

LCAP Year 2017–18 2018–19 2019–20

[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](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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.

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	PERRIS UNION HIGH SCHOOL DISTRICT		
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[2017-20 Plan Summary](#)

THE STORY:

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

CMI Mission Statement:

The Mission of the California Military Institute is to educate, train, and inspire the Corps of Cadets so that each cadet becomes a recognized leader of character dedicated to the values of honor, courage, and commitment and is prepared for a career of professional excellence and service to the community and Country.

The city of Perris is a growing, suburban edge city located in Riverside County, California, 17.6 miles south of Riverside, California. The City, which turned 100 years old in 2011, began as a sleepy farming community on the California Pacific Railroad line. Perris officially incorporated as a city in 1911. The population of the city is 71,377 with a mean household income of \$48,491. 26.3% of the population lives below poverty level with 63.2% of the population high school graduates and 8.2% of the 68% of the population with a bachelor's degree or higher.

The California Military Institute (CMI) serves the city of Perris, California and surrounding Inland Empire communities. The racial and ethnic composition of our community includes 71.8% Hispanic (of any race), 11% White, 12.1% African American, 3.6% Asian/Pacific Islander and 3.3% all others.

The California Military Institute operates as a dependent charter through the Perris Union High School District. CMI cadets are continuing in the tradition of academic excellence, cadet leadership, patriotism, and community service. As a public charter school, CMI provides a military environment without the boot camp atmosphere.

CMI is a unique educational experience combining high academic expectations and standards with a military-style environment. The concept of CMI was developed and promoted by members of the Board of Trustees for the Perris Union High School District, our chartering local education agency. CMI was created to provide educational challenges to cadets who attain a minimum of a 2.0 GPA and have no significant behavioral issues.

The California Military Institute strategic planning process developed in the 2016-17 school year set the direction for the school and involved all stakeholders.

LCAP HIGHLIGHTS:

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

CMI is striving to grow our new AVID program from 6 to 8 sections. We are expanding our middle school elective offerings to include Art, Music, Drama, technology, and AVID. In addition, we are offering a 6 week elective wheel including music, art, and drama to 5th and 6th grader students. Moving forward towards a second Gold Ribbon Schools award, CMI is allocating more resources into CAASPP preparation to include tutoring programs after school and on Saturdays. CMI is increasing access to outside programs and services within the California Cadet Corps, Trade schools, Colleges, and Universities, we have purchased two additional transport vans and will be acquiring a third vehicle in the 2017-2018 school year. In an effort to better serve our students that use English as a second language, we are hiring a teacher/specialist to help other educators to better serve the needs of English Language Learners, providing coaching, teaching, and tracking. CMI brought in LinkCrew this last year to help mentor freshman, this upcoming year we are offering WEB (Where everyone belongs) to help mentor middle school students.

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.

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, and other information, CMI is most proud of:

- In the 2016-2017 school year CMI was awarded Gold Ribbon School Status.
- CMI continues to grow in our achievement among socioeconomically disadvantaged.
- Recent CDE data shows graduation among socioeconomically disadvantaged and Latinos as our highest performance level.
- The Riverside County Office of Education just ranked CMI as among the top three charter schools in the county for FAFSA submission and college going rates.
- Further CDE data shows that 81.7% of CMI's English Language Learners are making substantial positive gains.

GREATEST PROGRESS

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

State Indicators Areas of Greatest Need:

1. English Language Arts (ELA) and math
 - a. Strengthen of Professional Learning Communities for all staff to collaborate and reflect on effective teaching of the State Standards in ELA and math,
 - b. Align current practices in instruction and assessment to Smarter Balanced, and
 - c. Monitor progress in all student groups/subgroups to provide appropriate interventions and support
 - d. ELA and Math Instructional Coaches to support PLC and instructional alignment
 - e. Making curriculum enhancements using State Board adopted materials and improving Intensive Interventions with a data driven placement system;
 - f. Continuing to support English Learners with reduced class sizes so that teachers can more effectively monitor student performance and provided interventions;
 - g. Math classes from grade 5 to Algebra 2 were re-written to align with the CCSS using SBE adopted instructional materials for 2017-18

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

Underperforming Student Groups:

- Suspension Rates
 - Student Groups
 - English Learners
 - Plan to address
 - Strategic focus on the implementation of Positive Behavioral Intervention and Supports (PBIS) which provides a culturally responsive school environments using a multi-tiered systems of support

- Professional development for culturally responsive school governance and teaching
- English Language Arts (ELA) and math performance
 - Student Groups
 - English Learners
 - Hispanic
 - Socio-Economically Disadvantaged
 - African American
 - Plan to address
 - Strengthen of Professional Learning Communities for all staff to collaborate and reflect on effective teaching of the State Standards in ELA and math,
 - Align current practices in instruction and assessment to Smarter Balanced, and
 - Monitor progress in all student groups/subgroups to provide appropriate interventions and support
 - ELA and Math Instructional Coaches to support PLC and instructional alignment
 - Strategically focused extended learning opportunities during the school day

INCREASED OR IMPROVED SERVICES: ALL

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.

For the 2017-2018 school year.

1. English Language Development teacher, for coaching and coordinating training for staff.
2. Additional support staff to help monitor ELL for 2-4 years, post reclassification.
3. CMI is offering more opportunities for parents to understand college and career pathways and funding options.

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

\$1,500,000

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$2,400,000 LCFF

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.

CMI's total LCFF/LCAP award is \$2,400,000 with a site fund operating budget of \$1,500,000.

\$ 3,900,000

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:	Provide, Improve, Maintain, and Support Technology School Wide
State and/or Local Priorities Addressed by this goal:	STATE X 1 X 2 <input type="checkbox"/> 3 X 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 X 7 X 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

1. CMI will add a student computer lab with 40 desktops and a printer station 2. Refresh student Chromebooks to 450 3. Refresh all teacher laptops/desktops 4. Refresh classroom projectors that include sound system	1. CMI added 40 desktops and installed desktop computers with a print station. 2. 450 Student chromebooks were refreshed. 3. All teachers received laptops. 4. Classroom projectors were purchased and are currently being installed.
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ACTION / 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 1. Provide a fully functional functional computer lab available throughout the day and after school to ensure that every student at CMI has Internet access	ACTUAL One fully functioning computer lab was completed and is being used by teachers during the school day and after school. A laser
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	and printing services as well as any other related equipment	printer was installed in the computer lab. Each computer with accessories cost \$1,098 for a total cost of \$48,156 for computers.
Expenditures	BUDGETED LCFF \$140,000	ESTIMATED ACTUAL LCFF \$100,449

Action 2

Actions/Services	PLANNED 2. Create a “Maker Space” complete with all the related equipment to provide STEM education and related programs.	ACTUAL A “Maker-Space” classroom is functional and currently being used by the robotics club, technology class, and other teachers as requested and available.
Expenditures	BUDGETED LCFF \$100,000	ESTIMATED ACTUAL LCFF \$ 84,100

Action 3

Actions/Services	PLANNED 3. Refresh up to 450 student Chromebooks.	ACTUAL 250 Chromebook and screens were refreshed. We spent \$5,600 on screen replacement and \$105,200 on complete chromebook replacement.
Expenditures	BUDGETED LCFF \$150,000	ESTIMATED ACTUAL LCFF \$110,800

Action 4

Actions/Services

PLANNED
4. Replace/refresh the teaching and support staff with up-to-date computers.

ACTUAL
CMI was able to refresh 9 staff computers by repurposing other existing computers.

Expenditures

BUDGETED
LCFF \$38,000

ESTIMATED ACTUAL
LCFF \$ 0.00

Action 5

Actions/Services

PLANNED
5. Replace and refresh classroom projectors to include a sound system.

ACTUAL
CMI replaced the following;

- 15 projectors at a total cost of \$9,180.00 or \$612.00 per projector.
- 6 projector bulbs at \$112 per, or \$672.
- 10 flat screen TV's on carts to replace classroom projectors at \$6,100 each or \$61,000.

Expenditures

BUDGETED
LCFF \$170,000

ESTIMATED ACTUAL
LCFF \$70,852

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.

In order to increase access to 21st century learning, CMI is adapting classrooms to 21st century learning technology. Current data from our technology resources tells us that flat screen TV's last longer than projectors and bulb replacement. In the following years we will refresh additional staff computers.

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.

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.

Teachers report greater flexibility with the flat screen TV's on mobile carts. Teachers are able to provide small group instruction with the mobile TV, while directing the rest of the class on another lesson component. Having two flat screens for check out in the media center, extends these opportunities to the teaching staff.

CMI had originally planned to expand these technology resources campus-wide. CMI realised it took longer to pilot the flat screens, receive feedback, and be able to explain the resource advantage to all teachers. This resulted in our expanding the flat screen/projector upgrade into the following school year and in not spending the budgeted amount.

CMI plans to expand this goal into the next school to incorporate additional curricular software that will better equip students to interact with the upgraded teacher technology.

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	Student will attain and maintain levels of proficiency in all academic areas.
State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<ul style="list-style-type: none"> 1. The percentage of students CAASPP scores will show growth of 2% 2. The percentage of students enrolled in an AP course will increase by 5%. 3. The percentage of students passing AP courses will increase by 10%. 4. The percentage of English Learner students moving one CELDT band will increase by 10%. 5. The percentage of teachers attending professional development in AP or AVID will increase by 30%. 	<ul style="list-style-type: none"> CAASPP ELA Standards <ul style="list-style-type: none"> 8th grade ELA Met/Exceeded decreased from 20% to 26% (goal not met). 11th grade ELA Met/Exceeded increased from 5% to 76% (goal met). CMI maintained a 13% enrollment in AP courses (goal not met). AP exam passage rate declined from 97% to 96% (goal not met). 2016-17 showed 19% CELDT band positive movement (goal not met). Teacher participation AVID Professional development increased by 9% from 2015-16 compared to 2016-17 (goal not met). Teacher participation in AP professional development increased 92% from 2015-16 compared to 2016-17 (goal met).
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ACTION / 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**

<p>PLANNED 1. Reinforce and improve Common Core learning and SBAC testing.</p>	<p>ACTUAL Reinforced and improved Common Core learning and SBAC testing through</p> <ul style="list-style-type: none"> • Teacher release days to allow time for CFA’s, SBAC and skill development. • Use of weekly designated Professional Learning Communities time to develop CCSS lessons and to monitor student learning
<p>BUDGETED LCFF \$10,000</p>	<p>ESTIMATED ACTUAL LCFF \$9,000</p>

Action **2**

<p>PLANNED 2. Increase the number of teachers attending professional development opportunities to include: AVID, Advanced Placement workshops, and PLCs.</p>	<p>ACTUAL Teachers participated in the following professional development:</p> <ul style="list-style-type: none"> • 5 teachers attended the AVID summer institute. • 3 teachers attended Advanced Placement workshops • 6 teachers attended Professional Learning Communities (PLC) and (CFA development) summer trainings
<p>BUDGETED LCFF \$103,000</p>	<p>ESTIMATED ACTUAL LCFF \$79,575.54</p>

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.

CMI focused on release time for teachers to develop and implement stronger common formative assessments (CFA's) in all subjects. CMI used Professional Learning Communities and other collaborative time so that teachers could create more SBAC-like assessments.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

CMI was successful in this goal yielding a 20% increase in SBAC test scores in English and Language Arts. CMI increased our percentage of teachers attending AVID and Advanced Placement workshops.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CMI staff accomplished more tangible results with release time for CFA development and four days PLC/CFA workshops for department chairs and administration.

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.

CMI plans to continue release time for CFA development as well as collaboration with other PUHSD schools as well as another Charter school in the Pomona area (Pomona school for arts and enterprise.) We expect refined CFA's and more effective Saturday school AVID tutorials for struggling learners as well quantitative measures for 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.

Goal 3	Meet all students' academic as well as social and emotional needs to improve attendance and support instruction.
State and/or Local Priorities Addressed by this goal:	STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

<ul style="list-style-type: none"> 1. Increase parent participation in parent workshops/trainings/or school events. 2. Increase membership and participation in advisory committees: African American Advisory Committee (AAPAC), Parent Teacher Student Organization (PTSA). 3. Increase student access to support services to address social /emotional needs of students 	<ul style="list-style-type: none"> CMI increased parent information sessions by 3 nights. CMI sent parents and students to <ul style="list-style-type: none"> California Association of Bilingual Educators conference CMI experienced a more consistent parent presence in AAPAC and PELI participation. 21% of CMI middle school students surveyed reported feeling connected to the school, while 33% of High School students surveyed report feeling connected to the school through clubs, sports, or other groups.
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ACTION / 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
 Increase support services for students and families to include an intervention counselor

ACTUAL

- CMI did not hire an intervention counselor.
- CMI increased tutoring opportunities for teachers before and after school.
- CMI used AVID tutors before school to help students with remediation.

Expenditures

BUDGETED
 LCFF \$100,000

ESTIMATED ACTUAL
 LCFF \$39,416

Action 2

Actions/Services

PLANNED
 Social Media, Newsletters home, Orientation, Back to School Night and Open House

ACTUAL

- CMI added three types of workshops for parents
 - The negative impact of social media and next steps for parents to engage.
 - How to navigate Infinite Campus' parent portal (PUHSD Student database).
 - Helping parents to understand and navigate FAFSA and other college or Advanced Placement options.
- CMI provided an Open House and Back to School Night(s).

Expenditures

BUDGETED
 LCFF \$45,000

ESTIMATED ACTUAL
 LCFF \$3,250

Action 3

Actions/Services

PLANNED
Upgrade/refresh Multi-Purpose Room (MPR) allowing for Professional Development (PD) opportunities that will support teaching and learning across the entire grade spectrum.

ACTUAL

- Replaced MPR lighting with cost saving LED lights.
- Replaced aging electrical for stage lighting, and flooring.

Expenditures

BUDGETED
LCFF \$122,000

ESTIMATED ACTUAL
LCFF \$54,449

Action 4

Actions/Services

PLANNED
Increase opportunities for extracurricular activities for students: field trips, additional van, athletics

ACTUAL

- CMI added seven AVID college field trips.

Expenditures

BUDGETED
LCFF \$168,000

ESTIMATED ACTUAL
LCFF \$7,282

Action 5

Actions/Services

PLANNED
Facilities improvement/upgrades: Lunch area, locker room, security system/camera upgrades

ACTUAL

- CMI installed four ventilation fans in the locker rooms to help circulate air in and out.

Expenditures

BUDGETED
LCFF \$289,386

ESTIMATED ACTUAL
LCFF\$ 4,229

Action 6

Actions/Services	PLANNED Provide transportation for student access and success.	ACTUAL CMI Purchased two additional transport vans as well as student transport to and from school, and field trips..
Expenditures	BUDGETED LCFF \$300,614	ESTIMATED ACTUAL LCFF \$376,051

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.

CMI did not hire an intervention counselor and instead chose to hire an English Language Learner specialist to coach and support our teaching staff. Upgrading facilities for student use to include a Yoga/Dance room that will continue to be used for academic subjects continues to be a priority. The amount of mounted and portable dry erase boards for AVID best practices campus wide continues to increase. CMI purchased two vans and is planning to purchase another vehicle to increase student access to opportunities. Upgrading the locker rooms and security cameras to increase campus safety is also a priority.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The results of CMI’s efforts are evidenced in the SBAC data and the increased students outcomes as well. In CMI’s attempt to meet the academic, social and emotional needs of all students, there were other indicators of effectiveness as well. When surveyed, students indicated they felt a more significant connection to the school community. In addition, the efforts put forth to provide additional academic interventions were also a part of the overall success. Tutoring and after-school academic programs resulted in an overall increase in student achievement. Also, CMI also instituted a SAT preparation course, where students in grades 9-12 were placed in for 6 week periods. Lastly, CMI held regular SBAC preparation sessions on weekends, and, when surveyed, the students indicated they were far more confident for the impending testing cycle. Although the results of some of the efforts are not yet available, such as the SAT data and SBAC data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 in previous years, the budgeted and estimated actual expenditures are not completely aligned. In some areas, and, as you might expect, CMI spent more than we budgeted for, and, in other areas, CMI spent less. In addition, CMI performed multiple budget transfers to accommodate for the aforementioned disparities. All of the activities were designed to support the stated goal, despite the recorded differences.

The goal(s) were not changed, nor were the expected outcomes. CMI added a PELI program to help achieve all of the stated goals, as well as AAPAC. CMI increased the number of dual and concurrent enrollment classes, again, providing increased opportunities for students. CMI also added additional sections of AVID to move closer to the goal and also added a LINK Crew class/program to further connect students to the school community.

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:

Improve students' connectivity and preparedness to the academic setting in the primary, secondary, and post-secondary levels.

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

ACTUAL

- 1. The percentage of students participating in college and career course offering will increase by 1%.
- 2. The percentage of students prepared for post-secondary opportunities will increase by 1%.
- 3. The percentage of students feeling connected to school will increase by 10%.

- 37% of students surveyed report having taken a course that prepared them college or careers.
- 93% of 12th graders were fully prepared and registered for post secondary opportunities, The remaining 7% were enlisted in the Armed Forces.
- 21% of Middle school students surveyed report feeling connected to the school, while 33% of High School students surveyed report feeling connected to the school through clubs, sports, or other groups.

ACTION / 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

Expand Project Lead The Way (PLTW) Opportunities:

ACTUAL

- CMI added the third course for the biomedical pathway.
- CMI maintained the one computer programming course.

	<ul style="list-style-type: none"> • Add 3rd course in the Biomedical pathway (Medical Interventions). • Add two courses within the PLTW Computer Science program. • Add PLTW Gateway to Technology for middle school students. • Add second course to the Computer Science Principles 	<ul style="list-style-type: none"> • CMI expanded our PLTW program to include a Gateway to technology for middle school students.
Expenditures	<p>BUDGETED</p> <p>LCFF \$75,000</p>	<p>ESTIMATED ACTUAL</p> <p>LCFF \$48,500</p>

Action 2

Actions/Services	<p>PLANNED</p> <p>Increase the number of MSJC Dual Enrollment, Concurrent Enrollment, and AVID elective course offerings.</p>	<p>ACTUAL</p> <ul style="list-style-type: none"> • CMI did not add additional MSJC Dual Enrollment courses. • CMI added 2 AVID sections.
Expenditures	<p>BUDGETED</p> <p>LCFF \$40,000</p>	<p>ESTIMATED ACTUAL</p> <p>LCFF \$20,000</p>

Action 3

Actions/Services	<p>PLANNED</p> <p>Uniforms for High School and Middle School Students</p>	<p>ACTUAL</p> <p>Purchased student uniforms for grades 6-12.</p>
Expenditures	<p>BUDGETED</p> <p>LCFF \$179,000</p>	<p>ESTIMATED ACTUAL</p> <p>LCFF \$219,473</p>

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.

CMI has not yet experienced significant growth in expanding Project Lead the Way (PLTW). However, we are expanding middle courses that offer exposure to PLTW and STEAM like activities to increase high school interest, leading to increased course offerings.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

In order to measure progress towards this goal for this school year CMI polled the student population, resulting in the following qualitative results;

- 37% of students surveyed report having taken a course that prepared them college or careers.
- 93% of 12th graders were fully prepared and registered for post secondary opportunities, The remaining 7% were enlisted in the Armed Forces.
- 21% of Middle school students surveyed report feeling connected to the school, while 33% of High School students surveyed report feeling connected to the school through clubs, sports, or other groups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- CMI Learned we could have spent more funds on science equipment.
- CMI underestimated the expense associated with teacher release time for professional learning communities and collaborative development.

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.

CMI learned that in the next school year(2017-2018) CMI must invest more in science lab equipment, to include microscopes and PLTW interactive kits. CMI will be sending more teachers for PLTW training. CMI is also budgeting funds to ensure we have enough uniforms as required for enrollment.

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?

CMI consulted with Business Services as well as Education Services as part of the Perris UNION High School District's unified plan for student achievement and facilities improvement. CMI enjoys a partnership with the Perris Union High School District when it comes to planning, facilities, and logistics. This benefits CMI when it comes to larger scale planning of professional development, curriculum planning, budget planning, and textbook adoptions. This 2017-2018 LCAP planning is in conjunction with PUHSD's four LCFF goals.

IMPACT ON LCAP AND ANNUAL UPDATE Marilyn

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

These consultations and collaborations impact CMI in the areas of professional development as staff collaborates districtwide with PUHSD for RCOE programs as well as private entities like Learning Tree to help CMI design Common Formative Assessments and the further development of Professional Learning Communities.

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.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	All students will attain proficiency in all academic areas		

State and/or Local Priorities Addressed by this goal:

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

Identified Need

CMI seeks to expand and solidify programs and services such as AVID, Advanced Placement offerings, Student support software, CFA (Common Formative Assessments) development, general professional development, interactive curriculum(s) to increase CAASPP achievements.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP 2016 ELA Overall	76% of 11th grade testers met or exceeded standards in English Language Arts and Literacy. 26% of 8th grade testers met or exceeded in English Language Arts and Literacy.	79% of 11th grade testers will meet or exceeded standards in English Language Arts and Literacy. 30% of 8th grade testers met or exceeded in English Language Arts and Literacy.	82% of 11th grade testers will meet or exceeded standards in English Language Arts and Literacy. 35% of 8th grade testers met or exceeded in English Language Arts and Literacy.	85% of 11th grade testers will meet or exceeded standards in English Language Arts and Literacy. 41% of 8th grade testers met or exceeded in English Language Arts and Literacy.
CAASPP 2016 ELA Reading/Writing/Listening/Inquiry	On average two thirds of 11th grade testers are near standard, with less than 3.6% below standard.	On average less than 3% of 11th grade ELA testers will be below standard.	On average less than 2% of 11th grade ELA testers will be below standard.	On average less than 2% of 11th grade ELA testers will be below standard.

	On average 34% of 8th grade testers are below standard.	On average less than 25% of 8th grade testers will be below standard.	On average less than 20% of 8th grade testers will be below standard.	On average less than 15% of 8th grade testers will be below standard.
CAASPP 2016 Math Overall	46% of 11th grade testers met or exceeded standards in mathematics. 16% of 8th grade testers exceeded standards in mathematics.	51% of 11th grade testers will meet or exceeded standards in mathematics. 20% of 8th grade testers exceeded standards in mathematics.	60% of 11th grade testers will meet or exceeded standards in mathematics. 30% of 8th grade testers exceeded standards in mathematics.	75% of 11th grade testers will meet or exceeded standards in mathematics. 45% of 8th grade testers exceeded standards in mathematics.
CAASPP 2016 Math Concepts/Procedures, Problem solving, Communicating,	On average 18% of 11th grade testers were below standards. On average 47% of 8th grade testers were below standards.	On average 15% of 11th grade testers were below standards. On average 40% of 8th grade testers were below standards.	On average 10% of 11th grade testers were below standards. On average 30% of 8th grade testers were below standards.	On average 7% of 11th grade testers were below standards. On average 20% of 8th grade testers were below standards.

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: CMI	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20	Page 24 of
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	

<ol style="list-style-type: none"> 1. AVID Schoolwide & AVID tutors sustainability. 2. Advanced Placement, dual enrollment, and concurrent enrollment growth. 3. Student intervention/supplemental computer software. 4. Building of common formative assessments (CFA's). 5. Teacher growth through specific conferences and workshops. 6. Teacher directed SBAC acclamation and strategic tutoring sessions. 	<ol style="list-style-type: none"> 1. AVID & AVID Tutors schoolwide growth. 2. Advanced Placement, dual enrollment, and concurrent enrollment growth. 3. Student intervention/supplemental computer software. 4. Building and modifying common formative assessments (CFA's). 5. Teacher growth through specific conferences and workshops. 6. Teacher directed SBAC acclamation and strategic tutoring sessions. 	<ol style="list-style-type: none"> 1. AVID & AVID tutors schoolwide growth. 2. Advanced Placement, dual enrollment, and concurrent enrollment growth. 3. Student intervention/supplemental computer software. 4. Building and modifying common formative assessments (CFA's). 5. Teacher growth through specific conferences and workshops. 6. Teacher directed SBAC acclamation and strategic tutoring sessions.
<p>Section Allocation</p> <p>CMI will purchase 6 sections for the Master Schedule.</p> <ol style="list-style-type: none"> a. 2 in Mathematics b. 1 in English Language Arts c. 1 in Art d. 1 in AVID e. 1 in Music 	<p>Section Allocation</p> <p>CMI will purchase 7 sections for the Master Schedule.</p> <ol style="list-style-type: none"> a. 2 in Mathematics b. 1 in English Language Arts c. 1 in Art d. 2 in AVID e. 1 in Music 	<p>Section Allocation</p> <p>CMI will purchase 7 sections for the Master Schedule.</p> <ol style="list-style-type: none"> a. 2 in Mathematics b. 1 in English Language Arts c. 1 in Art d. 2 in AVID e. 1 in Music

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,271,460	Amount	\$1,220,000	Amount	\$1,300,000
Source	LCFF S/C - 0707	Source	LCFF S/C - 0707	Source	LCFF S/C - 0707

Budget
Reference

2910 - Hrly Other Class Salary
3000-3999 - Benefits
5802 - Other Professional Services
5850 - Software License
5802 - Other Professional Services
5200 - Travel and Conferences
1120 - Teacher Ex Duty Salary
3000-3999 - Benefits

Budget
Reference

2910 - Hrly Other Class Salary
3000-3999 - Benefits
5802 - Other Professional
Services
5850 - Software License
5802 - Other Professional
Services
5200 - Travel and Conferences
1120 - Teacher Ex Duty Salary
3000-3999 - Benefits

Budget
Reference

2910 - Hrly Other Class Salary
3000-3999 - Benefits
5802 - Other Professional
Services
5850 - Software License
5802 - Other Professional
Services
5200 - Travel and Conferences
1120 - Teacher Ex Duty Salary
3000-3999 - Benefits

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

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
Goal 2	All students will graduate from high school prepared for postsecondary and career options		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____
 Students need to have exposure to college and career options. Students will need to be oriented towards physical and financial pathways to reach their postsecondary goals.

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Graduation rate	100% of 12th grade students enrolled at CMI for their 12th grade year graduated in 2016	1.) 100% of 12th grade students will have their post secondary pathways identified with funding options identified and sought. 2.) All other grades will participate in Kick off to College activities to gain knowledge towards this goal.	1.) 100% of 12th grade students will have their post secondary pathways identified with funding options identified and sought. 2.) All other grades will participate in Kick off to College activities to gain knowledge towards this goal.	1.) 100% of 12th grade students will have their post secondary pathways and funding options identified and sought. 2.) All other grades will participate in Kick off to College activities to gain knowledge towards this goal.
College/Trade school accepted	93.5% of 12th grade students were accepted to Universities, community college or trade schools, and have sought a financial pathway.	98% of 12th grade students will apply for secure results for financial aid through FAFSA submission, despite Military pathway options.	99% of 12th grade students will apply for secure results for financial aid through FAFSA submission, despite Military pathway options.	100% of 12th grade students will apply for secure results for financial aid through FAFSA submission, despite Military pathway options.

Military pathway	6.5% of 12th grade students enlisted in the military.	10% of 12th grade students will test and be exposed to University ROTC, Reserve or National Guard duties that may provided additional post secondary funding opportunities.	12% of 12th grade students will test and be exposed to University ROTC, Reserve or National Guard duties that may provided additional post secondary funding opportunities	15% of 12th grade students will test and be exposed to University ROTC, Reserve or National Guard duties that may provided additional post secondary funding opportunities
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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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: CMI	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1.) CMI will offer at least four parent information nights to help parents understand post secondary funding options, Dream Act, ROTC/Reserve/National Guard options. Guest	1.) CMI will offer at least four parent information nights to help parents understand post secondary funding options, Dream Act, ROTC/Reserve/National Guard	1.) CMI will offer at least four parent information nights to help parents understand post secondary funding options, Dream Act, ROTC/Reserve/National Guard

<p>speakers will be secured for question and answer sessions.</p> <p>2.) Parents will be invited to attend a parent version of Kick off to College to better prepare and help celebrate the KOTC events.</p>	<p>options. Guest speakers will be secured for question and answer sessions.</p> <p>2.) Parents will be invited to attend a parent version of Kick off to College to better prepare and help celebrate the KOTC events.</p>	<p>options. Guest speakers will be secured for question and answer sessions.</p> <p>2.) Parents will be invited to attend a parent version of Kick off to College to better prepare and help celebrate the KOTC events.</p>
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<p>Amount \$90,500</p> <p>Source LCFF S/C - 0707</p> <p>Budget Reference 5802 - Other Professional Services 4300 - Materials/Supplies</p>	<p>Amount \$100,000</p> <p>Source LCFF S/C - 0707</p> <p>Budget Reference 5802 - Other Professional Services 4300 - Materials/Supplies</p>	<p>Amount \$115,000</p> <p>Source LCFF S/C - 0707</p> <p>Budget Reference 5802 - Other Professional Services 4300 - Materials/Supplies</p>

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

	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Goal 3	All departments will provide a safe and positive environment for all students and staff.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____
 CMI will upgrade the health office to accommodate a resting center and better flooring. CMI will upgrade its staff kitchen area for storage, cleanliness, and safety. CMI will upgrade the locker room for laundry services. CMI will upgrade the student lunch area with a cooling system.

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.) CMI does not have a bedding area for students in the health office, nor moppable floors in the event of bodily fluids exposure. 2.) CMI has a sink and ice machine in the staff kitchen area on carpets, where a	1.) The CMI health office only has chairs and carpet. 2.) No services currently available.	Indicators 1-2 CMI will upgrade the health office and staff kitchen area,	Continued maintenance.	Continued maintenance.

moppable floor is needed.				
3.) CMI can benefit from a laundry area for uniforms.	3.) No services currently available.	CMI will upgrade locker room laundry services.	Continued maintenance.	Continued maintenance.
4.) CMI students can benefit from a cooling system in the student eating area.	4.) No services currently available.	CMI will install a cooling system in the student eating area.	Continued maintenance.	Continued maintenance.
5. WEB for Middle School	CMI will implement WEB (Where everyone belongs) to facilitate a mentoring program for middle schools grades 6 & 7.	CMI will expand WEB services and activities.	Maintain teacher training through WEB conferences.	Maintain teacher training through WEB conferences.
6.) Link Crew for High School	CMI will maintain and expand Link Crew services	Maintain teacher training through Link conferences.	Maintain teacher training through Link conferences.	Maintain teacher training through Link conferences.
7.) CMI will have student recognition events.	CMI will host student recognition events to highlight academics, KOTC, and other positive choice(s) celebrations.	CMI will continue host student recognition events to highlight academics, KOTC, and other positive choice(s) celebrations.	CMI will continue host student recognition events to highlight academics, KOTC, and other positive choice(s) celebrations.	CMI will continue host student recognition events to highlight academics, KOTC, and other positive choice(s) celebrations.
8.) Student uniforms	CMI will continue to supply student uniforms.	CMI will continue to supply student uniforms.	CMI will continue to supply student uniforms.	CMI will continue to supply student uniforms.

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: CMI	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
1. Upgrade health office. 2. Upgrade staff kitchen area 3. Upgrade laundry services 4. Install cooling system in student eating area. 5. WEB 6. Link Crew 7. Recognition events 8. Student Uniforms	CMI will continue to: 1.) Upgrade health office. 2.) Upgrade staff kitchen area 3.) Upgrade laundry services 4.) Install cooling system in student eating area. 5.) WEB 6.) Link Crew 7.) Recognition events 8.) Student uniforms	CMI will continue to: 1.) Upgrade health office. 2.) Upgrade staff kitchen area 3.) Upgrade laundry services 4.) Install cooling system in student eating area. 5.) WEB 6.) Link Crew 7.) Recognition events 8.) Student uniforms

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$859,500 Source: LCFF S/C - 0707	Amount: \$880,000 Source: LCFF S/C - 0707	Amount: \$890,000 Source: LCFF S/C - 0707

Budget
Reference

6200 - Buildings/Improvements of
Buildings
6200 - Buildings/Improvements of
Buildings
6200 - Buildings/Improvements of
Buildings
6200 - Buildings/Improvements of
Buildings
5850 - Software License
5802 - Other Professional Services
4300 - Materials/Supplies
4350 - Uniforms

Budget
Reference

6200 - Buildings/Improvements
of Buildings
6200 - Buildings/Improvements
of Buildings
6200 - Buildings/Improvements
of Buildings
6200 - Buildings/Improvements
of Buildings
5850 - Software License
5802 - Other Professional
Services
4300 - Materials/Supplies
4350 - Uniforms

Budget
Reference

6200 - Buildings/Improvements of
Buildings
6200 - Buildings/Improvements of
Buildings
6200 - Buildings/Improvements of
Buildings
6200 - Buildings/Improvements of
Buildings
5850 - Software License
5802 - Other Professional
Services
4300 - Materials/Supplies
4350 - Uniforms

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

	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Goal 4	Secure and strengthen home-school-community connections and communications.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____
 CMI seeks to expand home-school-community communication and relationship building.

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent/Student/Teacher conferences	CMI sent 2 students, 2 parents, and four teachers to CABE (California Association for Bilingual Education) in 2017.	CMI will send 2 students, 4 parents, and five teachers to CABE in 2018.	CMI will send 2 students, 5 parents, and five teachers to CABE in 2018.	CMI will send 2 students, 6 parents, and five teachers to CABE in 2018.
Parent University	Part A: CMI does not offer english reading or speaking classes. Part B: CMI seeks to expand our use of parent/community liaison serves to include a parent resources center and information and training sessions and related activities. Part C: CMI seeks to expand the current PELI	Part A: CMI will offer English reading and speaking classes for parents. Part B: CMI will establish and maintain a parent resources center, including information and training sessions or activities Part C: PELI (Parent Education and Leadership Initiative).	Part A: CMI will offer English reading and speaking classes for parents. Part B: CMI will establish and maintain a parent resources center, including information and training sessions or activities Part C: PELI (Parent Education and Leadership Initiative).	Part A: CMI will offer English reading and speaking classes for parents. Part B: CMI will establish and maintain a parent resources center, including information and training sessions or activities Part C: PELI (Parent Education and Leadership Initiative).

	(Parent Education and Leadership Initiative) dynamic.			
A.A.P.A.C. & P.E.L.I.	CMI supports Parent groups through facilitating information and collaboration sessions, conferences, and parent/teacher/student successes	CMI Administration and Parent/Community liaison will coordinate three collaborative meetings to design better support systems through information and resource workshops as well as conferences.	CMI will continue collaborative meetings at least three times per year to share resources and training opportunities.	CMI will continue collaborative meetings at least three times per year to share resources and training opportunities.

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input checked="" type="checkbox"/> <u>Parents, Guardians, and Stakeholders</u>
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: CMI	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

CMI will increase parent opportunities to attend training conferences pertaining to CMI Student and parent growth ie. CABE and PELI.	CMI will increase parent opportunities to attend training conferences pertaining to CMI Student and parent growth ie. CABE and PELI.	CMI will increase parent opportunities to attend training conferences pertaining to CMI Student and parent growth ie. CABE and PELI.
Part A: CMI will offer English reading and speaking classes for parents. Part B: CMI will establish and maintain a parent resources center, including information and training sessions or activities Part C: PELI (Parent Education and Leadership Initiative).	Part A: CMI will offer English reading and speaking classes for parents. Part B: CMI will establish and maintain a parent resources center, including information and training sessions or activities Part C: PELI (Parent Education and Leadership Initiative).	Part A: CMI will offer English reading and speaking classes for parents. Part B: CMI will establish and maintain a parent resources center, including information and training sessions or activities Part C: PELI (Parent Education and Leadership Initiative).

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$175,000	Amount	\$185,000	Amount	\$195,000
Source	LCFF S/C - 0707	Source	LCFF S/C - 0707	Source	LCFF S/C - 0707
Budget Reference	5802 - Other Professional Services 4000-4999 - Materials/Supplies 5802 - Other Professional Services	Budget Reference	5802 - Other Professional Services 4000-4999 - Materials/Supplies 5802 - Other Professional Services	Budget Reference	5802 - Other Professional Services 4000-4999 - Materials/Supplies 5802 - Other Professional Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 2,431,944

Percentage to Increase or Improve Services:

30.45 %

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 school wide or LEA-wide basis. Include the required descriptions supporting each school wide or LEA-wide use of funds ([see instructions](#)).

CMI is following the four Perris Union High School District LCFF goals.

- Goal one is for all students to attain proficiency in all academic areas. CMI's plan to implement this revolves around increasing CAASPP ELA and Math performance measures through greater professional development. CMI's six strategies are increases in AVID growth, academic interventions, building common formative assessment, teacher growth through conferences and workshops.
- CMI's second goal to insure all students graduate prepared for postsecondary and career options. CMI's plan to accomplish this goal to connect juniors and seniors with pathways. Seniors will complete and submit FAFSA and scholarship applications, as well as hear from guest speakers and attend college and career planning workshops. CMI supports the philosophy of "Exposure equals aspirations". CMI participates heavily in Riverside County Office of Education's' Kick off to College promotion for grades 5 through 12.
- CMI's third goal is provide a safe and positive environment for all students. CMI plans several projects this year to improve the current safe and positive learning environment to include upgrading the health office, upgrading the locker rooms with a laundry unit, and CMI's robotics program. Lastly, CMI has added to our Link Crew program by implementing W.E.B., Where Everyone Belongs. This will function the same as Link Crew in that it will provide a middle school mentoring program for new and returning 5th through 7th grade students.
- Lastly CMI will be working towards goal 4; Strengthening CMI's home, school, and community relationship, connections, and communication. CMI will be adding a parent information night each month that will cover topics like social media, after school programs, navigating Infinite Campus, and college planning. CMI will be promoting and seeking additional parent involvement in PTSA, PELI, AAPAC, and other programs through our parent resource center and parent university. Through parent resources and parent university we plan to offer English as a second language, computer operations, parent portal, and positive digital citizenship. We also plan to offer greater academic and attendance incentives, as well as parent incentives through PELI.

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. The LCAP is a three-year plan, which is reviewed and updated annually, as required. 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 EC. 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. *EC* 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. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* 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 *EC* 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 *California Code of Regulations*, Title 5 (5 CCR) Section 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 Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to 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 (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - 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 University of California (UC) or California State University (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 California English Language Development Test (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 *EC* 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 *EC* 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 *EC* 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 5 *CCR* 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 *EC* 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 *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?