LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Kings Canyon Unified School District, Reedley Middle College Charter High School		
Contact Name and Title	Alejandro Juarez Administrator	Email and Phone	juarez-a@kcusd.com (559)305-7050

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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 will 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 pathway of study is for high school students interested in Agricultural Business or Business Administration. 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. The 2016-17 school year marks RMCHS fifth year of existence and is serving 146 students in grades nine through twelve. Our student demographics consist of 83% Hispanic/Latino, 13% White, 2% other Asian, 1% Asian, and 1% Filipino. The majority of the students who attend RMCHS come from the city of Reedley but student enrollment representation stretches across the neighboring cities of Orange Cove, Dunlap, Squaw Valley, Dinuba, Selma, Parlier, and Sanger. The teaching staff consists of 4 full time teachers and 6 part time teachers. RMCHS teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience.

Students attending RMCHS will be offered an individually designed, standards-based educational program providing the necessary foundation for success in college and/or career. The RMCHS educational plan consists of a broad range of goals and objectives to meet the unique educational needs of all students, specifically in the areas of Agricultural Business or Business Administration with an Entrepreneurship option. 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 will be made available to all students and staff to enhance the student's educational experience. 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.

LCAP HIGHLIGHTS

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

The RMCHS Local Control and Accountability Plan contains six goals designed to primarily increase and/or improve services for our unduplicated student population which is 82.2% of our near 150 students.

The goals are:

1) Basic Services - ensuring that 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 and supplies
2) Implementation of State Standards - ensuring that students have access to grade-level state standards, along with rigorous curriculum, to support academic achievement for all students
3) English Language Learners - ensuring that English Language Learners have increased support towards attaining English language proficiency
4)Co-Curricular Activities - ensuring that students are provided a broad spectrum of both educational and co-curricular activities to support college and career readiness
5) Safe Environment - ensuring that students are provided with safe and nurturing learning environments to support their social, emotional, and academic success
6) Parent Education - ensuring that students have the opportunity to increase academic achievement through the engagement and education of parents and families

The focus areas for the 2017/18 school year , and providing increased opportunities for technology for unduplicated students, based on input received from our stakeholders through Stakeholder Meetings held in November and March, Parent Survey (Spring 2016) and Student Survey (December 2016), Student Forums held in December 2016, and an analysis of the required metrics and School Dashboards. As a result of the thorough analysis of the previously mentioned data, an increased emphasis has been placed on students with disabilities.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

During the 15-16 year, the biggest progress that we made as an LEA was in providing a broad array of educational and co-curricular activities to assist student in reaching their highest potential. For the most part, through FFA, we have established ourselves as an Agriculture school and have multiple opportunities for Ag students to acquire the skills to make them college or career ready in this industry. In the past, we have fallen short in providing the same amount of opportunities for our cohort of students who are in the Business Administration pathway. For our Business students, this 16-17 school year, we were able to establish a Skills USA organization. Skills USA has helped our students to develop the skills required to enter the workforce through a structured program of citizenship, leadership, employability, technical and professional skills training. Students had the opportunity to compete in local area events in San Luis Obispo and qualified to participate in the State competition in San Diego. Additionally, Business Administration cohort of students also participated in the Network for Teaching Entrepreneurship (NFTE) program which is sponsored by CSU Fresno. NFTE provided entrepreneurship education programs for RMCHS student to further enhance their economic productivity by improving their business, academic and life skills. RMCHS students had the opportunity to create a virtual business and learn how to create a

business plan to establish a business. Students also had the opportunity to compete against other students and showcase their business plan in hopes of qualifying for the National competition in New York.

Participation in Career and Technical Education for our students is at a 100% and we will continue to provide multiple opportunities for students to develop into college and career ready individuals

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

SBA Math area.
According to results on the 2015 SBA math data, 88% of the students were in the "nearly meeting standard or standard not met" band. During that testing year, the 11th grade cohort of students who took the SBA were in a class that was combined with the 10th grade cohort of students who were taking a different math class due to low enrollment. Students were put in a tough position since the teacher had to split his time between two different curriculum and were not in the best learning environment. To address this area, we created 2 stand alone Math classes that focused on only teaching the standards and curriculum that would be assessed for the 11th grade cohort of students. The two math teachers are part of a math professional learning community (PLC) that meets every Wednesday for 2 hours in which they review student performance data and identify best teaching practices that help them to adjust their instruction and how to best reach students.

RMCHS will also continue to provide extended learning opportunities in math by providing embedded intervention during the school day by providing access to an individualized math software and providing a math intervention section with a credentialed teacher. We will also continue to provide an after school tutoring program in all subject areas so that students can benefit from a targeted small group intervention environment.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

RMCHS had no performance gaps as reported by the CA School Dashboard.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Please refer to sections 2 and 3

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$1,308,804.10
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$1,512,245.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

- Professional Consulting Services and Operating Expenditures: $1,029
- Textbooks for College Coursework and reference material: $60,604
- Educational Overnight Trips/College Visits: $20,602
- Computer Supplies/Technology: $13,066
- Materials and Supplies: $11,476
- Travel and Conference: $1,393
- Dues and Membership: $1,339

$2,024,406	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- # of percentage of appropriately credentialed and assigned teachers will be 100%
- 100% of teachers will participate in District Professional Development
- All students will have access to standards aligned curriculum

ACTUAL

See data appendix attachment.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	1) Hire and assign fully and appropriately credentialed teachers at all levels and monitor implementation	1)Appropriately credentialed teachers were hired and assigned at all levels and implementation was monitored
Expenditures	BUDGETED 1a) Certificated salary and benefits - 92% 1000-1999: Certificated Personnel Salaries Base 273,083 1a) Certificated salary and benefits - 92% 3000-3999: Employee Benefits Base 58,000	ESTIMATED ACTUAL 1a) Certificated salary and benefits - 92% 1000-1999: Certificated Personnel Salaries Base 259,406 1a) Certificated salary and benefits - 92% 3000-3999: Employee Benefits Base 89,855

Action 2

	PLANNED	ACTUAL
Actions/Services	2) Provide Professional development and collaboration time to improve instructional strategies and share best practices	2) Professional development and collaboration time was provided to improve instructional strategies and share best practices
Expenditures	BUDGETED 2a) Professional development/Consultant- RMCHS is a dependent Charter therefore much of this expense is covered in the KCUSD LCAP 5800: Professional/Consulting Services And Operating Expenditures Base 0 2b) RMCHS site Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base 8,000	ESTIMATED ACTUAL 2a) Professional development/Consultant- RMCHS is a dependent Charter therefore much of this expense is covered in the KCUSD LCAP 5800: Professional/Consulting Services And Operating Expenditures Base 0 2b) RMCHS site Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base 650

Action 3

	PLANNED	ACTUAL
Actions/Services	3) Provide basic operation expenses- includes salary and benefits of site secretary, general office materials, supplies, and equipment	3) Provided basic operation expenses- includes salary and benefits of site secretary, general office materials, supplies, and equipment
Expenditures	BUDGETED 3a) Secretary Salary and Benefits 2000-2999: Classified Personnel Salaries Base 32,967 3a) Secretary Salary and Benefits 3000-3999: Employee Benefits Base 8,000 3b) Materials and Supplies 4000-4999: Books And Supplies Base 82,000 3c) RMCHS operating expenses 5000-5999: Services And Other Operating Expenditures Base 8,845	ESTIMATED ACTUAL 3a) Secretary Salary and Benefits 2000-2999: Classified Personnel Salaries Base 29,899 3a) Secretary Salary and Benefits 3000-3999: Employee Benefits Base 6,667 3b) Materials and Supplies 4000-4999: Books And Supplies Base 72,272 3c) RMCHS operating expenses 5000-5999: Services And Other Operating Expenditures Base 7,670

Action 4

	PLANNED	ACTUAL
Actions/Services	4) Provide and maintain facilities	4) Provided and maintained facilities
Expenditures	BUDGETED 4a) New facilities 5000-5999: Services And Other Operating Expenditures Base 500,000	ESTIMATED ACTUAL 4a) New facilities 5000-5999: Services And Other Operating Expenditures Base 402,312

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability Using the Rating Scale, Goal 1 was implemented at Level 5 - Full Implementation and Sustainability RMCHS was able to have 100% of its teachers appropriately credentialed. A high quality and safe educational environment was provided for students by providing basic operating services. Services such as access to an office secretary, general office materials, supplies, and equipment. RMCHS staff is provided with intentional professional development in three phases: 1) Beginning of the year, 2) On a weekly basis (Wednesdays), 3) Mid year (Winter Break). It is the intention of the district to ensure that teachers have continued support throughout the year so that they can refine and modify their teaching practices to engage all students. Data from the implementation of each action is monitored regularly by site administration, teachers, and staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Rating Scale (lowest to highest): 1- Annual Measurable Outcomes Not Met; 2 - Annual Measurable Outcomes Met; 3 - Annual Measurable Outcomes Exceeded Using the Rating Scale, Goal 1 was effective at Level 2 - Annual Measurable Outcomes Met. RMCHS is a dependent charter school under the umbrella of Kings Canyon Unified and with their support, RMCHS was able to have 100% of its teachers appropriately credentialed in all high school subjects.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Increase reflected in the estimated actual expenses for salaries and benefits is a result of a 4.25% pay raise agreed upon in Fall 2016, and the annual salary schedule increase. Increased collaboration between the Business Office and the Educational Programs Department provided a clearer understanding of costs for this action. Estimated expenditures were calculated more appropriately, and the actual expenditures were less than estimated. Projections for next year's estimated expenditures reflect this change. Professional Development from an outside agency was not brought in for our teaching staff this year since we were in a transition year with administration. Teachers did not attend any conferences but will be strongly encouraged to attend one Professional Development this year to further engage students.

	KCUSD is still in the planning stages of building a new facility for RMCHS and have not started construction as of yet. Construction is set to start in the Fall of 2017. Current expenditures are to cover the planning and other expenses.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	There are no changes made to the 17/18 LCAP for this goal or the rubrics used to measure it's effectiveness.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE	☐	1	☒	2	☐	3	☒	4	☐	5	☐	6	☒	7	☒	8	
COE	☐	9	☐	10													
LOCAL																	

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Student achievement will be demonstrated by a 2% overall increase in Met Standards/Exceed Standards as measured by the Smarter Balanced Assessment (ELA and Math) and in Proficient/Advanced as measured by California Standards Test (Science). Student achievement will be demonstrated by a 3% increase for all subgroups in Met Standards/Exceed Standards as measured by the Smarter Balanced Assessment (ELA and Math) and in Proficient/Advanced as measured by California Standards Test (Science).
- EAP: The percentage of 11th grade students considered ready/conditionally ready for College English will increase by 2%.
- EAP: The percentage of 11th grade students considered ready/conditionally ready for College Math will increase by 2%.
- District Writing on Demand Benchmarks: The percentage of proficient/advanced students will increase by 2%.

ACTUAL

See data appendix attachment.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	1) Alignment of instruction with content standards by utilizing outside service as well as purchasing textbooks, books, materials, resources and technology. a) Utilize outside service to house and organize State Standards and ELD resources as well as Intervention support. b) Purchase textbooks, books, materials, resources, and technology that align to the State Standards	1) Instruction was aligned with content standards by utilizing outside service as well as with the purchasing of textbooks, books, materials, resources and technology. a) Utilized outside service to house and organize State Standards and ELD resources as well as Intervention support. b) Purchased textbooks, books, materials, resources, and technology that align to the State Standards
Expenditures	BUDGETED 1a) Online service to house resources- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from and intervention. Research - www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/ Research to Guide English Language Development Instruction Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn – Rick DuFour RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentrated 0 1b) Textbooks, books, materials, resources, and licenses 4000-4999: Books And Supplies Base 70,000 1c) Technology - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Socio-economically disadvantaged students, as well as English Learners, may not have access to technology, outside of school. Research - Supporting English Language Learners Through Technology - www.nysut.org/~/media/Files/NYSUT/Resources/2011/March/Educators%20Voice%204%20Technology/edvoiceIV_ch2.pdf	ESTIMATED ACTUAL 1a) Online service to house resources RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0 1b) Textbooks, books, materials, resources, and licenses 4000-4999: Books And Supplies Base 103,787 1c) Technology 4000-4999: Books And Supplies Supplemental/Concentrated 13,415

	The Word and the World: Technology Aids English-Language Learners A growing number of software programs and Web tools help educators teach academic English. By Maya Payne Smart - http://www.edutopia.org/technologysoftware-english-language-learners Why Do We Need Technology Integration? The myriad benefits of integrating technology into the classroom. - http://www.edutopia.org/technology-integrationguide-importance PISA 2009 Results : Students On-Line Digital Technologies and Performance 4000-4999: Books And Supplies Supplemental/Concentrated 20,000	

Action 2

	PLANNED	ACTUAL
Actions/Services	2) Provide educational opportunities for all students- includes materials and supplies, awards and rewards for students, transportation to and from school, classroom furniture, tutors, after school activities, equipment	2) Provided educational opportunities for all students- included materials and supplies, awards and rewards for students, transportation to and from school, classroom furniture, tutors, after school activities, and equipment.
Expenditures	BUDGETED 2a) Educational opportunities during and outside the school day- materials and supplies, awards and rewards 4000-4999: Books And Supplies Base 10,000 2b) Educational opportunities during and outside the school day- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students- extended day support Students benefit from increased time to learn in a small group setting. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli , Warren Goldstein 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 4,315 2b) Educational opportunities during and outside the school day 3000-3999: Employee Benefits Supplemental/Concentrated 740 2c) Transportation 5000-5999: Services And Other Operating Expenditures Base 29,000 2d) Furniture 4000-4999: Books And Supplies Base 10,000	ESTIMATED ACTUAL 2a) Educational opportunities during and outside the school day- materials and supplies, awards and rewards 4000-4999: Books And Supplies Base 10,000 2b) Educational opportunities during and outside the school day 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 1,427 2b) Educational opportunities during and outside the school day 3000-3999: Employee Benefits Supplemental/Concentrated 223.26 2c) Transportation 5000-5999: Services And Other Operating Expenditures Base 20,602 2d) Furniture 4000-4999: Books And Supplies Base 3,346

Action 3

	PLANNED	ACTUAL
Actions/Services	3) Monitor student achievement and instructional practices a) Utilize data management systems and technology to monitor student achievement and instructional practices b) Develop common assessments in ELA and Math c) Administer the NWEA (Northwest Evaluation Association) assessment to progress monitor all 9th and 10th grade students in ELA and Math	3) Monitored student achievement and instructional practices a) Utilized data management systems and technology to monitor student achievement and instructional practices b) Developed common assessments in ELA and Math c) Administered the NWEA (Northwest Evaluation Association) assessment to progress monitor all 9th and 10th grade students in ELA and Math
Expenditures	BUDGETED 3a) Data management system. RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP 5800: Professional/Consulting Services And Operating Expenditures Base 0 3b) NWEA assessment, materials and licenses- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students Research - https://www.nwea.org/research/ Make Assessment Work for All Students: Multiple Measures Matter Description Read Make Assessment Work for All Students: Multiple Measures Matter, the 2016 national survey conducted by NWEA and Gallup, to learn what students, parents, and educators really think about assessment. With... • See more at: https://www.nwea.org/resource/type/research-report/#sthash.AnKWXDAb.dpuf Make_Assessment_Work_for_All_Students_2016 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 1,000	ESTIMATED ACTUAL 3a, b) Data management system and development of common assessments - RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP 5800: Professional/Consulting Services And Operating Expenditures Base 0 3c) NWEA assessment, materials and licenses 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0

Action 4

	PLANNED	ACTUAL
Actions/Services	4) Supplemental support will be provided to support student achievement and a safe learning environment. a) Personnel based on site needs b) Support CTE courses c) On-line programs for students d) Supplemental pay for staff extra help e) Technology f) Materials and supplies	4) Provided supplemental support to support student achievement and a safe learning environment. a) Provided personnel based on site needs b) Supported CTE courses c) Provided on-line programs for students d) Provided supplemental pay for staff extra help e) Provided technology for all students f) Provided materials and supplies

	BUDGETED	ESTIMATED ACTUAL
Expenditures	4a) CTE Courses- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students- staff salary and benefits, materials and supplies. Citation - State Board of Education Policy - "All students are college and career ready, exhibiting early and continuing signs of college and career readiness" http://www.cde.ca.gov/ci/ct/. 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 65,000	4a) CTE Courses Salaries and Benefits 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 0
	4a) CTE Courses 3000-3999: Employee Benefits Supplemental/Concentrated 11,430	4a) CTE Courses Salaries and Benefits 3000-3999: Employee Benefits Supplemental/Concentrated 0
	4b) Intervention programs for students and online credit recovery, - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing intervention for students, especially in early primary grades, is a significant and effective approach toward improving academic achievement. Research - Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn – Rick DuFour Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report 2014 By Kristin Reedy, Natalie Lacireno-Paquet www.wested.org/resources/kansas-multi-tier-system-ofsupports-final-evaluation-report-2014/ 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 7,000	4b) Intervention programs for students and online credit recovery, 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 1,522
	4c) Supplemental pay- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli , Warren Goldstein 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 2,000	4c) Supplemental pay 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 1,316
	4d) Intervention materials, supplies, technology, resources- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing intervention for	4c) Supplemental pay 3000-3999: Employee Benefits Supplemental/Concentrated 400

students, especially in early primary grades, is a significant and effective approach toward improving academic achievement. Research - Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn – Rick DuFour Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report 2014 By Kristin Reedy, Natalie Lacireno-Paquet www.wested.org/resources/kansas-multi-tier-system-ofsupports-final-evaluation-report-2014/ 4000-4999: Books And Supplies Supplemental/Concentrated 1,500	4d) Intervention materials, supplies, technology, resources 4000-4999: Books And Supplies Supplemental/Concentrated 165

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability Using the Rating Scale, Goal 2 was implemented at Level 4 - Full Implementation RMCHS was able to consistently address the state standards by purchasing materials and supplies that would allow students to access and practice the core areas; English, Math, and Science. A significant amount was spent on purchasing college textbooks since students take college coursework in addition to their high school course of study. Students have the unique experience to participate in an enrichment course of study and are exposed to a very rigorous educational program. Technology was purchased so that every single student has a one to one device to help support access to all content and help support the use of technology to further enhance their learning. Actions also addressed further support of the subject matter in Science by purchasing an online instructional resource that helps with further student engagement. Students take part in the NWEA assessment two times per year to help monitor their progress in ELA and Math. Students continued to have access to a broad course of study by providing them with opportunities to take on CTE courses. Teaching staff with CTE credentials help support the core areas by providing students with educational experiences that promote literacy, research, and public speaking.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Rating Scale (lowest to highest): 1- Annual Measurable Outcomes Not Met; 2 - Annual Measurable Outcomes Met; 3 - Annual Measurable Outcomes Exceeded Using the Rating Scale, Goal 2 was effective at Level 3 - Annual Measurable Outcomes Exceeded The implementation of state standards and focus on providing enrichment educational opportunities that support the state standards on a daily basis, has increased our student achievement in all areas. In preliminary score results of the SBA, we are showing score results that are significantly higher than the previous year. Our attendance rates continue to be at a high rate in comparison to the district and state, our a-g completion rates continue to be at a high rate in comparison to the district and state, and graduation rates continue to be at a high rate in comparison to the district and state. Data from the implementation of each action is monitored on a regular basis by site administration, teachers, and staff.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	1c) In this action, we over budgeted and were not able to spend the entire amount despite having order a set of 40 chromebooks. Additionally, we had funds available in base money that was used to purchase a second set of 40 chromebooks. For the future, we will adjust the budget accordingly to pay out of one funding source. 2b) In this action, we allocated more funds than needed since this action has been serviced primarily by other Sup/Con moneys (Title1). Students still received these services. 3b) In this action, we did not allocate enough money to pay for the NWEA licenses needed so this money went unused. We still purchased the NWEA licenses that we needed using Base money and students still received these services. 4a) The amount of $65,000 was not used because KCUSD also included this expense in their LCAP. All expenses are being incurred by KCUSD LCAP. 4b) The amount in this action was not fully used since not as much credit recovery was needed for students during this LCAP year. 4c) The amount in this action is still being actively implemented and the amount allocated should be spent by the end of the year since it is for teacher extra-pay. 4d) The amount in this action was not fully used since this action was financially serviced by base money. Students still received services intended. Increase reflected in the estimated actual expenses for salaries and benefits is a result of a 4.25% pay raise agreed upon in Fall 2016, and the annual salary schedule increase. Increased collaboration between the Business Office and the Educational Programs Department provided a clearer understanding of costs for this action. Estimated expenditures were calculated more appropriately, and the actual expenditures were less than estimated. Projections for next year’s estimated expenditures reflect this change.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	As a result of the analysis of the implemented actions/services, RMCHS will continue to place emphasis on intervention opportunities for our students. We will focus on providing individualized learning opportunities during the school day, easy access to technology, and tutoring after school. Additionally, we will continue to provide credit recovery opportunities for those students that require it. In regards to the $65,000 for CTE opportunities, we are including it once again in the 2017/18 LCAP and ensuring that we will provide the service and not KCUSD LCAP. It is our expectation that the continued implementation of these actions/services will increase our student performance with the ELA and Math state standards as measured with the Smarter Balanced Assessment.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Due to a very low number of enrolled English Learner students in our program the number of English Language Learner students making annual progress in learning English will increase.
- The percentage of Reclassified students obtaining met or exceeded standards in ELA on The Smarter Balanced Assessment will maintain or increase.
- The percentage of Reclassified students obtaining met or exceeded standards in Math on The Smarter Balanced Assessment will maintain or increase.
- The percentage of English Language Learner students being Reclassified as Fluent English Proficient will maintain.

ACTUAL

See data appendix attachment.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL

	1) Professional development opportunities will be provided to teachers in the area of English Language Development (ELD) standards and effective research-based English Language (EL) strategies to increase learning.	1) Professional development opportunities were provided to teachers in the area of English Language Development (ELD) standards and effective research-based English Language (EL) strategies to increase learning.
Expenditures	BUDGETED 1a) Professional development - - ELD Consultant - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Student achievement, particularly of unduplicated students, is directly affected by professional development provided to staff. Research - Reviewing the evidence on how teacher professional development affects student achievement http://files.eric.ed.gov/fulltext/ED498548.pdf Listening To Teachers Of English Language Learners : A Survey of California Teachers' Challenges, Experiences, and Professional Development Needs Patricia Gándara, Julie Maxwell-Jolly , Anne Driscoll RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentrated 0	ESTIMATED ACTUAL 1a) Professional development - - ELD Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentrated 0

Action 2

Actions/Services	PLANNED 2) Educational and supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (Math and ELA) a) Teacher supplemental pay for extended day classes b) ELD materials and supplies c) Designated and Integrated English Language Development	ACTUAL 2) Educational and supplemental opportunities were provided to increase language acquisition as well as student achievement in core subjects (Math and ELA) a) Provided teachers supplemental pay for extended day classes b) Provided ELD materials and supplies c) Provided designated and integrated English Language Development
Expenditures	BUDGETED 2a) Teacher supplemental pay for extended day classes- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief	ESTIMATED ACTUAL 2a) Teacher supplemental pay for extended day classes 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 0

	http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli, Warren Goldstein 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 500	
	2a) Teacher supplemental pay for extended day classes- 3000-3999: Employee Benefits Supplemental/Concentrated 88	2a) Teacher supplemental pay for extended day classes 3000-3999: Employee Benefits Supplemental/Concentrated 0
	2b) ELD Materials and supplies- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research shows that language acquisition is best taught outside the content areas, as well through integration with the content areas. Research - www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/ Research to Guide English Language Development Instruction Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University 4000-4999: Books And Supplies Supplemental/Concentrated 500	2b) ELD Materials and supplies 4000-4999: Books And Supplies Supplemental/Concentrated 0
	2c) Designated and Integrated ELD- salaries and benefits- 7%, this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research shows that language acquisition is best taught outside the content areas, as well through integration with the content areas. Research - www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/ Research to Guide English Language Development Instruction Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 25,211	2c) Designated and Integrated ELD- salaries and benefits- 7% 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 25,211
	2c) Designated and Integrated ELD- salaries and benefits- 7% 3000-3999: Employee Benefits Supplemental/Concentrated 8,000	2c) Designated and Integrated ELD- salaries and benefits- 7% 3000-3999: Employee Benefits Supplemental/Concentrated 8,000
Action	**3**	
Actions/Services	PLANNED 3) Language acquisition progress will be monitored a) CELD curriculum and assessments b) Utilize student data system to monitor students' progress c) Substitute salary and benefits d) Annual testing	ACTUAL 3) Language acquisition progress was monitored a) CELD curriculum and assessments were utilized b) Utilized student data system to monitor students' progress c) Provided substitute salaries and benefits d) Provided annual testing
Expenditures	BUDGETED 3a) CELD Curriculum and assessments- this action/service is principally directed towards, and is effective in, increasing or improving services for	ESTIMATED ACTUAL 3a) CELD Curriculum and assessments 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 500

unduplicated students. Frequent progress monitoring informs instructional decisions. Research - Assessment Crisis: The Absence Of Assessment For Learning Richard J. Stiggins http://www.electronicportfolios.org/afl/Stiggins-AssessmentCrisis.pdf Professional Learning Communities at Work Richard Dufour 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 500	
3b) Data management system, see goal 2 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 500	3b) Data management system, see goal 2 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 500
3d) Annual testing- salaries and benefits- 1% - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Progress monitoring is an integral and required strategy for academic achievement for EL students. Citation - http://www.cde.ca.gov/sp/el/ 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 3,602	3d) Annual testing- salaries and benefits- 1% 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 3,602
3d) Annual testing- salaries and benefits- 1% 3000-3999: Employee Benefits Supplemental/Concentrated 1,000	3d) Annual testing- salaries and benefits- 1% 3000-3999: Employee Benefits Supplemental/Concentrated 1,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability Using the Rating Scale, Goal 3 was implemented at Level 5 - Full Implementation and Sustainability RMCHS implemented the actions/services outlined in this goal. We were able to provide an instructor who provided the ELD designated instruction time required for students. All teachers were provided with professional development through an outside agency, that revolved around how to support ELD students in an effort to increase English language acquisition. Students language acquisition is measured annually by administering the CELDT assessment.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Rating Scale (lowest to highest): 1- Annual Measurable Outcomes Not Met; 2 - Annual Measurable Outcomes Met; 3 - Annual Measurable Outcomes Exceeded Using the Rating Scale, Goal 1 was effective at Level 3 - Annual Measurable Outcomes Exceeded The overall effectiveness of the actions/services were positive for students since all were able to receive designated ELD instructional time every day. This service has allowed students to access the high school core curriculum and college coursework.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The significant amounts of the budget allocated to this goal were utilized to support ELD students in accessing the core curriculum. The actions that dealt with additional extra pay for teachers and materials and supplies were not used since these actions were covered out of Base money or other Sup/Con money. Actual expenditures were more than estimated. Increase reflected in the estimated actual expenses for salaries and benefits is a result of a 4.25% pay raise agreed upon in Fall 2016, and the annual salary schedule increase. Increased collaboration between the Business Office and the Educational Programs Department provided a clearer understanding of costs for this action. Estimated expenditures were calculated more appropriately, and the actual expenditures were less than estimated. Projections for next year's estimated expenditures reflect this change.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Due to the low numbers of ELD students, we have eliminated Goal 3 from the 17/18 LCAP. Actions to support these students are written into Goal 2.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Graduation rate will maintain a rate of 88% or above
- The percentage of graduates who complete A-G requirements will increase by 2%
- The percentage of students who participate in CTE courses will remain 100%. The completion rate and percentage of certificates earned will increase by 2%
- RMCHS will review and update their master schedule to reflect a broad band of study
- Due to the first graduating class being 2016, the CTE will determine a baseline drop out rate
- The percentage of students earning a C or better in their college classes will increase by 2%

ACTUAL

See data appendix attachment.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

	PLANNED	ACTUAL
Actions/Services	1) Share responsibility for improvement of college and career readiness a) Counseling Dept	1) Shared responsibility for improvement of college and career readiness a) Counseling Dept
Expenditures	BUDGETED 1a) Counseling Dept- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Counseling services are imperative to ensure students are college and/or career ready. Counselors provide a multitude of services including but not limited to: enrollment workshops as well as career exploration workshops and college application and scholarship workshops. Research: School Counseling Services and Student Academic Success Sally A. Howe http://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1053&context=edc_theses 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 27,000 1a) Counseling Dept: Salaries and benefits 3000-3999: Employee Benefits Supplemental/Concentrated 4,748 1b) College readiness- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Counseling services are imperative to ensure students are college and/or career ready. Support for pre and post college entrance assessments, AP exams and other college entrance supports. Research: The Surprising Power of the PSAT Joel L. A. Peterson http://www.huffingtonpost.com/joel-l-a-peterson/the-surprising-power-of-t_b_8113822.html 4000-4999: Books And Supplies Supplemental/Concentrated 1,500	ESTIMATED ACTUAL 1a) Counseling Dept 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 0 1a) Counseling Dept 3000-3999: Employee Benefits Supplemental/Concentrated 0 1b) College readiness 4000-4999: Books And Supplies Supplemental/Concentrated 75

Action **2**

	PLANNED	ACTUAL
Actions/Services	2) Provide Intra-curricular and Co-curricular activities to strengthen students engagement a) FFA b) Skills USA b) Clubs c) Educational field trip d) Summer School salary and benefits, materials and supplies	2) Provided Intra-curricular and Co-curricular activities to strengthen students engagement a) Provided FFA b) Provided Skills USA b) Provided Student Clubs c) Provided Educational field trip

	e) RMCHS Egg Enterprise f) Supplemental salary and benefits	d) Provided Summer School salary and benefits, materials and supplies e) Provided support for RMCHS Egg Enterprise f) Provided Supplemental salary and benefits
Expenditures	BUDGETED 2a) FFA- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Future Farmers of America is an organization that provided RMCHS students with a multitude of opportunities to enhance their leadership skills and support small business understanding. The students participate in many competitions throughout the year. Research: https://www.ffa.org/about/what-is-ffa/statistics "FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education." 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 14,000	ESTIMATED ACTUAL 2a) FFA 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 17,474
	2b) Additional Co-curricular activities- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. RMCHS will continue to support the clubs on campus and look to add Skills USA to support the Business Administration Pathway. Additional clubs are consider as desires are brought forward by students. Research: Participation in School-Based Extracurricular Activities and Adolescent Adjustment Nancy Darling, Linda L. Caldwell, and Robert Smith http://plaza.ufl.edu/asarkees/PSY%203220/ECsSelfEsteem/4-%20Darling.pdf 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 8,724	2b) Additional Co-curricular activities 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 7,374

2c) Educational Field trips/Guest speakers- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. With a desire to ensure students are college and/or career ready RMCHS provides field trips to multiple colleges and Universities as well as workplace visits. Guest speaker are invited to present to RMCHS students to give real-world insight to career opportunities. Research: Taking students to an art museum improves critical thinking skills, and more By Jay P. Greene, Brian Kisida and Daniel H. Bowen http://educationnext.org/the-educational-value-of-field-trips/ 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 2,000	2c) Educational Field trips/Guest speakers 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 948
2d) Summer School salary and benefits, materials and supplies- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Summer learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content. Research - Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper http://eric.ed.gov/?id=ED456557 Making Summer Count : How Summer Programs Can Boost Children's Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross w.wallacefoundation.org/knowledge-center/summer-andextended-learning-time/summer-learning/Documents/Making-Summer-Count 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 40,000	2d) Summer School salary and benefits, materials and supplies 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 6,748
2d) Summer School salary and benefits 3000-3999: Employee Benefits Supplemental/Concentrated 7,500	2d) Summer School salary and benefits 3000-3999: Employee Benefits Supplemental/Concentrated 7,500
2d) Summer School materials and supplies and other operating expenses 4000-4999: Books And Supplies Supplemental/Concentrated 10,000	2d) Summer School materials and supplies and other operating expenses 4000-4999: Books And Supplies Supplemental/Concentrated 95
2e) RMCHS Egg Enterprise- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. RMCHS students run and maintain the Egg Enterprise, from inventory and sales, to maintenance and marketing. This small business is a hands on learning experience for all RMCHS students. Research: Life Lessons: Educating the Next Entrepreneurs	2e) RMCHS Egg Enterprise 4000-4999: Books And Supplies Supplemental/Concentrated 9,500

Amy Rosen http://democracyjournal.org/magazine/21/life-lessons-educating-the-next-entrepreneurs/ 4000-4999: Books And Supplies Supplemental/Concentrated 10,000	
2f) Supplemental salary and benefits- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Staff is provided extra hours to support the additional co-curricular activities provided at RMCHS. Research: Participation in School-Based Extracurricular Activities and Adolescent Adjustment Nancy Darling, Linda L. Caldwell, and Robert Smith http://plaza.ufl.edu/asarkees/PSY%203220/ECsSelfEsteem/4-%20Darling.pdf 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 2,000	2f) Supplemental salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental/Concentrated 0
2f) Supplemental salary and benefits 3000-3999: Employee Benefits Supplemental/Concentrated 352	2f) Supplemental salary and benefits 3000-3999: Employee Benefits Supplemental/Concentrated 0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability Using the Rating Scale, Goal 4 was implemented at Level 5 - Full Implementation and Sustainability For this LCAP year, RMCHS was able to successfully provide students with multiple opportunities to expose them to college and career experiences. Students were able to visit all three University systems: University of California, California State University and the Community College which provided them with a contrasting educational experience to draw from in the future as they prepare to select a college of their choice. Students were able to participate in multiple CTE, Agriculture, and Business competitions through membership with FFA and Skills USA. Students have had the opportunity to apply their learning in a competition setting demonstrating their command in soft skills, leadership skill, organizational skills, and research skills. Additionally, students were able to continue with their work in further developing the egg enterprise on campus and continue to develop their business skills. For the first time, students were able to take part in a Veterinary Science course that allowed them to earn both high school and college credit (dual enrolled). Students also have the unique opportunity to participate in enrichment courses in the summer by enrolling in college courses at Reedley College. This experience allows them to have early access to college and the opportunity to stay on target to potentially complete their associates degree during their 4 year high school career.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Rating Scale (lowest to highest): 1- Annual Measurable Outcomes Not Met; 2 - Annual Measurable Outcomes Met; 3 - Annual Measurable Outcomes Exceeded Using the Rating Scale, Goal 4 was effective at Level 2 - Annual Measurable Outcomes Met. All of the actions/services outlined were an effective means for students to gain a better understanding of the college and career choices that they have, improvement of student attendance and academic performance, and keeping a high rate of a-g completers and high school graduates.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	1a) The amount of $27,000 was not used because KCUSD also included this expense in their LCAP. All expenses are being incurred by KCUSD LCAP 1b) The full amount was not used in this action because the original plan was to pay for PSAT but the students qualified for fee waivers and were able to take the test for free. 2b) The amount of $1,349 was not used in this area. The full amount was not used because we over budgeted. Skills USA student participation was not as large as expected for the first year 2c) The amount of $1,051 was not used in this action because another grant covered the cost (CCPT2). We had budgeted for two college trips and the CCPT2 grant covered one of the trips 2d) The amount of $40,000 has not been used as of yet. This action is for summer school salaries and benefits and summer school will run from June 12-July 14. 2f) This amount was not used since enough funds were budgeted in other areas to cover this expense. Increase reflected in the estimated actual expenses for salaries and benefits is a result of a 4.25% pay raise agreed upon in Fall 2016, and the annual salary schedule increase. Increased collaboration between the Business Office and the Educational Programs Department provided a clearer understanding of costs for this action. Estimated expenditures were calculated more appropriately, and the actual expenditures were less than estimated. Projections for next year's estimated expenditures reflect this change.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	2a) FFA: For this action, we had to complete a budget revision to allocate more funds to cover expenses for student participation. FFA students were able to compete in multiple overnight competitions across the state as well as attend conferences to develop soft skills and leadership skills. For the 17-18 school year, we are expecting an increase in enrollment and participation in FFA. We have adjusted the budget for FFA and increased their allocation to meet the need of the students. We will continue to invest our efforts in increasing the business pathway and participation in Skills USA and have increased their budget as well.

We will be introducing a new virtual enterprise program/curriculum for the students to further enhance their skills.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- All students and all subgroup will demonstrate a 3% decrease in suspensions from the previous year
- The percentage of expulsions will maintain below 3%
- The attendance rate will increase by .25 % and the chronic absence attendance rate will increase by .5%
- Facilities will meet all Reedley College inspection requirements
- The percentage of students feeling safe at school will increase by 3%, as reported on the Student Survey

ACTUAL

See data appendix attachment.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL
	1) Share responsibility for improvement of school safety and climate	1) Shared responsibility for improvement of school safety and climate

	a) Provide safe and nurturing environment through maintenance department, security, and utilities b) High school supervision c) Climate, PBIS strategies d) Custodial supplies e) Provide anti-bullying assembly	a) Provided safe and nurturing environment through maintenance department, security, and utilities b) Provided High school supervision c) Improved Climate, incorporated PBIS strategies d) Provided Custodial supplies e) Provided anti-bullying assembly
Expenditures	BUDGETED 1a) Maintenance department 5000-5999: Services And Other Operating Expenditures Base 5,000 1b) High school supervision- salary and benefits- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Student safety and creating a positive environment is a top priority to ensure students have a hostile free educational setting. Research: Study Links School Safety to Achievement, Relationships Sarah D Sparks http://www.edweek.org/ew/articles/2011/05/10/31safe.h30.html 2000-2999: Classified Personnel Salaries Supplemental/Concentrated 20,208 1b) High school supervision- salary and benefits- 3000-3999: Employee Benefits Supplemental/Concentrated 6,792 1c) Positive climate- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. School wide and classroom expectations will be established for adults and students to demonstrate behaviors that encompass being Responsible, Motivated, Courageous, Honorable, and, Successful to ensure a positive school climate. Research: How School Climate Distinguishes Schools That Are Beating the Achievement Odds (Report Summary): A Climate for Academic Success Adam Voight | Gregory Austin | Thomas Hanson https://www.wested.org/online_pubs/hd-13-01.pdf 4000-4999: Books And Supplies Supplemental/Concentrated 6,724 1d) Custodial supplies 5000-5999: Services And Other Operating Expenditures Base 1,000 1e) Provide anti-bullying assembly- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students will be made more aware of how to better deal with bullies thus creating a more proactive and safer environment on campus.- RMCHS is a dependent charter, therefore this expense is paid for in the KCUSD LCAP.	ESTIMATED ACTUAL 1a) Maintenance department 5000-5999: Services And Other Operating Expenditures Base 0 1b) High school supervision- salary and benefits 2000-2999: Classified Personnel Salaries Supplemental/Concentrated 19,896 1b) High school supervision- salary and benefits 3000-3999: Employee Benefits Supplemental/Concentrated 5,041 1c) Positive climate 4000-4999: Books And Supplies Base 6,483 1d) Custodial supplies 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0 1e) Provide anti-bullying assembly 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentrated 0

	Research: A Profile of Bullying at School By Dan Olweus http://www.lhsenglish.com/uploads/7/9/0/8/7908073/olweus_profile_of_bullying.pdf 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentrated 0	

Action 2

	PLANNED	ACTUAL
Actions/Services	2) Provide awareness and support for increased attendance	2) Provided awareness and support for increased attendance
Expenditures	BUDGETED 2a) Chronic Absentee Recovery Effort Project (CARE) - These action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide attendance incentives for students in an effort to increase work production and eventually credit accumulation. Research: http://hubpages.com/education/action-research-on-student-absenteeism High school students cutting class - PBIS World Forum www.pbisworld.com/PBISWorld.../high-school-students-cutting-class Feb 28, 2012 ... Another good first hour incentive would be students with good attendance could listen to their ipods while working or they could receive the last ... PBISWorld.com Tier 2 Positive Behavior Intervention And Support of ... www.pbisworld.com/tier-2/reward-system/ PBISWorld Tier 2 interventions are more targeted and individualized behavior strategies. Reward Systems are widely utilized to incentivize students to comply ... 4000-4999: Books And Supplies Supplemental/Concentrated 500	ESTIMATED ACTUAL 2a) Chronic Absentee Recovery Effort Project (CARE) 4000-4999: Books And Supplies Supplemental/Concentrated 500

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability Using the Rating Scale, Goal 5 was implemented at Level 1 - Exploration and Research Phase RMCHS continues to sustain a positive and safe climate for the student body. Even though we have not implemented a renowned behavioral model (PBIS) schoolwide, our students continue to meet the high expectations that we require of our students. We seek to develop Responsible, Motivated, Courageous, Honorable, and Successful students in an academic environment in which students are dually enrolled in

	college and high school. We continue to instill in our students the belief that we are "Noble Knights" which creates a family environment in which we support and motivate one another. Every year, we provide an anti-bullying assembly and behavior expectations assembly to remind students about how we conduct ourselves in a college environment. Since we have high school students who are considered minors attending high school courses and college course on a college campus, we have hired a campus assistant to ensure that students are as safe as possible around adults. The campus assistant is able to observe and monitor any adults that come near or through our facility and ensures that interactions are minimal and appropriate when not avoidable. Data from the implementation of each action is monitored on a regular basis by school site administration.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Rating Scale (lowest to highest): 1- Annual Measurable Outcomes Not Met; 2 - Annual Measurable Outcomes Met; 3 - Annual Measurable Outcomes Exceeded Using the Rating Scale, Goal 5 was effective at Level 3 - Annual Measurable Outcomes Exceeded Even though we have not implemented PBIS, we have created an environment with high expectations for students that promotes respect, tolerance, and acceptance of others. Our office referrals are almost non-existent and our out of school suspensions were under 5 incidents for the year. Overall, the actions outlined in this goal directly impacted the safe and nurturing learning environment for all students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	1b) The amount of $4,062 has not been spent as of yet since we are still in the fiscal year. It is expected that the total amount will be spent. This action falls under salary and benefits for a campus assistant that will still be collected through the end of June. 1c) The amount of $6,483 in positive climate was not spent because we over budgeted. Base money has been used to cover some of the costs in this area. For the future, more attention will be given to this action to ensure that we maintain a positive climate. 1d) The amount of $1,000 has not been incurred and is expected to be incurred by the end of the fiscal year.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Upon review of this goal, we plan to implement strategies that will reward positive behavior of students so that they can continue to build a positive and safe learning community. We will advertise our message that we want to get to our student in classrooms, office, and outside buildings. It is our expectation that the implementation of this action will not only improve student social, emotional, and academic success but also improve attendance rates of our students.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

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

State and/or Local Priorities Addressed by this goal:

STATE	☐ 1	☐ 2	☒ 3	☒ 4	☐ 5	☐ 6	☐ 7	☒ 8
COE	☐ 9	☐ 10						
LOCAL								

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- We will maintain our excellent Parent Survey return rate of 90%+
- Participation rate for advisory board will increase by 1%
- Participation rate parent committees will increase by 1%
- Participation rate of parent educational opportunities will increase by 2%

ACTUAL

See data appendix attachment.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL
	1) Share responsibility for improvement of student achievement a) Parent access to student information system (15%) b) Academic awards banquet c) Parent conference with counselors d) Progress reports and report cards	1) Shared responsibility for improvement of student achievement a) Parent accessed the student information system (15%) b) Provided Academic awards banquet c) Conducted Parent conference with counselors d) Provided Progress reports and report cards

Expenditures	BUDGETED	ESTIMATED ACTUAL
	1a) Student information system - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing parent access to student grades and attendance information through our student information system is an effective best practice for parent communication Citation - Sample Best Practices for Parent Involvement in Schools http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools Research Spotlight on Parental Involvement in Education NEA Reviews of the Research on Best Practices in Education http://www.nea.org/tools/17360.htm RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0	1a) Student information system RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0
	1b) Academic Awards banquet- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students are recognized for their academic achievements to continue to motivate them to pursue academic excellence. Research: Student Motivation, School Culture, and Academic Achievement: What School Leaders Can Do. Trends & Issues Paper. Renchler, Ron http://files.eric.ed.gov/fulltext/ED351741.pdf 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentrated 500	1b) Academic Awards banquet 5800: Professional/Consulting Services And Operating Expenditures Supplemental/Concentrated 500
	1c) Parent conferences with counselor 5000-5999: Services And Other Operating Expenditures Base 0	1c) Parent conferences with counselor 5000-5999: Services And Other Operating Expenditures Base 0
	1d) Progress reports and reports cards 5000-5999: Services And Other Operating Expenditures Base 500	1d) Progress reports and reports cards 5000-5999: Services And Other Operating Expenditures Base 500

Action **2**

Actions/Services	PLANNED	ACTUAL
	2) Provide parent advisory and involvement opportunities a) KCUSD district fair b) Parent survey c) RMCHS advisory board	2) Provided parent advisory and involvement opportunities a) KCUSD district fair b) Parent survey c) RMCHS advisory board

	BUDGETED	ESTIMATED ACTUAL
Expenditures	2a) KCUSD district Fair 4000-4999: Books And Supplies Base 500 2b) Parent survey 5000-5999: Services And Other Operating Expenditures Base 200 2c) RMCHS Advisory Board 5000-5999: Services And Other Operating Expenditures Base 4,000	2a) KCUSD district Fair 4000-4999: Books And Supplies Base 0 2b) Parent survey 5000-5999: Services And Other Operating Expenditures Base 200 2c) RMCHS Advisory Board 5000-5999: Services And Other Operating Expenditures Base 0

Action 3

	PLANNED	ACTUAL
Actions/Services	3) Increased parent involvement opportunities a) PIQE b) Provide communication regarding parent involvement opportunities through automated communication system c) School web-site	3) Increased parent involvement opportunities a) PIQE b) Provide communication regarding parent involvement opportunities through automated communication system c) School web-site
Expenditures	3a) PIQE (Parent Institute for Quality Education)- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Parents who participate in this 9 week program learn how to access the educational system and create a partnership with the school site to actively support their children in graduating from high school and preparing to pursue a post secondary education. Research: DOES THE PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE) PROGRAM INFLUENCE STUDENT SUCCESS? Joanne D. Martin, Ph.D http://piqe.org/pdf/research/Joanne_Martin_PIQE_Impact_080801.pdf Evaluation of the Effectiveness of the Parent Institute for Quality Education in Los Angeles Unified School District Janet Chrispeels, Margarita González, and Brenda Arellano http://www.bridgingworlds.org/P-20/ChrispeelsPIQEevaluation.pdf 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 5,000 3b) Automated Communication System, RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP 5000-5999: Services And Other Operating Expenditures Other 0 3c) School web-site- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students- RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP. The school website is updated and maintained with the most current information to communicate with parents and keep them informed. Research:	3a) PIQE (Parent Institute for Quality Education) 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0 3b) Automated Communication System, RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP 5000-5999: Services And Other Operating Expenditures Other 0 3c) School web-site RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0

Steps to creating a school communications plan By Jay Cooper https://www.campussuite.com/3-steps-creating-school-communications-plan/ RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP 5000-5999: Services And Other Operating Expenditures Supplemental/Concentrated 0	

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability Using the Rating Scale, Goal 6 was implemented at Level 4 - Full Implementation RMCHS provided multiple opportunities for parents to become involved in the 16/17 school year. Some of the events/activities extended to parents included: school site council, parent teacher club, advisory meetings, student celebrations, back to school night and open house. Additionally, parents were able to attend grade level meetings to get an overview of student expectations, grade level events, and 4-year academic planning. During these parent events, our partner, Reedley College Director, was also able to provide information to parents that helps them gain a better understanding of the college experience that their students are undertaking. We were able to successfully reach parents by utilizing our website, automated phone call school messenger, letters, and fliers. The implementation of these actions has allowed for students to have the opportunity to improve performance through the engagement of parents/families. Although we did not have the opportunity to implement Parent Institute for Quality Education (PIQE), we were able to have consistent parent participation. Implementing PIQE will be a parent action that we will plan to fully implement in 17-18. The only reason why we are not at a level 5 is due to not implementing PIQE this year. Data from the implementation of these actions are monitored regularly by the site administrator, teachers, and the site school site council/advisory council.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Rating Scale (lowest to highest): 1- Annual Measurable Outcomes Not Met; 2 - Annual Measurable Outcomes Met; 3 - Annual Measurable Outcomes Exceeded Using the Rating Scale, Goal 1 was effective at Level 2 - Annual Measurable Outcomes Met. Communication of parent involvement opportunities positively impacted parent participation in school events this year. We increased our parent involvement on school site council (SSC) as well as increased

	the number of parents that participated in parent teacher club (PTC). Our other parent events like grade level expectations meetings were well attended as was the academic awards. Parent involvement in these activities has positively impacted their own child's academic performance at RMCHS since parents continue to motivate their children and visit the school seeking information on how to best support their child academically.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Action 2a) the amount of $500 was not used since we over budgeted and did not need this amount. During planning and participation of this event, we realized that little to no cost was needed for this year. For next year, a concrete plan will be created with costs in mind. 2c) the amount budgeted here was not used because our partner Reedley College covered these costs for the Advisory board. For the upcoming year, we are allocating these moneys to other services for students and parents. Action 3a) The amount of $5,000 that was allocated to this service was not used this year to implement PIQE due to a misunderstanding of who would initiate the contact between both organizations. RMCHS assumed that PIQE would reach out to the school site and coordinate a meeting to set the dates and time frames to hold the program for parents.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	For the upcoming 17-18 school year, the expected outcome that RMCHS will focus on will be to implement Parent Institute for Quality Education (PIQE). We will strive to have continuity with all of the parent initiatives that we implemented but will have a heightened focus on implementing PIQE. This will be an action/service that we will include in the 17-18 year LCAP. RMCHS will be very intentional and take the initiative to contact PIQE and set-up a meeting date to develop a contract with dates and times for the parent program to start. Goal 6: Action 3a

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

RMCHS continued the established Charter Advisory Board meetings, which includes representation from all subgroups. RMCHS also joined the KCUSD LCAP Stakeholder meetings with student, parent, and staff representation from the school site, as well as the Kings Canyon Teachers Association, Classified School Employees Association, the Special Education Advisory Committee, and interested parents. At each Stakeholder meeting, an overview of the LCFF model and the LCAP were presented. Each meeting had three goals as the focus. Data from each metric was shared and participants were encouraged to ask questions and provide input on the goals and actions steps. Input from all groups was documented and prioritized. Additionally, the LCAP was reviewed with the District Advisory Council (DAC) and the District English Learner Advisory Committee (DELAC) in the fall of 2016.

KCUSD has collected an annual Parent Survey for a number of year, RMCHS has been a part of this process as well. The information is used to to help provide a focus for site direction. To gather information from students, we revised our Student Survey to gather information to help inform the direction of the LCAP. Student forums were established for grade level groups 3-5, 6-8, and 9-12. Input from the Student Forums and the Student and Parent Surveys were prioritized and considered for creating action in the LCAP.

The final draft of the LCAP was shared with the DAC and DELAC on May 8, 2017

Additionally, presentations about LCFF, the LCAP, and the LCAP process were shared with the following groups:

- Principals/Administrators - ongoing
- KCUSD District Fair - October 2016
- Parent Teacher Committee - February 9, 2016, March 8, 2016, and May 10, 2016
- District Website - (presentations)
- Parent/Community Input form (website), ongoing
- School Site Council - May 1, 2017
- LCAP brochure sent home
- Board Meeting - Ongoing

November 15, 2016 (Orange Cove) and November 17, 2016 (Reedley) - Stakeholder meeting goals 1-6
March 14, 2017 (Orange Cove) and March 15, 2017 (Reedley) - Stakeholder Meeting - School Dashboard Indicators
May 8, 2017 - LCAP revision presented to the District Advisory Committee and the District English Learner Advisory Committee

- Public Comment Period - May 25 - June 8, 2017
- Public Hearing - June 5, 2017
- Board Approval - June 19, 2017

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Based on Stakeholder input from surveys and advisory meetings, the following LCAP changes were suggested:

- Stakeholders appreciated the increased Parent Engagement opportunities. There was great attendance at the PIQE Institute. The input indicated this is something to maintain and increase.
- NWEA was implemented and progress monitoring began with the support of online intervention programs to support student needs. It was recommended that we continue this practice.
- Summer school was a success, all 9th grade students attended and completed their first college course as well as participating in intervention/enrichment and project based learning activities. This proved to be beneficial for students and teachers. Summer learning loss is of great concern, therefore we will continue this practice. 9th and 10th grade students will attend summer school prior to the 2016-17 school year.
- The Career Center Coordinator has been a great addition to the RMCHS team. Stakeholders appreciate the increased support and communication for students and parents. CSF was established and maintained by the Career Center Coordinator.
- Goal 3 was added to support English Learner (EL) students, RMCHS anticipated EL students entering the program, however, none did. The goal will remain the same, knowing that if the EL population remains zero the funds will be used to support all RFEP'd students through intervention, tutoring and credit recovery.

It was determined that all students at RMCHS participate in CTE courses, and the goal should be re-written to address percentage of completion and/or certificates earned, the graduating class of 2016 will determine the CTE completion rate.

The structure of RMCHS lends itself to Project Based Learning and cross curricular learning, data indicates a need for professional development in this area.

The following goals and/or actions have been revised or added based on Stakeholder input and review of the annual update:

Goal #1 - Action 4a was added to support Reedley Middle College High School's new facility.

- Expenditures increased in the areas of certificated staff and professional development to support the growing population at RMCHS.

Goal #2 - Action 1c was changed to technology to better support the expanding technology needs beyond computers

- Action 2a was split into two actions 2a and 2b for the use of different funds
- Action 4 was better divided into categories: Intervention and credit recovery, Supplemental pay, Materials and supplies, technology and resources to better track expenditures
- Professional development was removed from Goal 2 and addressed in Goal 1

Goal #3 - Action 3b Data Management system was moved to Goal 2

- Additional actions 2c and 3d were written to align to the KCUSD LCAP, Annual Testing for CELDT salaries and benefits as well as Designated and Integrated ELD salaries and benefits were added as actions to provide annual testing and instruction to all EL students and RFEP'd students.

Goal #4 - During PIQE, parents discussed the students taking the PSAT and the PLAN test to prepare for their college entrance exams, an action was added to support support students to be able to take this test as well as the ACT/SAT and AP tests.

- Action 2c was changed to allow for Guest Speaker to be invited to present to students in order to bring real world career experiences to the classroom.
- Action 2b will now support Skills USA in place of FBLA

Goal #5 - Action 1e was added to provide Anti-bullying services at RMCHS

Goal #6 - Action 3c was added to provide and maintain a school web-site

To accommodate the large amount of data needed to share, an appendix was created and attached at the end of the LCAP, for some goals

While the LCAP addressed the next three years, LCAP Advisory Committee members understand that many aspects of each goal will extend beyond the next three years

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☒ Modified ☐ Unchanged

Goal 1

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

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Maintain excellent percentage of appropriately credentialed and assigned teachers, District Professional Development participation, teachers without English Language Certification, misassigned teachers, students having access to standards aligned curriculum

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- Percentage of appropriately credentialed, with English Language Certification, and appropriately assigned teachers will be higher than 95%	- 2015/16 - 100%	- higher than 95%	- higher than 95%	- higher than 95%
- Percentage of misassigned teachers and vacancies will be less than 1%	- 2015/16 - 0%	- below 1%	- below 1%	- below 1%
- Percentage of students having access to standards aligned curriculum will maintain at 100%	- 2015/16 - 100%	- 100%	- 100%	- 100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1) Hire and assign fully and appropriately credentialed teachers at all levels and monitor implementation	1) Hire and assign fully and appropriately credentialed teachers at all levels and monitor implementation	1) Hire and assign fully and appropriately credentialed teachers at all levels and monitor implementation

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	259,407	Amount	259,407	Amount	259,407
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1a) Certificated salary and benefits - 92%	Budget Reference	1000-1999: Certificated Personnel Salaries 1a) Certificated salary and benefits - 92%	Budget Reference	1000-1999: Certificated Personnel Salaries 1a) Certificated salary and benefits - 92%
Amount	89,855	Amount	89,855	Amount	89,855

Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits 1a) Certificated salary and benefits - 92%	Budget Reference	3000-3999: Employee Benefits 1a) Certificated salary and benefits - 92%	Budget Reference	3000-3999: Employee Benefits 1a) Certificated salary and benefits - 92%

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2) Provide Professional development to improve instructional strategies and share best practices District Wide Professional Development - can be found in KCUSD LCAP	2) Provide Professional development to improve instructional strategies and share best practices District Wide Professional Development - can be found in KCUSD LCAP	2) Provide Professional development to improve instructional strategies and share best practices District Wide Professional Development - can be found in KCUSD LCAP

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	8,000	Amount	8,000	Amount	8,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures 2b) RMCHS site Professional Development	Budget Reference	5000-5999: Services And Other Operating Expenditures 2b) RMCHS site Professional Development	Budget Reference	5000-5999: Services And Other Operating Expenditures 2b) RMCHS site Professional Development

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3) Provide basic operation expenses- a) salary and benefits of site secretary, b) general office materials, supplies, and equipment	3) Provide basic operation expenses- a) salary and benefits of site secretary, b) general office materials, supplies, and equipment	3) Provide basic operation expenses- a) salary and benefits of site secretary, b) general office materials, supplies, and equipment

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	33,733	Amount	33,733	Amount	33,733
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 3a) salary and benefits of site secretary	Budget Reference	2000-2999: Classified Personnel Salaries 3a) salary and benefits of site secretary	Budget Reference	2000-2999: Classified Personnel Salaries 3a) salary and benefits of site secretary
Amount	21,291	Amount	21,291	Amount	21,291
Source	Base	Source	Base	Source	Base
Budget Reference	3000-3999: Employee Benefits 3a) salary and benefits of site secretary	Budget Reference	3000-3999: Employee Benefits 3a) salary and benefits of site secretary	Budget Reference	3000-3999: Employee Benefits 3a) salary and benefits of site secretary
Amount	93,812	Amount	93,812	Amount	93,812
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 3b) general office materials, supplies, and equipment	Budget Reference	4000-4999: Books And Supplies 3b) general office materials, supplies, and equipment	Budget Reference	4000-4999: Books And Supplies 3b) general office materials, supplies, and equipment

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
4) Provide and maintain facilities: KCUSD has approved the building of a permanent new facility that will house over 300 students. Students will be able to continue accessing the state standards in a more adequate learning environment.	4) Provide and maintain facilities: KCUSD has approved the building of a permanent new facility that will house over 300 students. Students will be able to continue accessing the state standards in a more adequate learning environment.	4) Provide and maintain facilities: KCUSD has approved the building of a permanent new facility that will house over 300 students. Students will be able to continue accessing the state standards in a more adequate learning environment.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	500,000	Amount	500,000	Amount	500,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Servicios y Otros Gastos de funcionamiento 4a) New facilities	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures 4a) New facilities

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☒ Modified ☐ Unchanged

Goal 2

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Maintain/Increase Smarter Balanced Assessment ELA results
Increase Smarter Balanced Assessment Math results

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- %age of students who meet or exceed standards on the Smarter Balanced ELA Assessment will increase by 2%	- 2015/16 - 88%	- 90%	- 92%	- 94%
- %age of students who meet or exceed standards on the Smarter Balanced Math Assessment will increase by 2%	- 2015/16 - 12%	- 14%	- 16%	- 18%
- %age of 11th grade students considered conditionally ready/ready for College English will increase by 2%	- 2015/16 - 88%	- 90%	- 92%	- 94%
- %age of 11th grade students considered conditionally ready/ready for College Mathematics will increase by 2%	- 2015/16 - 12%	- 14%	- 16%	- 18%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: RMCHS ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
1) Alignment of instruction with content standards by a) utilizing outside service as well as purchasing 1a) Utilize outside service to house and organize State Standards and ELD resources as well as Intervention support. - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from and intervention. Research -	1) Alignment of instruction with content standards by a) utilizing outside service as well as purchasing b) technology. 1a) Utilize outside service to house and organize State Standards and ELD resources as well as Intervention support. - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from and intervention. Research -	1) Alignment of instruction with content standards by a) utilizing outside service as well as purchasing b) technology. 1a) Utilize outside service to house and organize State Standards and ELD resources as well as Intervention support. - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from and intervention. Research -

www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/

Research to Guide English Language Development Instruction

Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University
Pyramid Response to Intervention: RTI, Professional Learning

Communities, and How to Respond When Kids Don't Learn –
Rick DuFour

It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on CELDT/ELPAC, and increased EL reclassification rates.

RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP

www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/

Research to Guide English Language Development Instruction

Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University
Pyramid Response to Intervention: RTI, Professional Learning

Communities, and How to Respond When Kids Don't Learn –
Rick DuFour

It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on CELDT/ELPAC, and increased EL reclassification rates.

RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP

1b) This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Socio-economically disadvantaged students, as well as English Learners, may not have access to technology, outside of school.

Research -
Supporting English Language Learners Through Technology -
www.nysut.org/~/media/Files/NYSUT/Resources/2011/March/Educators%20Voice%204%20Technology/edvoiceIV_ch2.pdf

The Word and the World: Technology Aids English-Language Learners

A growing number of software programs and Web tools help educators teach academic English.
By Maya Payne Smart -
http://www.edutopia.org/technologysoftware-english-language-learners

Why Do We Need Technology Integration?
The myriad benefits of integrating technology into the classroom. - http://www.edutopia.org/technology-integrationguide-importance

www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/

Research to Guide English Language Development Instruction

Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University
Pyramid Response to Intervention: RTI, Professional Learning

Communities, and How to Respond When Kids Don't Learn –
Rick DuFour

It is our expectation that this action will result in increasing CAASPP scores, increased EL performance on CELDT/ELPAC, and increased EL reclassification rates.

RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP

1b) This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Socio-economically disadvantaged students, as well as English Learners, may not have access to technology, outside of school.

Research -
Supporting English Language Learners Through Technology -
www.nysut.org/~/media/Files/NYSUT/Resources/2011/March/Educators%20Voice%204%20Technology/edvoiceIV_ch2.pdf

The Word and the World: Technology Aids English-Language Learners

A growing number of software programs and Web tools help educators teach academic English.
By Maya Payne Smart -
http://www.edutopia.org/technologysoftware-english-language-learners

Why Do We Need Technology Integration?
The myriad benefits of integrating technology into the classroom. - http://www.edutopia.org/technology-integrationguide-importance

	PISA 2009 Results : Students On-Line Digital Technologies and Performance	PISA 2009 Results : Students On-Line Digital Technologies and Performance

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures 1a) Online service to house resources: RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP	Budget Reference	5000-5999: Services And Other Operating Expenditures 1a) Online service to house resources-	Budget Reference	5000-5999: Services And Other Operating Expenditures 1a) Online service to house resources
Amount		Amount	70,000	Amount	70,000
Source		Source	Base	Source	Base
Budget Reference		Budget Reference	4000-4999: Books And Supplies 1b) Textbooks, books, materials, resources, and licenses	Budget Reference	4000-4999: Books And Supplies 1b) Textbooks, books, materials, resources, and licenses
Amount		Amount	32,436	Amount	32,436
Source		Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference		Budget Reference	4000-4999: Books And Supplies 1c) Technology - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Socio-economically disadvantaged students, as well as English Learners, may not have access to technology, outside of school. Research - Supporting English Language Learners Through Technology - www.nysut.org/~/media/Files/NYSUT/Resources/2011/March/Educators%20Voice%204%20Technology/edvoiceIV_ch2.pdf	Budget Reference	4000-4999: Books And Supplies 1c) Technology - This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Socio-economically disadvantaged students, as well as English Learners, may not have access to technology, outside of school. Research - Supporting English Language Learners Through Technology - www.nysut.org/~/media/Files/NYSUT/Resources/2011/March/Educators%20Voice%204%20Technology/edvoiceIV_ch2.pdf

	The Word and the World: Technology Aids English-Language Learners A growing number of software programs and Web tools help educators teach academic English. By Maya Payne Smart - http://www.edutopia.org/technologysoftware-english-language-learners Why Do We Need Technology Integration? The myriad benefits of integrating technology into the classroom. - http://www.edutopia.org/technology-integrationguide-importance PISA 2009 Results : Students On-Line Digital Technologies and Performance	The Word and the World: Technology Aids English-Language Learners A growing number of software programs and Web tools help educators teach academic English. By Maya Payne Smart - http://www.edutopia.org/technologysoftware-english-language-learners Why Do We Need Technology Integration? The myriad benefits of integrating technology into the classroom. - http://www.edutopia.org/technology-integrationguide-importance PISA 2009 Results : Students On-Line Digital Technologies and Performance

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2) Alignment of instruction with content standards by utilizing outside service as well as purchasing of supplemental instructional materials a) Textbooks, books, materials, resources b) Data management system: Utilize outside service to house and organize State Standards and ELD resources as well as Intervention support. - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from and intervention.	2) Provide educational opportunities for all students- includes materials and supplies, awards and rewards for students, transportation to and from school, classroom furniture, tutors, after school activities, equipment	2) Provide educational opportunities for all students- includes materials and supplies, awards and rewards for students, transportation to and from school, classroom furniture, tutors, after school activities, equipment

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	70,000	Amount	10,000	Amount	10,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 2a) Textbooks, books, materials, resources, and licenses	Budget Reference	4000-4999: Books And Supplies 2a) Educational opportunities during and outside the school day- materials and supplies, awards and rewards	Budget Reference	4000-4999: Books And Supplies 2a) Educational opportunities during and outside the school day- materials and supplies, awards and rewards
Amount	0	Amount	8,000	Amount	8,000
Source	Base	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures 2b) Data management system. RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP	Budget Reference	5000-5999: Services And Other Operating Expenditures 2b) Educational opportunities during and outside the school day- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students- extended day support Students benefit from increased time to learn in a small group setting. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief	Budget Reference	5000-5999: Services And Other Operating Expenditures 2b) Educational opportunities during and outside the school day- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students- extended day support Students benefit from increased time to learn in a small group setting. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief

			http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli , Warren Goldstein		http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli , Warren Goldstein
Amount		Amount	29,000	Amount	29,000
Source		Source	Base	Source	Base
Budget Reference		Budget Reference	5000-5999: Services And Other Operating Expenditures 2c) Transportation	Budget Reference	5000-5999: Services And Other Operating Expenditures 2c) Transportation
Amount		Amount	10,000	Amount	10,000
Source		Source	Base	Source	Base
Budget Reference		Budget Reference	4000-4999: Books And Supplies 2d) Furniture	Budget Reference	4000-4999: Books And Supplies 2d) Furniture

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1) Provide educational opportunities for all students- a) includes materials and supplies, awards and rewards for students, , tutors, after school activities, equipment b) transportation to and from school, c) classroom furniture	3) Monitor student achievement and instructional practices a) Utilize data management systems and technology to monitor student achievement and instructional practices b) Develop common assessments in ELA and Math c) Administer the NWEA (Northwest Evaluation Association) assessment to progress monitor all 9th,10th, and 11th grade students in ELA and Math	3) Monitor student achievement and instructional practices a) Utilize data management systems and technology to monitor student achievement and instructional practices b) Develop common assessments in ELA and Math c) Administer the NWEA (Northwest Evaluation Association) assessment to progress monitor all 9th,10th, and 11th grade students in ELA and Math

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	5,000	Amount	0	Amount	0
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 1a) Educational opportunities during and outside the school day- materials and supplies, awards and rewards	Budget Reference	5000-5999: Services And Other Operating Expenditures 3a) Data management system. RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP	Budget Reference	5000-5999: Services And Other Operating Expenditures 3a) Data management system. RMCHS is a dependent charter; therefore, this expense is funded through the KCUSD LCAP
Amount	4,000	Amount	2,000	Amount	2,000
Source	Base	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	2000-2999: Classified Personnel Salaries 1a) Tutor Salary and Benefits	Budget Reference	5000-5999: Services And Other Operating Expenditures 3b) NWEA assessment, materials and licenses- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students Research - https://www.nwea.org/research/ Make Assessment Work for All Students: Multiple Measures Matter Description Read Make Assessment Work for All Students: Multiple Measures Matter, the 2016 national survey conducted by NWEA	Budget Reference	5000-5999: Services And Other Operating Expenditures 3b) NWEA assessment, materials and licenses- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students Research - https://www.nwea.org/research/ Make Assessment Work for All Students: Multiple Measures Matter Description Read Make Assessment Work for All Students: Multiple Measures Matter, the 2016 national survey conducted by

			and Gallup, to learn what students, parents, and educators really think about assessment. With... • See more at: https://www.nwea.org/resource/type/research-report/#sthash.AnKWXDAb.dpuf Make_Assessment_Work_for_All_Students_2016		NWEA and Gallup, to learn what students, parents, and educators really think about assessment. With... • See more at: https://www.nwea.org/resource/type/research-report/#sthash.AnKWXDAb.dpuf Make_Assessment_Work_for_All_Students_2016
Amount	1,000	Amount	5,000	Amount	5,000
Source	Base	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	3000-3999: Employee Benefits 1a) Tutor Salary and Benefits	Budget Reference	5000-5999: Services And Other Operating Expenditures Utilize KnowRe (Math Software) and Reading Plus (ELA Software): This action/service is principally directed for Math Intervention skill building and English Intervention skill building so that unduplicated students can access the state standards.	Budget Reference	5000-5999: Services And Other Operating Expenditures Utilize KnowRe (Math Software) and Reading Plus (ELA Software): This action/service is principally directed for Math Intervention skill building and English Intervention skill building so that unduplicated students can access the state standards.
Amount	29,000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures b) Transportation	Budget Reference		Budget Reference	
Amount	10,000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures 1c) Furniture	Budget Reference		Budget Reference	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2) Provide educational opportunities for all students- a) extended day support - Educational opportunities during and outside the school day- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students- Students benefit from increased time to learn in a small group setting. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli , Warren Goldstein	4) Supplemental support will be provided to support student achievement and a safe learning environment. a) Personnel based on site needs b) Support CTE courses c) On-line programs for students d) Supplemental pay for staff extra help e) Technology f) Materials and supplies	4) Supplemental support will be provided to support student achievement and a safe learning environment. a) Personnel based on site needs b) Support CTE courses c) On-line programs for students d) Supplemental pay for staff extra help e) Technology f) Materials and supplies

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	8,000	Amount	65,000	Amount	65,000

Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures 2a) Extended day support	Budget Reference	4a) CTE Courses- KCUSD LCAP covers this cost. This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students- staff salary and benefits, materials and supplies. Citation - State Board of Education Policy - "All students are college and career ready, exhibiting early and continuing signs of college and career readiness" http://www.cde.ca.gov/ci/ct/.	Budget Reference	4a) CTE Courses- KCUSD LCAP covers this cost. This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students- staff salary and benefits, materials and supplies. Citation - State Board of Education Policy - "All students are college and career ready, exhibiting early and continuing signs of college and career readiness" http://www.cde.ca.gov/ci/ct/.
Amount		Amount	7,000	Amount	7,000
Source		Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference		Budget Reference	5000-5999: Services And Other Operating Expenditures 4b) Intervention programs for students and online credit recovery, - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing intervention for students, especially in early primary grades, is a significant and effective approach toward improving academic achievement. Research - Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn – Rick DuFour Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report 2014 By Kristin Reedy, Natalie Lacireno-Paquet www.wested.org/resources/kansas-multi-tier-system-ofsupports- final-evaluation-report-2014/	Budget Reference	5000-5999: Services And Other Operating Expenditures 4b) Intervention programs for students and online credit recovery, - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing intervention for students, especially in early primary grades, is a significant and effective approach toward improving academic achievement. Research - Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn – Rick DuFour Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report 2014 By Kristin Reedy, Natalie Lacireno-Paquet www.wested.org/resources/kansas-multi-tier-system-ofsupports- final-evaluation-report-2014/

Amount		Amount	2,000	Amount	2,000
Source		Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference		Budget Reference	1000-1999: Certificated Personnel Salaries 4c) Supplemental pay- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli , Warren Goldstein	Budget Reference	1000-1999: Certificated Personnel Salaries 4c) Supplemental pay- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli , Warren Goldstein
Amount		Amount	1,500	Amount	1,500
Source		Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference		Budget Reference	4000-4999: Books And Supplies 4d) Materials, supplies, technology, resources- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing intervention for students, especially in early primary grades, is a significant and effective approach toward improving academic achievement. Research - Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don’t Learn – Rick DuFour	Budget Reference	4000-4999: Books And Supplies 4d) Materials, supplies, technology, resources- This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing intervention for students, especially in early primary grades, is a significant and effective approach toward improving academic achievement. Research - Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don’t Learn – Rick DuFour

	Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report 2014 By Kristin Reedy, Natalie Lacireno-Paquet www.wested.org/resources/kansas-multi-tier-system-ofsupports-final-evaluation-report-2014/	Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report 2014 By Kristin Reedy, Natalie Lacireno-Paquet www.wested.org/resources/kansas-multi-tier-system-ofsupports-final-evaluation-report-2014/

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1) Educational and supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (Math and ELA) a) Designated and Integrated English Language Development - this action/service is principally directed towards, and is effective in, increasing or improving	2) Educational and supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (Math and ELA) a) Teacher supplemental pay for extended day classes b) Designated and Integrated English Language Development	2) Educational and supplemental opportunities will be provided to increase language acquisition as well as student achievement in core subjects (Math and ELA) a) Teacher supplemental pay for extended day classes b) Designated and Integrated English Language Development

services for unduplicated students. Research shows that language acquisition is best taught outside the content areas, as well through integration with the content areas.

Research -
www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/

Research to Guide English Language Development Instruction
Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University

b) Teacher supplemental pay for extended day classes - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting.

Research -
Closing the Gap through Extended Learning Opportunities -
An NEA policy brief
http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf

Time to Learn: Benefits of a Longer School Day
Christopher Gabrieli, Warren Goldstein

c) Annual testing- salaries and benefits- 1% - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Progress monitoring is an integral and required strategy for academic achievement for EL students.

Citation -
http://www.cde.ca.gov/sp/el/

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	33,229	Amount	25,211	Amount	25,211
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

	1a) Designated and Integrated ELD- salaries and benefits- 7%,		Designated and Integrated ELD- salaries and benefits- 7%, this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research shows that language acquisition is best taught outside the content areas, as well through integration with the content areas. Research - www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/ Research to Guide English Language Development Instruction Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University		Designated and Integrated ELD- salaries and benefits- 7%, this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Research shows that language acquisition is best taught outside the content areas, as well through integration with the content areas. Research - www.wested.org/resources/research-to-guide-englishlanguage-development-instruction/ Research to Guide English Language Development Instruction Bill Saunders - U.C.L.A. Claude Goldenberg - Stanford University
Amount	1,070	Amount	3,000	Amount	3,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	3000-3999: Employee Benefits 1a) Designated and Integrated ELD- salaries and benefits- 7%,	Budget Reference	1000-1999: Certificated Personnel Salaries 2a) Teacher supplemental pay for extended day classes- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli, Warren Goldstein	Budget Reference	1000-1999: Certificated Personnel Salaries 2a) Teacher supplemental pay for extended day classes- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting. Research - Closing the Gap through Extended Learning Opportunities - An NEA policy brief http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf Time to Learn: Benefits of a Longer School Day Christopher Gabrieli, Warren Goldstein
Amount	3,602	Amount	3,602	Amount	3,602
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated

Budget Reference	1000-1999: Certificated Personnel Salaries 1b) Teacher supplemental pay for extended day classes-	Budget Reference	5000-5999: Services And Other Operating Expenditures 3d) Annual testing- salaries and benefits- 1% - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Progress monitoring is an integral and required strategy for academic achievement for EL students. Citation - http://www.cde.ca.gov/sp/el/	Budget Reference	5000-5999: Services And Other Operating Expenditures 3d) Annual testing- salaries and benefits- 1% - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Progress monitoring is an integral and required strategy for academic achievement for EL students. Citation - http://www.cde.ca.gov/sp/el/
Amount	528	Amount	500	Amount	500
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	3000-3999: Employee Benefits 1b) Teacher supplemental pay for extended day classes-	Budget Reference	3000-3999: Employee Benefits 3c) Substitute salary and benefits- Annual Testing - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Progress monitoring is an integral and required strategy for academic achievement for EL students. Citation - http://www.cde.ca.gov/sp/el/	Budget Reference	3000-3999: Employee Benefits 3c) Substitute salary and benefits- Annual Testing - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Progress monitoring is an integral and required strategy for academic achievement for EL students. Citation - http://www.cde.ca.gov/sp/el/
Amount	3,000	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries 1c) Annual testing- salaries and benefits- 1% -	Budget Reference		Budget Reference	
Amount	528	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	3000-3999: Employee Benefits 1c) Annual testing- salaries and benefits- 1% -	Budget Reference		Budget Reference	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1) Supplemental support will be provided to support student achievement and a safe learning environment. a) Support CTE courses - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students- staff salary and benefits, materials and supplies. Citation - State Board of Education Policy - "All students are college and career ready, exhibiting early and continuing signs of college and career readiness" http://www.cde.ca.gov/ci/ct/. b) On-line programs for students - This action/service is principally directed towards, and is effective in, increasing		

or improving services for unduplicated students. Providing intervention for students, especially in early primary grades, is a significant and effective approach toward improving academic achievement.

Research -
Pyramid Response to Intervention: RTI, Professional Learning
Communities, and How to Respond When Kids Don't Learn –
Rick DuFour

Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report 2014
By Kristin Reedy, Natalie Lacireno-Paquet
www.wested.org/resources/kansas-multi-tier-system-ofsupports-
final-evaluation-report-2014/

c) Supplemental pay for staff extra help - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students benefit from increased time to learn in a small group setting.

Research -
Closing the Gap through Extended Learning Opportunities -
An NEA policy brief
http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf

Time to Learn: Benefits of a Longer School Day
Christopher Gabrieli , Warren Goldstein

d) Materials and supplies - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing intervention for students, especially in early primary grades, is a significant and effective approach toward improving academic achievement.

Research -
Pyramid Response to Intervention: RTI, Professional Learning
Communities, and How to Respond When Kids Don't Learn –
Rick DuFour

Implementation and Outcomes of Kansas Multi-Tier System of Supports: Final Evaluation Report 2014

By Kristin Reedy, Natalie Lacireno-Paquet www.wested.org/resources/kansas-multi-tier-system-ofsupports- final-evaluation-report-2014/		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	57,700	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries 1a) CTE Salaries and Benefits	Budget Reference		Budget Reference	
Amount	12,300	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	3000-3999: Employee Benefits 1a) CTE Salaries and Benefits	Budget Reference		Budget Reference	
Amount	7,000	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures 1b) Intervention programs for students and online credit recovery, -	Budget Reference		Budget Reference	
Amount	2000	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries 1c) Supplemental pay-	Budget Reference		Budget Reference	
Amount	352	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	3000-3999: Employee Benefits 1c) Supplemental pay-	Budget Reference		Budget Reference	
Amount	1,500	Amount		Amount	

Source	Supplemental/Concentrated	Source		Source	
Budget Reference	4000-4999: Books And Supplies 1d) Materials, supplies, technology, resources-	Budget Reference		Budget Reference	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1) Monitor student achievement and instructional practices a) Develop common assessments in ELA and Math b) Administer the NWEA (Northwest Evaluation Association) assessment to progress monitor all 9th,10th, and 11th grade students in ELA and Math This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students		

Research -
https://www.nwea.org/research/
Make Assessment Work for All Students: Multiple Measures Matter

Description
Read Make Assessment Work for All Students: Multiple Measures Matter, the 2016 national survey conducted by NWEA and Gallup, to learn what students, parents, and educators really think about assessment. With...

- See more at: https://www.nwea.org/resource/type/research-report/#sthash.AnKWXDAb.dpuf

Make_Assessment_Work_for_All_Students_2016

c) Utilize KnowRe (Math Software) and Reading Plus (ELA Software) to build foundational skills in ELA and Math.
This action/service is principally directed for Math Intervention skill building and English Intervention skill building so that unduplicated students can access the state standards.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	2,000	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures 1b) NWEA assessment, materials and licenses-	Budget Reference		Budget Reference	
Amount	5,000	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures 1c) Utilize KnowRe (Math Software) and Reading Plus (ELA Software) to build foundational skills in ELA and Math	Budget Reference		Budget Reference	

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
1) Alignment of instruction with content standards by purchasing a) technology: This action is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Socio-economically disadvantaged students, as well as English Learners, may not have access to technology, outside of school. Research - Supporting English Language Learners Through Technology - www.nysut.org/~/media/Files/NYSUT/Resources/2011/March/Educators%20Voice%204%20Technology/edvoiceIV_ch2.pdf The Word and the World: Technology Aids English-Language Learners		

A growing number of software programs and Web tools help educators teach academic English. By Maya Payne Smart - http://www.edutopia.org/technologysoftware-english-language-learners Why Do We Need Technology Integration? The myriad benefits of integrating technology into the classroom. - http://www.edutopia.org/technology-integrationguide-importance PISA 2009 Results : Students On-Line Digital Technologies and Performance		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	32,436		
Source	Other		
Budget Reference	4000-4999: Books And Supplies 1a) Technology		

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☒ Modified ☐ Unchanged

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☒ Modified ☐ Unchanged

Goal 4

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Need:
CTE participation percentage of completers will be established during the 16-17 school year
Graduation rate for cohort will be maintained above 90%
A-G completion rate will be maintained above 40% with subgroups increasing annually to meet the district average

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Cohort Graduation Rate	- 2015/16 - 100%	- above 90%	- above 90%	- above 90%
- %age of graduates completing A-G requirements will be maintained above 40%	- 2015/16 - 42.1%	- above 40%	- above 40%	- above 40%
- CTE Participation Rate				
%age of students having access to broad course of study	- to be determined in 2017/18	- baseline	- baseline + 2%	- baseline + 4%
- High School Dropout Rate	- 2015/16 - 0%	- below state average	- below state average	- below state average

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1) Share responsibility for improvement of college and career readiness a) Counseling Dept - Paid By KCUSD LCAP This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Counseling services are imperative to ensure students are college and/or career ready. Counselors provide a multitude of services including but not limited too: graduation requirements, a-g/college admission requirements, career exploration, college application, scholarship, and financial aid workshops. Research:	1) Share responsibility for improvement of college and career readiness a) Counseling Dept b) Career Cruising	1) Share responsibility for improvement of college and career readiness a) Counseling Dept b) Career Cruising

School Counseling Services and Student Academic Success
Sally A. Howe
http://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1053&context=edc_theses

b) College Readiness - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Counseling services are imperative to ensure students are college and/or career ready. Support for pre and post college entrance assessments, AP exams and other college entrance supports.

Research:
The Surprising Power of the PSAT
Joel L. A. Peterson
http://www.huffingtonpost.com/joel-l-a-peterson/the-surprising-power-of-t_b_8113822.html

1c) Career Cruising - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Career Cruising allows students to explore college and career options during high school that fits their interest. Provides students the opportunity to plan and prepare for their post-secondary education/career

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	2000-2999: Classified Personnel Salaries 1a) Counseling Dept: Paid by KCUSD LCAP	Budget Reference	2000-2999: Classified Personnel Salaries 1a) Counseling Dept- Paid By KCUSD LCAP This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Counseling services are imperative to ensure students are college and/or career ready. Counselors provide a multitude of services including but not limited too: graduation requirements, a-g/college admission requirements, career exploration, college application, scholarship, and financial aid workshops.	Budget Reference	2000-2999: Classified Personnel Salaries 1a) Counseling Dept- Paid By KCUSD LCAP This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Counseling services are imperative to ensure students are college and/or career ready. Counselors provide a multitude of services including but not limited too: graduation requirements, a-g/college admission requirements, career exploration, college application, scholarship, and financial aid workshops.

			Research: School Counseling Services and Student Academic Success Sally A. Howe http://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1053&context=edc_theses		Research: School Counseling Services and Student Academic Success Sally A. Howe http://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1053&context=edc_theses
Amount	0	Amount	1,500	Amount	1,500
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	3000-3999: Employee Benefits 1a) Counseling Dept: Paid by KCUSD LCAP	Budget Reference	5000-5999: Services And Other Operating Expenditures 1b) College readiness- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Counseling services are imperative to ensure students are college and/or career ready. Support for pre and post college entrance assessments, AP exams and other college entrance supports. Research: The Surprising Power of the PSAT Joel L. A. Peterson http://www.huffingtonpost.com/joel-l-a-peterson/the-surprising-power-of-t_b_8113822.html	Budget Reference	5000-5999: Services And Other Operating Expenditures 1b) College readiness- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Counseling services are imperative to ensure students are college and/or career ready. Support for pre and post college entrance assessments, AP exams and other college entrance supports. Research: The Surprising Power of the PSAT Joel L. A. Peterson http://www.huffingtonpost.com/joel-l-a-peterson/the-surprising-power-of-t_b_8113822.html
Amount	1,500	Amount	2,000	Amount	2,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures 1b) College Readiness: Placement Exams and other college admission supports	Budget Reference	5000-5999: Services And Other Operating Expenditures College and Career Readiness: this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Career Cruising allows students to explore college and career options during high school that fits their interest. Provides students the opportunity to plan and prepare for their post-secondary education/career	Budget Reference	5000-5999: Services And Other Operating Expenditures College and Career Readiness: this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Career Cruising allows students to explore college and career options during high school that fits their interest. Provides students the opportunity to plan and prepare for their post-secondary education/career

Amount	2,000	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures 1c) College and Career Readiness: Career exploration program	Budget Reference		Budget Reference	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
2) Provide Intra-curricular and Co-curricular activities to strengthen students engagement a) Summer School salary, materials, and supplies - action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students.	2) Provide Intra-curricular and Co-curricular activities to strengthen students engagement a) FFA b) Skills USA b) Clubs c) Educational fieldtrips d) Summer School salary and benefits, materials and supplies	2) Provide Intra-curricular and Co-curricular activities to strengthen students engagement a) FFA b) Skills USA b) Clubs c) Educational fieldtrips d) Summer School salary and benefits, materials and supplies

Summer learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master
academic content.

Research -
Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief.
Harris Cooper
http://eric.ed.gov/?id=ED456557

Making Summer Count : How Summer Programs Can Boost Children's Learning
Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly,
Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross
w.wallacefoundation.org/knowledge-center/summer-andextended-
learning-time/summer-learning/Documents/Making-Summer-Count

b) Skills USA/Business Pathway/Co-Curricular: this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. RMCHS will continue to support the clubs on campus and look to add Skills USA to support the Business Administration Pathway. Additional clubs are consider as desires brought forward by students.

Research:
Participation in School-Based Extracurricular Activities and Adolescent Adjustment
Nancy Darling, Linda L. Caldwell, and Robert Smith
http://plaza.ufl.edu/asarkees/PSY%203220/ECsSelfEsteem/4-%20Darling.pdf

c) RMCHS Egg Enterprise - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. RMCHS students run and maintain the Egg Enterprise, from inventory and sales, to maintenance and marketing. This small business is a hands on learning experience for all RMCHS students.

Research:
Life Lessons: Educating the Next Entrepreneurs
Amy Rosen

e) RMCHS Egg Enterprise
f) Supplemental salary and benefits

e) RMCHS Egg Enterprise
f) Supplemental salary and benefits

http://democracyjournal.org/magazine/21/life-lessons-educating-the-next-entrepreneurs/

d) FFA - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Future Farmers of America is an organization that provided RMCHS students with a multitude of opportunities to enhance their leadership skills and support small business understanding. The students participate in multiple competitions throughout the year.

Research:
https://www.ffa.org/about/what-is-ffa/statistics
"FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education."

e) Educational field trips - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. To ensure that students are college and/or career ready RMCHS provides field trips to multiple colleges and Universities as well as workplace visits. Guest speaker are invited to present to RMCHS students to give real-world insight to career opportunities.

Research:Taking students to an art museum improves critical thinking skills, and more
By Jay P. Greene, Brian Kisida and Daniel H. Bowen
http://educationnext.org/the-educational-value-of-field-trips/

f) Supplemental salary and benefits - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Staff is provided extra hours to support the additional co-curricular activities provided at RMCHS.

Research:
Participation in School-Based Extracurricular Activities and Adolescent Adjustment
Nancy Darling, Linda L. Caldwell, and Robert Smith
http://plaza.ufl.edu/asarkees/PSY%203220/ECsSelfEsteem/4-%20Darling.pdf

g) CTE Advertisement/CTE Clubs/Co-Curricular - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Will continue to promote and

inform students about CTE options that students can participate in efforts to make them college and/or career ready		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	20,000	Amount	40,000	Amount	40,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	4000-4999: Books And Supplies 2a) Summer School Materials and Supplies: pay for college books, supplemental materials, and other services to further enhance learning	Budget Reference	5000-5999: Services And Other Operating Expenditures 2a) FFA- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Future Farmers of America is an organization that provided RMCHS students with a multitude of opportunities to enhance their leadership skills and support small business understanding. The students participate in multiple competitions throughout the year. Research: https://www.ffa.org/about/what-is-ffa/statistics "FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education."	Budget Reference	5000-5999: Services And Other Operating Expenditures 2a) FFA- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Future Farmers of America is an organization that provided RMCHS students with a multitude of opportunities to enhance their leadership skills and support small business understanding. The students participate in multiple competitions throughout the year. Research: https://www.ffa.org/about/what-is-ffa/statistics "FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education."
Amount	28,350	Amount	10,000	Amount	10,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	1000-1999: Certificated Personnel Salaries 2a) Summer School salary and benefits:	Budget Reference	5000-5999: Services And Other Operating Expenditures 2b) Additional Co-curricular activities- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. RMCHS will continue to support the clubs on campus and look to add	Budget Reference	5000-5999: Services And Other Operating Expenditures 2b) Additional Co-curricular activities- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. RMCHS will continue to support the clubs on campus and look to

			Skills USA to support the Business Administration Pathway. Additional clubs are consider as desires brought forward by students. Research: Participation in School-Based Extracurricular Activities and Adolescent Adjustment Nancy Darling, Linda L. Caldwell, and Robert Smith http://plaza.ufl.edu/asarkees/PSY%203220/ECsSelfEsteem/4-%20Darling.pdf		add Skills USA to support the Business Administration Pathway. Additional clubs are consider as desires brought forward by students. Research: Participation in School-Based Extracurricular Activities and Adolescent Adjustment Nancy Darling, Linda L. Caldwell, and Robert Smith http://plaza.ufl.edu/asarkees/PSY%203220/ECsSelfEsteem/4-%20Darling.pdf
Amount	5,000	Amount	10,000	Amount	10,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	3000-3999: Employee Benefits 2a) Summer School salary and benefits:	Budget Reference	5000-5999: Services And Other Operating Expenditures 2c) Educational Field trips/Guest speakers- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. To ensure that students are college and/or career ready RMCHS provides field trips to multiple colleges and Universities as well as workplace visits. Guest speaker are invited to present to RMCHS students to give real-world insight to career opportunities. Research:Taking students to an art museum improves critical thinking skills, and more By Jay P. Greene, Brian Kisida and Daniel H. Bowen http://educationnext.org/the-educational-value-of-field-trips/	Budget Reference	5000-5999: Services And Other Operating Expenditures 2c) Educational Field trips/Guest speakers- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. To ensure that students are college and/or career ready RMCHS provides field trips to multiple colleges and Universities as well as workplace visits. Guest speaker are invited to present to RMCHS students to give real-world insight to career opportunities. Research:Taking students to an art museum improves critical thinking skills, and more By Jay P. Greene, Brian Kisida and Daniel H. Bowen http://educationnext.org/the-educational-value-of-field-trips/
Amount	5,000	Amount	40,000	Amount	40,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

	2a) Summer School salary: Administrator		2d) Summer School salary and benefits: action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Summer learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content. Research - Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper http://eric.ed.gov/?id=ED456557 Making Summer Count : How Summer Programs Can Boost Children's Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross w.wallacefoundation.org/knowledge-center/summer-andextended-learning-time/summer-learning/Documents/Making-Summer-Count		2d) Summer School salary and benefits: action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Summer learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content. Research - Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper http://eric.ed.gov/?id=ED456557 Making Summer Count : How Summer Programs Can Boost Children's Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross w.wallacefoundation.org/knowledge-center/summer-andextended-learning-time/summer-learning/Documents/Making-Summer-Count
Amount	1,100	Amount	0	Amount	0
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	3000-3999: Employee Benefits 2a) Summer School Benefits Administrator	Budget Reference	2000-2999: Classified Personnel Salaries 2d) Summer School salary and benefits: This action will be paid by Title One: action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Summer learning opportunities can be especially effective for children from low-income families who might not have	Budget Reference	2000-2999: Classified Personnel Salaries 2d) Summer School salary and benefits: This action will be paid by Title One: action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Summer learning opportunities can be especially effective for children from low-income families who might not have

			access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content. Research - Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper http://eric.ed.gov/?id=ED456557 Making Summer Count : How Summer Programs Can Boost Children's Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross w.wallacefoundation.org/knowledge-center/summer-andextended-learning-time/summer-learning/Documents/Making-Summer-Count		access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content. Research - Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper http://eric.ed.gov/?id=ED456557 Making Summer Count : How Summer Programs Can Boost Children's Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross w.wallacefoundation.org/knowledge-center/summer-andextended-learning-time/summer-learning/Documents/Making-Summer-Count
Amount	4,500	Amount	0	Amount	0
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	2000-2999: Classified Personnel Salaries 2a) Summer School Salaries and Benefits	Budget Reference	4000-4999: Books And Supplies Summer School materials and supplies: this action will be paid by Title I: action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Summer learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content. Research -	Budget Reference	4000-4999: Books And Supplies Summer School materials and supplies: this action will be paid by Title I: action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Summer learning opportunities can be especially effective for children from low-income families who might not have access to educational resources throughout the summer months and for low-achieving students who need additional time to master academic content. Research -

			Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper http://eric.ed.gov/?id=ED456557 Making Summer Count : How Summer Programs Can Boost Children's Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross w.wallacefoundation.org/knowledge-center/summer-andextended-learning-time/summer-learning/Documents/Making-Summer-Count		Summer School: Research-Based Recommendations for Policymakers. SERVE Policy Brief. Harris Cooper http://eric.ed.gov/?id=ED456557 Making Summer Count : How Summer Programs Can Boost Children's Learning Jennifer Sloan McCombs, Catherine H. Augustine, Heather L. Schwartz, Susan J. Bodilly, Brian McInnis, Dahlia S. Lichter, Amanda Brown Cross w.wallacefoundation.org/knowledge-center/summer-andextended-learning-time/summer-learning/Documents/Making-Summer-Count
Amount	1,200	Amount	10,000	Amount	10,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	3000-3999: Employee Benefits 2a) Summer School Salaries and Benefits	Budget Reference	4000-4999: Books And Supplies 2e) RMCHS Egg Enterprise- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. RMCHS students run and maintain the Egg Enterprise, from inventory and sales, to maintenance and marketing. This small business is a hands on learning experience for all RMCHS students. Research: Life Lessons: Educating the Next Entrepreneurs Amy Rosen http://democracyjournal.org/magazine/21/life-lessons-educating-the-next-entrepreneurs/	Budget Reference	4000-4999: Books And Supplies 2e) RMCHS Egg Enterprise- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. RMCHS students run and maintain the Egg Enterprise, from inventory and sales, to maintenance and marketing. This small business is a hands on learning experience for all RMCHS students. Research: Life Lessons: Educating the Next Entrepreneurs Amy Rosen http://democracyjournal.org/magazine/21/life-lessons-educating-the-next-entrepreneurs/
Amount	10,000	Amount	8,000	Amount	8,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated

Budget Reference	5000-5999: Services And Other Operating Expenditures 2b) Skills USA/Business Pathway/Co-Curricular: paying for participation in multiple competitions as well as other services, materials and supplies to maintain the Business Administration program and further gain Business skills.	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries 2f) Supplemental salary and benefits- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Staff is provided extra hours to support the additional co-curricular activities provided at RMCHS. Research: Participation in School-Based Extracurricular Activities and Adolescent Adjustment Nancy Darling, Linda L. Caldwell, and Robert Smith http://plaza.ufl.edu/asarkees/PSY%203220/ECsSelfEsteem/4-%20Darling.pdf
Amount	10,000	Amount	20,000	Amount	20,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	4000-4999: Books And Supplies 2c) RMCHS Egg Enterprise-	Budget Reference	5000-5999: Services And Other Operating Expenditures CTE Advertisement: this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Will continue to promote and inform students about CTE options that students can participate in efforts to make them college and/or career ready	Budget Reference	5000-5999: Services And Other Operating Expenditures CTE Advertisement: this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Will continue to promote and inform students about CTE options that students can participate in efforts to make them college and/or career ready
Amount	40,000	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	4000-4999: Books And Supplies 2d) FFA- Future Farmers of America: paying for participation in multiple competitions as well as other services, materials and supplies to maintain the FFA program and further gain Ag Business skills.	Budget Reference		Budget Reference	
Amount	10,000	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	

Budget Reference	5000-5999: Services And Other Operating Expenditures 2e) Educational Field trips/Guest speakers-	Budget Reference		Budget Reference	
Amount	3,000	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries 2f) Supplemental Salary and Benefits for Co-Curricular Events	Budget Reference		Budget Reference	
Amount	528	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	3000-3999: Employee Benefits 2f) Supplemental Salary and Benefits	Budget Reference		Budget Reference	
Amount	20,000	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures 2g) CTE Advertisement:	Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☒ Modified ☐ Unchanged

Goal 5

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Need:
Continue to demonstrate decrease in suspension percentage
Maintain low percentage of expulsions
Continue to demonstrate increase in Attendance Rate and Chronic Absence Attendance Rate

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- %age of suspended students, including significant subgroups, will continue to be below the state average	- 2015/16 - 2.2%	- below state average	- below state average	- below state average
- %age of expelled students, including significant subgroups, will continue to be below the state average	- 2015/16 - 0%	- below state average	- below state average	- below state average
- Attendance rates will be maintained above 95%.	- 2015/16 - 97.8%	- above 95%	- above 95%	- above 95%
- Chronic absenteeism rates will be below 20% for all students,including significant subgroups.	- 2015/16 - 2.3%	- below 10%	- below 10%	- below 10%

- all facilities will meet Williams Act requirements with a "Good" standing on the overall summary of facility conditions evaluations, as reflected on the School Accountability Report Cards (SARC).	- 100%	- 100%	- 100%	- 100%
- %age of students feeling safe at school will maintain at 95%, as reported on the Student Survey.	- 97%	- 95% or higher	- 95% or higher	- 95% or higher

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged

2017-18	2018-19	2019-20
1) Share responsibility for improvement of school safety and climate a) Provide safe and nurturing environment through maintenance department, security, and utilities b) Custodial supplies	1) Share responsibility for improvement of school safety and climate a) Provide safe and nurturing environment through maintenance department, security, and utilities b) High school supervision c) Climate, PBIS strategies d) Custodial supplies e) Provide anti-bullying assembly	1) Share responsibility for improvement of school safety and climate a) Provide safe and nurturing environment through maintenance department, security, and utilities b) High school supervision c) Climate, PBIS strategies d) Custodial supplies e) Provide anti-bullying assembly

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	5,000	Amount	5,000	Amount	5,000
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries 1a) Maintenance department salary and benefits	Budget Reference	5000-5999: Services And Other Operating Expenditures 1a) Maintenance department	Budget Reference	5000-5999: Services And Other Operating Expenditures 1a) Maintenance department
Amount	1,258	Amount	27,000	Amount	27,000
Source	Base	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	3000-3999: Employee Benefits 1a) Maintenance department salary and benefits	Budget Reference	2000-2999: Classified Personnel Salaries 1b) High school supervision- salary and benefits- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Student safety and creating a positive environment is a top priority to ensure students have a hostile free educational setting. Research: Study Links School Safety to Achievement, Relationships Sarah D Sparks http://www.edweek.org/ew/articles/2011/05/10/31safe.h30.html	Budget Reference	2000-2999: Classified Personnel Salaries 1b) High school supervision- salary and benefits- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Student safety and creating a positive environment is a top priority to ensure students have a hostile free educational setting. Research: Study Links School Safety to Achievement, Relationships Sarah D Sparks http://www.edweek.org/ew/articles/2011/05/10/31safe.h30.html
Amount	1,000	Amount	6,724	Amount	6,724
Source	Base	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated

Budget Reference	4000-4999: Books And Supplies 1b) Custodial supplies	Budget Reference	4000-4999: Books And Supplies 1c) Positive climate/PBIS- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. School wide and classroom expectations will be established for adults and students to demonstrate behaviors that encompass being Responsible, Motivated, Courageous, Honorable, and, Successful to ensure a positive school climate. Research: How School Climate Distinguishes Schools That Are Beating the Achievement Odds (Report Summary): A Climate for Academic Success Adam Voight | Gregory Austin | Thomas Hanson https://www.wested.org/online_pubs/hd-13-01.pdf	Budget Reference	4000-4999: Books And Supplies 1c) Positive climate/PBIS- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. School wide and classroom expectations will be established for adults and students to demonstrate behaviors that encompass being Responsible, Motivated, Courageous, Honorable, and, Successful to ensure a positive school climate. Research: How School Climate Distinguishes Schools That Are Beating the Achievement Odds (Report Summary): A Climate for Academic Success Adam Voight | Gregory Austin | Thomas Hanson https://www.wested.org/online_pubs/hd-13-01.pdf
Amount		Amount	1,000	Amount	1,000
Source		Source	Base	Source	Base
Budget Reference		Budget Reference	5000-5999: Services And Other Operating Expenditures 1d) Custodial supplies	Budget Reference	5000-5999: Services And Other Operating Expenditures 1d) Custodial supplies
Amount		Amount	0	Amount	0
Source		Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference		Budget Reference	5000-5999: Services And Other Operating Expenditures 1e) Provide anti-bullying assembly- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students will be made more aware of how to better deal with bullies thus creating a more proactive and safer environment on campus.- RMCHS is a dependent charter, therefore this expense is paid for in the KCUSD LCAP. Research: A Profile of Bullying at School By Dan Olweus	Budget Reference	5000-5999: Services And Other Operating Expenditures 1e) Provide anti-bullying assembly- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students will be made more aware of how to better deal with bullies thus creating a more proactive and safer environment on campus.- RMCHS is a dependent charter, therefore this expense is paid for in the KCUSD LCAP. Research: A Profile of Bullying at School By Dan Olweus

	http://www.lhsenglish.com/uploads/7/9/0/8/7908073/olweus_profile_of_bullying.pdf	http://www.lhsenglish.com/uploads/7/9/0/8/7908073/olweus_profile_of_bullying.pdf

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
1) Share responsibility for improvement of school safety and climate a) High school supervision - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Student safety and creating a positive environment is a top priority to ensure students have a hostile free educational setting. Research: Study Links School Safety to Achievement, Relationships Sarah D Sparks	2) Provide awareness and support for increased attendance	2) Provide awareness and support for increased attendance

http://www.edweek.org/ew/articles/2011/05/10/31safe.h30.html

b) Climate, PBIS strategies - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. School wide and classroom expectations will be established for adults and students to demonstrate behaviors that encompass being Responsible, Motivated, Courageous, Honorable, and, Successful to ensure a positive school climate.

Research:
How School Climate Distinguishes Schools That Are Beating the Achievement Odds (Report Summary): A Climate for Academic Success
Adam Voight | Gregory Austin | Thomas Hanson
https://www.wested.org/online_pubs/hd-13-01.pdf

c) Provide anti-bullying assembly - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students will be made more aware of how to better deal with bullies thus creating a more proactive and safer environment on campus.- RMCHS is a dependent charter, therefore this expense is paid for in the KCUSD LCAP.

Research:
A Profile of Bullying at School
By Dan Olweus
http://www.lhsenglish.com/uploads/7/9/0/8/7908073/olweus_profile_of_bullying.pdf

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	23,000	Amount	500	Amount	500
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	2000-2999: Classified Personnel Salaries 1a) High school supervision- salary and benefits-	Budget Reference	4000-4999: Books And Supplies 2a) Chronic Absentee recovery Effort Project (CARE) These action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide attendance incentives for	Budget Reference	4000-4999: Books And Supplies 2a) Chronic Absentee recovery Effort Project (CARE) These action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide attendance incentives for

			students in an effort to increase work production and eventually credit accumulation. Research: http://hubpages.com/education/action-research-on-student-absenteeism High school students cutting class - PBIS World Forum www.pbisworld.com/PBISWorld.../high-school-students-cutting-class Feb 28, 2012 ... Another good first hour incentive would be students with good attendance could listen to their ipods while working or they could receive the last ... PBISWorld.com Tier 2 Positive Behavior Intervention And Support of ... www.pbisworld.com/tier-2/reward-system/ PBIS World Tier 2 interventions are more targeted and individualized behavior strategies. Reward Systems are widely utilized to incentivize students to comply ...		students in an effort to increase work production and eventually credit accumulation. Research: http://hubpages.com/education/action-research-on-student-absenteeism High school students cutting class - PBIS World Forum www.pbisworld.com/PBISWorld.../high-school-students-cutting-class Feb 28, 2012 ... Another good first hour incentive would be students with good attendance could listen to their ipods while working or they could receive the last ... PBISWorld.com Tier 2 Positive Behavior Intervention And Support of ... www.pbisworld.com/tier-2/reward-system/ PBIS World Tier 2 interventions are more targeted and individualized behavior strategies. Reward Systems are widely utilized to incentivize students to comply ...
Amount	5,042	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	3000-3999: Employee Benefits 1a) High school supervision-	Budget Reference		Budget Reference	
Amount	6,724	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	4000-4999: Books And Supplies 1b) Positive climate/PBIS-	Budget Reference		Budget Reference	
Amount	0	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures 1c) Provide anti-bullying assembly-	Budget Reference		Budget Reference	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services: ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2) Provide awareness and support for increased attendance a) Chronic Absentee Recovery Effort Project (CARE) - These action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide attendance incentives for students in an effort to increase work production and eventually credit accumulation. Research: http://hubpages.com/education/action-research-on-student-absenteeism High school students cutting class - PBIS World Forum www.pbisworld.com/PBISWorld.../high-school-students-cutting-class PBISWorld.com Tier 2 Positive Behavior Intervention And Support of ... www.pbisworld.com/tier-2/reward-system/	2) Provide awareness and support for increased attendance	2) Provide awareness and support for increased attendance

PBIS World Tier 2 interventions are more targeted and individualized behavior strategies. Reward Systems are widely utilized to incentivize students to comply ..		

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Supplemental/Concentrated	Supplemental/Concentrated	Supplemental/Concentrated
Budget Reference	4000-4999: Books And Supplies 2a) Chronic Absentee recovery Effort Project (CARE)	4000-4999: Books And Supplies 2a) Chronic Absentee recovery Effort Project (CARE) These action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide attendance incentives for students in an effort to increase work production and eventually credit accumulation. Research: http://hubpages.com/education/action-research-on-student-absenteeism High school students cutting class - PBIS World Forum www.pbisworld.com/PBISWorld.../high-school-students-cutting-class Feb 28, 2012 ... Another good first hour incentive would be students with good attendance could listen to their ipods while working or they could receive the last ... PBISWorld.com Tier 2 Positive Behavior Intervention And Support of ... www.pbisworld.com/tier-2/reward-system/ PBIS World Tier 2 interventions are more targeted and individualized behavior strategies. Reward Systems are widely utilized to incentivize students to comply ..	4000-4999: Books And Supplies 2a) Chronic Absentee recovery Effort Project (CARE) These action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. We provide attendance incentives for students in an effort to increase work production and eventually credit accumulation. Research: http://hubpages.com/education/action-research-on-student-absenteeism High school students cutting class - PBIS World Forum www.pbisworld.com/PBISWorld.../high-school-students-cutting-class Feb 28, 2012 ... Another good first hour incentive would be students with good attendance could listen to their ipods while working or they could receive the last ... PBISWorld.com Tier 2 Positive Behavior Intervention And Support of ... www.pbisworld.com/tier-2/reward-system/ PBIS World Tier 2 interventions are more targeted and individualized behavior strategies. Reward Systems are widely utilized to incentivize students to comply ..

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☒ Modified ☐ Unchanged

Goal 6

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

- Maintain excellent Parent Survey return rate
- Parent education opportunities participation rate will increase

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
-Parent Survey Return Rate - 50% or above	- 2015/16 - 82%	- 50% or above	- 50% or above	- 50% or above
-More than 10 opportunities will be offered to parents for parental involvement, as defined by a two-way and meaningful communication involving student academic learning and other school activities.	- 100%	- 100%	- 100%	- 100%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s) ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income

Scope of Services ☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
1) Share responsibility for improvement of student achievement a) Parent access to student information system (15%) - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing parent access to student grades and attendance information through our student information system is an effective best practice for parent communication Citation - Sample Best Practices for Parent Involvement in Schools http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools Research Spotlight on Parental Involvement in Education NEA Reviews of the Research on Best Practices in Education http://www.nea.org/tools/17360.htm	1) Share responsibility for improvement of student achievement a) Parent access to student information system (15%) b) Academic awards banquet c) Parent conference with counselors d) Progress reports and report cards	1) Share responsibility for improvement of student achievement a) Parent access to student information system (15%) b) Academic awards banquet c) Parent conference with counselors d) Progress reports and report cards

RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP b) Academic awards banquet- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students are recognized for their academic achievements to continue to motivate them to pursue academic excellence. Research: Student Motivation, School Culture, and Academic Achievement: What School Leaders Can Do. Trends & Issues Paper. Renchler, Ron http://files.eric.ed.gov/fulltext/ED351741.pdf		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	0	Amount	0
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	5000-5999: Services And Other Operating Expenditures 1a) Student information system -	Budget Reference	5000-5999: Services And Other Operating Expenditures 1a) Student information system - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing parent access to student grades and attendance information through our student information system is an effective best practice for parent communication Citation - Sample Best Practices for Parent Involvement in Schools http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools Research Spotlight on Parental Involvement in Education	Budget Reference	5000-5999: Services And Other Operating Expenditures 1a) Student information system - This action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Providing parent access to student grades and attendance information through our student information system is an effective best practice for parent communication Citation - Sample Best Practices for Parent Involvement in Schools http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Schools Research Spotlight on Parental Involvement in Education

			NEA Reviews of the Research on Best Practices in Education http://www.nea.org/tools/17360.htm RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP		NEA Reviews of the Research on Best Practices in Education http://www.nea.org/tools/17360.htm RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP
Amount	2,000	Amount	2,000	Amount	2,000
Source	Supplemental/Concentrated	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1b) Academic Awards banquet	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1b) Academic Awards banquet- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students are recognized for their academic achievements to continue to motivate them to pursue academic excellence. Research: Student Motivation, School Culture, and Academic Achievement: What School Leaders Can Do. Trends & Issues Paper. Renchler, Ron http://files.eric.ed.gov/fulltext/ED351741.pdf	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1b) Academic Awards banquet- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Students are recognized for their academic achievements to continue to motivate them to pursue academic excellence. Research: Student Motivation, School Culture, and Academic Achievement: What School Leaders Can Do. Trends & Issues Paper. Renchler, Ron http://files.eric.ed.gov/fulltext/ED351741.pdf
Amount		Amount	0	Amount	0
Source		Source	Base	Source	Base
Budget Reference		Budget Reference	4000-4999: Books And Supplies 1c) Parent conferences with counselor	Budget Reference	4000-4999: Books And Supplies 1c) Parent conferences with counselor
Amount		Amount	500	Amount	500
Source		Source	Base	Source	Base
Budget Reference		Budget Reference	5000-5999: Services And Other Operating Expenditures 1d) Progress reports and reports cards	Budget Reference	5000-5999: Services And Other Operating Expenditures 1d) Progress reports and reports cards

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
2) Share responsibility for improvement of student achievement a) Parent conference with counselors b) Progress reports and report cards	2) Provide parent advisory and involvement opportunities a) KCUSD district fair b) Parent survey c) RMCHS advisory board	2) Provide parent advisory and involvement opportunities a) KCUSD district fair b) Parent survey c) RMCHS advisory board

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	0	Amount	500	Amount	500
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies 2a) Parent conferences with counselor	Budget Reference	4000-4999: Books And Supplies 2a) KCUSD district Fair	Budget Reference	4000-4999: Books And Supplies 2a) KCUSD district Fair
Amount	500	Amount	200	Amount	200
Source	Base	Source	Base	Source	Base

Budget Reference	5000-5999: Services And Other Operating Expenditures 2b) Progress reports and reports cards	Budget Reference	4000-4999: Books And Supplies 2b) Parent survey	Budget Reference	4000-4999: Books And Supplies 2b) Parent survey
Amount		Amount	4,000	Amount	4,000
Source		Source	Base	Source	Base
Budget Reference		Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2c) RMCHS Advisory Board	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2c) RMCHS Advisory Board

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3) Provide parent advisory and involvement opportunities a) KCUSD district fair b) Parent survey c) RMCHS advisory board	3) Increased parent involvement opportunities a) PIQE b) Provide communication regarding parent involvement opportunities through automated communication system c) School web-site	3) Increased parent involvement opportunities a) PIQE b) Provide communication regarding parent involvement opportunities through automated communication system c) School web-site

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	500	Amount	5,000	Amount	5,000
Source	Base	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	4000-4999: Books And Supplies 2a) KCUSD district Fair	Budget Reference	5000-5999: Services And Other Operating Expenditures 3a) PIQE (Parent Institute for Quality Education)- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Parents who participate in this 9 week program learn how to access the educational system and create a partnership with the school site to actively support their children in graduating from high school and preparing to pursue a post secondary education. Research: DOES THE PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE) PROGRAM INFLUENCE STUDENT SUCCESS? Joanne D. Martin, Ph.D http://piqe.org/pdf/research/Joanne_Martin_PIQE_Impact_080801.pdf Evaluation of the Effectiveness of the Parent Institute for Quality Education in Los Angeles Unified School District Janet Chrispeels, Margarita González, and Brenda Arellano http://www.bridgingworlds.org/P-20/ChrispeelsPIQEevaluation.pdf	Budget Reference	5000-5999: Services And Other Operating Expenditures 3a) PIQE (Parent Institute for Quality Education)- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Parents who participate in this 9 week program learn how to access the educational system and create a partnership with the school site to actively support their children in graduating from high school and preparing to pursue a post secondary education. Research: DOES THE PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE) PROGRAM INFLUENCE STUDENT SUCCESS? Joanne D. Martin, Ph.D http://piqe.org/pdf/research/Joanne_Martin_PIQE_Impact_080801.pdf Evaluation of the Effectiveness of the Parent Institute for Quality Education in Los Angeles Unified School District Janet Chrispeels, Margarita González, and Brenda Arellano http://www.bridgingworlds.org/P-20/ChrispeelsPIQEevaluation.pdf
Amount	200	Amount	0	Amount	0
Source	Base	Source	Other	Source	Other
Budget Reference	4000-4999: Books And Supplies 2b) Parent survey	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

			3b) Automated Communication System, RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP		3b) Automated Communication System, RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP
Amount	4,000	Amount	0	Amount	0
Source	Base	Source	Supplemental/Concentrated	Source	Supplemental/Concentrated
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2c) RMCHS Advisory Board	Budget Reference	5000-5999: Services And Other Operating Expenditures 3c) School web-site- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students- RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP. The school website is updated and maintained with the most current information to communicate with parents and keep them informed. Research: Steps to creating a school communications plan By Jay Cooper https://www.campussuite.com/3-steps-creating-school-communications-plan/ RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP	Budget Reference	5000-5999: Services And Other Operating Expenditures 3c) School web-site- this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students- RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP. The school website is updated and maintained with the most current information to communicate with parents and keep them informed. Research: Steps to creating a school communications plan By Jay Cooper https://www.campussuite.com/3-steps-creating-school-communications-plan/ RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☐ LEA-wide ☒ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☒ Specific Schools: RMCHS ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
3) Increased parent involvement opportunities a) PIQE - this action/service is principally directed towards, and is effective in, increasing or improving services for unduplicated students. Parents who participate in this 9 week program learn how to access the educational system and create a partnership with the school site to actively support their children in graduating from high school and preparing to pursue a post secondary education. Research: DOES THE PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE) PROGRAM INFLUENCE STUDENT SUCCESS? Joanne D. Martin, Ph.D http://piqe.org/pdf/research/Joanne_Martin_PIQE_Impact_080801.pdf Evaluation of the Effectiveness of the Parent Institute for Quality Education in Los Angeles Unified School District Janet Chrispeels, Margarita González, and Brenda Arellano http://www.bridgingworlds.org/P-20/ChrispeelsPIQEevaluation.pdf b) Provide communication regarding parent involvement opportunities through automated communication system RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP c) School web-site: this action/service is principally directed towards, and is effective in, increasing or		

improving services for unduplicated students- RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP. The school website is updated and maintained with the most current information to communicate with parents and keep them informed. Research: Steps to creating a school communications plan By Jay Cooper https://www.campussuite.com/3-steps-creating-school-communications-plan/ RMCHS is a dependent charter; therefore, this expense is covered in the KCUSD LCAP		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	5,000	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures 3a) PIQE (Parent Institute for Quality Education)-	Budget Reference		Budget Reference	
Amount	0	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures 3b) Automated Communication System,	Budget Reference		Budget Reference	
Amount	0	Amount		Amount	
Source	Supplemental/Concentrated	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures 3c) School web-site-	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$346,930	Percentage to Increase or Improve Services:	20.68%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The details of the expenditures listed below are itemized and explained in section 2 of this plan and are principally directed towards, and are effective in, increasing or improving services for unduplicated students. Since our unduplicated student population count is 85.25%, (the majority of our student population) all of these actions and services are being performed on a district-wide basis - the most efficient delivery of services. All actions and expenditures of Supplemental and Concentration funds were carefully and thoughtfully planned with the needs of our unduplicated population in mind, based on careful analysis of data and input from our stakeholders.

RMCHS will provide the following additional support and services to support our unduplicated students:

- Technology
- Educational opportunities during and outside the school day
- NWEA assessment to monitor individual student needs
- Provide Career Technical Courses
- Intervention programs for students and online credit recovery
- Supplemental pay for teachers additional hours
- Intervention materials supplies technology resources
- Teacher supplemental pay for extended day classes to support EL students
- ELD materials and supplies
- Designated and Integrated ELD salaries and benefits
- CELD curriculum and assessments
- Substitute salary and benefits to support annual testing
- Annual testing salaries and benefit
- Counseling department
- College readiness
- FFA
- Additional Co-curricular activities
- Educational fieldtrips and guest speakers
- Summer school salary and benefits and materials and supplies
- RMCHS Egg Enterprise

- Supplemental salary and benefits
- High school supervision salary and benefits
- Positive climate
- Chronic Absentee Recovery Effort Project
- Academic awards banquet
- PIQE

RMCHS will provide the following additional support and services to support our unduplicated students :supplemental materials and supplies The minimum proportionality percentage (MPP) for Reedley Middle College High School is 16.9%. The MPP has been met as demonstrated in Section 3B by expending all of the supplemental and concentration funds on the needs of the unduplicated student population.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

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

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

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

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards for English Language Arts
    b. Mathematics – Common Core State Standards for Mathematics
    c. English Language Development
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	1,421,529.00	1,146,581.26	1,512,245.00	1,474,771.00	1,474,771.00	4,461,787.00
Base	1,101,095.00	1,013,649.00	1,129,556.00	1,128,298.00	1,128,298.00	3,386,152.00
Other	0.00	0.00	32,436.00	0.00	0.00	32,436.00
Supplemental/Concentrated	320,434.00	132,932.26	350,253.00	346,473.00	346,473.00	1,043,199.00

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

Total Expenditures by Object Type						
Object Type	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	1,421,529.00	1,146,581.26	1,512,245.00	1,474,771.00	1,474,771.00	4,461,787.00
	0.00	0.00	0.00	65,000.00	65,000.00	130,000.00
1000-1999: Certificated Personnel Salaries	442,711.00	297,710.00	395,288.00	337,618.00	337,618.00	1,070,524.00
2000-2999: Classified Personnel Salaries	53,175.00	49,795.00	70,233.00	60,733.00	60,733.00	191,699.00
3000-3999: Employee Benefits	106,650.00	118,686.26	141,052.00	111,646.00	111,646.00	364,344.00
4000-4999: Books And Supplies	223,224.00	219,638.00	281,672.00	236,172.00	236,172.00	754,016.00
5000-5999: Services And Other Operating Expenditures	587,269.00	459,602.00	118,000.00	657,602.00	657,602.00	1,433,204.00
5000-5999: Servicios y Otros Gastos de funcionamiento	0.00	0.00	500,000.00	0.00	0.00	500,000.00
5800: Professional/Consulting Services And Operating Expenditures	8,500.00	1,150.00	6,000.00	6,000.00	6,000.00	18,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	1,421,529.00	1,146,581.26	1,512,245.00	1,474,771.00	1,474,771.00	4,461,787.00
	Supplemental/Concentrated	0.00	0.00	0.00	65,000.00	65,000.00	130,000.00
1000-1999: Certificated Personnel Salaries	Base	273,083.00	259,406.00	259,407.00	259,407.00	259,407.00	778,221.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentrated	169,628.00	38,304.00	135,881.00	78,211.00	78,211.00	292,303.00
2000-2999: Classified Personnel Salaries	Base	32,967.00	29,899.00	42,733.00	33,733.00	33,733.00	110,199.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentrated	20,208.00	19,896.00	27,500.00	27,000.00	27,000.00	81,500.00
3000-3999: Employee Benefits	Base	66,000.00	96,522.00	113,404.00	111,146.00	111,146.00	335,696.00
3000-3999: Employee Benefits	Supplemental/Concentrated	40,650.00	22,164.26	27,648.00	500.00	500.00	28,648.00
4000-4999: Books And Supplies	Base	172,500.00	195,888.00	170,512.00	184,512.00	184,512.00	539,536.00
4000-4999: Books And Supplies	Other	0.00	0.00	32,436.00	0.00	0.00	32,436.00
4000-4999: Books And Supplies	Supplemental/Concentrated	50,724.00	23,750.00	78,724.00	51,660.00	51,660.00	182,044.00
5000-5999: Services And Other Operating Expenditures	Base	548,545.00	431,284.00	39,500.00	535,500.00	535,500.00	1,110,500.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentrated	38,724.00	28,318.00	78,500.00	122,102.00	122,102.00	322,704.00
5000-5999: Servicios y Otros Gastos de funcionamiento	Base	0.00	0.00	500,000.00	0.00	0.00	500,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	8,000.00	650.00	4,000.00	4,000.00	4,000.00	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentrated	500.00	500.00	2,000.00	2,000.00	2,000.00	6,000.00

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

Total Expenditures by Goal				
Goal	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	1,006,098.00	1,006,098.00	1,006,098.00	3,018,294.00
Goal 2	289,245.00	274,249.00	274,249.00	837,743.00
Goal 3	0.00	0.00	0.00	0.00
Goal 4	162,178.00	141,500.00	141,500.00	445,178.00
Goal 5	42,524.00	40,724.00	40,724.00	123,972.00
Goal 6	12,200.00	12,200.00	12,200.00	36,600.00

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

Reedley Middle College High
LCAP Data Summary

Appendix A

LCAP Goal	SP	Outcome	Target	All 2014-15	All 2015-16	Hispanic 2014-15	Hispanic 2015-16	White 2014-15	White 2015-16	SED 2014-15	SED 2015-16
1	1	Appropriately credentialed and appropriate EL authorization	Continue to have more than 95%	100%	100%						
1	1	Misassignments & Vacancies	Less than 1% missassigned teachers and vacancies	100%	100%						
1	1	Standards Aligned Curriculum	All students will have access	All students had access	All students had access						
2	4	Smarter Balanced ELA Met/Exceeded Standards	Increase by 2%; subgroups will increase with a goal of meeting the district average	64%	88%	*	*	*	*	*	*
2	4	Smarter Balanced Math Met/Exceeded Standards	Increase by 2%; subgroups will increase with a goal of meeting the district average	47%	12%	*	*	*	*	*	*
2	4	EAP ELA	Over 40% will be conditionally ready; subgroups will increase to meet district avg	64%	88%	*	*	*	*	*	*
2	4	EAP Math	Increase by 2%; subgroups will increase with a goal of meeting the district average	47%	12%	*	*	*	*	*	*
2	2	Implementation of Standards	Continued implementation as evidenced by walkthrough forms and IAPs	100%	100%						
N/A	4	EL English Lang Proficiency Level	EL students are not a significant subgroup								
N/A	4	EL Progress toward English Proficiency	EL students are not a significant subgroup								
N/A	4	EL Reclassification Rate	EL students are not a significant subgroup								
4	5	HS Cohort Graduation Rate	Maintained above 90% with subgroups increasing to meet the district average	**	100%	*	*	*	*	*	*
4	4	A-G Completion	Maintain above 40% with subgroups increasing annualy to meet the district average	**	42.1%	*	*	*	*	*	*
4	4	CTE Participation in one or more courses	Establish baseline data in the 16-17 school year	**	0%	**	0%	*	*	0%	0%
4	7	Access to Broad Course of Study	Master schedule reflects broad course of study	All students had access	All students had access						
4	5	HS Dropout Rate - State View	Below state average (9.8%); subgroups decreasing to be below the district average	**	0%	*	*	*	*	*	*
N/A	5	MS Dropout Rate	Does not apply								
N/A	4	AP Passage Rate	Amount of students taking an AP exam is below 30	*	*	*	*	*	*	*	*

Reedley Middle College High
LCAP Data Summary

Appendix A

LCAP Goal	SP	Outcome	Target	All 2014-15	All 2015-16	Hispanic 2014-15	Hispanic 2015-16	White 2014-15	White 2015-16	SED 2014-15	SED 2015-16
5	6	Suspension Rate	Below the state average (**)	1.10%	2.20%	**	0.90%	*	*	**	1.70%
5	6	Expulsion Rate	Students feeling safe at school will increase by 1% as reported on the student survey	0%	0%	0%	0%	0%	0%	0%	0%
5	5	Attendance Rate	Maintained above 95% with subgroups increasing to meet the district average	**	97.8%	**	98.1%	**	*	**	97.9%
5	5	Chronic Absenteeism Rate	Below 10% for all students, including significant subgroups	**	2.3%	**	0.9%	**	*	**	2.7%
5	1	Facility Conditions	All facilities will meet Williams Act requirements	100%	100%						
5	6	School Safety	Students feeling safe at school will increase by 1% as reported on the student survey	93%	97%						
6	3	Parent Involvement	More than 50% of Parent Surveys will be returned	66%	82%						
6	3	Parent Involvement	Offer more than 10 opportunities per school site	**	100%						

*not a significant percentage for this metric

**data not available at this time