategies, this support system will result in improved performances.

An area of continued need is to find ways to keep students interested and connected to school only 78% of students said my school provides co-curricular activities (sports, clubs) that are fun and help students enjoy school. RMCHS continues to seek out strategies, clubs, and activities to connect students and families to school.

Another area on need is having a social worker on campus. 40% of students said they feel that the most trusted adult they can go to for help with a problem is the counselor or social worker.

The RMCHS team has identified and agreed upon the need for a stronger formative assessment system to use throughout the school year for Math in particular. We must have a way to monitor student achievement, specific to Common Core State Standards, along the journey, rather than waiting for summative data at the end of the year. The plan is to expand on the use of formative assessment for all student in ELA, math, and science.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
District Advisory Committee (Parent Advisory Committee)	KCUSD has a well established DAC committee (PAC), comprising of parent representatives from each district school site. The district LCAP, including the goals, actions as well as the process for LCAP development, was shared with DAC on the following dates: October 13, 2025, December 8, 2025, and March 2, 2026. Parents had the opportunity to learn about the KCUSD LCAP as well as engage in activities to provide input on actions. The presentation of the 2026 LCAP was presented to the DAC on May 4, 2026. There were no questions from the DAC requiring a response from the superintendent.
District English Language Advisory Committee (Parents of English Learners)	KCUSD also has a well established DELAC committee, comprising of parents of English learner students from each district school site. The district LCAP, including the goals, actions as well as the process for LCAP development, was shared with DELAC on the following dates: October 13, 2025, December 8, 2025, and March 2, 2026. Parents had the opportunity to learn about the KCUSD LCAP as well as engage in activities to provide input on actions to improve the performance of our EL students, including our long term English learners (LTELS). The presentation of the 2026 LCAP was presented to the DELAC on May 4, 2026. There were no questions from the DELAC requiring a response from the superintendent.
Kings Canyon Teachers Association	RMCHS leadership met with representatives of the Kings Canyon Teachers Association (certificated bargaining unit-KCTA) on April 13, 2026. An overview of the LCAP goals and LCFF funding was

Educational Partner(s)	Process for Engagement
	provided. This meeting provided an opportunity for KCTA input on the development of the 2026 RMCHS LCAP.
California School Employees Association	KCUSD met with representatives of the KCUSD Classified School Employees Association (classified bargaining unit- CSEA) on April 14, 2026. An overview of district LCAP goals and LCFF funding was provided. This meeting provided an opportunity for CSEA input on the development of the 2026 district LCAP.
School Site Principal	School site principals provide valuable input through an ongoing process of collaboration, planning, implementing, studying data/results, and responding. All principals meet monthly to collaborate around best practices and provide input on the various district programs and supports outlined in the Local Control and Accountability Plan (LCAP). Collaborative principal meetings took place on the following dates: September 2, 2025 October 7, 2025 January 20, 2026 February 17, 2026 April 21, 2026 May 19, 2026
Administrators	KCUSD site and district level administrators have opportunities to provide input on the LCAP through a variety of methods. Administrators, alongside parents, provide input on each of KCUSD's six goals through an annual survey in which feedback is solicited for each goal individually. In addition, administrators have the opportunity to participate on district LCAP Goal Teams, in which analysis of current actions and input on future actions is provided. Goal Team meetings took place in the months of March and April.
Teachers	All KCUSD teachers are invited to participate in LCAP Input Meetings that took place in the evening on February 19 and March 4, 2026 in the communities of Orange Cove and Reedley respectively. Participants learned about the LCFF funding formula, the district's 6 foundational LCAP goals, and had the opportunity to rotate around the room providing input on each of the district's six goals. In addition, all district teachers had the opportunity to provide LCAP input through school site LCAP meetings. These site meetings took place in the Spring, facilitated by site administrators, and provided

Educational Partner(s)	Process for Engagement
	teachers with an opportunity to provide input through discussion, documenting feedback through an LCAP Input Form. Finally, all teachers had the opportunity to provide input to their bargaining unit representatives to be discussed at the KCTA LCAP Input Meeting on April 13, 2026
Other School Personnel	All KCUSD staff (teachers, classified, management) are invited to participate in LCAP Input Meetings that took place on the evenings of February 19 and March 4, 2026 in the communities of Orange Cove and Reedley respectively. Participants learned about the LCFF funding formula, the district's 6 foundational LCAP goals, and had the opportunity to rotate around the room providing input on each of the district's six goals. In addition, other school personnel, alongside teachers, had the opportunity to provide LCAP input through surveys and school site meetings. The site meetings took place in the Spring and provided all school personnel with an opportunity to provide input through discussion with site leadership, documenting feedback through an LCAP Input Form. Finally, all classified personnel had the opportunity to provide input to their bargaining unit representatives to be discussed at the CSEA LCAP Input Meeting on April 14, 2026.
Parents	Kings Canyon Unified uses a variety of methods to solicit input from parents. Parents have the opportunity to participate on district advisory committees throughout the year. These meetings were held on October 13, 2025, December 8, 2025, March 2, 2026 and May 4, 2026. In addition, all district parents were invited to LCAP Community Input Meetings on February 19 and March 4, 2026 in the communities of Orange Cove and Reedley respectively. Annual surveys are also provided to parents to collect feedback on school environments and safety, school to home communication, quality of programs, and parent involvement. The annual parent survey was given to parents in February of 2026. Finally, parents of students with disabilities had the opportunity to provide ongoing feedback to the district about programs and services for students with disabilities through regular Special Education "Parent Connect" meetings. These meetings were held on: October 14, 2025

Educational Partner(s)	Process for Engagement
	October 28, 2025 November 18, 2025 April 14, 2026 April 28, 2026 May 12, 2026
Students	Annually, all students in grades 3-12 take a culture and climate survey. Students provide input on their experience in relation to school safety, support, and connectedness. The annual student survey was given to students in March of 2026. In addition, student representatives from each high school participated on the KCUSD Student Advisory Committee (SAC) where LCAP input was solicited on October 15, 2025, December 3, 2025, January 28, 2026, and March 11, 2026. A final LCAP draft was shared with the SAC for feedback in April 2026. There were no questions from the SAC requiring a response from the superintendent.
SELPA Collaboration and Special Education Engagement	Kings Canyon Unified School District is part of the Fresno County SELPA and participated in Operations Meetings, where the LCAP was discussed with member districts and input solicited. SELPA Operations Meetings were held on the following dates: September 11, 2025 October 14, 2025 November 12, 2025 January 20, 2026 February 19, 2026 March 12, 2026 April 16, 2026 May 21, 2026 Additionally, KCUSD holds regular Special Education "Parent Connect" meetings to seek input on what the district can do to improve services for students with disabilities. Parent Connect meetings were held on the following dates: October 14, 2025 October 28, 2025 November 18, 2025 April 14, 2026 April 28, 2026 May 12, 2026

Educational Partner(s)	Process for Engagement
	Lastly, KCUSD utilizes a Special Education Cabinet to seek input on how to improve services for our students with disabilities. This team is comprised of site administrators, special education and general education teachers, and District Administration. Special Education Cabinet met on the following dates: September 11, 2025 October 16, 2025 November 13, 2025 February 12, 2026 March 12, 2026 May 14, 2026
Mid-Year Report to Governing Board	The RMCHS Mid Year Update was presented to the Governing Board on February 24, 2026.
Public Comment Period	The RMCHS LCAP was available for public comment from May 20 May 26, 2026.
Public Hearing	The RMCHS LCAP public hearing was held on May 26, 2026
Board LCAP Adoption	Local indicators were presented in conjunction with LCAP Adoption as per Ed Code 52064.5(e)(2). The Board adopted the LEA budget at the same meeting of the LCAP Adoption on Tuesday, June 23, 2026.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Each year, Reedley Middle College High School(RMCHS) actively involves its educational partners in substantive conversations concerning the needs of students, parents, and school site as a whole. This collaborative effort encompasses a variety of activities, including community engagement nights, student surveys, parent surveys, staff surveys, advisory committee meetings at both the school site and district levels, student advisory committee meetings, and district leadership focus groups.

Throughout these engagement initiatives, the RMCHS collects, synthesizes, and summarizes input and feedback from each of its educational partners. This process involves careful consideration of local and state school and district achievement data, as well as an assessment of the RMCHS's budgetary position. By incorporating diverse perspectives and data-driven insights, the RMCHS aims to develop a comprehensive understanding of the challenges and opportunities at RMCHS

Ultimately, this collective input is prioritized to inform the development and annual update of the Local Control and Accountability Plan (LCAP). By aligning educational partner input with educational objectives and resource allocation, RMCHS strives to foster a supportive and effective learning environment that meets the needs of all students, in effort to reach our vision that all students will learn and succeed.

Goal 1 - High Quality Education and Basic Services

The actions in goal 1 are continued actions and educational partners were supportive of continuing these actions, as they provide the majority of basic services necessary to function as a school site and LEA. Educational partner input reflects that current actions in goal 1 provide for high quality school facilities and meeting student needs through effective teachers and support staff for students with disabilities such as resource specialists and program specialists.

Goal 2 - Student Achievement

Input from parents and teachers alike indicated that RMCHS should continue to provide extended learning opportunities such as tutoring, intervention, and summer school. Action 2.4 (Extended day learning and support) supports the need for extra student support in the form of intervention classes, after school tutoring, summer school, and extended day enrichment. Feedback from low-income and EL students, their parents, and staff have shared that celebrating students' academic achievements throughout the year is a motivator for students. Providing awards and recognition for student accomplishments through action 2.2(Academic Awards) will provide motivation for students to continue their academic success.

Goal 3 - English Learners (EL)

English Learners at RMCHS continue to be successful both in high school and college courses. Even though EL students are showing success, state and local assessments show a continued need for support. The actions in goal 3 are continued actions in order to continue supporting EL students. Offering extended day support(action 3.2) and supplemental language software(action 3.3) will provide the supports needed for students. In addition, data shows teachers should continue their focus of providing effective, research based strategies to our EL students ensuring student success(action 3.1).

Goal 4 - Educational and Co-Curricular Activities

Based on state and local assessment data, RMCHS will continue to provide additional counselor support, through a college readiness counselor (Action 4.1) to promote both college and career technical education opportunities at all grade levels. Input from parents, the student advisory board, and student survey feedback support the continued offering and improvement of extra-curricular activities, such as ASB events, clubs, and after school enrichment, recognizing the importance of such activities in motivating students to attend and perform in school. Actions 4.2, 4.3, 4.4, and 4.5 provide for cocurricular and extracurricular activities, including field trips, clubs, an ASB advisor, along with after school enrichment. These provide students opportunities to be involved both during and outside of the regular school day. As was referenced in Goal 2, input from both parents and teachers reference the benefit of summer learning for all students. Keeping students engaged over the summer is important to parents. In response, we will continue to fund summer learning for students in every grade, focused on both credit recovery, intervention, and enrichment (action 4.6- Summer Learning). RMCHS is located in the middle of an agricultural community. Educational partners continue to suggest an expansion of the agricultural program to engage more students and better meet the local workforce demands. As a result, action 4.7 (General ag maintenance) is to improve agricultural program facilities and industry standard equipment to expand course offerings and attract more participation.

Goal 5 - Safe and Nurturing School Environments

A considerable amount of input from parent representatives on the District Advisory Committee and site/district administrators advocated for additional staffing and programs to support the social and emotional needs of our students. Action 5.5 is to continue providing a full time social worker to support students with these needs. Local data including feedback from parents and students shows that student supervision and support helps reduce incidents at school and provides for a better climate. Actions 5.2, 5.5, and 5.7 are to continue providing additional campus supports and supervision through the work of a campus assistant, farm tech, and an additional administrator. Actions 5.3 (PBIS) and 5.4 (CARE) are to address the local data which supports continuing the implementation of Positive Behavior Interventions and Supports, a proactive approach to teaching expectations and reinforcing improvement and performance.

Goal 6 - Parent Engagement

Parents expressed appreciation of site parent workshops and information nights as an opportunity to expand resources to parents to better help their children at home with homework, promoting career technical education awareness, FASFA information, and college entrance requirements (action 6.3 - Parent participation opportunities and action 6.4 translation services).

Through continued input and feedback received, RMCHS will adjust its action plan as needed to support increasing student achievement, supporting parent engagement and education, and growing the capacity of all staff in RMCHS.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	2022-2023 - 91.7%% Data Source: California Dashboard	2023-2024 - 89.5% Data Source: California Dashboard 2023-2024	74.6% of teachers are Clear Data Source: California Dashboard 2024-2025	100%	-17.1%
1.2	School facilities condition	100% of school facilities will be rated as "good" Data Source: Local data	100% of school facilities will be rated as "good" Data Source: Local data	100% of school facilities will be rated as "good" Data Source: Local data	100%	0%
1.3	Percentage of students having access to standards aligned	2023-2024 - 100% Data Source: Local data	2024-2025 - 100%	2025-2026 - 100%	100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	curriculum will maintain at 100%		Data Source: Local data	Data Source: Local data		
1.4	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	100% of school sites implement state standards. Data Source: Local Data	100% of school sites implement state standards. Data Source: Local Data	100% of school sites implement state standards. Data Source: Local Data	100%	0%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

Action 1.1 - Credentialed Teachers and Administration Implementation Status: 5 – Full Implementation and Sustainability There was no substantive difference in planned actions and actual implementation. RMCHS, in partnership with KCUSD, has established ongoing HR practices, including procedures for hiring and recruitment, leading to qualified staff. RMCHS is always looking to improve recruitment and retainment and utilizes partnerships with local universities and credentialing programs to recruit the teachers possible.

Action 1.2 - Professional Development (Non-Supp/Con Funded)

Action 1.3 - Sub Coverage Implementation Status: 5 – Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation of these actions. All teachers and classified staff engaged in ongoing professional development throughout the school year. Topics of professional development included district communication systems, payroll software, instructional strategies, professional learning communities, and serving students from trauma. Administration participated in professional development specific to middle college high schools and charter programs. Subs were funded to cover teachers needing coverage on a professional development day. Professional development is embedded into the school year and therefore sustainable, year after year.

Action 1.4 - Basic Operating Expenses 5 – Full Implementation and Sustainability. Basic operating costs were less than expected.

Action 1.5 - Copier Lease 5 – Full Implementation and Sustainability. Cost of copier lease was less than expected.

Action 1.6 - Support Staff/Operating Costs - Basic Service 5 – Full Implementation and Sustainability. Operating costs were lower than expected.

Action 1.7 - Ag facilities construction and renovation 3 – Initial Implementation construction renderings and are currently in production and construction has begun however the length of time to complete the projects will stretch across funding years.

Action 1.8 - Technology Support Implementation Status: 5 - Full Implementation and Sustainability There was no substantive difference in planned actions and actual implementation. Teachers and students have been provided with up to date laptops and chromebooks to ensure a smooth technology experience. In addition, students have the option to check out devices and internet hotspots to improve access when at home.

Action 1.10 - Transportation Implementation Status: 5 - Full Implementation and Sustainability There was no substantive difference in planned actions and actual implementation. RMCHS is part of the Kings Canyon Unified School District and therefore part of the district transportation plan. Busses are provided for students attending RMCHS from the mountain communities of Squaw Valley and Dunlap, Orange Cove, and Reedley.

Action 1.11 - Routine Restricted Maintenance Implementation Status: 5 - Full Implementation and Sustainability There was no substantive difference in planned actions and actual implementation of these actions. Basic operating actions such as office salaries and benefits, general materials and supplies, indirect services provided by KCUSD, and office equipment were provided and/or fully implemented, contributing to the creation of a high quality educational environment for students.

Action 1.12 - Professional Development (Supp/Con Funded) Status: 5 - Full Implementation and Sustainability

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

Overall Challenges: The greatest challenge in the successful implementation of actions for Goal 1 was the improvement of the RMCHS Ag facility. Conditions on the farm need to be improved to ensure the safety of the animals, students, teachers, and parents. RMCHS recognizes the important of hands on learning for our students studying Agricultures and is working to improve the safety conditions of the Ag facility. However, the lengthy process of architectural design and educational partner input resulted in "beginning" implementation status this year. The goal is to have committed to improvement plans in the 26-27 school year.

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

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

Actions 1.11 RRM and 1.7 - Ag Construction. RMCHS has spent some money on both the Ag Facility and RMCHS campus, however the timeline for expenditures is dependent on plan completion, bidding, availability of PG&E, maintenance timelines, etc so the costs will stretch across fiscal years.

Action 1.8 - Office Technology Only a small amount of office technology was purchased.

1.12 Professional development. Other funds became available resulting in less of the planned funds being used.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

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

Action(s): Action 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.10, 1.11, 1.12

Effectiveness of Action(s): (3) Effective

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

Analysis Statement: The basic services provided in these actions were effective in supporting the goals outlined in Goal 1. Local indicators and assessment of the metrics in Goal 1 indicate that 91.7% of teachers are appropriately credentialed and assigned and all students have access to standards aligned materials.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Credentialed Teachers and Administrator	Continue to hire and assign fully and appropriately credentialed teachers and administrator.	\$999,700.00	No
1.2	Professional Development	Purchase on and off site professional development, including the cost of registration/hotel costs, and subs to cover when teachers attend.	\$4,942.57	No
1.3	Sub Coverage	This action includes sub coverage for professional development, teacher planning, and other teacher absences.	\$45,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Basic Operating Expenses	Provide for basic operating expenses. This includes but is not limited to the following: Secretary salaries/benefits General office and classroom materials and supplies (basic needs) Office equipment.	\$256,000.00	No
1.5	Copier Lease	This action is to pay lease fees for site copy machines.	\$11,749.78	No
1.6	Support staff/Operating Costs - Basic Services	Support staff with KCUSD (business office, accounts payable), Program Support Staffing, and Operating Costs (trash, electricity, water).	\$120,000.00	No
1.7	Ag Facility Renovation and Construction	This action is to improve and sustain the Ag program. This includes the maintenance of infrastructure, renovation of current ag facility and the building of a new ag facility, including industry-standard equipment.	\$1,052,815.00	No
1.8	Technology Updates	Purchase up to date chromebooks, computer, internet, printers, projectors and other technology related items.	\$6,000.00	No
1.10	Transportation- Bus Driver	Salary for Bus driver to provide students with transportation to and from school from the communities of Dunlap, Squaw Valley, Orange Cove, and Reedley.	\$35,000.00	No
1.11	Routine Restricted Maintenance	Pay costs of routine restricted maintenance (3%) to ensure the upkeep and updating of facilities.	\$99,809.00	No
1.12	Professional Development	Purchase on and off site professional development, including the cost of registration/hotel costs, and subs to cover when teachers attend.	\$14,074.16	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA CAASPP Meets/Exceeds Standard	All-91% LI- 91% EL- No Data Available FY- No Data Available Data Source: CA Dashboard 2022-2023	All-94.6% LI- 91.7% EL- No Data Available FY- No Data Available Data Source: CAASPP 2023-2024	All-89.4% LI- 87.2% EL- No Data Available FY- No Data Available Data Source: CAASPP 2024-2025	All - 95% LI - 95% EL- Determine when data is available. FY- Determine when data is available.	All-1.6% LI- 3.8% EL- No Data Available FY- No Data Available
2.2	Math CAASPP Meets/Exceeds Standard	All-48% LI- 48% EL- No Data Available	All-55.4% LI- 55.6%	All-31.8% LI- 31.9%	All - 60% LI - 60%	All-16.2% LI- 16.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY- No Data Available Data Source: CA Dashboard 2022-2023	EL- No Data Available FY- No Data Available Data Source: CAASPP 2023-2024	EL- No Data Available FY- No Data Available Data Source: CAASPP 2024-2025	EL- Determine when data is available. FY- Determine when data is available.	EL- No Data Available FY- No Data Available
2.3	CAST Meets/Exceeds Standard	All - 83% LI- 81.75% EL- No Data Available FY- No Data Available Data Source: CA Dashboard 2022-2023	All - 76.8% LI- 66.7% EL- No Data Available FY- No Data Available Data Source: CA Dashboard 2023-2024	All - 65.2% LI- 66.0% EL- No Data Available FY- No Data Available Data Source: CAASPP 2024-2025	All - 87% LI - 86% EL- Determine when data is available. FY- Determine when data is available.	All - 17.8% LI- 14.25% EL- No Data Available FY- No Data Available
2.4	Percentage students considered college and career ready	All- 100% LI - 100% EL - No Data Available FY - No Data Available Data Source: CA Dashboard 2022-2023	All- 100% LI - 100% EL - No Data Available FY - No Data Available Data Source: CA Dashboard 2023-2024	All- 100% LI - 100% EL - No Data Available FY - No Data Available Data Source: CA Dashboard 2024-2025	All - 100% LI - 100% EL- Determine when data is available. FY- Determine when data is available.	All- 0% LI - 0% EL - No Data Available FY - No Data Available

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

Action 2.1 - Instructional Materials and Supplies

Implementation Status: 5 – Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 2.2 - Academic Recognition and Reinforcement Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 2.3 - Intervention and Credit Recovery Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 2.4 - Extended Day Learning and Additional Student Support

Implementation Status: 5 – Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 2.5 - CTE Options for Students

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 2.6 - Supplemental Tools for Learning

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 2.7 -Program Staffing Support

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

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

Overall Challenges: The greatest challenge we have experienced in Goal 2 is the offering meaningful extended day opportunities for students. This additional support for students outside of the classroom can have tremendous impact on achievement, particularly in math and the historically difficult college courses. Because we believe that this additional support outside of the classroom can be impactful, we will continue to fund this action in the 26-27 school year.

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

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

Action 2.1 - Textbooks/materials and supplies Because other funding became available through our Wonderful Education partnership and MCEC Grant which covered the cost of textbook we did not spend as much as planned.

Action 2.4 - Extended day support was provided however other funds came available and were utilized, keeping these expenditures below expected costs.

2.5 CTE Options. Cte options were provided however other funds were used resulting in less expenditures than planned.

2.7 Staffing support Support staff costs were lower than were expected resulting in less cost.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

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

Action(s): Action 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

Effectiveness of Action(s): (3) Effective

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

Analysis Statement: The actions implemented in Goal 2 were effective in maintaining student achievement as measured by consistently high ELA performance on the state assessment (89% meets/exceeds standards) and although our scores on the state math assessment dropped

we still feel the actions were effective. We anticipate seeing math improvement as we continuously improve our implementation of actions, specifically hiring embedded math tutors and improved recruitment efforts for after school intervention/tutoring.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Materials and Supplies	Purchase high school and college textbooks, novels, and classroom materials and supplies.	\$109,900.00	No
2.2	Academic Awards	Purchase academic awards and reinforcements for students meeting academic goals.	\$3,000.00	No
2.3	Intervention and Credit Recovery	Purchase licensing for credit recovery courses and Intervention programs such as Achieve 3000. Also purchase materials, supplies, and technology resources for intervention classes.	\$17,612.14	No
2.4	Extended Day Learning and Additional Student Support	Pay staff and purchase materials for extended day learning.	\$48,000.00	Yes
2.5	CTE Options for Students	Materials and Supplies for CTE courses, along with salary and benefits for CTE Teacher	\$201,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Supplemental Tools for Learning	Purchase supplemental online tools i.e. Shmoop, vocabulary.com, adobe online, etc. to support student learning. This action also includes updating technology (chromebooks, printers, laptops, etc.) to access online supplemental tools.	\$23,611.24	No
2.7	Program Staffing Support	Pay KCUSD to provide program support in the form of curriculum and instruction staff, educational programs dept., business services, learning center, and student services. Program support staff are provided to RMCHS through our authorizing school district.	\$24,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELPAC Proficiency	EL- No Data Data Source: DataQuest 2022-2023	EL- No Data Data Source: DataQuest 2023-2024	EL- 0% Data Source: CAASPP/ELPAC 2024-2025	EL- Determine when data is available	EL- No Data
3.2	English Learner Progress Indicator(ELPI)	EL- No Data Data Source: CA Dashboard 2022-2023	EL- No Data Data Source: DataQuest 2023-2024	EL- 3 students in the subgroup, no ELPI Data Source: Local Data	EL- Determine when data is available	EL- No Data
3.3	ELA CAASPP Meets/Exceeds Standard	EL- No Data	EL- No Data	EL- 66.7% (4 students in subgroup)	EL- Determine when data is available	EL- No Data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard 2022-2023	Data Source: DataQuest 2023-2024	Data Source: CAASPP 2024-2025		
3.4	Math CAASPP Meets/Exceeds Standard	EL- No Data Data Source: CA Dashboard 2022-2023	EL- No Data Data Source: DataQuest 2023-2024	EL- 0% (4 students in subgroup) Data Source: CA Dashboard 2024-2025	EL- Determine when data is available	EL- No Data

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

Action 3.1 - Teacher Salaries

Implementation Status: 5 – Full Implementation and Sustainability

There was no substantive differences in planned actions and actual implementation.

In partnership with the KCUSD Human Resources Department, RMCHS has been able to ensure all teachers are qualified to support ELD standards and effectively implement instructional strategies to support EL learners in their classrooms.

Action 3.2 - Extended Day Support

Implementation Status: 3 – Initial Implementation

There were differences in planned actions and actual implementation.

All EL students are provided with after school intervention opportunities with teachers from all core subject areas however it was not as focused on ELD.

Action 3.3 - Supplemental Tools

Implementation Status: 3 – Initial Implementation

This year we did not find a meaningful online tool for our students to use. We are continuing to investigate the best options for students.

Overall Successes: RMCHS successfully implemented all actions for Goal 3. The success of implemented actions to support the academic achievement of our English Learners is currently measured based on local data and observation. Because the number of EL students at

RMCHS is so low, data is hard to collect as it is often not available from the state. EL student data in their academic courses showed that 80% of EL students earned a 3.0 or higher for the first semester of the 25-26 school year.

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

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

There was a material difference between budgeted expenditures and estimated actual expenditures for the following actions:
Actions 3.2 and 3.3 - All EL students are provided with after school intervention opportunities with teachers from all core subject areas however it was not as focused on ELD so we did not use funds set aside for goal 3.2 and we did not find meaningful online support for students that had associated costs so we did not use the funds budgeted for 3.3 either.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

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

Action(s): Action 3.1

Effectiveness of Action(s): (3) Effective

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

Action 3.2 & 3.3 were only initially implemented and no effectiveness rating will be given.

Analysis Statement: The actions implemented in Goal 3 have been effective in improving EL student achievement based on local data. EL student data in their academic courses showed that 80% of EL students earned a 3.0 or higher for the first semester of the 25-26 school year. At this time we do not have state ELPAC data or CAASPP data available for analysis.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher Salaries - EL Strategies Across Classrooms	Teacher Salaries-EL strategies across classrooms	\$72,200.00	Yes
3.2	Extended Day Support	Purchase materials/supplies and online resources	\$5,000.00	Yes
3.3	Supplemental Tools/Language Software	Purchase language acquisition software and supplemental materials	\$5,070.00	No

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

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

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Cohort Graduation Rate	All - 100% EL- 100% SED - 100%	All - 100% EL- 100% SED - 100% Data Source: CA Dashboard 2023-2024, CALPADS	All - 100% EL- 100% SED - 100% Data Source: CA Dashboard 2024-2025, CALPADS	All - 100% EL- 100% SED - 100%	All - 0 EL- 0 SED - 0
4.2	A-G Completion Rate	All- 94.3%	All- 96.2%	All- 100%	All- 97.3%	All- 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL-No Data Available SED - 93.6% FY-No Data Available Data Source: California Dashboard	EL-100% SED - 93.6% FY-NA Data Source: Local Data 2024	EL-100% SED - 100% FY-NA Data Source: Local Data 2024-2025	SED - 95.6% EL- Determine when data is available FY- Determine when data is available	EL-NA SED- 2% FY-NA
4.3	CTE Participation Rate	All -53.6% EL-No Data Available SED - 52.1% FY-No Data Available Data Source- Local Data 2023	All - 59.1% EL-No Data Available SED - 58.33% FY-No Data Available Data Source- Local Data 2024	All - 82.0% EL-No Data Available SED - 82.0% FY-No Data Available Data Source- Local Data, 2024-2025	All - 86% SED - 86% EL- Determine when data is available FY- Determine when data is available	All - 32.4% EL-No Data Available SED - 33.9% FY-No Data Available
4.4	CTE Pathway Completion Rate	All - 66% EL- No Data Available SED - 66% FY- No Data Available Data Source: California Dashboard 22-23	All - 69.8% EL- No Data Available SED - 67.4% FY- No Data Available Data Source: DataQuest 2023-2024/Local Data	All - 71.4% EL- No Data Available SED - 80.5% FY- No Data Available Data Source: DataQuest, 2024-2025	All - 76% SED - 76% EL- Determine when data is available FY- Determine when data is available	All - 10% EL- No Data Available SED - 10% FY- No Data Available
4.5	A-G and CTE Pathway Completion Rate	All - 64.2% EL-No Data Available SED -64% FY - No Data Available Data Source: California Dashboard 22-23	All - 67.9% EL-50% SED -67.4% FY - NA Data Source: DataQuest 2023-2024/Local Data	All - 71.4% EL-No Data Available SED - 80.5% FY - NA Data Source: DataQuest 2024-2025/Local Data	All - 74.2% SED -74% EL- Determine when data is available FY- Determine when data is available	All - 10% EL- NA SED - 10% FY - NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.6	High School Dropout Rate	All - 0 EL- 0 SED - 0 FY - 0 Data Source: California Dashboard	All - 0 EL- 0 SED - 0 FY - 0 Data Source: California Dashboard	All - 0 EL- 0 SED - 0 FY - 0 Data Source: California Dashboard 2024-2025	All - 0 EL- 0 SED - 0 FY - 0	All - 0 EL- 0 SED - 0 FY - 0

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

Action 4.1 - College Readiness- Counseling

Implementation Status: 5 – Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 4.2 - College Readiness - After School Enrichment Tutoring

Implementation Status: 5 - Full Implementation and Sustainability

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

There was no substantive difference in planned actions and actual implementation.

Action 4.3 - College Readiness - College/Career Study Trips

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 4.4- Extra/Co-Curricular Opportunities (Supp/Con Funded)

Action 4.5 - Extra/Co Curricular Opportunities (Non Supp/Con Funded)

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 4.6 - Summer School

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 4.7 Ag facility Maintenance

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

Action 4.8 Materials and supplies for Ag program

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

Overall Successes: All actions in Goal 4 were implemented successfully and are fully sustainable. Each of the aforementioned actions are deeply ingrained into the culture of RMCHS, and are therefore actions that we implement every year. This year, we increased the number of extra and co-curricular opportunities for students through our partnership with Fresno County Superintendent of Schools and the Expanded learning Program. Students had more options this year when selecting after school enrichment clubs of interest, such as photography, boxing, and embroidery. In addition, we have expanded the opportunities for college visits. We anticipate a continued increase in college visit opportunities as we define specific campus visits for each grade level that students will experience as they move through the RMCHS program.

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

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

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

4.2 Extended day tutors

Additional funding was made available and utilized to cover the costs for this action. The action was implemented, however other funds were used.

4.3 College/career field trips

Costs for field trips decreased so less funds were used than anticipated

4.5 Activities Director pay

We planned and budgeted for the activities director pay to be for a certificated staff member, however we paid a classified person to fulfill the duties instead. Because of this the pay rate was less than anticipated resulting in lowered costs and less spending for this action.

4.8 Materials and supplies for FFA/Ag program

Again, additional funding was made available and utilized to cover the costs for this action. The action was implemented, however other funds were used to implement the action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

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

The actions outlined in Goal 4 helped make progress towards the LEA's goal: All students will be provided a broad spectrum of educational and co-curricular activities so that they may reach their highest potential and their college/career goals.

Action(s): Action 4.1, 4.3, 4.6

Effectiveness of Action(s): (3) Effective

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

Analysis Statement: The continued funding of a full time academic counselor has had direct impact on student success at RMCHS. The academic counselor ensures that students are enrolled in the correct courses, have access to intervention and tutorial support, and know the eligibility requirements for community college, university, and university of California admission. The counselor also plans and organizes college visits in effort to expose students to various college opportunities around the state and to motivate students to set high expectations for themselves and persevere throughout their high school experience. Action 4.6 was to implement summer school, which allows for students to continue making progress towards their college degree or certificate over the summer. The implementation of summer school directly impacts a student's ability to complete their undergraduate degree or certificate at the end of their senior year. In 2024-2025, we had 100% of student meet high school graduation requirements. In 2025-2026, we again expect to have 100% of students graduating with their high school diploma. In 24-25 (our most recent data), we had 100%% of students complete A-G requirements, all of which were prepared to apply and enroll with universities and UC schools.

Action(s): Action 4.2, 4.4, 4.5, 4.7, 4.8

Effectiveness of Action(s): (3) Effective

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

Analysis Statement: Research shows that students that are connected with school are less likely to drop out of school. At RMCHS, the robust FFA program and improving after school enrichment opportunities are directly impacting student success. During the fall, over 50% of the entire school is engaging on an animal showcase team multiple days a week. These weekly connections with staff, students, and learning keep students engaged and motivated to succeed. In the spring, 25% of students participate on FFA Career Development Teams. Teams practice multiple days each week and compete around the state in various categories such as land judging, soil judging, meats judging, and horse judging. In addition, 15% of students participate in after school enrichment clubs such as chess, boxing, photography, and robotics. Student engagement in extra/co-curricular clubs is having tremendous impact on student success as evidenced by a 0% dropout rate, 100% graduate rate, and 100% of students successfully completing all A-G requirements. We expect similar success in 2026-2027.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	College Readiness Counselor	Salary/Benefits for College Readiness Counselor	\$208,817.00	No
4.2	After School Enrichment	Additional pay for teachers and tutors to provide extended day instruction.	\$62,500.00	No
4.3	College/Career/Educational Trips	Transportation, entrance fees and associated costs of trips to colleges and career interest opportunities	\$30,000.00	No
4.4	Extra/Co Curricular Clubs- Materials and Supplies	Materials, supplies, and services to support extra/co-curricular activities	\$53,054.00	Yes
4.5	Supplemental Pay for Activities Director	Supplemental pay for Activities Director	\$10,000.00	Yes
4.6	Summer Learning	Teacher and administrative staff salaries and materials/supplies for summer school.	\$37,000.00	Yes
4.7	General Ag Facility Maintenance	Provide general materials and supplies for farm upkeep and maintenance. This includes but is not limited to the following: animal feed, DG/almond shells for dust maintenance, supplies and standard equipment	\$215,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.8	Materials and supplies for FFA/Ag program	Purchase materials and supplies to support hands on instruction	\$90,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate	All - .4% SED - .6% EL - No Data Available FY - No Data Available Data Source: CA Dashboard 2022-2023	All - 2.4% SED - 2.7% EL - No Data Available FY - No Data Available Data Source: CA Dashboard 2023-2024	All - 0.4% SED - 2.7% EL - No Data Available FY - No Data Available Data Source: CA Dashboard 2024-2025	All - .5% SED - .5% EL- Determine when data is available FY- Determine when data is available	All - .1% SED - .1% EL - No Data Available FY - No Data Available
5.2	Expulsion Rate	All- 0% SED- 0% EL- No Data Available FY- No Data Available	All- 0% SED- 0% EL- No Data Available	All- 0% SED- 0% EL- No Data Available	All- 0% SED- 0%	All- 0% SED- 0% EL- No Data Available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CA Dashboard 2022-2023	FY- No Data Available Data Source: CA Dashboard 2023-2024	FY- No Data Available Data Source: CA Dashboard 2024-2025	EL- Determine when data is available FY- Determine when data is available	FY- No Data Available
5.3	Attendance Rate	All- 98% SED- 98% EL- 98% FY- 100% Data Source: CALPADS 2023-2024	All- 98% SED- 98% EL- 98% FY- 100% Data Source: CALPADS 2023-2024	All- 98% SED- 98% EL- 98% FY- NA Data Source: CALPADS 2024-2025	All- Maintain above 95% SED - Maintain above 95% EL - Maintain above 95% FY - Maintain above 95%	All- 3% SED-3% EL- 3% FY- 5%
5.4	Chronic Absenteeism Rate	All- 2% SED-2% EL- No Data FY- No Data Data Source: 2022-2023 Local Data	All- 2% SED-2% EL- No Data FY- No Data Data Source: 2023-2024 Local Data	All- 0.4% SED- 0.4% EL- 0% FY- 0% Data Source: DataQuest, CALPADS 2024-2025	All- 1% SED-1% EL- Determine when data is available FY- Determine when data is available	All- 2% SED-2% EL- No Data FY- No Data
5.5	Student Safety - Student Survey Response	All- 87.6% Data Source: 2023-2024 Annual Student Survey	All- 75.2% Data Source: 2024-2025 Annual Student Survey	All- 88.9% Data Source: 2024-2025 Annual Student Survey	All- 92.6%	All- 5%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

Action 5.1- Campus Safety - Custodial Service

Implementation Status: 5 – Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 5.2- Campus Safety - Supervision

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 5.3, 5.4- Positive Climate and Attendance - PBIS

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 5.5-Social Worker

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action - 5.6 Campus Safety - Additional Farm Facility Personnel

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation

Action 5.7- Grounds and Maintenance

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 5.8- Additional Administrator

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

Safety and security for students is of utmost importance so providing additional administrator support to supervise student behavior and attendance has been crucial.

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

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

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

There was a material difference between budgeted expenditures and estimated actual expenditures for the following actions: 5.3 and 5.4 PBIS and Attendance Incentives Both Actions were carried out but the cost of incentives and activities for these actions was less than expected.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal 5 helped make progress towards the LEA's goal: All students will be provided with a safe and nurturing learning environment that supports their social, emotional, and academic success.
Action(s): Actions 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8
Effectiveness of Action(s): (3) Effective
Metric(s): Student suspension rate, Student expulsion rate, Student attendance rate, Percentage of students feeling safe at school
Analysis Statement: All of the actions implemented in Goal 5 impact the aforementioned metrics. For example a students socio-emotional well being will directly impact the students attendance, their desire to meet behavior expectations, etc. The implementation of custodial and maintenance staff and our campus assistant help to create a clean, organized, and safe campus where students feel safe to attend daily. This is evidenced by the annual student survey where 92% of students shared they "feel safe at school". The impact of our campus assistant can be evidenced by a continued low suspension rate and 0% expulsion rate, as students feel like they are supervised at all times and that students are held accountable for behavior that is respectful and inclusive of all. The site social worker has been able to provide the necessary socioemotional support to students so that they can navigate the individual challenges they face both on and off the RMCHS campus, so that they can fully access their education. School culture and climate at RMCHS has been very positive, which can be attributed to the proactive approach we take on academic, behavior, and attendance expectations. Student recognition and acknowledgement reinforces student efforts and helps to create a very positive culture on campus. All actions in Goal 5 have had tremendous impact on student attendance, as RMCHS had a 98.3% attendance rate in 25-26.

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

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

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

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.	\$116,000.00	No
5.2	Campus Safety - Supervision	Salary for Campus Assistant	\$48,217.00	Yes
5.3	Positive Climate - PBIS	Purchase materials, awards, rewards, incentives, and incentive trips for students meeting achievement, attendance, and positive behavior goals.	\$15,000.00	Yes
5.4	Attendance Support and Incentives	Purchase attendance incentives	\$15,000.00	Yes
5.5	Social Worker	Provide Salary/benefits for a social worker to serve students/families at all school sites.	\$149,000.00	Yes
5.6	Campus Safety - Additional Farm Facility Personnel	Salary for Farm Tech	\$48,000.00	Yes
5.7	District Grounds and Maintenance	Provide additional grounds and maintenance service to campus to ensure a safe environment for students, parents, and staff.	\$50,667.00	No
5.8	Additional Administrator	Provide salaries and benefits for an additional administrator.	\$123,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Parent Survey Return Rate	70% return rate Data Source: Local data 23-24	72% return rate Data Source: Local data 24-25	72% return rate Data Source: Local data 25-26	80%	10%
6.2	More than 10 opportunities will be offered to parents to participate or be involved school activities.	23-24 100% Data Source: Local data	24-25 100% Data Source: Local data	25-26 - 100% Data Source: Local data	100%	No Difference

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

Action 6.1- Parent/Teacher Conferences

Implementation Status: 5 – Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

The RMCHS Academic Counselor, Learning Director, and Principal facilitated many parent conferences this year. These conferences ranged from meetings to support students with disabilities, students struggling with academic performance, student attendance, and student behavior. Parent conferences are scheduled immediately following progress report periods each year. Materials, supplies, and refreshments were provided for parents.

Action 6.2- Student Recognition and Celebration

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 6.3- Parent Advisory and Participation Opportunities

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

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

Action 6.4- Parent Interpretation/ Translation

Implementation Status: 5 - Full Implementation and Sustainability

There was no substantive difference in planned actions and actual implementation.

With an increase of spanish speaking staff that volunteered their time, the need for translation services has decreased, however parent and student shows there is still a need for services so they will continue to be planned for.

Overall Successes: RMCHS successfully and fully implemented all three actions in effort to engage parents. All academic awards ceremonies were well attended by parents this year. Parents were very appreciative of the opportunity to recognize and celebrate their child for their hard work and success. School site council meetings were also well attended this year by the committee.

Overall Challenges: The greatest challenge in implementation of the actions in Goal 6 was collection of parent input through the annual parent survey. This year, we received 72% of parent surveys back. Our goal at RMCHS is to receive 80% or more of parent surveys back so that we ensure we are collecting input from as many parents as possible to continuously improve our program and meet the needs of our students.

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

There was a material difference between budgeted expenditures and estimated actual expenditures for the following actions:
6.1 and 6.2 Parent conferences and student celebration Other funds were utilized to provide these services results in less than planned expenditures.
6.4 Translation Services. With the hire of additional staff that speak spanish, there has been a reduction in the need for translation services, however there is still a need and services will be planned again for next year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The LEA used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.
The actions outlined in Goal 6 helped make progress towards the LEA’s goal: All students will have the opportunity to increase academic achievement through the engagement of parents and families.
Action(s): Actions 6.1, 6.2, 6.3, 6.4
Effectiveness of Action(s): (3) Effective
Metric(s): Parent Survey Return Rate, More than 10 Parent Involvement Opportunities.
Analysis Statement: The actions in Goal 6 were effective in engaging RMCHS parents in their child's education. The annual parent survey, while the return rate (72%) was lower than our goal (80%), still provided us with input to continuously improve the RMCHS program and was higher than previous retrun rates.
Multiple opportunities for parent education were facilitated by the site counselor throughout the year, contributing to RMCHS meeting the goal of providing 10 or more parent engagement opportunities per year. In addition, academic awards celebrations in the Spring provided parents a non-threatening opportunity to get involved in school activities, celebrating the academic success of their child.

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

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

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

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, translation services and refreshments.	\$1,105.19	No
6.2	Student Recognition and Celebration	Purchase awards/recognition, parent/student photos, and refreshments for recognition events	\$14,000.00	No
6.3	Parent Advisory, Education, and Participation Opportunities	Materials and supplies to support parent involvement including refreshments at parent advisory meetings/school site council/workshops, promote school etc. Parent resources and student incentives for parent feedback (surveys). Pay for classified support for translation and child care services.	\$20,382.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$850529	\$78,709

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
24.473%	5.659%	\$180,324.12	30.132%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.12	Action: Professional Development Need: According to state data on distance from standard on ELA and Math assessments, RMCHS' English learners and low-income students are in need of additional academic support. Utilizing state assessment data and feedback from our district advisory committee	Certificated and classified staff will attend specific professional development based on their content area, experience, specific personal needs to improve their teaching/supporting practices. The professional development opportunities provided by this action are designed to meet the needs most associated with English learners and low-income students. However, because we expect that all students struggling academically will	ELA CAASPP Meets/Exceeds Standard Math CAASPP Meets/Exceeds Standard CAST Meets/Exceeds Standard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and our district teachers association, our local needs assessment identified the need for additional professional development to meet the needs of our English learners and low income students through unit planning support, implementation of evidenced based instructional strategies, assessment development, and intervention. Scope: LEA-wide Schoolwide	benefit, this action is provided on an LEA-wide basis.	
2.4	Action: Extended Day Learning and Additional Student Support Need: State data, 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. Our local needs assessment suggests that EL, LI, and FY students often lack academic support at home. Scope: LEA-wide Schoolwide	This action is designed to provide additional pay for staff, materials, and academic support in ELA, ELD, Math, and science, meeting the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students will benefit from extended day learning, this action will be implemented school wide, low-income, and foster youth students.	ELA CAASPP Meets/Exceeds Standard- All Students, LI, EL, FY Math CAASPP Meets/Exceeds Standard- All Students, LI, EL, FY CAST Meets/Exceeds Standard- All Students, LI, EL, FY
2.5	Action: CTE Options for Students	RMCHS will continue to provide CTE courses and CTE enrichment opportunities through our Ag Business Pathway and the FFA cocurricular club.	Percentage students considered college and career ready

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: 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. Scope: LEA-wide Schoolwide	These CTE courses and opportunities provide English learners, low-income, and foster youth students with a comprehensive set of skills, academic supports, and experiences designed to cultivate relationships and enhance skills that can close skill gaps and allow English learners, low-income, and foster youth to find success and passion in a technical education pathway. This action is designed to meet the needs most associated with English learners, low-income, and foster youth. However, because we expect that all students can benefit from being exposed to CTE opportunities, this action is provided on an LEA-wide basis. We expect that through increased engagement and participation in rigorous career pathways, this action will result in increased college and career readiness for English learners, low-income, and foster youth students.	
2.7	Action: Program Staffing Support Need: Low income students are in need of additional academic support as evidenced by Math scores on state and local assessments. Scope:	Support staff include Learning Center staff for low income students with disabilities, psychologist and social worker services for low income students with mental health challenges, and math instructional coaching. This action includes costs to KCUSD for program support staffing (students with disabilities, mental health support, math coaching).	ELA CAASPP Meets/Exceeds Standard- All Students, LI, EL, FY Math CAASPP Meets/Exceeds Standard- All Students, LI, EL, FY CAST Meets/Exceeds Standard- All Students, LI, EL, FY

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		Percentage students considered college and career ready
4.4	Action: Extra/Co Curricular Clubs- Materials and Supplies Need: 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. Scope: LEA-wide Schoolwide	This action is to provide materials, supplies, and services (transportation and other service costs) for clubs such as FFA, Egg Enterprise, STEM, Business - TShirt Enterprise, Battle of the Books, intramural sports, and start a new Career Club to highlight various careers throughout the year. While this action was designed to meet the needs of our low-income, foster youth, and EL students, we recognize that increased connection with school will benefit all students.	Cohort Graduation Rate- All Students, LI, FY, EL High School Dropout Rate- All Students, LI, FY, EL
4.5	Action: Supplemental Pay for Activities Director Need: 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. Scope:	This action is to provide supplemental pay for an Activities Director to facilitate school wide student activities. While this action was designed to meet the needs of our low-income, foster youth, and EL students, we recognize that increased connection through student activities will benefit all students.	Cohort Graduation Rate- All Students - LI, FY, EL High School Dropout Rate- All Students - LI, FY, EL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.6	Action: Summer Learning Need: RMCHS local data indicate that an extended school year has helped mitigate summer learning loss, supports in closing achievement gaps, and improves the graduation rate and college readiness for English learners, low-income, and foster youth students. Scope: LEA-wide	Based on a local needs assessment, RMCHS will provide robust supplemental educational and co-curricular activities to strengthen the engagement of low-income, English Learners, and foster youth students through the summer school/extended school year. These activities will support learning through the summer to mitigate learning loss during the summer months along with improving high school and college graduation rates through offering college and high school course offerings along with extension activities like foundational skills instruction, language development, writing across the curriculum, and enrichment activities. Focus for summer instruction is based on the gaps identified through state and local assessments and serve to close gaps in learning and mitigate learning loss, especially for English learners, low-income and foster youth students. 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 who could potentially experience summer learning loss will benefit, this action is provided on an LEA-wide basis.	Cohort Graduation Rate- All Students, LI, FY, EL A-g Completion Rate- All Students, LI, FY, EL High School Dropout Rate- All Students, LI, FY, EL
4.7	Action: General Ag Facility Maintenance Need: Educational partner feedback indicates that English learners, low-income, and foster youth are in need of a wide range of career opportunities and exposure to make informed decisions about their future careers. Our local needs assessment highlighted that EI, LI, and	As noted in our metric section our English learners, low-income, and foster youth students have a lower CTE participation rate than all students. 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	Cohort Graduation Rate- All Students, LI, FY, EL A_G Completion Rate-All Students, LI, FY, EL CTE Participation Rate-All Students, LI, FY, EL CTE Pathway Completion Rate-All Students, LI, FY, EL

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY lack access to agricultural equipment and tools outside of school. Scope: LEA-wide Schoolwide	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 between English learners, low-income, and foster youth students, and teachers. KCUSD will provide a wide range of CTE courses through our continued partnership with Valley ROP. 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. The additional courses are 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 a wide range of career opportunities, this action is provided on an LEA-wide basis.	A-G and CTE Pathway Completion Rate-All Students, LI, FY, EL High School Dropout Rate-All Students, LI, FY, EL CTE Participation Rate-All Students, LI, FY, EL
5.2	Action: Campus Safety - Supervision Need: Low-income students are in need of additional behavioral support and supervision in comparison to all students as indicated by LEA wide suspension data. Scope: LEA-wide	Active supervision and redirection has been shown to be effective in reducing behaviors that lead to disciplinary action (time out of class, in house suspensions, out of school suspensions) and improve student attendance. Student safety and creating a positive learning environment is a top priority to ensure students have a physically and emotionally safe setting, resulting in improved attendance and positive behavior. We also know that students learn more when their basic needs are being met on campus (food, shelter, safety). Action 2 is to provide students with a campus assistant whose primary role is active supervision	Suspension Rate % of students feeling safe at school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		and teaching of behavior expectations before school, after school, and during breaks and lunches. This additional resource is designed to meet the needs most associated with low income students. However, because we expect that all students struggling behaviorally will benefit, this action is provided on an LEA wide basis.	
5.3	Action: Positive Climate - PBIS Need: Low-income students are in need of additional behavioral support in comparison to all students as indicated by district wide suspension data. Local data and need assessment shows that Positive Behavior Intervention & Support (PBIS) have been effective in reducing behaviors that lead to suspensions for low-income students. Scope: LEA-wide Schoolwide	Local data and need assessment shows that Positive Behavior Intervention & Support (PBIS) have been effective in reducing behaviors that lead to suspensions for low-income students. RMCHS will continue to support the effective implementation of PBIS. Positive behavioral support refers to the application of positive behavioral interventions and systems to achieve socially important behavior change. This behaviorally-based systems approach to enhancing the capacity of schools, families, and communities to design effective environments in which teaching and learning occurs is focused on creating and sustaining school environments that improve lifestyle results for low-income students through uniformly implemented strategies, student incentives, alternatives to suspension (Decisions Program) and culturally appropriate interventions. PBIS is integrated into the delivery of Social Emotional learning, focusing on social skills, decision making, self awareness, self efficacy, self management, and relationship skills. The additional resources are 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.	Suspension Rate- All Students, Low Income Students Expulsion Rate- All Students, Low Income Students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
5.4	Action: Attendance Support and Incentives Need: Low-income students are in need of additional attendance support in comparison to all students as indicated by RMCHS attendance and chronic absenteeism data. Scope: LEA-wide Schoolwide	The Chronic Absentee Recovery Effort (CARE Project) has been successful in reducing the number of low-income students who qualify as chronically absent by incentivizing good school attendance. This action provides incentives for students with strong attendance and to provide support to students that are missing school. This will provide an additional layer of support for our low-income students and families. 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 struggling to attend school on a daily basis will benefit, this action is provided on an LEA-wide basis.	Attendance Rate - All Students, Low Income Students
5.5	Action: Social Worker Need: Low-income students are in need of additional behavioral support in comparison to all students as indicated by school suspension data which also coincides with low income students have a higher rate of being chronically absent compared to all students. Scope: LEA-wide	Parent feedback showed a great appreciation for the counseling services, socio-emotional and behavioral provided by school social workers. RMCHS will continue to provide school social workers as they have proven effective in supporting students with social interactions which decrease behaviors that lead to suspension through 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.	Suspension Rate- All Students, Low Income Students Expulsion Rate- All Students, Low Income Students Attendance Rate- All Students, Low Income Students Chronic Absenteeism Rate- All Students, Low Income Students Student Safety - Student Survey Response- All Students, Low Income Students
5.6	Action: Campus Safety - Additional Farm Facility Personnel	This action is to provide a Farm Technician to ensure the safety of students when engaging in farm labs and after school enrichment activities. The Farm Technician will ensure equipment is	Percentage of students feeling "safe" at school will be at 95% or higher, as

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Through local data analysis and educational partner input and feedback, we know that low income students are more likely to attend school and engage both in and out of the classroom when they feel safe and comfortable, both mentally and physically. Scope: LEA-wide	maintained and up to date, fencing and structures are maintained and sturdy, animals are secure, and student activities are structured and supervised.	reported on the student survey.
5.8	Action: Additional Administrator Need: Low-income and foster students are in need of additional attendance intervention support and behavior support in comparison to all students as indicated by local data including feedback from students, families, teachers and site administrators. Our local needs assessment highlighted the need for additional structure and predictability on campus for our low income students and foster youth. Scope: LEA-wide	The additional administrator will 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. PBIS and STRUCTURE	Suspension Rate- All Students, Low Income Students, Foster Youth Expulsion Rate- All Students, Low Income Students, Foster Youth Attendance Rate- All Students, Low Income Students, Foster Youth Chronic Absenteeism Rate- All Students, Low Income Students , Foster Youth Student Safety - Student Survey Response- All Students, Low Income Students, Foster Youth

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	Action: Teacher Salaries - EL Strategies Across Classrooms Need: 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. Our local needs assessment shows that English learners lack access to academic vocabulary at home. Scope: Limited to Unduplicated Student Group(s)	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, such as academic vocabulary, to increase learning. Increases in student achievement, particularly of English learners, is directly affected by the implementation of tools and strategies necessary to support language acquisition and equity of access. This action is principally directed to meet the needs of our English learners.	ELPAC Proficiency - EL Students
3.2	Action: Extended Day Support Need: 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. Scope: Limited to Unduplicated Student Group(s)	Supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (math, ELA) through Extended Day Intervention and Saturday Academic Language Academy (SALA) in both Spring and Fall. 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. Students benefit from increased time to learn in a small group setting and through the use of technology in support of student achievement in core subjects (math, ELA).	Percentage of English Learner students who score proficient (level 4) on the English Language Proficiency for Summative ELPAC. Percentage of EL students that meet or exceed standards on the ELA CAASPP Percentage of EL students that meet or exceed standards on the Math CAASPP

For any limited 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, as applicable.

Additional Concentration Grant Funding

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 5, Action 5 - RMCHS will continue to fund a full time social worker, split funded but utilizing 100% of the concentration grant add-on funding to ensure our unduplicated students receive the necessary academic, attendance, behavior, social/emotional support to be successful.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	3475446	850529	24.473%	5.659%	30.132%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,967,290.16	\$147,990.00	\$295,415.00	\$50,530.92	\$4,461,226.08	\$2,316,206.19	\$2,145,019.89

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Credentialed Teachers and Administrator	All	No			All Schools		\$999,700.00	\$0.00	\$950,000.00		\$49,700.00		\$999,700.00	
1	1.2	Professional Development	All	No			All Schools		\$0.00	\$4,942.57				\$4,942.57	\$4,942.57	
1	1.3	Sub Coverage	All	No			All Schools		\$45,000.00	\$0.00	\$45,000.00				\$45,000.00	
1	1.4	Basic Operating Expenses	All	No			All Schools		\$104,000.00	\$152,000.00	\$256,000.00				\$256,000.00	
1	1.5	Copier Lease	All	No			All Schools		\$0.00	\$11,749.78		\$8,490.00		\$3,259.78	\$11,749.78	
1	1.6	Support staff/Operating Costs - Basic Services	All	No			All Schools		\$0.00	\$120,000.00	\$120,000.00				\$120,000.00	
1	1.7	Ag Facility Renovation and Construction	All	No			All Schools		\$0.00	\$1,052,815.00	\$850,000.00		\$202,815.00		\$1,052,815.00	
1	1.8	Technology Updates	All	No			All Schools		\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
1	1.10	Transportation- Bus Driver	All	No			All Schools		\$35,000.00	\$0.00	\$35,000.00				\$35,000.00	
1	1.11	Routine Restricted Maintenance	All	No			All Schools		\$0.00	\$99,809.00	\$99,809.00				\$99,809.00	
1	1.12	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$14,074.16	\$14,074.16				\$14,074.16	
2	2.1	Instructional Materials and Supplies	All	No			All Schools		\$0.00	\$109,900.00		\$67,000.00	\$42,900.00		\$109,900.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Academic Awards	All	No			All Schools		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
2	2.3	Intervention and Credit Recovery	All	No			All Schools		\$0.00	\$17,612.14				\$17,612.14	\$17,612.14	
2	2.4	Extended Day Learning and Additional Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$45,000.00	\$3,000.00	\$48,000.00				\$48,000.00	
2	2.5	CTE Options for Students	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$156,000.00	\$45,000.00	\$201,000.00				\$201,000.00	
2	2.6	Supplemental Tools for Learning	All	No			All Schools		\$0.00	\$23,611.24				\$23,611.24	\$23,611.24	
2	2.7	Program Staffing Support	Low Income	Yes	LEA-wide	Low Income	All Schools		\$0.00	\$24,000.00	\$24,000.00				\$24,000.00	
3	3.1	Teacher Salaries - EL Strategies Across Classrooms	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$72,200.00	\$0.00	\$72,200.00				\$72,200.00	
3	3.2	Extended Day Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
3	3.3	Supplemental Tools/Language Software	All	No			All Schools		\$0.00	\$5,070.00	\$5,070.00				\$5,070.00	
4	4.1	College Readiness Counselor	All	No			All Schools		\$208,817.00	\$0.00	\$208,817.00				\$208,817.00	
4	4.2	After School Enrichment	All	No			All Schools		\$62,500.00	\$0.00		\$62,500.00			\$62,500.00	
4	4.3	College/Career/Educational Trips	All	No			All Schools		\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
4	4.4	Extra/Co Curricular Clubs- Materials and Supplies	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00	\$43,054.00	\$53,054.00				\$53,054.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.5	Supplemental Pay for Activities Director	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
4	4.6	Summer Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$35,000.00	\$2,000.00	\$37,000.00				\$37,000.00	
4	4.7	General Ag Facility Maintenance	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$215,000.00	\$215,000.00				\$215,000.00	
4	4.8	Materials and supplies for FFA/Ag program	All	No			All Schools		\$0.00	\$90,000.00	\$80,000.00	\$10,000.00			\$90,000.00	
5	5.1	Campus Safety - Custodial Service	All	No			All Schools		\$108,000.00	\$8,000.00	\$116,000.00				\$116,000.00	
5	5.2	Campus Safety - Supervision	Low Income	Yes	LEA-wide	Low Income	All Schools		\$48,217.00	\$0.00	\$48,217.00				\$48,217.00	
5	5.3	Positive Climate - PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
5	5.4	Attendance Support and Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
5	5.5	Social Worker	Low Income	Yes	LEA-wide	Low Income	All Schools		\$149,000.00	\$0.00	\$149,000.00				\$149,000.00	
5	5.6	Campus Safety - Additional Farm Facility Personnel	Low Income	Yes	LEA-wide	Low Income	All Schools		\$48,000.00	\$0.00	\$48,000.00				\$48,000.00	
5	5.7	District Grounds and Maintenance	All	No			All Schools		\$50,667.00	\$0.00	\$50,667.00				\$50,667.00	
5	5.8	Additional Administrator	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$123,000.00	\$0.00	\$123,000.00				\$123,000.00	
6	6.1	Parent/Teacher Conferences	All	No			All Schools		\$1,105.19	\$0.00				\$1,105.19	\$1,105.19	
6	6.2	Student Recognition and Celebration	All	No			All Schools		\$0.00	\$14,000.00	\$14,000.00				\$14,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
6	6.3	Parent Advisory, Education, and Participation Opportunities	All	No			All Schools		\$0.00	\$20,382.00	\$20,382.00				\$20,382.00	

2026-27 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
3475446	850529	24.473%	5.659%	30.132%	\$1,077,545.16	0.000%	31.005 %	Total:	\$1,077,545.16
								LEA-wide Total:	\$1,000,345.16
								Limited Total:	\$77,200.00
								Schoolwide Total:	\$561,128.16

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	Professional Development	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$14,074.16	
2	2.4	Extended Day Learning and Additional Student Support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$48,000.00	
2	2.5	CTE Options for Students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$201,000.00	
2	2.7	Program Staffing Support	Yes	LEA-wide	Low Income	All Schools	\$24,000.00	
3	3.1	Teacher Salaries - EL Strategies Across Classrooms	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$72,200.00	
3	3.2	Extended Day Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$5,000.00	
4	4.4	Extra/Co Curricular Clubs-Materials and Supplies	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$53,054.00	

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 (%)
4	4.5	Supplemental Pay for Activities Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
4	4.6	Summer Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$37,000.00	
4	4.7	General Ag Facility Maintenance	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$215,000.00	
5	5.2	Campus Safety - Supervision	Yes	LEA-wide	Low Income	All Schools	\$48,217.00	
5	5.3	Positive Climate - PBIS	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
5	5.4	Attendance Support and Incentives	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	
5	5.5	Social Worker	Yes	LEA-wide	Low Income	All Schools	\$149,000.00	
5	5.6	Campus Safety - Additional Farm Facility Personnel	Yes	LEA-wide	Low Income	All Schools	\$48,000.00	
5	5.8	Additional Administrator	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$123,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$4,224,744.58	\$2,841,644.61

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	\$1,031,950.00	1031950
1	1.2	Professional Development	No	\$4,865.94	1284.44
1	1.3	Sub Coverage	No	\$45,000.00	26185
1	1.4	Basic Operating Expenses	No	\$139,960.00	106415.38
1	1.5	Copier Lease	No	\$10,990.00	6853.43
1	1.6	Support staff/Operating Costs - Basic Services	No	\$217,000.00	146000
1	1.7	Ag Facility Renovation and Construction	No	\$900,000.00	204961.25
1	1.8	Technology Updates	No	\$2,500.00	980
1	1.10	Transportation- Bus Driver	No	\$35,000.00	27476
1	1.11	Routine Restricted Maintenance	No	\$99,809.00	0
1	1.12	Professional Development	Yes	\$14,074.16	10117.45

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Instructional Materials and Supplies	No	\$84,900.00	34478
2	2.2	Academic Awards	No	\$3,000.00	3000
2	2.3	Intervention and Credit Recovery	No	\$17,612.14	17612.14
2	2.4	Extended Day Learning and Additional Student Support	No	\$33,000.00	9937.22
2	2.5	CTE Options for Students	Yes	\$140,000.00	9918.24
2	2.6	Supplemental Tools for Learning	No	\$23,681.28	23267
2	2.7	Program Staffing Support	Yes	\$40,316.00	15090
3	3.1	Teacher Salaries - EL Strategies Across Classrooms	Yes	\$63,638.00	63638
3	3.2	Extended Day Support	Yes	\$5,000.00	788.43
3	3.3	Supplemental Tools/Language Software	No	\$5,070.00	0
4	4.1	College Readiness Counselor	No	\$208,817.00	196229.81
4	4.2	After School Enrichment	No	\$52,500.00	30696
4	4.3	College/Career/Educational Trips	No	\$50,000.00	31597

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	4.4	Extra/Co Curricular Clubs- Materials and Supplies	Yes	\$145,000.00	128287.80
4	4.5	Supplemental Pay for Activities Director	Yes	\$30,000.00	3410.22
4	4.6	Summer Learning	Yes	\$26,000.00	26000
4	4.7	General Ag Facility Maintenance	Yes	\$110,492.00	101315.20
4	4.8	Materials and supplies for FFA/Ag program	No	\$40,000.00	1045
5	5.1	Campus Safety - Custodial Service	No	\$112,400.00	112400
5	5.2	Campus Safety - Supervision	Yes	\$48,217.00	48217
5	5.3	Positive Climate - PBIS	No	\$15,000.00	4640.86
5	5.4	Attendance Support and Incentives	No	\$10,000.00	2294.04
5	5.5	Social Worker	Yes	\$186,310.00	163427.70
5	5.6	Campus Safety - Additional Farm Facility Personnel	Yes	\$47,000.00	47000
5	5.7	District Grounds and Maintenance	No	\$50,667.00	50667
5	5.8	Additional Administrator	Yes	\$138,887.00	138887
6	6.1	Parent/Teacher Conferences	No	\$1,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.2	Student Recognition and Celebration	No	\$14,000.00	789
6	6.3	Parent Advisory, Education, and Participation Opportunities	No	\$20,000.00	14789
6	6.4	Parent Interpretation/ Translation	No	\$1,088.06	0

2025-26 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)
796545	\$994,934.16	\$756,097.04	\$238,837.12	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	Professional Development	Yes	\$14,074.16	10117.45		
2	2.5	CTE Options for Students	Yes	\$140,000.00	9918.24		
2	2.7	Program Staffing Support	Yes	\$40,316.00	15090		
3	3.1	Teacher Salaries - EL Strategies Across Classrooms	Yes	\$63,638.00	63638		
3	3.2	Extended Day Support	Yes	\$5,000.00	788.43		
4	4.4	Extra/Co Curricular Clubs-Materials and Supplies	Yes	\$145,000.00	128287.80		
4	4.5	Supplemental Pay for Activities Director	Yes	\$30,000.00	3410.22		
4	4.6	Summer Learning	Yes	\$26,000.00	26000		
4	4.7	General Ag Facility Maintenance	Yes	\$110,492.00	101315.20		
5	5.2	Campus Safety - Supervision	Yes	\$48,217.00	48217		
5	5.5	Social Worker	Yes	\$186,310.00	163427.70		
5	5.6	Campus Safety - Additional Farm Facility Personnel	Yes	\$47,000.00	47000		
5	5.8	Additional Administrator	Yes	\$138,887.00	138887		

2025-26 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)
3186245	796545	4.39	29.389%	\$756,097.04	0.000%	23.730%	\$180,324.12	5.659%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32627\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32627\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32627\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32627\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **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 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 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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

California Department of Education
November 2024