2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Perris Union High School District
CDS Code:	33-67207-0101170
LEA Contact Information:	Name: I. Nicholas Milosavljevic Ph.D Position: Principal Phone: 951.443.2731 ext. 35100
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$12,545,498
LCFF Supplemental & Concentration Grants	$3,355,195
All Other State Funds	$953,326
All Local Funds	$49,750
All federal funds	$0
Total Projected Revenue	$13,548,574

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$13,883,105
Total Budgeted Expenditures in the LCAP	$3,355,195
Total Budgeted Expenditures for High Needs Students in the LCAP	$2,827,793
Expenditures not in the LCAP	$10,527,910

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$1,184,765
Actual Expenditures for High Needs Students in Learning Continuity Plan	$1,188,422

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$-527,402
2020-21 Difference in Budgeted and Actual Expenditures	$3,657

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General operating costs that are not included in the LCAP: the Special Education Contribution

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Perris Union High School District

CDS Code: 33-67207-0101170

School Year: 2021-22

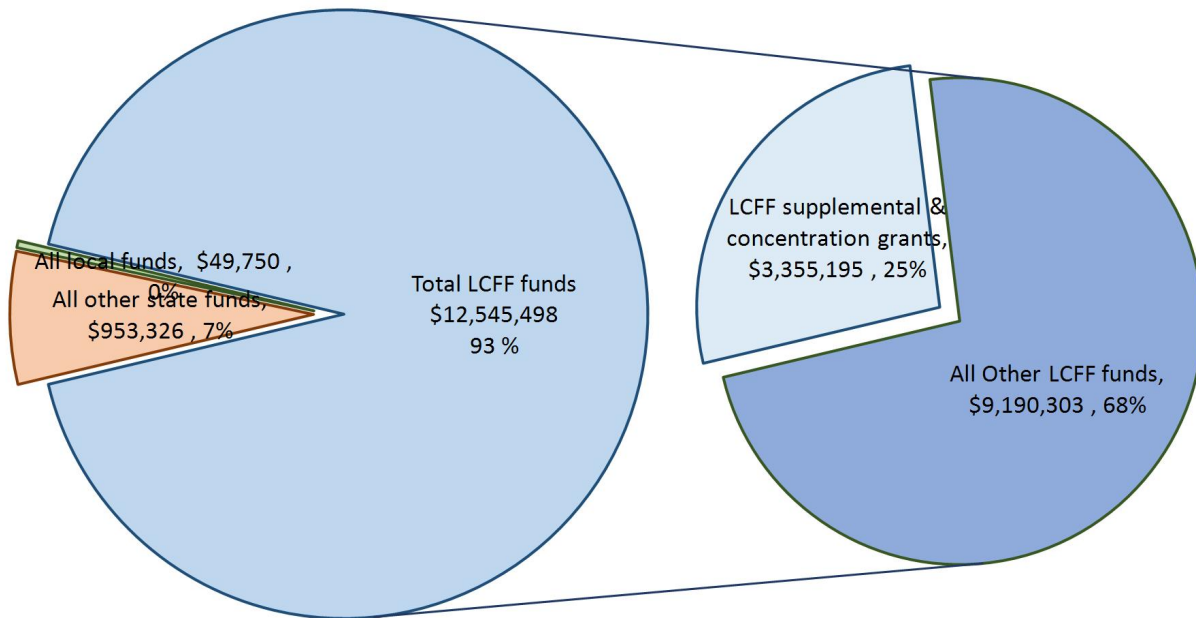LEA contact information:

I. Nicholas Milosavljevic Ph.D

Principal

951.443.2731 ext. 35100

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

All local funds, $49,750, 0%
All other state funds, $953,326, 7%
Total LCFF funds $12,545,498 93 %
LCFF supplemental & concentration grants, $3,355,195, 25%
All Other LCFF funds, $9,190,303, 68%

This chart shows the total general purpose revenue Perris Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Perris Union High School District is $13,548,574, of which $12,545,498 is Local Control Funding Formula (LCFF), $953,326 is other state funds, $49,750 is local funds, and $0 is federal funds. Of the $12,545,498 in LCFF Funds, $3,355,195 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
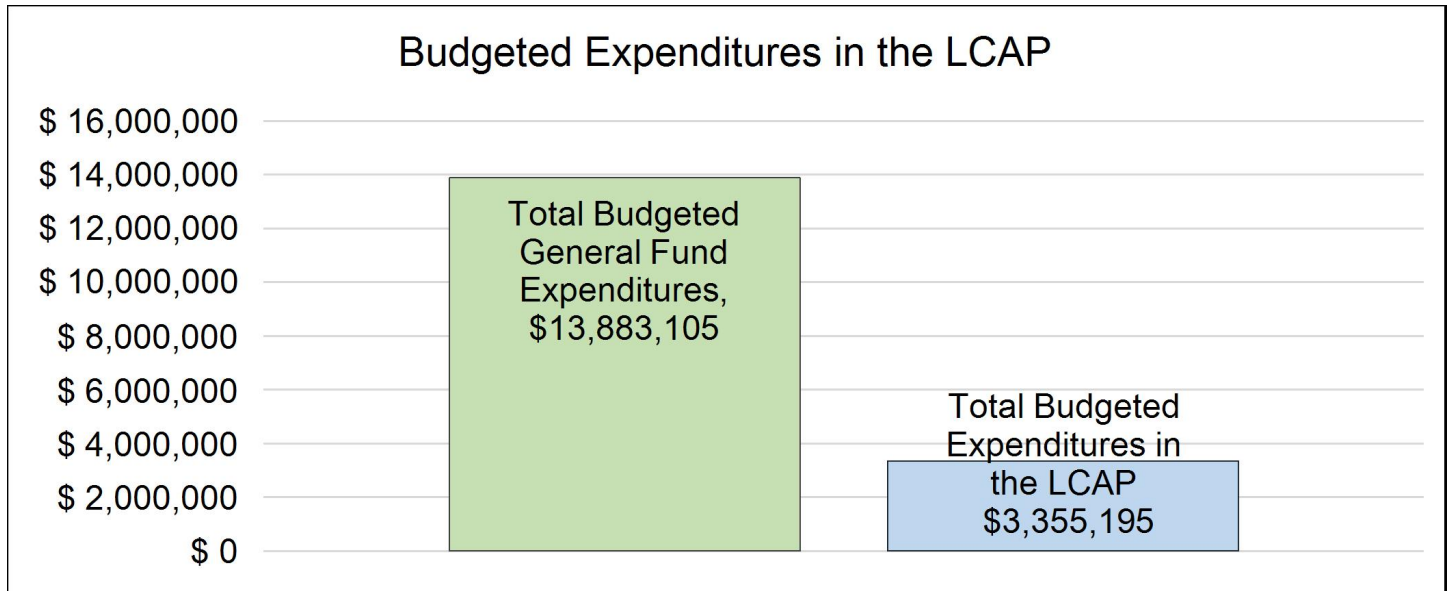
This chart provides a quick summary of how much Perris Union High School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Perris Union High School District plans to spend $13,883,105 for the 2021-22 school year. Of that amount, $3,355,195 is tied to actions/services in the LCAP and $10,527,910 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
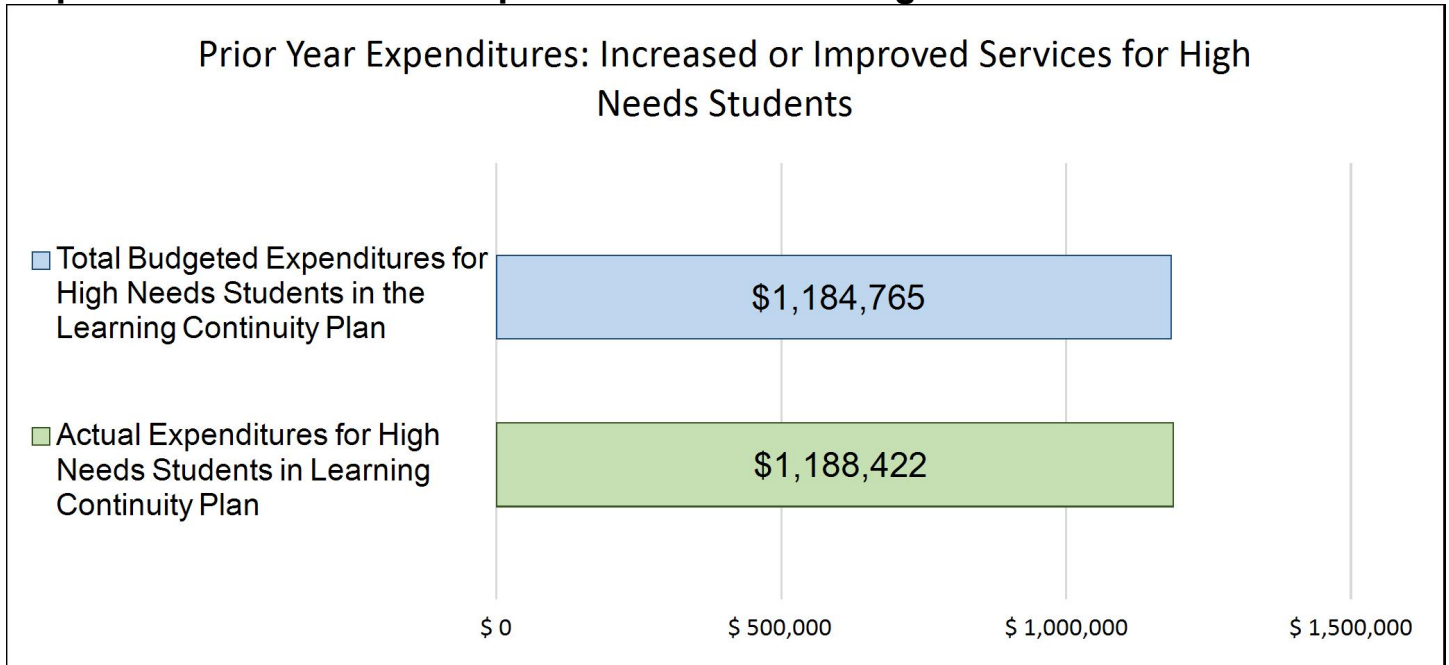
General operating costs that are not included in the LCAP: the Special Education Contribution

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Perris Union High School District is projecting it will receive $3,355,195 based on the enrollment of foster youth, English learner, and low-income students. Perris Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Perris Union High School District plans to spend $2,827,793 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $1,184,765

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan — $1,188,422

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000

This chart compares what Perris Union High School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Perris Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Perris Union High School District's Learning Continuity Plan budgeted $1,184,765 for planned actions to increase or improve services for high needs students. Perris Union High School District actually spent $1,188,422 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Perris Union High School District	I. Nicholas Milosavljevic Ph.D Principal	igor.milosavljevic@puhsd.org 951.443.2731 ext. 35100

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator California Dashboard Academic Indicator ELA (3-8 and 11)- Points above/below level 3 **19-20** Overall 27.4 points below standard (orange) Socioeconomically Disadvantaged: 30.5 points below standard (orange) Hispanic: 29.7 points below standard (orange) English Learners: 63.6 points below standard (orange)	No Longer Reported

Expected	Actual
Baseline Overall- 26.3 points below (orange) English Learner (EL)- 63.4 points below (orange) Hispanic- 28.9 points below (orange) Socioeconomically Disadvantaged (SED)- 31.8 points below (orange)	
Metric/Indicator California Dashboard Academic Indicator Math (3-8 and 11) **19-20** Overall 72.9 points below standard (yellow) English Learner: 101.2 points below standard (orange) Hispanic: 75.7 points below standard (yellow) Socioeconomically Disadvantaged: 75.6 points below standard (yellow) **Baseline** Overall- 76.9 points below (yellow) English Learner (EL)- 107.7 points below (orange) Hispanic- 80.5 points below (yellow) Socioeconomically Disadvantaged (SED)- 82.5 points below (yellow)	No Longer Reported
Metric/Indicator English Learner Progress Indicator (ELPI)	English Learner Progress Indicator (ELPI)

Expected	Actual
*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. **19-20** District will maintain ELPAC performance data while awaiting ELPI to be published in 2020 **Baseline** 81.7%. Yellow.	The 2019-20 ELPAC administration was interrupted due to Covid 19 school closures. CMIt tested approximately % of students prior to the school closures. Data is not comparable to the previous year and the CDE did not calculate an ELPI for 2020
Metric/Indicator ELPI Reclassification Rate **19-20** Increase 2% to 10% **Baseline** Reclassification Rate- 14.3%	English Learner Progress Indicator (ELPI) Reclassification Rate The district Reclassification Rate per CDE Dataquest is 13.6% for 19-20- 13.6% The district Reclassification Rate per CDE Dataquest is 7.3% for 2018-19
Metric/Indicator 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. **19-20** Increase by 5% to 77%. (Green) **Baseline** Baseline ELPI from the Spring 2017 Dashboard was 81%.*.	CMIt tested approximately % of students prior to the school closures. Data is not comparable to the previous year and the CDE did not calculate an ELPI for 2020
Metric/Indicator Annual SARC Report on Teacher Credentialing **19-20**	100% of staff are appropriately assigned and fully credentialed in areas taught.

Expected	Actual
Maintain 100% of staff appropriately assigned and fully credentialed in areas taught **Baseline** 100% of staff are appropriately assigned and fully credentialed in area taught	
Metric/Indicator Every pupil in the school district has sufficient access to standards aligned instructional materials **19-20** Maintain student access to standards aligned instructional materials **Baseline** 100% of student have access to standards aligned instructional materials	100% of students have access to standards aligned instructional materials.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Providing training and support for Literacy across the curriculum in all content areas.	1.1 Library Books; support AR, Literacy; Accelerated Reader Program 4000-4999: Books And Supplies LCFF S/C $58,933 1.1 Step Up to Writing Program 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $21,430 1.1 Accelerated Reader books; incorporation of more literature books within the library 4000-4999: Books And Supplies Title I $25,000	1.1 Library Books; support AR, Literacy; Accelerated Reader Program 4000-4999: Books And Supplies LCFF S/C $58,567 1.1 Step Up to Writing Program 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $21,430 1.1 Accelerated Reader books; incorporation of more literature books within the library 4000-4999: Books And Supplies Title I $10,481
1.2 Provide training and support to increase rigor and relevance in all ELA, math, and science (Next Generation Science Standards) courses.	1.2 Teacher Release Time: AVID, CFA/CSA, ELA, Math; 2 days PD	1.2 Teacher Release Time: AVID, CFA/CSA, ELA, Math; 2 days PD

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	staff relationship building 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $155,453	staff relationship building 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $69,030
	1.2 AVID tutors 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $53,575	1.2 AVID tutors 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $68,991
	1.2 Materials & Supplies to support instruction includes: Brain Pop, ListenWise, IXL, consumables; interactive texts 4000-4999: Books And Supplies LCFF S/C $151,369	1.2 Materials & Supplies to support instruction includes: Brain Pop, ListenWise, IXL, consumables; interactive texts 4000-4999: Books And Supplies LCFF S/C $41,116
	1.2 Conferences/Training's to include: ISTE/CUE, AVID SI, AVID Write Path 5000-5999: Services And Other Operating Expenditures LCFF S/C $64,290	1.2 Conferences/Training's to include: ISTE/CUE, AVID SI, AVID Write Path 5000-5999: Services And Other Operating Expenditures LCFF S/C $62,452
	1.2 Consultant Contracts to include: T4, STEMulate, Solution Tree Coach 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $107,150	1.2 Consultant Contracts to include: T4, STEMulate, Solution Tree Coach 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $157,652
	1.2 Academic performance incentives - field trips 5000-5999: Services And Other Operating Expenditures Title I $10,000	1.2 Academic performance incentives - field trips 5000-5999: Services And Other Operating Expenditures Title I 0
	1.2 Teacher allocations 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits Title I $80,000	1.2 Teacher allocations 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits Title I $23,165
1.3 Support the implementation of Multi-tiered System of Support.	1.3 Co-curricular and extra curricular student events/activities;	1.3 Co-curricular and extra curricular student events/activities;

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	after school tutoring interventions; Summer school - Bridge Program; Math/ELA/Academic ENG support sections 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $308,842	after school tutoring interventions; Summer school - Bridge Program; Math/ELA/Academic ENG support sections 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $239,359
	1.3 Student incentives - academics 4000-4999: Books And Supplies LCFF S/C $21,430	1.3 Student incentives - academics 4000-4999: Books And Supplies LCFF S/C $16,966
	1.3 Tutoring materials/supplies after school 4000-4999: Books And Supplies Title I $5,000	1.3 Tutoring materials/supplies after school 4000-4999: Books And Supplies Title I $5,000
1.4 Provide training and support for the integration of technology in all content areas.	1.4 Certificated salary to include Technology TOSA 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $141,849	1.4 Certificated salary to include Technology TOSA 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $142,207
	1.4 Classified salary to include Information Technology Technician 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $86,353	1.4 Classified salary to include Information Technology Technician 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $90,960
	1.4 Chromebook refresh, screens, batteries; LCD Projector refresh 4000-4999: Books And Supplies LCFF S/C $267,878	1.4 Chromebook refresh, screens, batteries; LCD Projector refresh 4000-4999: Books And Supplies LCFF S/C $101,910

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 schools were closed in March 2020 and this resulted in some services not being implemented, these funds were diverted to support Distance Learning, and the needed instructional materials and supplies, technology hardware and software were increased to support both staff and students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success:
- Academic Coaching support including instructional technology support
- Professional Development focusing on Teacher Clarity, Co-Plan Co-Teach Model, Instructional Strategies
- Professional Learning Community
- Provide training and support to increase rigor and relevance in NGSS

Challenges:
- School closure due to COVID-19, unable to complete the school year, loss of learning and academic progress
- Distance Learning

Goal 2

All students will graduate from high school prepared for post-secondary and career options or obtain a certificate of high school completion.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Graduation Rate **19-20** 100% graduation rate in 2019 (Blue) **Baseline** 99% of 12th grade students enrolled at CMI for their 12th grade year graduated in 2018	Maintain a graduation rate above 95% (Blue)
Metric/Indicator FAFSA Completion **19-20** Maintain FAFSA Completion Rate between 95% - 100% **Baseline** 93.5% of 12th grade students were accepted to Universities, community college or trade schools, and have sought a financial pathway.	100% Completion

Expected	Actual
Metric/Indicator Military pathway **Baseline** 6.5% of 12th grade students enlisted in the military.	Discontinued Metric
Metric/Indicator College Career Indicator (CCI) **19-20** Decreased CCI by 12.5% **Baseline** CCI Rate: 71.4%	Increase CCI by 3%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Provide expanded opportunities for remediation, acceleration and enrichment to college and career readiness.	2.1 AP Testing, testing prep materials/supplies 4000-4999: Books And Supplies LCFF S/C $21,338 2.1 Transportation services; late bus 5817: Transportation LCFF S/C $387,256 2.1 Dual enrollment/concurrent enrollment services 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $21,338	2.1 AP Testing, testing prep materials/supplies 4000-4999: Books And Supplies LCFF S/C $7,550 2.1 Transportation services; late bus 5817: Transportation LCFF S/C $368,465 2.1 Dual enrollment/concurrent enrollment services 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C 0
2.2 Provide opportunities and support for high school students to access to college level coursework.	2.2 AP/SAT/ACT Test Prep materials/supplies 4000-4999: Books And Supplies LCFF S/C $32,007	2.2 AP/SAT/ACT Test Prep materials/supplies 4000-4999: Books And Supplies LCFF S/C $50.567

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.3 Provide expanded opportunity for students to participate and complete CTE pathways.	2.3 Career Fair Day materials/supplies; PLTW ongoing supplies 4000-4999: Books And Supplies LCFF S/C $64,014 2.3 STEM Programs and activities 5000-5999: Services And Other Operating Expenditures Title I $5,000	2.3 Career Fair Day materials/supplies; PLTW ongoing supplies 4000-4999: Books And Supplies LCFF S/C $69,218 2.3 STEM Programs and activities 5000-5999: Services And Other Operating Expenditures Title I $3,066
2.4 Provide funding, training and support to build and maintain a comprehensive counseling program to support college and career readiness.	2.4 Certificated salaries to include Counselors; sub coverage for college visits, SAT, tech/career. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $150,818 2.4 FAFSA promotional materials/supplies 4000-4999: Books And Supplies LCFF S/C $10,669	2.4 Certificated salaries to include Counselors; sub coverage for college visits, SAT, tech/career. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $111,457 2.4 FAFSA promotional materials/supplies 4000-4999: Books And Supplies LCFF S/C $8,669
2.5 Provide training and support for students to develop the CCR skills necessary for success in high school and postsecondary education.	2.5 8th Grade Promo/Graduation materials/supplies; promoting graduates/college readiness, banners, posters, lawn signs. 4000-4999: Books And Supplies LCFF S/C $32,007 2.5 Transportation for College Univ, Trade visits. 5817: Transportation LCFF S/C $26,672 2.5 Materials/Supplies for College/Career Fair 4000-4999: Books And Supplies Title I $1,000 2.5 Workshops to include: REACH OUT 5000-5999: Services And Other Operating Expenditures Title I $2,500	2.5 8th Grade Promo/Graduation materials/supplies; promoting graduates/college readiness, banners, posters, lawn signs. 4000-4999: Books And Supplies LCFF S/C $13,148 2.5 Transportation for College Univ, Trade visits. 5817: Transportation LCFF S/C $18,783 2.5 Materials/Supplies for College/Career Fair 4000-4999: Books And Supplies Title I $1,031 2.5 Workshops to include: REACH OUT 5000-5999: Services And Other Operating Expenditures Title I $2,063

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 schools were closed in March 2020 and this resulted in some services not being implemented, these funds were diverted to support Distance Learning, and the needed instructional materials and supplies, technology hardware and software were increased to support both staff and students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The overall implementation of the actions and services was successful and we were able to implement each one. Listed below are areas of success and areas for improvement related to the overall implementation of the actions and services to achieve the articulated goal.
Overall areas of success:
? CMI hosted monthly parent nights on topics, including:
? College planning
? College applications and fees
? FAFSA and other sources
? Social Media safety
? Financial planning for college
? Dual/Concurrent enrollment and AP classes/planning
? Infinite campus as a parent tool

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: Priority 1: Basic (Conditions of Learning)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Chronic Absenteeism **19-20** Increased Overall by 2.1% chronically absent (Orange) English Learner: increased 3.5% chronically absent (Orange) Hispanic: increased 2.7% (orange) Socioeconomically Disadvantaged: increased 2.2% chronically absent (Orange) **Baseline** Baseline Overall 2017-18 5.3% English Learner: 5.4% chronically absent (Orange) Hispanic: increased 5.3% (yellow) Socioeconomically Disadvantaged:5.7% chronically absent (Orange)	Decrease Overall by 2% chronically absent (Orange) English Learner: 3.4% chronically absent (Orange) Socioeconomically Disadvantaged: 3.7% chronically absent (Orange)

Expected	Actual
Metric/Indicator Suspension Rate **19-20** Decrease Overall: 2% (Yellow) African Americans: increased 14.5% suspended at least once - (red) English Learner: decreased 3.6% suspended at least once - (yellow) Hispanic: decreased 2.6% suspended at least once - (Yellow) Socioeconomically Disadvantaged: Decreased 2.6% suspended at least once - (Yellow) White: decreased 1.4% suspended at least once (Yellow) **Baseline** Overall suspension rate: 7.1% African American: 11.4% Hispanic: % White: 7.5% Socioeconomically disadvantaged 7.7% English Learners: 11.3%	Decrease Overall: 2% (Yellow) African Americans: 9.4% suspended at least once - (Orange) English Learner: 9.3% suspended at least once - (Orange) Hispanic: 5.2% suspended at least once - (Yellow) Socioeconomically Disadvantaged: 5.7% suspended at least once - (Yellow) White: 5.5% suspended at least once (Yellow)
Metric/Indicator School Climate Survey **19-20** Increase participation of California Healthy Kids Survey by 1% **Baseline** California Healthy Kids Survey Survey conducted in 2017-2018	CA Healthy Kids Survey was postponed due to COVID-19 school closures

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Provide training and support to ensure all Tier I practices of MTSS are fully implemented at CMI.	3.1 Professional Consulting contract for PBIS 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $5,349	3.1 Professional Consulting contract for PBIS 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $2,350
3.2 Develop a systematic process to identify and support at-risk students academic and behavior (Tier II & III) supports at regular intervals throughout the school year.	3.2 Certificated salaries to include: Extra curricular activities, teacher extra duty, other offerings as needed by survey, supporting clubs. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $37,447 3.2 Materials/Supplies for attendance incentives; 4000-4999: Books And Supplies LCFF S/C $16,048 3.2 Consulting contracts to include: motivational speakers, positive solutions/student support/bullying. 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $21,398	3.2 Certificated salaries to include: Extra curricular activities, teacher extra duty, other offerings as needed by survey, supporting clubs. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $15,298 3.2 Materials/Supplies for attendance incentives; 4000-4999: Books And Supplies LCFF S/C $7,665 3.2 Consulting contracts to include: motivational speakers, positive solutions/student support/bullying. 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $15,245
3.3 Provide training and develop a comprehensive tiered approach to improving student attendance and reducing chronic absenteeism.	3.3 Certificated salaries to include: WEB/Link Support 3 sections. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $55,165 3.3 Materials/Supplies to include: WEB event supplies; Link event supplies 4000-4999: Books And Supplies LCFF S/C $10,699	3.3 Certificated salaries to include: WEB/Link Support 3 sections. 1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $56,525 3.3 Materials/Supplies to include: WEB event supplies; Link event supplies 4000-4999: Books And Supplies LCFF S/C $12,125

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3.3 Conferences to include: WEB/Link 5000-5999: Services And Other Operating Expenditures LCFF S/C $13,909	3.3 Conferences to include: WEB/Link 5000-5999: Services And Other Operating Expenditures LCFF S/C $9,711
	3.3 Transportation to include: WEB/Link trips 5817: Transportation LCFF S/C $12,839	3.3 Transportation to include: WEB/Link trips 5817: Transportation LCFF S/C 0
3.4 Provide services and activities to enhance and strengthen student and staff safety.	3.4 Classified salaries to include: Library Clerk, Campus Safety Officer 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $119,827	3.4 Classified salaries to include: Library Clerk, Campus Safety Officer 2000-2999: Classified Personnel Salaries LCFF S/C $116,574
	3.4 Consultant contracts to include: K9, Clover, Athletics Trainers 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $197,075	3.4 Consultant contracts to include: K9, Clover, Athletics Trainers 5800: Professional/Consulting Services And Operating Expenditures LCFF S/C $83,022
	3.4 Materials/Supplies for classroom activities 4000-4999: Books And Supplies Title I $2,500	3.4 Materials/Supplies for classroom activities 4000-4999: Books And Supplies Title I $1,003

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 schools were closed in March 2020 and this resulted in some services not being implemented, these funds were diverted to support Distance Learning, and the needed instructional materials and supplies, technology hardware and software were increased to support both staff and students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

CMI provided online student support services to support students during Distance Learning.

Challenges
Student participation and engagement was impacted as a result of COVID-19

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
       Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent Participation **19-20** Increase Parent Participation by 2% **Baseline** Parent Participation: 1,356	Parent Participation: 3,643
Metric/Indicator Infinite Campus Parent Portal **19-20** Maintain 90% or above IC Parent Portal Accounts **Baseline** IC Parent Portal Accounts: NA	IC Parent Portal Accounts: 895
Metric/Indicator Access to information via Social Media **19-20** Increase to social media access by 5% **Baseline** Facebook Followers: NA Twitter Followers: NA Instagram: NA	Facebook Followers: 1,110 Twitter Followers: 278 Instagram: 985

Expected	Actual
Metric/Indicator CA Healthy Kids Survey: California School Parent Survey (CSPS) **19-20** Increase California School Parent Survey (CSPS) by 3% **Baseline** California School Parent Survey (CSPS): NA	CA Healthy Kids Survey 2020 Spring administration was postponed due to COVID-19 school closure.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.1 Building the capacity of educators to do work in partnership with parents/families.	4.1 Materials/Supplies/Catering for Parent Events 4000-4999: Books And Supplies LCFF S/C $16,048	4.1 Materials/Supplies/Catering for Parent Events 4000-4999: Books And Supplies LCFF S/C $6,038
4.2 Provide trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement.	4.2 Classified Salary to include: Parent Engagement Liaison 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $67,023 4.2 Materials/Supplies for Trainings to include: CABE, PELI, AAPAC 4000-4999: Books And Supplies LCFF S/C $16,048 4.2 College field trips for parents and students, parent education workshops and ESL courses for parents. 5000-5999: Services And Other Operating Expenditures Title I $18,000	4.2 Classified Salary to include: Parent Engagement Liaison 2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits LCFF S/C $65,326 4.2 Materials/Supplies for Trainings to include: CABE, PELI, AAPAC 4000-4999: Books And Supplies LCFF S/C $11,891 4.2 College field trips for parents and students, parent education workshops and ESL courses for parents. 5000-5999: Services And Other Operating Expenditures Title I $29,861

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4.3 Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.	4.3 Materials/Supplies for Parent Events. 4000-4999: Books And Supplies LCFF S/C $16,052	4.3 Materials/Supplies for Parent Events. 4000-4999: Books And Supplies LCFF S/C $12,224
4.4 Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis.	4.4 Marquee 4000-4999: Books And Supplies LCFF S/C $53,495 4.4 Advertising and Blackboard connect 5000-5999: Services And Other Operating Expenditures LCFF S/C $42,816	4.4 Marquee 4000-4999: Books And Supplies LCFF S/C 0 4.4 Advertising and Blackboard connect 5000-5999: Services And Other Operating Expenditures LCFF S/C $10,761

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Due to COVID-19 schools were closed in March 2020 and this resulted in some services not being implemented, these funds were diverted to support Distance Learning, and the needed instructional materials and supplies, technology hardware and software were increased to support both staff and students.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Success
- Community Aides are point of contact
- Information is sent to families via Blackboard (text, voice, email)
- We use Social Media Platforms: Facebook, Instagram, and Twitter.
- Peachjar: Informational electronic flyers with links
- Personal phone calls are made
- Zoom
- Google Meets
- Spanish interpretation always offered

Challenges
- Some parents don't always have access to social media
- All staff, especially clerical staff need a hardcore customer service training along with the importance of family engagement.

- The staffing power to oversee these systems has been a challenge.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Risk Management: Personal Protective Equipment: face coverings, face shields, gloves, vomit bags, hand towels, nurses bags, infrared thermometers	$1,500	$8,986	No
Risk Management: Cleaning equipment and supplies: disinfectant and sprayers, cloth wipes, hand sanitizers,	$2,000	$7,392	No
Maintenance & Operations: plexiglass, hand sanitizer stands, 23 Karcher Misters, 10 electrostatic hand held sprayers/4 electrostatic BackPack sprayer, 30ncases of Vital Oxide, 1 ES Sprayer	$5,100	$10,449	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Significant increased expenditures for Personal Protective Equipment to ensure all district/school personnel adhere to the CDC Guidelines. This included additional plexiglass, disinfectant spray, hand held sprayers, and hand sanitizers.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes:
- Provided in person learning for small cohorts of English Learners, Students with Disabilities, and students at risk of failing
- Provided opportunities for 12th grade students to participate in on campus face to face instruction in a hybrid model
- Provided additional support utilizing our community based organization partnership (after school program). They provided additional staffing to support our most at risk seniors

- Provided training to 70 substitute teachers to support cohorts of students at all of our school sites
- At-risk student groups were invited to participate in face-face-face instructional opportunities
- All students and staff had access to a device to support distance learning
- Transportation was offered to all students that qualified for in person instruction
- Social/emotional support was provided by district counselors, social worker interns, and ERMHS providers through referrals and outreach to families
- Mental health and social/emotional resources were made available via Thrively, Ripple Effects, and Care Solace

Challenges:
- Limitations on instructional program due to bell schedules and MOU with certificated union allowing teachers to work remotely
- Student participation in cohort and hybrid instruction represents low percentage of our total student population
- Low participation from students in the on campus instructional models
- Documented mental health and social/emotional issues increased during the Covid 19 pandemic

Analysis:
- Students weren't able to get enough support in the grade level cohorts with just a substitute teacher in the room while they were completing regular distance learning activities
- To pivot between instructional models, it would benefit to have a bell schedule that is fluid and moves in and out of an instructional program easily to accommodate possible changes in state health guidelines regarding in-person instruction, distance learning, or hybrid models.
- The need for additional mental health services is apparent based on data
- More opportunities for students to attend classes in person with their current teachers face to face could increase student participation in on campus instruction

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide access for all teaching staff to the Learning Management System: CANVAS and Google Classroom, G-Suite	$3,539	$11,099	Yes
Provide devices and connectivity to all students including Chromebooks, Interactive Tablets, Monitors, Laptops, power cords and adapters, and WiFi Hotspots	$543,411	$553,571	Yes
Professional Development: Distance Learning Playbook, RCOE Google Camp, Leading Edge Flex Online Certification (RCOE)	$4,204	$4,204	Yes
Instructional materials and supplies to address virtual learning platforms: eBooks, online resources to support READ 180, EDGE, English 3D, System 44, MS Science, software licenses	$146,352	$157,619	Yes
AVID tutors to provide academic support for students in AVID and Newcomers classes	$122,000	$66,706	Yes
Instructional support: Technology TOSAs (1)	$138,816	$136,455	Yes
Technology support: Tech III (1)	$80,59	$69,275	Yes
Counseling support: ES/MS School Counselors	$106,602	$105,090	Yes
Hazard pay for Classified staff working to maintain clean and sanitized facilities	$17,479	$15,760	No Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Major differences between budgeted and actual expenditures included:
- Increased demand for materials and supplies for additional software and student licenses were needed to support instructional practices during distance learning.
- Due to COVID-19, CMI was unable to hire the needed AVID tutors due to their availability as they were attending college online.
- Increased support for mental health services through the counseling department.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

CONTINUITY OF INSTRUCTION:
Successes:
- With the exception of small cohorts, the district was consistent in staying on Distance Learning all year so there was continuity of instruction throughout the year
- The district has been a 1:1 Chromebook district since 2014 and we were able to provide devices to all students as well as technical support
- Teachers consistently used a learning management system, synchronous virtual instruction, and a digital workflow system
- Teacher webpages and syllabi clearly communicated course expectations to students and parents
- Digital curriculum and online learning platforms and resources were made available to support distance learning instruction and continuity
- The School Board voted several months in advance to continue on distance learning which provided continuity, structure and consistency for students, teachers, and parents.

Challenges:
- The challenges with distance learning have been significant and we have many students who are not logging in consistently and struggling to keep up with assignments and instruction

Analysis:
- Although Distance Learning was a challenge for all involved, the continuity of the Distance Learning Only model provided instructional continuity because there were no significant changes to the instructional delivery models and plans to continue in -Distance Learning were announced by the School Board several months in advance.

ACCESS TO DEVICES AND CONNECTIVITY:
CMI was in a good position prior to implementing distance learning due to COVID-19 due to the fact that the district has been a 1:1 district since 2013.

CMI had in place the Google domain to manage Chromebooks remotely, the student safety platforms that filter or send safety alerts to admin, and the productivity tools students need to do classwork.

When CMI went to distance learning, the district made an adjustment on how students get tech help through the use of information on the website, having students submit help desk tickets, and training techs to use Google Meet with students for virtual help. Each school also set up Chromebook hours for students to get in person help when virtual help was not working.

Prior to distance learning, CMI teachers already had a laptop for preparing and delivering lessons, had leveled training on how to use the Learning Management System, and had been using the tools with varying levels of proficiency.

When PUHSD went to distance learning, teachers received training on The Distance Learning Playbook, Leading Edge Certification for blended and online teaching, Google Certified Educator training, adjusted tech coach support to meet teachers needs, and held Friday professional development to meet the needs.

Prior to distance learning, CMI had worked with Human IT to help families get connected. The district had posted on our website information on government programs for getting broadband to their house.

When CMI went to distance learning, the district updated information on the website to reflect the new government programs for broadband and met with Human IT to ensure that families had a direct contact to get help and updated our website with that information.

Prior to distance learning, the district had a small-scale hotspot deployment to meet the needs of students who were in the Home Hospital or Independent Study program.

When CMI went to distance learning, we created a hotspot deployment process. School admin and parent liaisons were trained to do a consultation with parents prior to issuing a hotspot. This was to match up the families with the correct solution to include checking that they have used Human IT for a more permanent solution. Site admin and parent liaisons also did home visits when needed.

PUPIL PARTICIPATION AND PROGRESS:
Successes:
- Synchronous learning is real time where a group of students are engaging in learning simultaneously and through live instruction and interaction.

- Learners can ask questions and receive feedback simultaneously and allow for collaboration between teacher and students, as well as students with other students.
- Teachers can provide immediate feedback, assessment, and make adjustments as needed.
- Synchronous learning can occur using computer interaction through Google Meets or video options through Canvas.
- Asynchronous learning occurs separately and without real-time interaction. The learning is directly aligned to live instruction and allows teachers to provide feedback and opportunities for questions. Students can learn content at their own pace during this time. The time allows for more flexibility in scheduling.
- Asynchronous learning occurs through classwork, videos, group work, or with other support from a teacher.
- Students participate in all forms of instruction and complete all assignments and activities on synchronous and asynchronous instructional days.
- The District has an approved calendar for asynchronous and synchronous learning that identifies type of instruction for each period each day of the week.
- Students check in to the district student information system and teachers verify student participation during synchronous instruction.
- Teachers are using various methods to assess pupil progress in asynchronous instruction.

Challenges:
- CMI acknowledges that distance learning is challenging and does not envision students, teachers, and parents/guardians sitting in front of a screen all day long.

DISTANCE LEARNING PROFESSIONAL DEVELOPMENT:
Successes:
- Monthly district professional development was provided on distance learning instructional practices, teacher clarity, learning intentions, success criteria, gradual release model, and Integrated ELD.
- English Learner Leadership Team Meetings included instructional supports and professional development on best practice instructional techniques and strategies to support English Learners in Distance Learning
- The district English Learner Instructional Support TOSA provided several professional development opportunities during PLCs and Collaboration meetings
- Having both Designated and Integrated ELD teachers working remotely and on a common collaboration schedule, allowed us to provide more high quality and ongoing professional development to support English Learners in the Digital environment
- Teachers had access to ongoing professional development support from our Technology Teachers on Special Assignment in the best use of a learning management system to support student engagement, learning, and participation
- Provided opportunities for teacher feedback after every training

Challenges:
- It was a challenge to implement PD due to teachers' being overwhelmed with new demands of distance learning, and prioritizing instructional strategies during distance learning at times would conflict with other initiatives such as safety.
- Monitoring participation and and implementation of professional development remotely proved difficult in many situations

Analysis:
- In the area of professional development, we were able to provide high quality training in districtwide PD. TOSAs and Coaches quickly adapted to virtual meeting platforms and were able to meet the needs of teachers in formal and informal settings such as districtwide PD, PLCs, collaboration meetings, and 1:1 coaching.

STAFF ROLES AND RESPONSIBILITIES:
Success:
- District Office Administrators: Developed and provide curricular, instructional, social-emotional, and professional learning resources and support; established systems and structures that support virtual school-based leadership.
- Principals: Ensured communication to all families was consistent between and among teachers; used established communication platforms to keep parents and students informed of system and school messages; monitoring of emails and responded quickly; established a schedule for teachers and school-based leadership teams, and monitored feedback from ClassLink.
- Paraeducators: worked with students during synchronous and asynchronous in a virtual center based support. Paraeducators were available via Chromebook or other devices for the duration of their workday; checking emails and communicating regularly with staff including case carriers; and carry out other duties as assigned that aligned to the job description.

Challenges:
- Early in distance learning communication with teachers and students regarding synchronous and asynchronous schedules became an issue as to when to sign on, some teachers changed schedules causing students to miss class time. It took time to communicate with staff, students and parents to define the synchronous and asynchronous schedules.

SUPPORT FOR PUPILS WITH UNIQUE NEEDS:
ENGLISH LEARNERS:
Successes:
- Coaching and support from District EL TOSA, site Literacy Coaches, and English Learner Teacher Leads. Training included technology supports for Designated ELD platforms, English 3D Instructional strategies in an online environment, and the Teacher -Clarity Distance Learning Playbook with specific PD on identifying clear learning and language intentions and instructional supports specific to ELs
- Coaching and support from District Technology TOSAs, teacher collaboration, and teachers' ability to update lessons and instructional programs to support students in Distance Learning
- Teachers have done an excellent job of shifting from in person teaching to online instruction and have worked very hard to provide added supports to our ELs with individual Google Meets during distance learning
- The district was able to provide mobile hotspots to ELs in areas with limited or no Internet access
- The district was able to provide reduced class sizes for Designated ELD Sections allowing teachers the opportunity to closely monitor student progress and provide additional support such 1:1 breakout session support, communication with parents, and additional opportunities to complete assignments

Challenges:
- Lack of Internet connectivity at home for some ELs made it difficult to provide additional support to ELs
- Attendance and participation (students not logging in), caused students to get behind on assignments and need even more additional support
- Supporting students remotely with technology and multiple different platforms made it difficult to provided necessary and additional support to ELs
- Reduced instructional time because of Distance Learning bell schedules created barriers to providing additional supports
- Remote testing for ELPAC has been problematic due to students not logging in, technical issues and lack of our ability to troubleshoot and support students from afar

Analysis:
- First semester grades show a significant increase in the number of Ds and Fs for our English Learners. In all Core Content areas, over 50% of students have Ds or Fs. Teachers have significantly reduced the amount of standards being taught and even with fewer standards and fewer assignments, our ELs are still struggling
- Participation and test completion rates were low on most local assessments and student performance on local assessments is significantly lower than performance on the same assessments in previous years. This low participation by students made it difficult to measure student progress and provide additional interventions and support.

STUDENTS WITH DISABILITIES:
- Virtual instruction offered a dynamic range of successes and challenges for our students, families and staff. The nuance of virtual instruction for all stakeholders resulted in the need of identifying, developing and training of the virtual platforms was paramount to address access for our students and families. Training and retraining from Special Education staff with our students and families was necessary to address accessibility constraints. This opportunity transformed the teaching industry moving past the classroom to support our students in accessing the curriculum and the individualized goals of our student's IEP.
- Students identified with Special Education needs are provided access and support from their Special Education teachers and Paraprofessionals in a virtual environment.
- Students are able to connect with special education staff to obtain auditorily instruction and more importantly through the virtual platforms the needed visual instruction for our students. This allowed our staff to model for our students the necessary steps to support our students.
- Students through the virtual platform were able to connect with their peers to continue to address social skills development.
- Special Education staff including related service providers have been able to support students in addressing their IEP goals. In addition, staff were able to assess students in determining supports, services and placement recommendations based.

Through the virtual platform the special education department held various trainings for staff including the following:
- For Paraprofessionals: The IEP process A-Z, Behavior Management, Special Education law, Accessibility tools in the Google platform, Supporting students identified with Autism and Data Collection.

- For Special Education Teachers: IEP process A-Z, Behavior Management, Navigating challenging IEP's, Conducting Academic Assessments in a Virtual Environment.

Through the support of District partners with the California Baptist University and the California State University, San Marcos the district supervised nine interns who provided mental health support to our students, families and staff. Our students are struggling with various social, emotions and/or behavioral challenges including thoughts of suicide with plans, means and intent. With the support of our interns, over 100 hundred students received mental health support during this pandemic.

Some of our students refused to log in during synchronous and asynchronous instruction which resulted in students not accessing the curriculum. CMI initiated three cohorts starting November of 2020 that include:
- California Military Institute for our seniors who are at risk for not graduating

FOSTER YOUTH AND HOMELESS:
Successes:
- Time is provided to review student progress during collaboration and Professional Learning Communities.
- Counselors reached out to Foster Youth and Homeless students to ensure access to a chromebook and WiFi hotspots if connectivity was needed.
- Counselors conducted student check-ins throughout the school year to support students' academic, career and personal and social needs.
- Paper Co., an online web-based tutoring service was provided to support students' academic needs. The online service is available 24/7 and accessible in all core subjects.
- Counselors worked collaboratively with the site social worker interns to refer students when needed to resources available through the district and within the community.
- Each site has participated in home visits in an attempt to connect, reach out and build relationships with students and their families; Pincata Middle School conducted 50 plus, Heritage High School conducted 100, Paloma Valley High School conducted 52; -California Military School conducted 40, Perris Lake High School/ScholarPlusOLA conducted 20 and Perris High School conducted 24. Students were provided with school supplies and anxiety kits during home visits.
- The district initiated cohorts in November 2020 to support students' learning loss at three sites initially, Perris High School, Paloma Valley High School and Heritage High School. Additional cohorts were initiated at Pinacate Middle School, California Military Institute, and Perris Lake High School/ScholarPlusOLA. Foster Youth and Homeless students were the target group to participate initially.

Challenges:
- The Foster Youth and Homeless 1:1 initiative was not successful.
- Bi-weekly check-ins were not conducted.

Analysis:
- EL, SPED, Foster Youth, and Homeless students struggled as a result of distance learning.
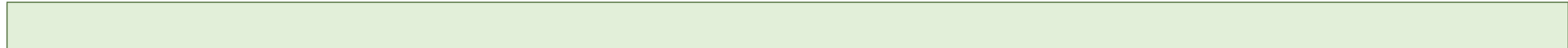
Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase access to IO assessment Management System that supports interim and benchmark assessments	$7,595.30	$7,595	Yes
Consultant Contract: Paper.Co online tutoring services principally directed to English Learners, Homeless, and Foster Youth	$76,807.50	$76,808	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Major differences between budgeted and actual expenditures included:
- Intervention and support services for summer school, credit recovery and Saturday school will be realized during June 2021. CMI anticipates utilizing the budgeted amount.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

PUPIL LEARNING LOSS:
Successes:
- Teachers were able to administer standards based assessments, provide remote testing technical assistance, and monitor student progress fairly well
- Teachers administered Smarter Balanced Interim Assessment Blocks (IABs), Standards Based assessments in iO Education in ELA, Math, and ELD. Teachers monitored student progress for ELs with the Houghton Mifflin Hartcourt reading assessment.
- Test completion rates were lower than typical years but similar to daily participation rates

Challenges:

- Due to lower than normal general attendance, many students didn't log into their tests on the designated testing date and therefore teachers struggled with make up testing and general test participation rates were lower than normal
- Questions regarding validity and reliability of students testing remotely

Analysis:
- Due to challenges with remote test administration, it has been difficult for teachers to complete typical data analysis activities in PLCs. Since many students are not participating, it is difficult to get whole class or whole school information. We continue to work with teachers and students in assessing learning loss but due to circumstances of Distance Learning and remote testing, this is proving to not be successful. Based on these challenges, we are focused on supporting students with credit recovery and are planning to administer additional diagnostic assessments in ELA, Math, and ELD in order to provide targeted instruction and support.

PUPIL LEARNING LOSS STRATEGIES:
Successes:
- Coaching and support from District EL TOSA, site Literacy Coaches, and English Learner Teacher Leads. Training included technology supports for Designated ELD platforms, English 3D Instructional strategies in an online environment, and the Teacher Clarity Distance Learning Playbook with specific PD on identifying clear learning and language intentions and instructional supports specific to ELs
- Coaching and support from District Technology TOSAs, teacher collaboration, and teachers' ability to update lessons and instructional programs to support students in Distance Learning
- Teachers have done an excellent job of shifting from in person teaching to online instruction and have worked very hard to provide added supports to our ELs with individual Google Meets during distance learning
- The district was able to provide mobile hotspots to ELs in areas with limited or no Internet access
- The Academic Guidance course allowed Newcomer ELs the opportunity to get tutoring in breakout sessions to support them in their core content areas

Challenges:
- Lack of Internet connectivity at home for some ELs made it difficult to provide additional support to ELs
- Attendance and participation (students not logging in), caused students to get behind on assignments and need even more additional support
- Supporting students remotely with technology and multiple different platforms made it difficult to provided necessary and additional support to ELs
- Reduced instructional time because of Distance Learning bell schedules created barriers to providing additional supports
- Remote testing for ELPAC has been problematic due to students not logging in, technical issues and lack of our ability to troubleshoot and support students from afar

Analysis:

- First semester grades show a significant increase in the number of Ds and Fs for our English Learners. In all Core Content areas, over 50% of students have Ds or Fs. Teachers have significantly reduced the amount of standards being taught and even with fewer standards and fewer assignments, our ELs have struggled both academically and emotionally.
- Participation and test completion rates were low on most local assessments and student performance on local assessments is significantly lower than performance on the same assessments in previous years. This low participation by students made it difficult to measure student progress and provide additional interventions and support.
- The addition of in person small cohorts was helpful but due to the many restrictions dictated by the state, very few students participated and the overall effect was minimal. An overall analysis of student success for English Learners has demonstrated that despite the dedication and perseverance of students, teachers, parents, and administrators, distance learning is not an effective instructional model for ELs

SPECIAL EDUCATION:
- Within the virtual platform, special education teachers have established a virtual center based classroom through Google hangouts. In each hangout paraeducators are supporting students and the special education teacher is supervising the support.
- Within the moderate to severe programs teachers have utilized the Unique Learning Suite and the SANDI to support our students IEP goals.
- To support our students with social, emotional and/or behavioral needs the following curriculum was developed: Anger Management, Self-Advocacy/Empowerment, Empathy, Grief, Motivation and Social Skills
- PUHSD purchased the Mezure suite for our School Psychologists to conduct standardised assessments.
- Given these resources our state scores for Special Education students continues to be a struggle for our students. Students are making progress towards their IEP goals as a result of the aforementioned measures that have been implemented.

LOW INCOME STUDENTS:
Successes:
- Coaching and support from District EL TOSA, site Literacy Coaches, and English Learner Teacher Leads provided much needed assistance for teachers of low income students . Training included technology supports for Designated ELD platforms, English 3D Instructional strategies in an online environment, and the Teacher Clarity Distance Learning Playbook with specific PD on identifying clear learning and language intentions and instructional supports specific to ELs
- The district was able to provide mobile hotspots to ELs in areas with limited or no Internet access
- Paper.com, a 1:1 Online tutoring service was offered to ELs to support them with assignments and content specific support in English, Math, Science, Social Studies, and Electives

Challenges:
- Lack of Internet connectivity at home for some ELs made it difficult to provide additional support to ELs
- Attendance and participation (students not logging in), caused students to get behind on assignments and need even more additional support

- Supporting students remotely with technology and multiple different platforms made it difficult to provided necessary and additional support to ELs
- Very few students took advantage of of Paper.com
- Staffing challenges prevented teachers from being able to provide AVID tutors at some sites for the Newcomer Guidance course

Analysis:
- First semester grades show a significant increase in the number of Ds and Fs for our English Learners. In all Core Content areas, over 50% of students have Ds or Fs. Teachers have significantly reduced the amount of standards being taught and even with fewer standards. Very few low income students actually used the paper.com program even though they had more than one D or F. The monitoring of student progress via curriculum based assessments proved difficult due to low participation rates

FOSTER YOUTH AND HOMELESS:
Successes:
- Time is provided during weekly collaboration and Professional Learning Communities to assess student learning.
- Foster and Homeless Youth were provided with school supplies and anxiety kits during the first semester.
- Collaboration amongst teaching staff to support Foster Youth and Homeless students.

Challenges:
- Increase Ds and Fs in comparison to the previous year.
- Less than 200 students used the online tutoring service

Analysis:
- Distance learning has been challenging and impacted students' academic success in the classroom.

EFFECTIVENESS OF IMPLEMENTED PUPIL LEARNING LOSS STRATEGIES:
Successes:
- Time is allocated weekly for teachers to analyze data and implement interventions during PLC and teacher collaboration time
- Teachers have administered Math and ELA formative assessments and district benchmarks throughout the entire school year with at least 80% completion rate in most courses
- Common prep time in a digital environment allowed teachers to collaborate within their own departments and across different departments and schools

Challenges:
- Some of the services are new and just being implemented this school year so there is now baseline to measure the impact of these services or supports
- Questions regarding validity and reliability of students testing remotely has been problematic

Analysis:
- Teachers, site administrators, and the Educational Services leadership team will continue to evaluate services and supports provided and measure success using a combination of qualitative and quantitative tools. We have sent Google Form surveys/evaluations, provided opportunities for parent feedback, analyzed data including interim assessments and course grades, and worked with teachers, administrators, and counselors to get feedback during multiple remote meetings. Based on both qualitative and quantitative data analysis, it is apparent that many of the supports were effective but weren't enough to prevent significant learning loss as evident in 1st semester D/F rates.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:
- The one stop student and family resource website was introduced to students and their families during student orientations, monthly Coffee with the Principal meetings at the sites, Back-to School Nites, Parent Engagement Leadership meetings, and School Site Council meetings.
- Since July 2020, Care Solace received 747 inquiries from users, 100 new cases and warm handoffs, 3,709 communications saved, 70 appointments confirmed, and 79 anonymous searches.
- District and site administration, counselors, certificated and classified staff were trained in the new Crisis Response Protocol for students expressing self harm in a virtual setting.
- District and site administrations and certificated staff were trained on February 26, 2021 in Thrively, the online web-based Social Emotional Learning program. Students were provided eight lessons to review that are aligned to the five CASEL competencies; Self Awareness, Self Management, Responsible Decision Making, Social Awareness, and Relationship Skills. Most sites incorporated these lessons into their weekly Friday period 2 student check-ins during synchronous period.
- Each site has participated in home visits in an attempt to connect, reach out and build relationships with students and their families; California Military School conducted 40 student checks. Students were provided with school supplies and anxiety kits during home visits.
- During the 2020-2021 school year, there was an increase in counselor student check-ins to support mental health and social emotional well-being by approximately 50%. During the 2020-2021 school year, counselors documented 2,508 student check-ins in comparison to the 2019-202 school year, in which counselors documented 1,275 student check-ins.
- Site administration provided reminders to all staff regarding employee wellness provided by the district through the Employee Assistance Program, during monthly staff meetings, email correspondence, and during times of crisis throughout the school year.

Challenges:
- Student engagement during weekly social emotional support during period 2 on Fridays is low district wide.
- The process for counselors to document student check-ins is not consistent. It is our belief that more student check-ins are occurring and not being recorded due to counselor oversight.

Analysis:
- Support for mental health and social emotional well-being has increased significantly during the current year.
- Administrators, social workers, counselors, certificated and classified staff have increased their efforts, supports and services to support the whole child.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:
- A Distance Learning website was created for parents to access Distance Learning information, Parent Resources, College and Career Information, and Mental Health Resources.
- Each site provided informational video tutorials that taught parents how to check grades, attendance, how to connect with teachers, counselors, how to access resources, and they have been successful.
- A lot of our families found it a lot easier to communicate through virtual platforms once they felt comfortable connecting.
- Virtual meetings and parent workshops really helped our parents remain connected during distance learning.
- The District purchased a Business Plan through Zoom which allowed us to offer simultaneous Spanish interpretation.
- We saw an increase in parent participation when we used Zoom as a virtual platform compared to Google Meet.
- Family Surveys were created to see what our families were struggling with during distance learning and we received a very high number of responses.
- A virtual Parent Roundtable was offered to families which allowed parents to have candid conversations about things that helped them during the distance learning process.
- As the pandemic wore on parents they expressed that they enjoyed the ability to participate remotely without having to take time to drive to the site.

Challenges:
- Families felt disconnected from the school sites.
- We realized that we had parents that were not technologically inclined.
- Many of our families were only Spanish speaking and having them assist their students with online homework and assignments was a challenge.
- Some of our parents didn't have a computer at home and they were doing everything from their phones.
- Families felt disconnected from the school community particularly without the traditional avenues they engaged through extracurricular and athletics.

Analysis:
- We will continue to support and engage with our families through virtual platforms as they have expressed that they prefer online meetings, workshops, and events.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition Services has successfully served over 1.3 million meals to deserving families in need. Although it was a new way in providing Grab and Go Meals, the Nutrition Services Department adapted to the change in meal service distribution. All meals provided contained a week's worth of Breakfast, Lunch and a variety of fruits and vegetables. Nutrition Services encountered many different challenges during the pandemic. One of those challenges being procurement. At times, individually wrapped or packaged food items were not available to purchase which required additional staff and labor in order to package all items in house. As more items became available, those items were added to the Grab and Go Meal Bags. With the addition of pre-packaged items Nutrition Services also encountered an increase in food costs. Majority of the items that are usually not purchased by Nutrition Services were around 20-30% more than the usual cost of an item that was purchased pre-pandemic. Another challenge the Nutrition Services Department encountered was when participation would drop. In order to increase our participation and bring back families, reminders were sent out via phone call, email and text messages.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Blue Water, Positive Solutions, Tinya Holt, CareSolice (Addiction Treatment Technologies), Ripple Effects, Smiles for Students	$9,900		Yes
School Nutrition	Bags needed to package meals for distribution			No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Major differences between budgeted and actual expenditures included:
- Consultant contract services were not available due to vendors limited resources to meet demand for services.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

CMI recognizes that the COVID-19 pandemic caused unprecedented school closures throughout the United States, prompting educators to search for ways to meet the needs of children and families outside the bounds of traditional school walls. We have had to employ numerous approaches. CMI prioritized students' basic needs, technology, and family engagement. In the immediate aftermath of school closures, addressing students' basic health and wellbeing came first. The district made intentional choices to prioritize students' access to school meals and health services as we figured out plans to adapt rigorous academics to a remote learning environment. While our district was not positioned to provide families with all the services they need, we were able to help families navigate supports outside of the school. Next, ensuring students had access to the technology necessary to continue learning at home was another top priority for CMI. That included triaging students' technology needs and partnering with internet service and technology providers to provide devices and equipment to students who lacked these at home. Strong family and student engagement was even more important in the context of virtual learning. Some schools leveraged existing teacher-student cohort structures and others

created these structures in response to the pandemic. Through these cohorts, teachers could support small groups of students, and provide individual academic and social-emotional support through office hours, advisories, and other touchpoints. School leaders also set an expectation that someone from the school would contact families at least once a week, sometimes daily to check-in and offer support, especially for students who were absent. As a result of these communication structures, many schools adjusted their remote learning strategies to meet students' and families' needs, such as offering additional synchronous learning time.

As CMI continues to navigate the ever changing government COVID-19 restrictions and plan to transition back to in-person instruction in the fall, we've learned the following lessons that has informed the development of goals and actions for the 21-24 LCAP:
Lesson #1: Human welfare comes first.
When CMI first transitioned to remote instruction in response to COVID-19, our first focus was nutrition and food security. In our district, there are around 7,490 students — that depend on their schools for daily meals. We immediately worked with our food services teams and made sure we would feed our children.

A focus on general welfare, well-being, and social-emotional learning (SEL) for staff, students, and community remained crucial as the pandemic continued. While our work is teaching and helping our students learn, we are also responsible for the well-being of all people in our educational systems, including adults. Wellness strategies for adults can best be described as any resource or technique used to support a teacher's social and emotional well-being. These strategies can also be called self-care. The pandemic has reminded us that when teachers take time to manage their own health and happiness, everyone in the school community benefits.

Lesson #2: Relationships. Relationships. Relationships
We've all found ourselves alone throughout this pandemic, or at least "socially distanced." However, many educators have found pockets of tremendous success by connecting in new ways with students, even virtually. For instance, student daily check-ins have proven to be effective. Having students respond to questions such as, "How are you feeling?" and "Are you here and ready to learn?" have helped teachers reach out to students and provided a sense of connectedness during this isolation. Furthermore, offering or reassuring students that support can and will be provided for academic, social, and emotional concerns continues to build opportunities to connect with students. In addition to daily student check-ins, weekly reflections (e.g., on attendance, behavior, student achievement) not only for students but for staff have been helpful and should continue post-pandemic.

Relationships between adults have become even more critical. Relying on professional learning communities to help drive instruction, create content, build assessments, and garner authentic engagement has been essential for teachers this past year. Moreover, being cognizant of our collective digital footprint has become a part of our day-to-day routines. Collaborating not only with those in our curricular teams and grade levels, but also with our school librarians (instructional resources, fostering literacy, targeted text sets); technology and academic coaches (pedagogy and instructional technology support); Multi-Tiered System of Supports coordinators (individualized interventions); and counselors (SEL, postsecondary planning, small groups, outreach to families) have proven to be so valuable and will continue.

As schools transition back to full in-person learning, teachers need to evaluate how they will keep parents abreast of their children's learning. This can include a teacher's webpages or district/school learning platforms. The best practice would call for teachers in the

same building to have uniformity with respect to platforms for delivering information to students, parents, and each other. Teachers should keep in mind that not only are our students transitioning to in-person learning; the parents are transitioning as well. Teachers should make known to students and/or parents the different supports that are available, when, and how the student and/or parents can access them. Many families' circumstances have changed or are changing, and that may affect student(s) and/or parent engagement.

Districts are still facing many uncertainties as we resume in-person instruction, so it is important for leaders to reach out and to get help from others to lead impactfully and effectively. Lead with all skills technical and adaptive to get through the unknown. Often, we are faced with situations that have been encountered before by others, so we can analyze their actions and determine their success and their failures. Our technical skills, our "known" experiences, and our toolkits are not always relevant in this COVID-19 situation. Instead, we've had to adapt and venture into the unknown to create a new reality. We had to let go of some of the rituals and routines and create new ones that fit the reality that to this date is still unfolding.

Lesson #3: Leverage technology in new, inventive, and meaningful ways.
Our schools and how we do school will always look differently and change. It is critical to keep a perspective. This is our chance to look at things from a growth perspective and be deliberate about making long-lasting changes that will better serve our students and communities. If in five years things are relatively the same as they were last year, then we will have missed a huge opportunity for meaningful, adaptive change. On the technical levels, we have all become far more adept at web conferencing; we have used innovative technology (Zoom, Google Meets, etc.) to interact with parents, students, teachers, and colleagues. Of course, technology existed prior to the pandemic, but it has now become commonplace as everyone was forced to use it and, in many cases, rely on it. Our teachers and students are now comfortable using these tools, and we believe that now is the time to harness and expand what we have learned to reach new horizons. Opportunities to save time and money by creating new efficiencies and adaptive changes are right in front of us. Taking deliberate action now with a future- oriented approach is certain to benefit our students and communities across the district.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Academic content streamlining was implemented during this past school year to teach the essential standards as completely as possible. Teachers worked with the end in mind to implement backward design for units, mini lessons, and rigorous practice. Teaching strategies that are known to be impactful, such as scaffolding and summarizing, were utilized. Inquiry-based/project-based learning evolved as the need for engagement and the availability for students to use various methods for fact retrieval became evident. Assignments and projects that were rooted in real-world problems allowed for creative, critical, and innovative thinking. Digital citizenship (appropriate online behavior) became a focus across grades. Teachers and families were increasingly cognizant of screen time expectations. A balance of independent work, synchronous lessons, asynchronous experiences, and teacher-supported work sessions was imperative. Individualized interventions to meet student needs were especially challenging. Continued work toward meeting students' needs and assisting their growth will be intentional.

Maximizing learning requires creative and innovative classroom assessment solutions. This included well-crafted discussion prompts. It also included classroom assessments that allowed students to use varied resources to highlight their learning. Practices, such as having clear learning objectives and goals, targeted formative classroom assessment (daily, weekly), and meaningful specific feedback (written or 1:1), were implemented. Teachers quickly found some practices, such as linking academics to compliance in behavior, were not effective. One important lesson learned is that to have an authentic classroom assessment means creating one that aligns to today's world. These include project-based assessments, collaborative work, open note tests, and using resources. Many teachers realized their traditional classroom testing methods could be compromised and therefore were invalid. Instead of wasting time deterring and monitoring cheating, many teachers took a step forward in terms of classroom assessment that can continue to improve outcomes in future school years.

CMI will continue to assess learning loss specifically for our students with unique needs (English Learner, Low Income, SWD, Foster and Homeless Youth) as follows:
For the 2021-24 LCAP Actions and strategies addressing learning loss and accelerated learning progress:
English and Mathematics teachers will continue to administer online standards based diagnostic assessments using iO Education/Illuminate in order to identify learning gaps and improve instruction during distance learning. We have used this program for several years and teachers have had several professional development opportunities on assessment administration, data analytics, and monitoring student learning. The diagnostic assessments allow teachers to get instant feedback on non constructed response items and identify which standards students are struggling with so that they can develop their instructional plans accordingly and focus on the targeted standards. Constructed response items are then analyzed and scored by the teachers to get a better understanding of individual student performance. Since we were a 1:1 Chromebook district prior to the school closures, teachers regularly administer online assessments using iO Education/Illuminate, the Smarter Balanced Interim Assessment Blocks, Pearson Online Curriculum assessments, and the Canvas Learning Management System for formative assessments. Districtwide assessments are typically every 4 to 6 weeks with department/site based assessments in between. District assessments are based on the standards and similar to the SBAC IABs where teachers analyze student achievement data by question and standard. The district assessment system can be applied in a Distance Learning, Traditional, or Hybrid Instructional setting with no additional configuration or set up required and can easily be adjusted should the instructional delivery model change. Each site has been allocated additional section release dedicated for ELA/math that monitors students in the EL Program, coaches teachers on best practice instructional strategies such as identifying clear language objectives, success criteria, and formative assessment and interventions.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Actions and Services Contributing towards Increased or Improved Services and the implementation of services:

Mental Health and Social Emotional Well Being:
Budgeted: $212,090
Est. Actual Expenditures: $49,624

Difference: $162,466
Description of services: Consultant contract services were not available due to vendors limited resources to meet demand for services.

Pupil Learning Loss:
Budgeted: $185,000
Est. Actual Expenditures: $76,924
Difference: $108,076
Description of services: Limited number of student cohorts were able to participate in intervention and student support services due to COVID-19 restrictions including social distance requirements and available faciltities.

Distance Learning Program:
Budgeted: $1,090,462
Est. Actual Expenditures: $1,104,019
Difference: -$13,557
Description of services: There was in increased demand for materials and supplies for additional software and student licenses needed to support instructional practices during distance learning. Due to COVID-19, CMI was unable to hire the needed AVID tutors due to their availability as they were attending college online. Increased support for mental health services through the counseling department was needed to conduct student check-ins.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based on the information from the 2019-20 LCAP Annual Update and student outcomes along with the 2020-21 Learning Continuity and Attendance Plan the following Goals, Actions, and Services have been used to develop the 2021-24 LCAP.

GOAL #1: All students will attain proficiency in ELA and Math.
1.1 Literacy Across the Curriculum and Enhancement of the Core Curriculum: Training and support for Literacy across the curriculum. Professional development to increase rigor and relevance in all ELA, math, science (Next Generation Science Standards), History and Social Science courses throughout the District.
1.2 Targeted Support Services: Implementation of Multi-Tiered System of Support (MTSS).
1.3 Instructional Technology: Provide training and support for the integration of technology in all content areas

GOAL #2: All students will graduate from high school prepared for postsecondary and career options.
2.1 Student Support and Interventions: Provide expanded opportunities for remediation, acceleration and enrichment to college and career readiness.
2.2 Post-Secondary Opportunities: Provide opportunities and support for high school students to take college level coursework.
2.3 Comprehensive Counseling Programs: Provide funding, training and support to build and maintain a comprehensive counseling program to support college and career readiness.
2.4 College and Career Readiness: Provide training and support for students to develop the CCR skills necessary for success in high school and postsecondary education.

GOAL #3: All departments and sites will provide a safe and positive learning environment for all students and staff.
3.1 Universal Support Services: Provide training and support to ensure all Tier I practices of PBIS are fully implemented at all school sites throughout the District
3.2 Targeted and Intensive Support Services: Develop a systematic process to identify and support at-promise students academic and behavior (tier II & III) supports at regular intervals throughout the school year.
3.3 Student Engagement and Participation:Provide training and develop a comprehensive tiered approach to improving student attendance and reducing chronic absenteeism.
3.4 Safety and Security: Provide services and activities to enhance and strengthen student and staff safety on all school campuses throughout the District.

GOAL #4: Secure and strengthen the home, school, community connections and communications.
Actions/Services:

4.1 Parent-Teacher Communications: Building the capacity of educators to do work in partnership with parents/families.
4.2 Parent Leadership: Provide trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement.
4.3 Community Engagement and Outreach: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
4.4 Effective Two-Way Communication: Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,034,909.00	2,168,405.57
LCFF S/C	2,885,909.00	2,092,735.57
Title I	149,000.00	75,670.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,034,909.00	2,168,405.57
1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits	929,574.00	657,041.00
2000-2999: Classified Personnel Salaries	0.00	116,574.00
2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits	326,778.00	225,277.00
4000-4999: Books And Supplies	821,535.00	384,652.57
5000-5999: Services And Other Operating Expenditures	156,515.00	117,914.00
5800: Professional/Consulting Services And Operating Expenditures	373,740.00	279,699.00
5817: Transportation	426,767.00	387,248.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	3,034,909.00	2,168,405.57
1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits	LCFF S/C	849,574.00	633,876.00
1000-1999: Certificated Personnel Salaries; 3000-3999: Employee Benefits	Title I	80,000.00	23,165.00
2000-2999: Classified Personnel Salaries	LCFF S/C	0.00	116,574.00
2000-2999: Classified Personnel Salaries; 3000-3999: Employee Benefits	LCFF S/C	326,778.00	225,277.00
4000-4999: Books And Supplies	LCFF S/C	788,035.00	367,137.57
4000-4999: Books And Supplies	Title I	33,500.00	17,515.00
5000-5999: Services And Other Operating Expenditures	LCFF S/C	121,015.00	82,924.00
5000-5999: Services And Other Operating Expenditures	Title I	35,500.00	34,990.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF S/C	373,740.00	279,699.00
5817: Transportation	LCFF S/C	426,767.00	387,248.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	1,558,552.00	1,109,286.00
Goal 2	754,619.00	603,500.57
Goal 3	492,256.00	319,518.00
Goal 4	229,482.00	136,101.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,600.00	$26,827.00
Distance Learning Program	$1,090,462.00	$1,119,779.00
Pupil Learning Loss	$84,402.80	$84,403.00
Additional Actions and Plan Requirements	$9,900.00	
All Expenditures in Learning Continuity and Attendance Plan	$1,193,364.80	$1,231,009.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,600.00	$26,827.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$26,079.00	$42,587.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$1,090,462.00	$1,119,779.00
Pupil Learning Loss	$84,402.80	$84,403.00
Additional Actions and Plan Requirements	$9,900.00	
All Expenditures in Learning Continuity and Attendance Plan	$1,184,764.80	$1,204,182.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Perris Union High School District	I. Nicholas Milosavljevic Ph.D Principal	igor.milosavljevic@puhsd.org 951.443.2731 ext. 35100

Plan Summary [2021-22]

General Information

CMI Mission Statement: The mission of California Military Institute is to ensure high levels of learning for all students through: academic rigor, leadership development, high character expectations and social-emotional support in order to prepare students to be college and career ready.

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 2020-21 school year set the direction for the school and involved all stakeholders.

Reflections: Successes

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, the California Military Institute is most proud of the following progress:
College and Career Preparedness:
- 100% graduation rate, Maintained (Blue)
- 100% A-G Completion rate of prepared students, increase of 1.8%

- 90.9% of prepared students are Hispanic/Latinx
- 95.5% of prepared students are Socioeconomically Disadvantaged
- 49.4% AP passing scores, increase of 97.6%

Support and expansion of AVID (Advancement Via Individual Determination), integration of AVID strategies into daily instruction and professional development opportunities through subject-area conferences and workshops; AVID strategies have promoted strong interpersonal skills and cultivate individual persistence which are all key attributes for college retention and success:
- CMI has provided parent workshops that update and inform parents of their child's academic progress, educate them to be strong college advocates and advisors to their child, and actively engage them in their child's education and career goals.
- Provided support to students and families (e.g., organizing regular focus-group meetings, ensuring family literacy opportunities such as ESL for parents, technology, A-G requirements, college access and success.

Preparedness topics (e.g., FAFSA completion and A-G requirements):
- Increase of 24/7 technology opportunities for all students
- Updating instructional materials to reflect current research, cultural diversity, and applications.
- Provide professional development and resources for teachers of English Learners and mathematics
- Provide workshops for parents on topics which include:
- Learning about college enrollment and career opportunities
- Learning how to provide an effective study environment for their child at home

Graduation Rates:
- Overall 99% graduated a decline of 1%
- 98.8% graduated English Learners
- 99% graduated Socioeconomically Disadvantaged
- Proactive interventions and supports to reduce failing grades including providing assessment workshops that examine current grading practices.
- Extended school year learning opportunities allowing for smaller learning communities and tutorials for students in need of credit recovery and/or acceleration.
- CMI has provided parent workshops that update and inform parents of their child's academic progress, educate them how to be strong college advocates and advisors to their child, and actively engage them in their child's education and career goals.
- Provided support to students and families (e.g., organizing regular focus-group meetings, ensuring family literacy opportunities like ESL for parents, technology, A-G requirements, college access and success, and how to be a partner in your child's educational journey)
- Intervention and supports to help transitioning students were implemented and included the addition of support classes
- Strengthening of Professional Learning Communities through targeted professional development for all staff to collaborate and reflect on effective teaching of the Common Core State Standards, align current practices in instruction and assessment to Smarter Balanced and the district vision and mission, monitor progress in all student groups/subgroups to provide appropriate interventions.

Reflections: Identified Need

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

ELA Academic Indicator: Dashboard Indicator: Orange
California Dashboard Academic Indicator ELA (3-8 and Grade 11)- Distance from Standard.
The 2017 Dashboard only included Grades 3-8. The 2018 Dashboard added Grade 11 CAASPP Scores. The report below shows the 2018 dashboard Color Designation and change from prior year (which does include the 11th grade CAASPP Scores in the 2017 Dashboard calculation). Status points above or below will be different from prior LCAP Metrics but the change and dashboard color does compare the same indicators. Also, due to the addition of the added 11th grade scores, additional subgroups (Homeless, Asian, Filipino, White, and Two or More Races) have been included even though there were no previous goals set.
Overall 26.3 points below standard (Orange)
Socioeconomically Disadvantaged: 31.8 points below standard (Orange) Hispanic: 28.9 points below standard (Orange)
English Learners: 63.4 points below standard (Orange)

Plans to maintain and/or build on this success:
- Implementation and training for a Multi-Tiered System of Support (MTSS).
- Identification of essential learning outcomes for all ELA courses.
- Implementation Interim Assessment Blocks (IABs) in order to align current practices in instruction and assessment to the demands and rigor of the CAASPP.
- Monitor progress on all student groups/subgroups to provide appropriate interventions and support.
- Implementation of new textbook adoption for 9-10th grade.
- Six-week data meetings with all grade level PLC teams to monitor student progress throughout the school year.
- Continue strategies and opportunities listed above.
- Continue communication with educational partners to align courses and programs so that students seamlessly transition into college.
- Continue to provide support to students and families on a variety of college and career.
- Continue to provide support to students and families (e.g., organizing regular focus-group meetings, ensuring family literacy opportunities like ESL for parents, technology, WEB, and how to be a partner in your child's educational journey).
- Provide workshops for parents on topics which include:
- Learning to monitor student's grades
- Learning how to provide an effective study environment for their child at home
- Counselors regularly assess student transcripts to ensure students are on track to graduate. If they fall off track, counselors intervene quickly and work to enroll them in appropriate classes to recover credits, and/or accelerate course access.

LCAP Highlights

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

CMI Highlights:
The establishment of ongoing community and parent advisory groups, study sessions, surveys administered to district staff, students, and parents, assisted in the development of the CMI LCAP and Strategic Plan. CMI's LCAP is driven and guided by the following four goals:
#1 - All students will attain grade level proficiency in English Language Arts and Mathematics.
#2 - All students will graduate from high school prepared for post-secondary and career options.
#3 - All departments and sites will provide a safe and positive environment for all students and staff.
#4 - Secure and strengthen home, school, community connections and communications.

CMI is striving to sustain our new AVID program at 8 sections. We are working to expand our middle school elective offerings to include Art, Music, 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 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 academics and other off-site preparation/participation opportunities. CMI strengthened LINK and brought in WEB (Where Everyone Belongs) to help mentor middle school students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The District extended an open invitation to all sites and parent advisory groups to participate in LCFF/LCAP forums and information sessions. All school sites submitted stakeholder LCAP recommendations and feedback. This included parents, staff and community members from CMI.

LCAP Meetings/Trainings:
November 6, 2020 RCOE LCAP Workshop #1
January 22, 2020 RCOE LCAP Workshop #2
March 19, 2021 RCOE LCAP Workshop #3
April 30, 2021 RCOE LCAP Workshop #4

District Leadership:
September 14, 2020 All District Leadership
October 12, 2020 All District Leadership
November 9, 2020 All District Leadership
January 15, 2021 All District Leadership

Student Services Center:
Every Monday SSC Leadership meetings occur - LCAP is part of the permanent meeting agenda.

School Site Council Meetings:
Each site SSC Agenda has a standing LCAP update and feedback item.

LCAP Community Stakeholder Meeting - Parent Advisory Committee (PAC) and the District English Language Acquisition Committee (DELAC) met four times this year on August 14, 2020; December 1, 2020; April 22, 2021; and May 20, 2021. The Stakeholder meeting summarized the essential components of the LCAP in terms of a framework that began with the needs that had surfaced in the consultation process and survey administration, the three-year goals identified to meet each need, and a summary of both what the district is doing now to address the needs, and what was proposed to do next in order to improve or expand services to our students and subgroups including English Learners. Committee reviewed student performance data, the LCAP determination of needs, goals, action needed, tentative recommendations. Averaged 35 attendees that included students, parents, teachers and classified staff, Administration and community members, representing all school sites, working virtually to share and generate ideas for improved actions and services within the eight state priorities.

LCAP Communication & Updates:

LCFF/LCAP communications occurred through Advisory Councils sharing at the sites, district and community 'Supe's On!' newsletter, all district and community notifications, and information presentations at monthly Board sessions.

Board Meeting:
June 7, 2021 LCAP Public Hearing and presentation
June 16, 2021 LCAP Board Approval
Upon RCOE LCAP Approval: The LCAP will be posted on the district's website and shared broadly in order to gather continual feedback from all stakeholders. Forums and study sessions are planned to continue throughout each year for review of progress toward goals, actions, and determine ongoing needs.

Annual Update: Involvement Process
The Perris Union High School District (PUHSD) provided opportunities for stakeholder engagement in preparation of the 2021-2024Local Control Accountability Plan (LCAP). The district's goal has been to provide meaningful opportunities for authentic feedback to identify current needs and to determine necessary steps/actions specific to the needs. Stakeholder engagement was encouraged at a variety of levels during the 2020-21 school year.

The LCAP Stakeholder Committee continues to be comprised of parents, students, staff, business, religious and community leaders, as well as bargaining unit members representing certificated and classified personnel.
Stakeholders were invited to school site advisory councils in which LCAP discussions, reviews of district and site data, and determination of needs and options to address district and site determined goals were conducted.

District advisory councils were also held in which stakeholders participate in LCAP discussions and design.
Recommendations from LCAP Stakeholders via Advisory Councils were shared throughout the year and are included in the plan.
District Leadership & Management met once a month and reviewed data, surveys, SPSA (School Plans for Student Achievement).
Determination of needs and proposed actions were compiled. The main topics of discussions were the sustainability of programs (Technology, Social and Emotional Wellbeing of students and staff, AVID, SBAC testing/assessments) and the design of next steps to remain progressive and provide effective support, services, and programs.

Parents of Student with Disabilities have been apprised of LCAP goals/objectives/actions via IEP meetings, Community Action Council (CAC), Parent Advisory Committee meetings and in conjunction with Riverside County SELPA (Special Education Local Plan Area).

A summary of the feedback provided by specific stakeholder groups.

The surveys that were sent to teachers, students, and parents provided us with great insight to guide us in developing strategies to help shape our 2021-22 school year and the development of goals, actions and services for the 2021-24 LCAP. The findings of our surveys revealed that a portion of our parents preferred to return to a traditional learning model for the 2021-22 school year under the safest conditions possible. Key findings from the PUHSD Distance Learning Survey included: 1,792 respondents

Return to School Survey:

Question #1: Please indicate which learning model you wish to pre-register your student for. If you select the Face-to-Face Traditional Model, you will not need to complete all the personal information for your student. Please be aware, the model you select is a commitment for the entire 2021-22 school year. Should you choose the Distance Learning Model, some courses may not be available.
93.4% (1,674) selected Face-to-Face Traditional Full-time, On Campus Learning Model
6.6% (118) selected Distance Learning Full-time, Off Campus Learning Model

2021-22: Summer School Registration:
Grade 7: 75
Grade 8: 119
Grade 9: 554
Grade 10 660
Grade 11: 632
Grade 12: 28
Total: 2,114
Students selecting Face-to-Face instruction: 1,674
Students selecting PLATO: 439
Subgroups attending summer school:
English Learners: 255
Students with Disabilities: 365

Student Survey on Online Instruction
1. What language would you prefer to answer the following questions? 481 responses
English: 97.1%
Español: 2.9%

2. What grade are you currently in? 467 responses
7th: 52.2%
8th: 47.8%

3. Which Learning Management System do you prefer? 467 responses
Canvas: 4.5%
Google Classroom: 82.2%
No Preference: 13.3%

4. Choose the option that best describes how you feel about each of the following:
When teachers post the agenda?
It doesn't make a difference for me: 203
It is very helpful but it doesn't happen in many of my classes: 172
It is very helpful and it happens in most or all of my classes: 92

When all the assignments for the week are in one place?
It doesn't make a difference for me: 81
It is very helpful but it doesn't happen in many of my classes: 187
It is very helpful and it happens in most or all of my classes: 199

When teachers have a predictable weekly routine?
It doesn't make a difference for me: 128
It is very helpful but it doesn't happen in many of my classes:181
It is very helpful and it happens in most or all of my classes: 158

When teachers respond to my texts or emails within 24 hours?
It doesn't make a difference for me: 83
It is very helpful but it doesn't happen in many of my classes: 174
It is very helpful and it happens in most or all of my classes: 210

When teachers update the Infinite Campus Grade book at least every two weeks?
It doesn't make a difference for me: 97
It is very helpful but it doesn't happen in many of my classes: 164
It is very helpful and it happens in most or all of my classes: 206

When teachers are available for help during asynchronous class time?
It doesn't make a difference for me: 94
It is very helpful but it doesn't happen in many of my classes: 165
It is very helpful and it happens in most or all of my classes: 208

5. I prefer when the teacher posts the agenda.
Daily: 27.6%
Weekly:72.4%

6. Choose the option that best describes how you feel about each of the following:
When teachers give a manageable number of assignments?
It doesn't make a difference for me: 116
It is very helpful but it doesn't happen in many of my classes: 207
It is very helpful and it happens in most or all of my classes: 144

When teachers give time during the synchronous class period to complete the day's assignment?
It doesn't make a difference for me: 55
It is very helpful but it doesn't happen in many of my classes: 204

It is very helpful and it happens in most or all of my classes: 208

When teachers accept late work with little or no penalty?
It doesn't make a difference for me: 40
It is very helpful but it doesn't happen in many of my classes: 208
It is very helpful and it happens in most or all of my classes: 219

When teachers avoid giving weekend homework whenever possible?
It doesn't make a difference for me: 78
It is very helpful but it doesn't happen in many of my classes:175
It is very helpful and it happens in most or all of my classes: 214

7. State whether you agree or disagree with the following:
I feel very anxious about speaking in class.
Agree: 233
Disagree: 234
I usually have my camera on during class.
Agree: 24
Disagree: 443
I am more likely to turn my camera on in a breakout room than in a whole class meet.
Agree: 117
Disagree: 350
I am more likely to turn my camera on when I feel a personal connection to the teacher.
Agree: 171
Disagree: 296
When most cameras are off, I don't feel as connected to other students in class.
Agree: 137
Disagree: 330

8. Other than not being able to be with your teachers and friends in-person, what is making distance learning difficult for you right now?
Check all that apply.
Nothing: 152
Having to take care of younger siblings: 133
Not having reliable internet access: 147
Other

9. In which online activities are you willing to participate? Check all that apply.
Whole class conversations: 151
Conversations in small groups with a random group of classmates (i.e., breakout rooms): 170

Conversations in small groups with people I choose: 205
Typed conversations that occur in the chat during a Google Meet: 279
Through apps like Flipgrid video or audio: 56
Anonymous surveys such as Google Meet polls, Socrative, Mentimeter, or Pear Deck: 250
None of these: 48

10. How do you prefer to take in new information?
Watching live lessons and taking notes with the teacher at the same time
Haven't tried this: 73
Love this: 186
Hate this: 36
No strong opinion: 172
Watching live lessons and taking notes on my own at the same time
Haven't tried this: 101
Love this: 146
Hate this: 84
No strong opinion: 136
Taking notes on my own first and then having the teacher go over them in a live lesson
Haven't tried this: 132
Love this: 139
Hate this:64
No strong opinion: 132
Participating in interactive slideshows like Pear Deck or Nearpod
Haven't tried this: 116
Love this:164
Hate this: 53
No strong opinion: 134
Watching teacher-created instructional videos
Haven't tried this:80
Love this: 230
Hate this: 24
No strong opinion: 133

11. How do you prefer to show your learning?
By taking traditional online tests (true/false, multiple choice, fill-in-the-blank)
Haven't tried this: 50
Love this: 189
Hate this: 64
No strong opinion: 164

By taking open-ended online tests (short answer or essay)
Haven't tried this: 65
Love this: 147
Hate this: 95
No strong opinion: 160
By making videos where I explain something or demonstrate a skill
Haven't tried this: 114
Love this: 84
Hate this: 163
No strong opinion: 106
By doing creative assignments like making infographics, sketchnotes, one-pagers, children's books, models or works of art.
Haven't tried this: 125
Love this: 154
Hate this: 54
No strong opinion: 124
By doing collaborative assignments like group slideshows or research projects
Haven't tried this: 84
Love this:155
Hate this: 78
No strong opinion: 150

12. Is there anything else you would like us to know about your distance learning experience so far? varied responses from no, it's stressful and somewhat hard, it sucks, it's hard I miss going in person, harder than being in the classroom.

How is your student doing with Distance Learning:
My student prefers distance learning: 277 (19.5%)
My student is doing distance learning but wants to go to class: 862 (60.8%)
My student does not want to participate in distance learning: 279 (19.7%)

My Student has the following:
Chromebook from school: Yes 1,374 / No 44
Home Computer/Chromebook: Yes 958 / No 460
Home Internet Access: Yes 1,370 / No 48

Several models are being considered, please indicate your preference:
Traditional full-time in school instruction: 729 (51.4%)
Hybrid model: Combination of online learning & in-school instruction: 485 (34.2%)
Full time virtual/online learning: 204 (14.4%)

What is the primary reason for your choice:
Parent/Guardian Preference: 352 (24.8%)
Student Interest: 636 (44.9%)
Health Reasons: 295 (20.8%)
Childcare: 7 (0.5%)
Other: 128 (9%)

Key Findings from the Student Distance Learning Feedback Survey included: 1,977 responses
How are you currently doing with distance learning?
I prefer distance learning: 346 (17.5%)
I am doing distance learning but want to go to class instead: 1,254 (63.4%)
I don't want to participate in distance learning: 377 (19.1%)

I have the following devices:
Chromebook from school: Yes 1,925 / No 52
Home Computer/Chromebook: Yes 1,218 / 759
Home Internet Access: Yes 1,901 / No 76

Several learning models are being considered, please indicate which option you are most interested in:
Traditional full-time in school instruction: 1,086 (54.9%)
Hybrid model: Combination of online learning & in-school instruction: 729 (36.9%)
Full time virtual/online learning: 162 (8.2%)

What is the primary reason for your choice above?
Home situation: 175 (8.9%)
Miss spending time with friends/other students: 1,295 (65.5%)
Health Reasons: 118 (6%)
Other: 389 (19.7%)

How comfortable are you using the different online platforms/tools your teachers use (Google Classroom, Canvas, Ed Puzzle etc)?
Rate from 1 - 5 (1 Not Comfortable At All to 5 Very Comfortable)
139 (7%)
231 (11.7%)
580 (29.4%)
597 (30.3%)
425 (21.6%)

What have been the biggest barriers keeping you from completing work in Distance Learning? 1,928 Responses
Technology issues (no internet, device not working etc.): 312 (16.2%)

My grade was fine so I didn't need to do the work: 876 (45.4%)
Homelife (taking care of brother/sister, no place at home to complete work): 615 (31.9%)
It has been difficult keeping up with all the different assignments: 1,165 (60.4%)
Other: 161 (8.4%)

Key Findings from the Parent Advisory Committee Survey included: 39 Responses
Teachers: 5 (12.8%)
Support Staff: 7 (17.9%)
Administrator: 5 (12.8%)
Parents: 22 (56.4%)
School Sites Participated:
California Military Institute: 9 (23.1%)
Pinacate MS: 3 (7.7%)
Heritage HS: 9 (23.1%)
Paloma Valley HS: 9 (23.1%)
Perris HS: 5 (12.8%)
District Administration: 4 (10.3%)
Committee Involvement
AAPAC (African American Parent Advisory Committee): 4 (9.8%)
DAAPAC (District African American Parent Advisory Committee): 5 (12.2%)
ELAC (English Learner Advisory Committee): 7 (17.1%)
DELAC (District English Learner Advisory Committee): 5 (12.2%)
PAC (Parent Advisory Committee): 7 (17.1%)
BAC (Business Advisory Committee): 2 (4.9)
PELI (Parent Engagement Leadership Institute): 2 (4.9%)
SSC (School Site Council): 3 (7.3%)
None of these apply: 6 (14.6%)

How do you like to receive information from Perris Union High School District
Email: 35 (39.8%)
Text Message: 24 (27.3%)
Website: 5 (5.7%)
Phone Call: 11 (12.5%)
Facebook: 9 (10.2%)
Twitter: 1 (1.1)
Instagram: 3 (3.4%)

How do you PRIMARILY access the internet
Cell Phone: 17 (44.7%)

Home Computer: 9 (23.7%)
Work Computer: 12 (31.6%)

Rate the importance for students to receive high quality rigorous distance learning in the following areas:
Teachers:
Extremely Important: 28 (71.8%)
Very Important: 5 (12.8%)
Important: 5 (12.8%)
Somewhat Important:1 (2.6%)
Access to Laptops:
Extremely Important: 25 (64.1%)
Very Important: 7 (17.9%)
Important: 6 (15.4%)
Somewhat Important: 1 (2.6%)
Access to Online Curriculum:
Extremely Important: 24 (61.5%)
Very Important: 8 (20.5%)
Important: 6 (15.4%)
Somewhat Important: 1 (2.6%)
Small break out group time for students to work together online:
Extremely Important: 12 (30.8%)
Very Important: 10 (25.6%)
Important: 11 (28.2%)
Somewhat Important: 4 (10.3%)
Distance Learning workshops for families:
Extremely Important: 15 (38.5%)
Very Important: 11 (28.2%)
Important: 10 (25.6%)
Somewhat Important: 3 (7.7%)
Instructional support specific to meeting the needs of students with disabilities:
Extremely Important: 27 (69.2%)
Very Important: 5 (12.8%)
Important: 6 (15.4%)
Somewhat Important: 1 (2.6%)
Instructional support specific to meeting the needs to English Learners:
Extremely Important: 27 (69.2%)
Very Important: 5 (12.8%)
Important: 5 (12.8%)
Somewhat Important: 2 (5.1%)

In support of student's mental health and social-emotional well-being, students need access to:
Mental Health Clinicians:
Strongly Agree: 26 (68.4%)
Somewhat Agree: 8 (21.1%)
Somewhat Disagree: 2 (2.6%)
Neither Agree or Disagree: 3 (7.9%)
School Counselors:
Strongly Agree: 33 (89.2%)
Somewhat Agree: 3 (8.1%)
Somewhat Disagree: (0.0%)
Neither Agree or Disagree: 4 (2.7%)
Social-emotional learning lessons:
Strongly Agree: 27 (71.1%)
Somewhat Agree: 7 (18.4%)
Somewhat Disagree: 2 (2.6%)
Neither Agree or Disagree: 3 (7.9%)
Interactions with other students:
Strongly Agree: 30 (76.9%)
Somewhat Agree: 7 (17.9%)
Somewhat Disagree: 1 (2.6%)
Neither Agree or Disagree: 1 (2.6%)

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Perris Union High School District along with stakeholder feedback that primarily occurred during advisory council meetings and specific minutes of School Site Council, English Learner Advisory Council, District English Learner Advisory (DELAC), African American Parent Advisory Committee (AAPAC), and Business Advisory Committee reviewed, discussed academic, behavioral, social needs of students and school community as well as parent engagement. This included parents, staff and community members from CMI.

The impact on the LCAP resulted in common themes and definite areas of need that will be reflected in the goals, actions, and services.

Goal #1:
- Increase the number of students meeting the English Learner Progress Indicator.
- Increase the number of release sections for EL Leads to provide instructional classroom support.
- Maintain section allocations for class size reduction for ELD.
- A focused effort will continue to reclassify EL students and refine the ELD curriculum to meet the linguistic needs of students.
- Intervention and supports are necessary to help the transitioning students.

- One site will have an EL Coach to build an English Learner Professional Learning Community, to improve instructional support practices in the classroom, maintain proper alignment of curriculum and instructional practices that result in reclassification and promote literacy/language support, and improve coordination of services to enhance quality of EL services to students and parents.
- Increasing proficiency rates in ELA and Math for all students.
- Extended school year learning opportunities to allow smaller learning communities and tutorials for students in need of credit recovery and/or acceleration.
- Increasing release time for teachers for site specific professional development to include strengthening of Professional Learning Communities for all staff to collaborate and reflect on effective teaching of the Common Core State Standards, align current practices in instruction and assessment to Smarter Balanced, monitor progress in all student groups/subgroups to provide appropriate interventions.

Goal #2:
- Aligning the PUHSD Vision and Mission Statements and the Graduate Profile with LCAP
- Ensure that any discussions regarding the development, planning and implementing of process and procedures always align to the LCAP.
- Closing achievement gaps in the district's lowest performing groups (English learners, Socio-Economically Disadvantaged, Foster Youth)
- Increase access to courses including electives and opportunities for tutoring and advancement
- Common Core and SBAC applications using integration of technology throughout the instructional day.
- Increase 24/7 technology opportunities for all students.
- Continued transportation for students.
- Increasing graduation rates
- Increase opportunities for students not meeting graduation requirements to make up credits at their home school. College and career preparation for all students
- Increased support and expansion of AVID (Advancement Via Individual Determination) and to integrate AVID strategies into daily instruction and provide professional development through subject-area conferences and workshops AVID strategies promote strong interpersonal skills and cultivate individual persistence, which are all key attributes for college retention and success.
- Increase and expand of CTE offerings, career exploration classes, and career experiences to develop both college and career readiness.
- Increase Dual Enrollment offerings to promote cost-saving college opportunities and academic acceleration for students.
- Continuing the work on New Generation Science Standards (NGSS) and continuing to develop 'anchor tasks' for NGSS implementation.

Goal #3:
- Continued focus on deducing the dropout rate and suspension rate
- Continue the focused effort on equity (inclusion, fairness, and access) through district and site analysis of protocols, practices, processes, and procedures.
- Continue the development and implementation of Positive Behavioral Intervention and Supports (PBIS) for improvement.
- Provide students with an Alternative to Suspension program.

- Increase co/extracurricular opportunities to improve school climate and access for students to participate.
- Maintain and modernize facilities that are safe, clean, and well-maintained schools

Goal #4:
- Focus on the development of a District Action Partnership Team as part of the Parent Engagement Leadership Initiative (PELI).
- Maintain effective communication between schools sites, district office and community.
- Continue to offer various leadership opportunities for parents.
- Increase Parent Volunteers at each school site.

Goals and Actions

Goal

Goal #	Description
1	All students will attain grade level proficiency in English Language Arts and Mathematics.

An explanation of why the LEA has developed this goal.

The California Military Institute prioritized student achievement in English Language Arts (ELA) and Mathematics so that our students will be adequately prepared to enter college and the workforce. The district spent extensive time analyzing previous dashboard performance on the ELA and Math Indicators. Noting challenges in the overall performance and multiple subgroups, the district decided to identify goals for the overall performance and all numerically significant subgroups that were in the Red or Orange categories. The district prioritizes services for English Learners and we included the English Learner Proficiency Indicator (ELPI) to include both English Learner Proficiency for California (ELPAC) and English Learner Reclassification rates. The decision to include this metric was also based on prior dashboard performance. The district identified this goal for focused attention by analyzing dashboard data with multiple stakeholder groups. The dashboard data was analyzed in the English Learner Leadership committee with teachers, administrators, and counselors, in subject area council committees consisting of ELA and math teachers, PUHSD administrative committees, and district and site level parent advisory committees such as the District English Learner Advisory Committee and the site English Learner Advisory Committees, school site councils, and the district level Parent Advisory Committees.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (ELPI)	ELPI Baseline is pending CDE data release due to limited number of ELPAC test administrations.				ELPI: 65%
ELPI Reclassification Rate	ELPI Reclassification Rate: 19-20: 6%				ELPI Reclassification Rate: 12%
ELPI % met status on the State Language Assessment	ELPI % met status: 18-19: 50.2%				ELPI % met status: 53%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual SARC Report on Teacher Credentialing	2019-20: 100% of staff are appropriately assigned and fully credentialed in area taught.				100% of staff are appropriately assigned and fully credentialed in area taught
Every pupil in the school district has sufficient access to standards aligned instructional materials	2020-21: 100% of students have access to standards aligned instructional materials				100% of students have access to standards aligned instructional materials
California Dashboard Self Reflection Tool Implementation of the academic content and performance standards adopted by the State Board of Education	2018-19: Baseline Priority 2- Overall Average Score of 4.0				Priority 2- Overall Average Score of 4.3
California Dashboard Self Reflection Tool Programs and services enable English Learners to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency	2018-19: Baseline Priority 2 CCSS and ELD Standards Average Score of 4.0				Priority 2 CCSS and ELD Standards- Average Score of 4.7
Academic Indicator (Grades 5-8 and 11) ELA	2018-19: Average Distance from Standard: All Students- Status: -19.7. Change: 14.8				Average Distance from Standard: All Students- Status: 1. Change: 20

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learners- Status: -85.2. Change: 6.1 Homeless- Status: -39.7. Change: 9. Socioeconomically Disadvantaged- Status: -34.8. Change: 12.5. Students with Disabilities- Status: -119. Change: 15.5 African American- Status: -48. Change: 8.5. Asian- Status: 117.7 Change: 51.5 Filipino- Status: 84.7. Change: 1.5 Hispanic- Status: -31.9. Change: 15. White- Status: -31.1 Change: 10.1 Two or More Races- Status: 37.8. Change: 30.3				English Learners- Status: -65.2. Change: 20 Homeless- Status: -19.7. Change:20 Socioeconomically Disadvantaged- Status: -14.8. Change: 20 Students with Disabilities- Status: -99. Change: 20 African American- Status: -28. Change: 20 Asian- Status: 117.7 Change: Maintain Filipino- Status: 84.7. Change: Maintain Hispanic- Status: -11.9. Change: 20 White- Status: -11.1 Change: 20 Two or More Races- Status: 57.8. Change: 20
Academic Indicator (Grades 5-8 and 11) Math	2018-19: Average Distance from Standard: All Students- Status: -100. Change: 12. English Learners- Status: -147.8. Change: 3.9.				Average Distance from Standard: All Students- Status: -80. Change: 20. English Learners- Status: -127.8. Change: 20. Homeless- Status: -101. Change: 20.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless- Status: -121. Change: 9.1. Socioeconomically Disadvantaged- Status: -111.4. Change: 8.7. Students with Disabilities- Status: -190.6. Change: 7.3 African American- Status: -128.2. Change: 7 Asian- Status: -50.7. Change: 67.1 Filipino- Status: 13.6. Change: 25.2 Hispanic- Status: -110.9 Change: 9.9 White- Status: -59.9. Change: 13.3 Two or More Races- Status: -54.9. Change: 28.7				Socioeconomically Disadvantaged- Status: -91.4. Change: 20. Students with Disabilities- Status: -170.6. Change: 20. African American- Status: -108.2. Change: 20. Asian- Status: -30.7. Change: 20. Filipino- Status: 33.6. Change: 20. Hispanic- Status: -90.9 Change: 20. White- Status: -39.9. Change: 20. Two or More Races- Status: -34.9. Change: 20.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	Training and support for Literacy across the curriculum. Professional development to increase rigor and relevance in all ELA, math, science (Next Generation Science Standards), History and Social Science courses throughout the District.	$770,853.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Targeted Support Services	Implementation of Multi-Tiered System of Support (MTSS).	$48,150.00	Yes
3	Instructional Technology	Provide training and support for the integration of technology in all content areas	$366,118.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	All students will graduate from high school prepared for post-secondary and career options.

An explanation of why the LEA has developed this goal.

The California Military Institute puts a strong emphasis on all students having a post-secondary plan by the time students graduate. Our students' college and career readiness is more important now than ever before. Approximately 90 percent of the fastest-growing jobs in this country require post-secondary training. The benefits of educational achievement directly translate not only into meaningful careers, but also into higher future incomes for our students. For these reasons, college and career readiness is one of the top priorities in the Perris Union High School District. We want to ensure that ALL students graduate ready for college and/or the 21st Century workforce. It is imperative that our students have the knowledge and tools to navigate their way through the many career paths and college choices that are available to them as they transition into young adults. There is not one single path that suits every student. We want to ensure that every student has a plan for success upon completion of high school. This means we will continually engage students in activities that expose them to the tools and resources available to support planning for their future. College and career readiness are a key part of the instructional programs throughout middle school and high school. To measure the success of students in this pursuit, the metrics identified for goal #2 align to the necessary skills and abilities needed to be successful in post-secondary endeavors for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Graduation Rate	CA Dashboard 2018-19 Graduation Rate: 91.9% Dashboard Performance Level: Green SWD: 76.6% Dashboard Performance Level: Orange White: 93.3%				CA Dashboard 2023-24 Graduation Rate: Maintain between 92%-94% Dashboard Rate (2023-24): 93.5% Dashboard Performance Level: Green SWD: 74.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Dashboard Performance Level: Green EL: 85.9% Dashboard Performance Level: Green Local Indicator for 2019-20: 91.4%				Dashboard Performance Level: Green White: 93.4% Dashboard Performance Level: Green EL: 88.9% Dashboard Performance Level: Green
LEA A-G Completion Rate: All Students	Local A-G Completion Rate (2019--20): 34%				Local A-G Completion Rate (2023--24): 65%
LEA AP Scores: All Students	Local Pass Rate (2019-20): 30.9%				Local Pass Rate (2023-24): 36.9%
LEA EAP Scores: All 11th grade students	Local EAP ELA Scores (2018-19) ELA Scores 17.72% (College Ready) Decrease 2.3% 31.35% (College Ready Conditional) Decrease 2.65% Math 3.32% (College Ready) Decrease .28%				EAP ELA Scores 20.72% (College Ready) 34.35% (College Ready Conditional) EAP Math Scores 6.32% (College Ready) 16.25% (College Ready Conditional)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	13.25% (College Ready Conditional) Decrease 1.35%				
LEA CTE Course Completers (who are part of the graduation cohort)	CCI: (2018-19): 5.8%				CCI: 10.3%
LEA FAFSA Completion: All 12th grade students	Local FAFSA Completion Rate (2019-20): 80%				Local FAFSA Completion Rate (2023-24): 100%
LEA AVID Participation: All Students inclusive of unduplicated and exceptional needs students including: EL, Foster, LI, SWD	Local AVID Participation Rate (2019-20): 90 students				Local AVID Participation Rate (2023-24): Maintain student enrollment 150-180
College and Career Indicator (CCI)	(2018-19) Prepared: 34.1% Approaching Prepared: 23.8% Not Prepared: 42.1%				(2023-24) Prepared: 43.1% Approaching Prepared: 32.8% Not Prepared: 33.1%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Student Support and Interventions	Provide expanded opportunities for remediation, acceleration and enrichment to college and career readiness.	$666,503.00	Yes
2	Post-Secondary Opportunities	Provide opportunities and support for high school students to take college level coursework.	$173,700.00	No
3	College and Career Readiness	Provide training and support for students to develop the CCR skills necessary for success in high school and postsecondary education.	$648,379.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	All departments and sites will provide a safe and positive environment for staff and students.

An explanation of why the LEA has developed this goal.
Research shows that social and emotional factors have the strongest impact on academic learning, affecting motivation and commitment, behavior, and performance. As a result, students participating in SEL programs demonstrated improved classroom behavior, an increased ability to manage stress and depression, and had better attitudes about themselves, others, and school. Specifically addressing these components can change how much, and how well everyone including students, families, and staff, thrive and achieve. Consequently, we will focus on identifying universal support for all students in Tier 1, which encompasses the entire school with core instructions and basic interventions to build positive relationships between staff and students. Targeted support and intensive support for students who need a more individualized plan. We know that some of our students will need a little extra assistance in meeting social and emotional and behavioral goals, and it is in Tier 2 that these individuals receive that help. Often these interventions and supports are delivered in small group settings. We also know that some of our students will have significant challenges that will not respond to the interventions and supports in Tier 1 or Tier 2. Tier 3 gives these students that individualized support they need. The research also shows that district-wide SEL implementation is the most effective and sustainable, when it starts with the adults first. Teachers with stronger SEL competencies have more positive relationships with students, manage their classrooms more effectively, have lower stress and increased job satisfaction, and implement SEL programs for students with greater fidelity.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LEA Suspension Rate: All students	Local Suspension Rate (18-19): 6%				LEA Suspension Rate: All students Dashboard: 4.5% Performance level: Green
LEA Suspension Rate: African American	Local Suspension Rate (18-19): 13.4%				LEA Suspension Rate: African American Dashboard: 6.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Performance level: Green
LEA Suspension Rate: Students with Disabilities	Local Suspension Rate (18-19): 11.5%				LEA Suspension Rate: Students with Disabilities Dashboard: 6.0% Performance level: Green
Expulsion Rate All Students	Local Indicator Expulsion Rate (19-20): .22%				Maintain Expulsion Rate less than .2%
Middle School Dropout Rate All Students	Local Dropout Rate (19-20): .02%				Maintain Middle School Drop Out Rate less than .02%
High School Dropout Rate All Students	Local Drop Out Rate (19-20): All Students 19-20: 2.7%				Maintain High School Drop Out rate of less than 3%
LEA Attendance Rate All Students	LEA Attendance Rate: All Students 19-20 Attendance Rate: 94.5% ADA to Enrollment: 92.8%				LEA Attendance Rate: All Students Attendance Rate: 95% ADA to Enrollment 94.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate All Students	Local Indicator: All Students Chronic Absenteeism Rate All Students 19-20: 18.1% Dashboard 2018-19: 21.2% Performance level: Red				Local Indicator: All Students Chronic Absenteeism Rate All Students 23-24: 18.1% Dashboard: 15.2% Performance level: Yellow
Annual Williams Report: Safe, Clean, and functional facilities	Local Indicator: Incidents: zero				Local Indicator: Incidents: zero
School Climate Survey	Local Indicator: California Healthy Kids Survey Survey conducted in 2016-2017				Local Indicator: CA Healthy Kids Survey: 1,000 responses

Actions

Action #	Title	Description	Total Funds	Contributing
1	Universal Support Services	Provide training and support to ensure all Tier I practices of MTSS are fully implemented at all school sites throughout the District.	$50,015.00	Yes
2	Targeted and Intensive Support Services	Develop a systematic process to identify and support at-risk students academic and behavior (Tier II & III) supports at regular intervals throughout the school year.	$10,700.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Student Engagement and Participation	Provide training and develop a comprehensive tiered approach to improving student attendance and participation to reengage students for both academic success and social emotional wellbeing.	$267,075.00	Yes
4	Safety and Security	Provide services and activities to enhance and strengthen student and staff safety on all school campuses throughout the District.	$208,567.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Secure and strengthen the home- school- community connections and communications.

An explanation of why the LEA has developed this goal.

The California Military Institute puts a strong emphasis on parent engagement and leadership. This relationship between schools and parents cuts across and reinforces children's health and learning in multiple settings at home, in school, in out-of-school programs, and in the community. Engaging parents in their children's school life is a promising protective factor. Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Parent engagement also makes it more likely that children and adolescents will avoid unhealthy behaviors, such as sexual risk behaviors and substance use. Parent engagement in schools is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage parents in meaningful ways, and parents are committed to actively supporting their children's and adolescents' learning and development by providing parents with information and skills they need to support healthy attitudes, behaviors, and environments, encouraging parents to be part of decision making at school, ensuring regular and effective two-way communication, offering a wide variety of volunteer opportunities, creating health education activities that parents and students can do together at home, and collaborating with community groups that can benefit students and families. Parents play a crucial role in supporting their children's health and learning at school. When parents are engaged in their children's school activities, their children do better overall.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent participating in or attending trainings/workshops and conferences.	2020-21: Districtwide Parent Participation: 10,780				Increase Parent Participation by 6% (697) to 12,321
Parent participation in the Community Advisory Committee for Special Education (CAC)	2021-21: CAC average/participation attendance is 1				Maintain 2 CAC Special Education Parent Advisors

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Parent Survey (CSPS)	2019-20: 510 out of 1,703 Parent/Community responded Annual Survey				Increase Parent Survey responses by 20% (102) to 612
California School Staff Survey (CSSS)	2020-21: 0				Increase Staff Survey responses by 50% (50) to 50
Access to information via Social Media	Facebook followers: 5,200 Twitter followers: 3,700 Instagram: 865				Increase Social Media access by 20% for each platform. Facebook followers by 2,430 = 14,578 Twitter followers by 901 = 5,406 Instagram by 1,013 = 6,078
Infinite Campus Parent Portal	IC Parent Accounts: 8,273				Increase Parent Portal Accounts by 20% (2,208) = 13,246

Actions

Action #	Title	Description	Total Funds	Contributing
1	Effective Two-Way Communication	Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis.	$42,800.00	No
2	Parent Leadership	Provide trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement.	$32,100.00	No

Action #	Title	Description	Total Funds	Contributing
3	Community Engagement and Outreach	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.	$70,235.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
36.51%	$ 3,355,195

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

The COVID-19 pandemic has affected the sense of belonging for all of our students. Stories of disconnection from parents, teachers, and students during distance learning are corroborated by lower attendance rates and a lower sense of belonging as measured on a very-useful SEL survey, especially among Foster Youth, Low Income and Homeless students. Research on the pandemic has shown that Foster Youth, Low Income and Homeless students are especially vulnerable in regards to sense of belonging.

Two-thirds of our students in poverty have faced one or more of the 10 traumas measured by the Adverse Childhood Experiences (ACES) survey. Many of the discipline issues faced on our campuses represent trauma-related behaviors observed within the community. Creating a trauma-informed and trauma-sensitive environment provides the critical resources students need to overcome and cope with adversity. Our Wellness Center Initiative provides our most vulnerable students with social-emotional support through clinical social workers addressing mental health/trauma related services. Additionally, the initiative provides professional development to equip teachers and staff with the skills and strategies to understand trauma and to create a safe and supportive learning environment. Research from the Center for Disease Control indicates that children with a high number of ACEs - or even one severe instance - have difficulty learning and participating in regular classroom settings without support. Supporting our vulnerable students and their families dealing with trauma will prepare students with coping skills to attend to learning. Student surveys will reflect an increased sense of safety and connectedness to support adults at school. Office referrals and suspensions will decrease in response to increased use of trauma informed strategies.

LCAP Year 2021-22

CMI is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school sites as all requests in expending funds go through an approval process through the Educational Services division in

ensuring that funds are spent to benefit these subgroups of students. The district recognizes that while these funds are generated in order to serve the focus students, some services may, should the need arise, be utilized for students outside the focus subgroups. While the majority of students served will be focus students, there may be other students in need that the district cannot ignore. By providing the services identified without limitations, CMI will serve all students, especially focus students. As noted in the Perris Union High School district adopted budget, supplemental and concentration funds have been set aside for future expenditures for programs and students, based on the needs of the district. The Minimum Proportionality Percentage (MPP) required for services to targeted focus groups, as indicated in the LCAP is 36.51%. The expenditures are aligned with the goals of the CMI Local Control Accountability Plan addressing the needs of our district's English learners, low-income students, and foster youth.

Based on supporting research below as well as, experience, and educational theory, the CMI has determined these actions described in the LCAP are the most effective use of funds to meet the District's goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.

Please find below the Goals, Actions and Services that reflect the Increased and Improved Services our English Learners, Foster Youth, Low Income and Homeless students that shaped the development of 2021-24 LCAP:

Goal #1: All students will attain grade level proficiency in English Language Arts (ELA) and math.

According to the National Association of State Boards of Education Report Reading at Risk: The State Response to the Crisis in Adolescent Literacy (2006), stresses that improving literacy is the key to raising student achievement. The literacy skills students acquire throughout their schooling not only make them competent students but will be vital to make them productive members of society and, ultimately, successful in life. Research shows that strong literacy skills are needed throughout a student's education, including middle and high school. HMH Reading Inventory is a research-based, computer-adaptive reading comprehension assessment that brings assessment and instruction together to finally close the gap for struggling readers.

Schoolwide focus supporting Goal #1 Action 1.1: Literacy Across the Curriculum and Enhancement of the Core Curriculum: Training and support for Literacy across the curriculum. Professional development to increase rigor and relevance in all ELA, math, science (Next Generation Science Standards), History and Social Science courses throughout the District that are principally directed to and effective in supporting unduplicated students the following include Actions and Services for 2021-22:

New Action and Increased and/or Improved Services:
- Library Books: support AR, Literacy
- Accelerated Reader Program
- AVID Tutors
- Professional Development: T4 Learning, Solution Tree, RCOE Step-Up-To-Writing,
- Material and Supplies to support instruction includes: consumables, EBSCO, Quill, Brainpop, ListenWise, IXL

Schoolwide focus supporting Goal #1 Action 1.2: Targeted Support Services: Implementation of Multi-Tiered System of Support (MTSS) that are principally directed to and effective in supporting unduplicated students the following include Actions and Services for 2021-22:
New Action and Increased and/or Improved Services:
- Extra Curricular Events: After School, Band, Robotics

Schoolwide focus supporting Goal #1 Action 1.3: Instructional Technology: Provide training and support for the integration of technology in all content areas that are principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:
New Action and Increased and/or Improved Services:
- Information Technology Technician
- Chromebook refresh, screens, batteries
- LCD Projector refresh/Prometheans
- Laptop Refresh

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Goal #2: All students will graduate from high school prepared for post-secondary and career options.

Preparing high school students for successful transition to postsecondary education and employment can be particularly challenging especially for English Learners, Foster Youth, Low Income and Students with Disabilities. Nationally, almost 30% of students do not graduate from high school with a regular diploma (Swanson, 2004). Many of the students who do graduate decide to combine work with various forms of postsecondary education during a period when their career plans are still evolving (Haimson & Deke, 2003; McDonough, 2004). Even after controlling for demographic, enrollment, institutional, academic, and social integration characteristics, first-generation students were less likely to persist in postsecondary education when compared to those whose parents had obtained more education. (Nunez, A.-M., Cuccaro-Alamin, S., & Carroll, C.D. (1998)). First-generation students: Undergraduates whose parents never enrolled in postsecondary education. Washington, DC: U.S. Department of Education, National Center for Education Statistics. This report shows that students who are both low-income and first-generation are at the greatest risk of not succeeding in postsecondary degree attainment. In contrast, AVID students are a population largely comprised of low-income, first-generation students, and yet, AVID students persist in college (Engle, J., & Tinto, V. (2008)). Moving beyond access: College success for low income, first-generation students. Washington, DC: The Pell Institute.

Schoolwide focus supporting Goal #2 Action 2.1: Student Support and Interventions: Provide expanded opportunities for remediation, acceleration and enrichment to college and career readiness that are principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

New Action and Increased and/or Improved Services:
- Transportation
- Late Bus
- Counselor

- Incentives: 5 Star

Schoolwide focus supporting Goal #2 Action 2.2 Post-Secondary Opportunities: Provide opportunities and support for high school students to take college level coursework, college and industry visits, and introduce middle school students to CC., the following include Actions and Services for 2021-22:

New Action and Increased and/or Improved Services:
- PLTW Materials
- AP Testing, testing prep
- AP/SAT/ACT Test Prep
- PLTW: Bio Med & Engineering
- Sub coverage: college visit, SAT, tech/career
- College.Univ. Trade visits
- Students at PHS for Dual Enrollment

Schoolwide focus supporting Goal #2 Action 2.3 College and Career Readiness: Provide training and support for students to develop the CCR skills necessary for success in high school and postsecondary education that are principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

New Action and Increased and/or Improved Services:
- Career Fair Day
- FAFSA promotions
- 8th Promo/Graduation
- Promoting graduates/college readiness: banners, posters, lawn signs
- Internships/Job Readiness: REACH-Out
- College & Career Readiness: JROTC Sections

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Goal #3: All departments and sites will provide a safe and positive environment for staff and students.

Students experience tremendous adversity in their lives—including poverty, health challenges, community violence, and difficult family circumstances—that make it difficult for them to take advantage of the opportunity to learn at school. Research has demonstrated that adopting prevention-based practices can reduce student problem behavior, improve academic achievement, and contribute to the establishment of a safe environment for staff and students (Lewis, Powers, Kelk, & Newcomer, 2002; McIntosh, Chard, Boland, & Horner, 2006; Todd, Horner, Sugai, & Sprague, 1999). Implementing a preventive framework such as School-wide Positive Behavioral Interventions and Supports (SWPBIS) reduces the number of serious problem behavior incidents and contributes to a more positive and supportive school climate (Bradshaw, Mitchell, & Leaf, 2010). SWPBIS is a three-tiered framework for implementing systems, data, and practices to ensure effectiveness and promote sustainability in valued outcomes (Sugai & Horner, 2002). SWPBIS promotes teaching, modeling, and acknowledging positive behavior and developing a comprehensive school-wide system for addressing problem behaviors, thereby

increasing the consistency, safety, positivity, and predictability of the school environment.

Schoolwide focus supporting Goal #3 Action 3.1: Universal Support Services: Provide training and support to ensure all Tier I practices of PBIS are fully implemented at all school sites throughout the District that are principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

New Action and Increased and/or Improved Services:
- Consultants
- Motivational Speakers

Schoolwide focus supporting Goal #3 Action 3.2: Targeted and Intensive Support Services: Develop a systematic process to identify and support at-promise students academic and behavior (tier II & III) supports at regular intervals throughout the school year that are principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

New Action and Increased and/or Improved Services:
- PBIS: Positive solutions/Student support/Bullying

Schoolwide focus supporting Goal #3 Action 3.3: Student Engagement and Participation: Provide training and develop a comprehensive tiered approach to improving student attendance and reducing chronic absenteeism that are principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

New Action and Increased and/or Improved Services:
- Incentives: Attendance incentives, Academic recognition, leadership opportunities
- Extra Curricular Activities: ASB, teacher extra duty
- WEB bus trip
- WEB event supplies
- WEB Conferences
- Link bus trip
- Link event supplies
- Link Conferences
- WEB/Link Support (3) Sections
- Athletics Budget

Schoolwide focus supporting Goal #3 Action 3.4: Safety and Security: Provide training and develop a comprehensive tiered approach to improving student attendance and reducing chronic absenteeism that are principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

New Action and Increased and/or Improved Services:
- Library Clerk

- Campus Safety Officer
- Clover, Athletic Trainers
- K-9

Schoolwide focus supporting Goal #3 Action 3.5: Wellness Centers: Creating a trauma-informed and trauma-sensitive environment provides the critical resources students need to overcome and cope with adversity. Our Wellness Center Initiative provides low-income, Foster Youth, Homeless and their families with social-emotional support through clinical social workers addressing mental health/trauma related services. Additionally, the initiative provides professional development to equip teachers and staff with the skills and strategies to understand trauma and to create a safe and supportive learning environment that are principally directed to and effective in supporting unduplicated students, the following include Actions and Services for 2021-22:

New Action and Increased and/or Improved Services:
- Materials & Supplies that support the implementation of Wellness Centers

_____

Goal #4: Secure and strengthen the home, school, community connections and communications.

Schoolwide focus supporting Goal #4 Action 4.1: Effective Two-Way Communication: Ensure that school has a system in place with multiple strategies to facilitate two-way communication with staff, parents and community members on a regular basis:

New Action and Increased and/or Improved Services:
- Advertising/Printing
- Blackboard Connect

Schoolwide focus supporting Goal #4 Action 4.2: Parent Leadership: Provide trainings/workshops/courses for parents/community members to build capacity and connections that will empower, engage, and connect parents to support student academic achievement.:

New Action and Increased and/or Improved Services:
- Parent Events: Father/Daughter; mother/son, recognition dinner, parent/staff engagement events
- Parent Conference/Training: CABE/PELI/AAPAC
- Parent Events: Materials/Supplies/Catering

Schoolwide focus supporting Goal #4 Action 4.3: Community Engagement and Outreach: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development:

New Action and Increased and/or Improved Services:
- Community Bilingual Aide

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

CMI is committed to prioritizing the needs of English Learners, Foster Youth, and low-income students. The 36.51% to increase or improve services is reflected in the actions and services outlined in this plan.

Actions described in the plan represent an increase or improved service above and beyond the level that would be provided otherwise, with the increase intended to primarily benefit unduplicated students, a brief description of how these services are increased and/or improved include:

- Providing access for all teaching staff to the Learning Management System: CANVAS and Google Classroom, G-Suite.
- Providing devices and connectivity to students that are lacking access to devices and technology including Chromebooks, Interactive Tablets, Monitors, Laptops, power cords and adapters, and WiFi Hotspots.
- Increased hardware and software upgrades for students to access learning management systems: CANVAS and Google Classroom.
- Providing Professional Development opportunities to build teacher capacity to improve instructional practices supporting students most in need: Distance Learning Playbook, RCOE Google Camp, Leading Edge Flex Online Certification (RCOE).
- Providing students access and opportunities to additional instructional materials and supplies to address virtual learning platforms: eBooks, online resources to support READ 180, EDGE, English 3D, System 44, MS Science, software licenses.
- AVID tutors to provide academic support for students in AVID and Newcomers classes.
- Class size reduction for English Learner allowing teachers to provide small group instruction and academic intervention/support services.
- Increase in personnel to build teacher capacity in developing effective instructional strategies and support instruction: Academic Coaches (6), Technology TOSAs (4), ELA/Math TOSAs (2).
- Provide staff and students with various technology support that includes hardware and software support: Tech III (10), System Analyst (1)
- Students have access to specific counseling support services that includes not only their high school counselor, but a College and Career counselor at each high school.
- Teachers have increased access to the IO Assessment Management System that supports interim and benchmark assessments to monitor student progress and address any trends or patterns that occur.
- 24/7 online tutoring services principally directed to English Learners, Homeless, and Foster Youth allowing them to seek academic support anytime of the day or night.
- Students have more opportunities for intervention and student support services through summer school, credit recovery, and Saturday school.
- Increased services for students suffering from emotional and/or physical trauma, lack of participation and engagement, or issues with attendance are counseled and/or referred to various professional services that include services from: Blue Water, Positive Solutions, Tinya Holt, CareSolice (Addiction Treatment Technologies), Ripple Effects, Smiles for Students.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$3,355,195.00				$3,355,195.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,564,833.00	$1,790,362.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	$770,853.00				$770,853.00
1	2	English Learners Foster Youth Low Income	Targeted Support Services	$48,150.00				$48,150.00
1	3	English Learners Foster Youth Low Income	Instructional Technology	$366,118.00				$366,118.00
2	1	English Learners Foster Youth Low Income	Student Support and Interventions	$666,503.00				$666,503.00
2	2	All	Post-Secondary Opportunities	$173,700.00				$173,700.00
2	3	Low Income	College and Career Readiness	$648,379.00				$648,379.00
3	1	English Learners Foster Youth Low Income	Universal Support Services	$50,015.00				$50,015.00
3	2	English Learners Foster Youth Low Income	Targeted and Intensive Support Services	$10,700.00				$10,700.00
3	3	English Learners Foster Youth Low Income	Student Engagement and Participation	$267,075.00				$267,075.00
3	4	All	Safety and Security	$208,567.00				$208,567.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	All	Effective Two-Way Communication	$42,800.00				$42,800.00
4	2	All	Parent Leadership	$32,100.00				$32,100.00
4	3	All	Community Engagement and Outreach	$70,235.00				$70,235.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$2,827,793.00	$2,827,793.00
LEA-wide Total:	$2,827,793.00	$2,827,793.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$770,853.00	$770,853.00
1	2	Targeted Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,150.00	$48,150.00
1	3	Instructional Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$366,118.00	$366,118.00
2	1	Student Support and Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$666,503.00	$666,503.00
2	3	College and Career Readiness	LEA-wide	Low Income	All Schools	$648,379.00	$648,379.00
3	1	Universal Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,015.00	$50,015.00
3	2	Targeted and Intensive Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,700.00	$10,700.00
3	3	Student Engagement and Participation	LEA-wide	English Learners Foster Youth	All Schools	$267,075.00	$267,075.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

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

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

- o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.