

2018-19

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
PERRIS UNION HIGH SCHOOL DISTRICT: California Military Institute	Mr. Michael Rhodes Principal	<a href="mailto:michael.rhodes@puhsd.org">michael.rhodes@puhsd.org</a> 951-443-2731

## 2017-20 Plan Summary

### The Story

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 sustain our new AVID program at 8 sections. We are working expand our middle school elective offerings to include Art, Music, Drama, Technology/Robotics, and AVID. Moving forward towards a second Gold Ribbon Schools award, CMI is allocating more resources into CAASPP preparation to include better supports for lower level and English Language Learners in English and Math, and 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. Two additional transport vans were purchased to decrease overall transportation costs for SAT and other off site preparation opportunities. We are working with the Riverside County Office of Education (RCOE), training teachers to use "Step-Up to Writing" as our unified writing program in grades 5 through 8. CMI strengthened LINK and brought in 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.

## Greatest Progress

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 continues to rank 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 positive gains

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. Stronger Professional Learning Communities (PLC's) for all staff to collaborate and reflect on effective teaching of State Standards in ELA and Math.
  - b. Align current practices in instruction and assessment to Smarter Balanced.
  - c. Monitor progress in all student groups/subgroups to provide appropriate interventions and support.
  - d. ELA and Math Instructional Coaches to support PLC's and instructional alignment to District Benchmarks and CASSPP.
  - e. Making curriculum enhancements using State Board adopted materials and improving Intensive Interventions.
  - f. Continuing to support English Learners with reduced class sizes so that teachers can more effectively monitor student performance and provided interventions.

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 consistent use 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
    - Strengthening 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
    - Strategically focused extended learning opportunities during the school day (Opportunity class)

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.

## Increased or Improved Services

For the 2018-19 school year:

1. 30 minute opportunity period to address ELA and Math needs and provide AP students more time with AP teachers.
2. Increased after school tutoring by teachers.
3. Additional sections of release for ELA and Math Coach.
4. 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	\$ 12,723,677
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 2,768,252

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.

Military Uniforms  
Athletic Coaches  
Advisors

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 12,576,677

# Annual Update

LCAP Year Reviewed: 2017-18

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

All students will attain proficiency in all academic areas.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7,8

Local Priorities:

## Annual Measurable Outcomes

EXPECTED

ACTUAL

Metric/Indicator	EXPECTED	ACTUAL
CAASPP 2016 ELA Overall		
<b>2017-18</b> 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.		Nearly met, data shows that 74.24% of CMI 11th grade ELA students scored standards met or exceeded.  Met, data shows that well over 40% of 8th grade ELA students scored met or exceeded the standard.
<b>Baseline</b> 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.		

<p><b>Metric/Indicator</b> CAASPP 2016 ELA Reading/Writing/Listening/Inquiry</p> <p><b>2017-18</b> On average less than 3% of 11th grade ELA testers will be below standard. On average less than 25% of 8th grade testers will be below standard.</p> <p><b>Baseline</b> On average two thirds of 11th grade testers are near standard, with less than 3.6% below standard. On average 34% of 8th grade testers are below standard.</p>	<p>2016-2017 SBAC data.</p> <p>Not met, on average 23% of 11th grade ELA testers, scored met or exceeded.</p> <p>Partially met, approximately 25% scored below standard.</p>
<p><b>Metric/Indicator</b> CAASPP 2016 Math Overall</p> <p><b>2017-18</b> 51% of 11th grade testers will meet or exceeded standards in mathematics.</p> <p>20% of 8th grade testers exceeded standards in mathematics.</p>	<p>Not Met, 39.5% of CMI 11th graders scored met or exceeded the standard in Math.</p> <p>Not met, 13.05% of CMI 8th graders scored met or exceeded the standard in Math.</p>
<p><b>Metric/Indicator</b> CAASPP 2016 Math Concepts/Procedures, Problem Solving, Communicating</p> <p><b>2017-18</b> On average 15% of 11th grade testers were below standards. On average 40% of 8th grade testers were below standards.</p>	<p>Met, on average 22.73% of 11th graders tested below standard.</p> <p>Not met, on average 86.95% of 8th graders tested below standard.</p>

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. AVID Schoolwide &amp; AVID tutors sustainability.</p> <p>2. Advanced Placement, dual enrollment, and concurrent enrollment growth.</p> <p>3. Student intervention/supplemental computer software.</p> <p>4. Building of common formative assessments (CFA's).</p> <p>5. Teacher growth through specific conferences and workshops.</p> <p>6. Teacher directed SBAC acclimation and strategic tutoring sessions.</p> <p>7. Section Allocation</p> <p>CMI will purchase 6 sections for the Master Schedule.</p> <ul style="list-style-type: none"> <li>● 2 in Mathematics</li> <li>● 1 in English Language Arts</li> <li>● 1 in Art</li> <li>● 1 in AVID</li> <li>● 1 in Music</li> </ul>	<p>1. CMI expanded the AVID program from 6 sections to 8 sections.</p> <p>2. CMI had no growth, but sustained AP Dual enrollment, and concurrent enrollment.</p> <p>3. CMI purchased and uses intervention and supplemental software and apps.</p> <p>4. CMI has dedicated PLC and collaborative time for CFA/CSA development.</p> <p>5. CMI sent the majority of its teaching staff to professional development conferences.</p> <p>6. Teachers received training and materials for SBAC acclimation activities.</p> <p>7. CMI added 3 sections for ELA coaching and ELD student tracking. CMI added two sections of AVID. CMI added a rotating 6 week of electives to the middle school for enrichment, Art, Drama, and Music.</p>	<p>\$1,271,460</p> <p>0707 LCFF S/C</p> <p>1000-1999, 2000-2999, 3000-3999 Certificated Salaries, Classified Salaries, Benefits</p>	<p>\$1,134,955</p> <p>0707 LCFF S/C</p> <p>1000-1999, 2000-2999, 3000-3999 Certificated Salaries, Classified Salaries, Benefits</p>

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

All students will graduate from high school prepared for postsecondary and career options.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7,8

Local Priorities:

### Annual Measurable Outcomes

EXPECTED

ACTUAL

Metric/Indicator	
<p>Graduation rate</p> <p><b>2017-18</b></p> <ol style="list-style-type: none"> <li>100% of 12th grade students will have their post secondary pathways identified with funding options identified and sought.</li> <li>All other grades will participate in Kick off to College activities to gain knowledge towards this goal.</li> </ol> <p><b>Baseline</b></p> <p>100% of 12th grade students enrolled at CMI for their 12th grade year graduated in 2016.</p>	<ol style="list-style-type: none"> <li>Met, 100% of CMI 12 graders submitted FAFSA application with identifier college or trade schools, regardless of military status. In addition 100% of CMI 12th graders graduated with high school diplomas.</li> <li>Met, All CMI students in grades 5 through 12 participated in KOTC activities.</li> </ol>
<p><b>Metric/Indicator</b></p> <p>College/Trade school accepted</p> <p><b>2017-18</b></p> <p>98% of 12th grade students will apply for secure results for financial aid through FAFSA submission, despite Military pathway options.</p>	<p>2017-2018 FAFSA completion data and graduation data.</p>

<p><b>Baseline</b> 93.5% of 12th grade students were accepted to Universities, community college or trade schools, and have sought a financial pathway.</p>	
<p><b>Metric/Indicator</b> Military pathway</p>	
<p><b>2017-18</b> 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.</p>	<p>Met, over 10% of CMI 12th grade students were assessed through the ASVAB as 12th graders or 11th graders. In addition 6.4% of CMI graduates signed military contracts for career or technical exploration.</p>
<p><b>Baseline</b> 6.5% of 12th grade students enlisted in the military.</p>	

**Actions / Services**

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

**Action 1**

<p><b>Planned Actions/Services</b></p>	<p><b>Actual Actions/Services</b></p>	<p><b>Budgeted Expenditures</b></p>	<p><b>Estimated Actual Expenditures</b></p>
<p>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 speakers will be secured for question and answer sessions.</p> <ol style="list-style-type: none"> <li>Parents will be invited to attend a parent version of Kick off to College to better prepare and help celebrate the KOTC events.</li> </ol>	<ol style="list-style-type: none"> <li>Parents attended 4 college preparation nights and participated in KOTC activities including college signing day.</li> </ol>	<p>\$90,500 LCFF S/C - 0707 5802 - Other Professional Services 4300 - Materials/Supplies</p>	<p>\$73,774 LCFF S/C - 0707 5802 - Other Professional Services 4300 - Materials/Supplies</p>

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

All departments will provide a safe and positive environment for all students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: 4,5,6,8

Local Priorities:

### Annual Measurable Outcomes

EXPECTED

ACTUAL

**Metrics/Indicators**

CMI does not have a bedding area for students in the health office, nor moppable floors in the event of bodily fluids exposure.

CMI has a sink and ice machine in the staff kitchen area on carpets, where a moppable floor is needed.

**2017-18**

Indicators 1-2

CMI will upgrade the health office and staff kitchen area

**Baseline**

The CMI health office only has chairs and carpet.

No services currently available.

**Metrics/Indicators**

CMI can benefit from a laundry area for uniforms.

**2017-18**

Met, CMI was able to remodel a room large enough for bedding and a restroom, that is now being used as the health office.

Not met, CMI has not yet remodeled the staff area to be more hygienic or updated the ice machine.

Met, CMI also added laundry equipment to the boys locker room.

<p>CMI will upgrade locker room laundry services.</p> <p><b>Baseline</b> No services currently available.</p>	
<p><b>Metrics/Indicators</b> CMI students can benefit from a cooling system in the student eating area.</p> <p><b>2017-18</b> CMI will install a cooling system in the student eating area.</p> <p><b>Baseline</b> No services currently available.</p>	<p>Not met, CMI did not add a cooling system for the outside lunch area.</p>
<p><b>Metrics/Indicators</b> WEB for Middle School</p> <p><b>2017-18</b> CMI will expand WEB services and activities.</p> <p><b>Baseline</b> CMI will implement WEB (Where Everyone Belongs) to facilitate a mentoring program for middle schools grades 6 &amp; 7.</p>	<p>Met, CMI added a WEB section and the WEB program for the middle school students.</p>
<p><b>Metrics/Indicators</b> Link Crew for High School</p> <p><b>2017-18</b> Maintain teacher training through LINK conferences.</p> <p><b>Baseline</b> CMI will maintain and expand LINK Crew services</p>	<p>Met, CMI sustained and strengthened the LINK program for the high school.</p>

<p><b>Metrics/Indicators</b> CMI will have student recognition and awards events.</p> <p><b>2017-18</b> CMI will continue host student recognition events to highlight academics, KOTC, and other positive choice(s) celebrations.</p> <p><b>Baseline</b> CMI will host student recognition events to highlight academics, KOTC, and other positive choice(s) celebrations.</p>	<p>Met, CMI hosted three student recognition awards surrounding academics and leadership. CMI hosted the district Poetry Slam competition, and several promotion recognition events.</p>
<p><b>Metrics/Indicators</b> Student uniforms</p> <p><b>2017-18</b> CMI will continue to supply student uniforms.</p> <p><b>Baseline</b> CMI will continue to supply student uniforms.</p>	<p>Met, CMI continues to provide student uniforms.</p>

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Upgrade health office.</p> <ol style="list-style-type: none"> <li>1. Upgrade staff kitchen area</li> <li>2. Upgrade laundry services</li> <li>3. Install cooling system in student eating area.</li> <li>4. WEB</li> <li>5. LINK Crew</li> </ol>	<ol style="list-style-type: none"> <li>1. CMI did not upgrade the kitchen area.</li> <li>2. CMI did upgrade the laundry services in the boys locker room.</li> <li>3. CMI did not install a cooling system</li> <li>4. CMI did bring in WEB.</li> <li>5. CMI did expand LINK Crew</li> </ol>	<p>\$859,500 LCFF S/C - 0707 6200 - Buildings/Improvements of Buildings</p>	<p>\$763,292 LCFF S/C - 0707 6200 - Buildings/Improvements of Buildings</p>

6. Recognition events 7. Student Uniforms	6. CMI hosted 4 recognition events. 7. CMI purchased student uniforms.	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	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
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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

Secure and strengthen home-school-community connections and communications.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7,8  
 Local Priorities:

### Annual Measurable Outcomes

EXPECTED

ACTUAL

Metrics/Indicators	
Parent/Student/Teacher conferences	Partial, CMI sent five teachers, and a parent, but not a student to CABE this year.

<p><b>2017-18</b> CMI will send 2 students, 4 parents, and five teachers to CABE in 2018.</p> <p><b>Baseline</b> 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.</p>	
<p><b>Metrics/Indicators</b> Parent University</p> <p><b>2017-18</b> 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).</p> <p><b>Baseline</b> 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 (Parent Education and Leadership Initiative) dynamic.</p>	<p>Part A: Not met, CMI did not offer on site English or reading for parents.</p> <p>Part B: Met, CMI parents and stakeholders use the parent resource center and liaison daily.</p> <p>Part C: Met, CMI has strengthened our PELI program.</p>
<p><b>Metrics/Indicators</b> A.A.P.A.C. &amp; P.E.L.I.</p> <p><b>2017-18</b> 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.</p>	<p>Met, CMI administration met with parent sover three separate meetings to receive input from parents who have, and have not attended workshops. Input ranged from facilities to program groth.</p>

**Baseline**

CMI supports Parent groups through facilitating information and collaboration sessions, conferences, and parent/teacher/student successes.

**Actions / Services**

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

**Action 1**

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Estimated Actual Expenditures</b>
<p>CMI will increase parent opportunities to attend training conferences pertaining to CMI Student and parent growth ie. CABE and PELI.</p> <p>Part A: CMI will offer English reading and speaking classes for parents.</p> <p>Part B: CMI will establish and maintain a parent resources center, including information and training sessions or activities</p> <p>Part C: PELI (Parent Education and Leadership Initiative).</p>	<p>Part A: CMI did not offer English and reading classes for parents.</p> <p>Part B: CMI did remodel and establish a parent resource center.</p> <p>Part C: CMI did maintain and grow the PELI program.</p>	<p>\$175,000</p> <p>LCFF S/C - 0707</p> <p>5802 - Other Professional Services</p> <p>4000-4999 - Materials/Supplies</p> <p>5802 - Other Professional Services</p>	<p>\$182,000</p> <p>LCFF S/C - 0707</p> <p>5802 - Other Professional Services</p> <p>4000-4999 - Materials/Supplies</p> <p>5802 - Other Professional Services</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 did not hire an intervention counselor and instead chose to hire an English Language Learner specialist to coach and support our teaching staff. Future 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. Additional upgrading of 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.

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.

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.

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 also added additional sections of AVID to move closer to the goal and also added a WEB class/program to further connect students to the school community.

# Stakeholder Engagement

LCAP Year: 2018-19

## 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?

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 and WEB classes/programs to further connect students to the school community.

## Impact on LCAP and Annual Update

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 Solution Tree and RCOE to help CMI redesign relevant Common Formative/Summative 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

## Goal 1

All students will attain grade level proficiency in English Language Arts and Mathematics.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7,8

Local Priorities:

### Identified Need:

The Academic Indicator for Math demonstrates that there is a significant need for improvement for the overall school and all subgroups. The overall dashboard status is Orange and all subgroups are Red. The English Learner Indicator (ELPI) also demonstrates need for improvement due to a status of Orange. The reclassification rate decreased from the prior year and had an impact on the ELPI.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California Dashboard Academic Indicator ELA (3-8)- Points above/below level 3	<p>Overall- 49.6 points below (Red)</p> <p>English Learner (EL)- 66 points below (Red)</p> <p>Socioeconomically Disadvantaged (SED)- 50.9 points below (Red)</p> <p>Hispanic- 54.4 points below (Red)</p>	<p>Overall- 26.6 points below (Yellow)</p> <p>English Learner (EL)- 48 points below (Yellow)</p> <p>Socioeconomically Disadvantaged (SED)- 32 points below (Yellow)</p> <p>Hispanic- 29.6 points below (Yellow)</p>	<p>Overall- 11 points below (Yellow)</p> <p>English Learner (EL)- 33 points below (Yellow)</p> <p>Socioeconomically Disadvantaged (SED)- 17 points below (Yellow)</p> <p>Hispanic- 14 points below (Yellow)</p>	<p>Overall- 3 points below (Green)</p> <p>English Learner (EL)- 18 points below (Yellow)</p> <p>Socioeconomically Disadvantaged (SED)- 2 points below (Green)</p> <p>Hispanic- 2 points below (Green)</p>
California Dashboard Academic Indicator Math (3-8)	<p>Overall- 89 points below (Red)</p> <p>English Learner (EL)- 105.5 points below (Red)</p> <p>Socioeconomically Disadvantaged (SED)- 91.2 points below (Red)</p> <p>Hispanic- 92.1 points below (Red)</p>	<p>Overall- 91.7 points below (Orange)</p> <p>English Learner (EL)- 112.1 points below (Red)</p> <p>Socioeconomically Disadvantaged (SED)- 96.7 points below (Red)</p> <p>Hispanic- 95.5 points below (Red)</p>	<p>Overall- 76 points below (Yellow)</p> <p>English Learner (EL)- 97 points below (Orange)</p> <p>Socioeconomically Disadvantaged (SED)- 81 points below (Yellow)</p> <p>Hispanic- 80 points below (Yellow)</p>	<p>Overall- 61 points below (Yellow)</p> <p>English Learner (EL)- 82 points below (Orange)</p> <p>Socioeconomically Disadvantaged (SED)- 66 points below (Yellow)</p> <p>Hispanic- 66 points below (Yellow)</p>
English Learner Progress Indicator (ELPI)	81.7%. Yellow.	Status- 77%. (Orange)	Increase by 5% to 82% (Green).	Increase by 5% to 87% (Blue).

*changes in the ELPI calculations caused a different 15-16 ELPI status to be generated for the Fall CDE dashboard release. The Baseline ELPI is not comparable to the 17-18 ELPI.				
ELPI Reclassification Rate	Reclassification Rate- 14.3%	CMI Reclassification Rate is 8%	Increase 4% to 12%	Increase 3% to 15%
ELPI % met status on the State Language Assessment (CELDT/ELPAC) *changes in the ELPI calculations caused a different 15-16 ELPI status to be generated for the Fall CDE dashboard release. The Baseline ELPI is not comparable to the 17-18 ELPI.	Baseline ELPI from the Spring 2017 Dashboard was 81%.*.	The Fall 2017 Dashboard Status was 64%. (Yellow)	Increase by 8% to 72%. (Green)	Increase by 5% to 77%. (Green)

## 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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	Schoolwide	CMI All Grades Served
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
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**2017-18 Actions/Services**

1. AVID Schoolwide & AVID tutors sustainability.  
Advanced Placement, dual enrollment, and concurrent enrollment growth.
2. Student intervention/supplemental computer software.
3. Building of common formative assessments (CFA's).
4. Teacher growth through specific conferences and workshops.
5. Teacher directed SBAC acclamation and strategic tutoring sessions.
6. Section Allocation CMI will purchase 6 sections for the Master Schedule
  - a. 2 in Mathematics
  - b. 1 in English Language Arts
  - c. 1 in Art
  - d. 1 in AVID
  - e. 1 in Music

**2018-19 Actions/Services**

1. AVID schoolwide support to include tutors, college field trips, materials and supplies, and workshops. AVID coordinator release.
2. After school tutoring and interventions.
3. Professional development; instructional strategies. Conferences, trainings, and workshops.
4. Instruction materials and supplies to support student achievement.
5. Release sections for intervention and support.
6. Teacher readiness/release coverage
7. Summer school support
8. 1 FTE for Information Technology Technician.
9. 1 FTE for Library technician.
10. 1 FTE for Technology TOSA
11. 1 FTE for Math instructional coach
12. 1 FTE for English/ELD Instructional coach

**2019-20 Actions/Services**

1. AVID schoolwide support to include tutors, college field trips, materials and supplies, and workshops. AVID coordinator release.
2. After school tutoring and interventions.
3. Professional development; instructional strategies. Conferences, trainings, and workshops.
4. Instruction materials and supplies to support student achievement.
5. Release sections for intervention and support.
6. Teacher readiness/release coverage
7. Summer school support
8. 1 FTE for Information Technology Technician.
9. 1 FTE for Library technician.
10. 1 FTE for Technology TOSA
11. 1 FTE for Math instructional coach
12. 1 FTE for English/ELD Instructional coach

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,271,460	\$1,455,000	\$1,455,000
Source	LCFF S/C - 0707	LCFF S/C - 0707	LCFF S/C - 0707
Budget Reference	1000-1999 - Certificated Salaries 2000-2999 - Classified Salaries 3000-3999 - Benefits	1000-1999 - Certificated Salaries 2000-2999 - Classified Salaries 3000-3999 - Benefits 4000-4999 - Materials/Supplies 5200 - Travel/Conferences 5802 - Other Professional Services	1000-1999 - Certificated Salaries 2000-2999 - Classified Salaries 3000-3999 - Benefits 4000-4999 - Materials/Supplies 5200 - Travel/Conferences 5802 - Other Professional Services

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## 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 Priorities: 1,2,4,7,8

Local Priorities:

### Identified Need:

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.

## 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	Overall (2014-15): 98.2% (Blue) Socioeconomically Disadvantaged: 99.1% (Blue) Hispanic: 99% (Blue)	Overall (2014-15): 98.2% (Blue) Socioeconomically Disadvantaged: 99.1% (Blue) Hispanic: 99% (Blue)	Overall (2014-15): 98.2% (Blue) Socioeconomically Disadvantaged: 99.1% (Blue) Hispanic: 99% (Blue)
FAFSA Completion	93.5% of 12th grade students were accepted to Universities, community college or trade schools, and have sought a financial pathway.	100% of 12th graders completed FAFSA applications and were accepted to Universities, Colleges, or trade schools.	100% of 12th graders completed FAFSA applications and were accepted to Universities, Colleges, or trade schools.	100% of 12th graders completed FAFSA applications and were accepted to Universities, Colleges, or trade schools.
Military pathway	6.5% of 12th grade students enlisted in the military.	6.4% of 12th grade students enlisted in the military.6.5% of 12th grade students enlisted in the military.	6.4% of 12th grade students enlisted in the military.6.5% of 12th grade students enlisted in the military.	6.4% of 12th grade students enlisted in the military.6.5% of 12th grade students enlisted in the military.
College Career Indicator	N/A	Overall: 57.9% (High) English Learner: 45.5% (Medium) Socioeconomically Disadvantaged: 56.6% (High) Hispanic: 58.4% (High)	Overall: 57.9% (High) English Learner: 45.5% (Medium) Socioeconomically Disadvantaged: 56.6% (High) Hispanic: 58.4% (High)	Overall: 57.9% (High) English Learner: 45.5% (Medium) Socioeconomically Disadvantaged: 56.6% (High) Hispanic: 58.4% (High)

## Planned Actions / Services

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

### Action 1

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

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):



All Students	CMI and Grade Spans
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**OR**

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>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 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>1. CMI will host 9 Monthly parent information nights, topics to include;</p> <ul style="list-style-type: none"> <li>● College planning</li> <li>● College applications and fees</li> <li>● FAFSA and other sources</li> <li>● Social Media safety</li> <li>● Financial planning</li> <li>● CTE options</li> <li>● Dual/Concurrent enrollment and AP classes/planning</li> <li>● Infinite campus</li> <li>● Health and Nutrition</li> </ul> <p>2. 8th Grade promotion and high school readiness</p> <p>3. Computer applications</p> <p>4. Teacher readiness/release coverage</p>	<p>1. CMI will host 9 Monthly parent information nights, topics to include;</p> <ul style="list-style-type: none"> <li>● College planning</li> <li>● College applications and fees</li> <li>● FAFSA and other sources</li> <li>● Social Media safety</li> <li>● Financial planning</li> <li>● CTE options</li> <li>● Dual/Concurrent enrollment and AP classes/planning</li> <li>● Infinite campus</li> <li>● Health and Nutrition</li> </ul> <p>2. 8th Grade promotion and high school readiness</p> <p>3. Computer applications</p> <p>4. Teacher readiness/release coverage</p>

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$90,500	\$298,034	\$298,034
Source	LCFF S/C - 0707	LCFF S/C - 0707	LCFF S/C - 0707
Budget Reference	5802 - Other Professional Services 4300 - Materials/Supplies	1132 - Sub Teacher Salary 3000-3999 - Benefits 4000-4999 - Materials/Supplies 5802 - Other Professional Services 5819 - Field Trips 5845 - Printing Services	1132 - Sub Teacher Salary 3000-3999 - Benefits 4000-4999 - Materials/Supplies 5802 - Other Professional Services 5819 - Field Trips 5845 - Printing Services

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

**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 Priorities: 4,5,6,8  
Local Priorities:

## Identified Need:

There is a need to focus on reducing the district wide suspension rate specifically Students With Disabilities and African American students, specifically reducing the district wide rate of 14.68%, SWD rate of 14.9% and AA rate of 13.6%. CMI experienced a 4% reduction in suspension rates.

CMI's biggest need in the area of safe and positive environments are facility upgrades. CMI has made concrete upgrades to reduce trip hazards. CMI is working on locker room, kitchen, and other administrative office upgrades.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	Baseline 2016-17 5.1%	CA Dashboard Indicator: 5.1%	Decrease CA Dashboard Indicator by: 4.9%	Decrease CA Dashboard Indicator by: 4.7%
Suspension Rate	<b>Overall suspension rate: 5.9%</b>  African American: 7.8% Hispanic: 5.4% White: 8.5% Socioeconomically disadvantaged: 6.2%	<b>Overall suspension rate of 9.8%</b>  African American: 20.8% Hispanic: 8.9% White: 18.9% Socioeconomically disadvantaged: 10.4%	<b>Overall suspension rate of 8%</b>  African Americans: 7% Hispanic: 5% White: 6% Socioeconomically disadvantaged: 6%	<b>Overall suspension rate of 5%</b>  African Americans: 6% Hispanic: 4% White: 6% Socioeconomically disadvantaged: 5%
School Climate Survey	California Healthy Kids Survey Survey conducted in 2017-2018	98% of CMI eligible students completed the Healthy Kids Surveys.	Increase participation of California Healthy Kids Survey by 1%	Increase participation of California Healthy Kids Survey by 1%

## Planned Actions / Services

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

# Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

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**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income	Schoolwide	CMI All Grades Served
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**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified	Modified	Modified
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**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

1. WEB Supplies, field trips, and conferences
2. LINK supplies, field trips, and conferences
3. Teacher readiness/release coverage
4. Student recognition supplies and events.
5. Motivational speakers
6. Skateboard locks
7. PBIS supplies and events
8. Clover, athletic trainers
9. Additional athletics budget
10. Positive attendance incentives

**2019-20 Actions/Services**

1. WEB Supplies, field trips, and conferences
2. LINK supplies, field trips, and conferences
3. Teacher readiness/release coverage
4. Student recognition supplies and events.
5. Motivational speakers
6. Skateboard locks
7. PBIS supplies and events
8. Clover, athletic trainers
9. Additional athletics budget
10. Positive attendance incentives

11. K-9 support

11. K-9 support

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$859,500	\$510,000	\$510,000
Source	LCFF S/C - 0707	LCFF S/C - 0707	LCFF S/C - 0707
Budget Reference	6200 - Buildings/Improvements of Buildings 6200 - Buildings/Improvements of Buildings	1132 - Subs Teacher Salary 3000-3999 - Benefits 4000-4999 - Materials/Supplies 5200 - Travel/Conferences 5802 - Other Professional Services 5817 - Transportation	1132 - Subs Teacher Salary 3000-3999 - Benefits 4000-4999 - Materials/Supplies 5200 - Travel/Conferences 5802 - Other Professional Services 5817 - Transportation

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

Secure and strengthen home-school-community connections and communications.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,7,8

Local Priorities:

## Identified Need:

CMI seeks to expand home-school-community communication and relationship building. There is a need to increase parent participation in decision making and leadership opportunities by 5%. Parents and family members need to be educated about programs, to understand how they can support their child's education. Communication between home and school should be an authentic two-way dialogue focused on the student. Increase parent access and understanding of social media by 10%.

## 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, as it will be in Southern California.	CMI will send zero students, 1 parent, and five teachers to CABE in 2018, as it will be in Northern California.
Parent University	<p>Part A: CMI does not offer English reading or speaking classes.</p> <p>Part B: CMI seeks to expand our use of parent/community liaison services to include a parent resources center and information and training sessions and related activities.</p> <p>Part C: CMI seeks to expand the current PELI (Parent Education and Leadership Initiative) dynamic.</p>	<p>Part A: CMI will offer English reading and speaking classes for parents.</p> <p>Part B: CMI will establish and maintain a parent resources center, including information and training sessions or activities</p> <p>Part C: PELI (Parent Education and Leadership Initiative).</p>	<p>Part A: CMI will offer English reading and speaking classes for parents.</p> <p>Part B: CMI will maintain a parent resources center, including information and training sessions or activities.</p> <p>Part C: CMI will maintain the PELI (Parent Education and Leadership Initiative).</p>	<p>Part A: CMI will offer English reading and speaking classes for parents.</p> <p>Part B: CMI will maintain a parent resources center, including information and training sessions or activities.</p> <p>Part C: CMI will maintain the PELI (Parent Education and Leadership Initiative).</p>
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:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All Students

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

CMI and Grade Spans

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services**

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.

**2018-19 Actions/Services**

1. Teacher readiness/release coverage
2. Parent education nights.
3. Parent outreach: PELI, AAPAC, ELAC, PTSA, and the like.
4. Parent university consultants
5. Advertising to promote CMI

**2019-20 Actions/Services**

1. Teacher readiness/release coverage
2. Parent education nights.
3. Parent outreach: PELI, AAPAC, ELAC, PTSA, and the like.
4. Parent university consultants
5. Advertising to promote CMI

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).	6. Parent events; materials, supplies, and catering 7. Blackboard connect 8. Parent/community liaison cell phone	6. Parent events; materials, supplies, and catering 7. Blackboard connect 8. Parent/community liaison cell phone
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Year	2017-18	2018-19	2019-20
Amount	\$175,000	\$505,218	\$505,218
Source	LCFF S/C - 0707	LCFF S/C - 0707	LCFF S/C - 0707
Budget Reference	5802 - Other Professional Services 4000-4999 - Materials/Supplies 5802 - Other Professional Services	1132 - Subs Teacher Salary 3000-3999 - Benefits 4000-4999 - Materials/Supplies 5200 - Travel/Conferences 5817 - Field Trips 5840 - Advertising 5850 - Software 6410 - Equipment Technology	1132 - Subs Teacher Salary 3000-3999 - Benefits 4000-4999 - Materials/Supplies 5200 - Travel/Conferences 5817 - Field Trips 5840 - Advertising 5850 - Software 6410 - Equipment Technology



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 2,768,252

33.92%

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

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

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

- Goal 1 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.
- 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.

## 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](mailto: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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter 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; in addition, list the state and/or local priorities addressed by the planned goals. 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, enter 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, enter 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**

List the state and/or local priorities addressed by the goal. 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 included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as 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 entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, 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 identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying 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 the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

**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



enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “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:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” 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.
- Enter “Unchanged Action” 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 enter “Unchanged Action” 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 enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections 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?

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