Introduction:

LEA: PUHSD   Contact (Name, Title, Email, Phone Number): Mr. Rhodes, Principal, Michael.Rhodes@puhsd.org 951-443-2731   LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
1 Applicable stakeholders have been engaged and involved in developing, reviewing, and supporting implementation of the LCAP. CMI has scheduled meetings with all stakeholders once every four weeks in order to discuss services and expenditures. CMI now has a Family Outreach Coordinator (Parent Liaison). This position is responsible for providing parents with resources and translating/mediating between parents, staff, and teachers. The Family Outreach Coordinator serves to communicate with stakeholders about upcoming LCAP meetings where stakeholders can receive information about future actions/services and provide the LEA with feedback and ideas. Students have been engaged and involved as well through the use of online surveys asking for feedback in regards to services, clubs, and courses offered at CMI.	**1.** Because of stakeholder engagement and involvement the LCAP has been impacted in the following ways. First, feedback taken from stakeholders has fabricated the need for student career training courses. CMI will continue to offer Career Technical Education Bio-Medical class in order to meet this need. Stakeholders have also requested a need for a library/media center and CMI will continue to request funds for this service.

2 Stakeholders have been included in the LEA's process in a timely manner to allow for engagement by holding monthly meetings at CMI. Stakeholders are notified about these meetings through automated phone calls home, communication with our Family Outreach Coordinator, e-mail, and via letters sent home with students.	**2.** Stakeholders being included in the LEA's process in a timely manner has impacted LCAP by allowing parents, teachers, and staff to attend monthly meetings in a timely manner. Meetings are the primary method the LEA has in providing stakeholders with information about LCAP and changes or additions that may be implemented.
3 The information made available to stakeholders related to state priorities and used by the LEA to inform the LCAP goal setting process has been presented during monthly meetings. Stakeholders were provided with LCAP data relating to the previous school year's goals, actions/services, and funding. Stakeholders were also presented with information relating to the removal of certain actions/services and justification for the change. New actions/services were also presented. This information was made available via a presentation at a monthly meeting where stakeholders were allowed to ask questions pertaining to the information being provided.	**3.** Stakeholders were allowed to share their views on the data presented during schedule monthly meetings. Their input was recorded at the time of the meeting. Stakeholders were also provided with a survey in order to gather information on areas of growth and need in relation to the LEA's goals.
4 The changes made to the LCAP prior to adoption as a result of written feedback and comments from stakeholders is as follows. First, CMI will continue to fund student uniforms for high school and middle school students. Second, we will continue to provide funding for the position of a fourth campus safety officer. Third, we will fund the licensed use of the software titled, Edmentum/Plato. Previous LCAP funding provided CMI with a CTE course (PLTW Bio-Medical Class and Human Body Systems) in order to provide students with a career training four year option. Stakeholder	**4.** All changes made to the LCAP were decided upon after reviewing the direct feedback from all stakeholders and applying teacher, parent, and student needs accordingly.

feedback and comments urged CMI to provide students with career training and as a result we have added these courses. For the 2016-2017 school year, the 3rd course in the PLTW sequence (Medical Interventions) will be added.	
5 The specific actions taken to consult with pupils to meet the requirements of all stakeholders has been communication through various outlets. First, stakeholders were provided with an informative letter outlining the details of the LCAP process and plans for future meetings. Stakeholders are also regularly contacted via Phone Blasts (mass phone communication system) with information on upcoming meetings. CMI sends out a daily briefing through email every morning to all stakeholders and outlines upcoming meetings along with other valuable school information.	5. The impact to LCAP has been the ongoing feedback provided by stakeholders who have continually attended meetings, responded to surveys and emails, and have received daily briefings.
6 The specific actions taken to consult with pupils are as follows. First, students were provided with an online survey asking for feedback on various school services and needs.	6. LCAP was impacted by the continued need of a media center/library. Students responded to the survey by asking for more computers, printers, books, desks, and tables to work on individually or with groups. Students also responded with a need for more life skill classes. LCAP will continue to request funds for CTE Courses – PLTW Bio-Medical Classes and will be looking further into bringing in other programs related to providing life skills. Students also provided feedback on other clubs/organizations they would like to see at CMI.
7 Stakeholder involvement at CMI has been continued and supported with the use of various forms of communication and feedback. CMI has provided all students with a formal online survey requesting feedback on	7. By continuing to support stakeholder involvement at CMI, LCAP has been able to see the addition of Concurrent Enrollment courses as well as dual

student needs, wants, and outcomes. We have also provided all certificated staff with a survey requesting feedback on professional development, elective courses offered, software technology needs, and supplies and material requested.	enrollment courses at MSJC. Stakeholders (parents) have requested a program where their children can receive college credit while at the secondary education level and their feedback has been applied accordingly. Teachers at CMI have also provided their survey feedback and have requested further training in AVID, Common Core, PLTW, PLC and AP classes.
Annual Update:	Annual Update:

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	GOAL 1 – Provide, Improve, Maintain, and Support Technology School Wide.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need:	Fully functional computer lab.	
Goal Applies to:	Schools:	California Military Institute
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2016-2017	
Expected Annual Measurable Outcomes:	1. CMI will add a student computer lab with 40 desktops and a printer station 2. Refresh student Chromebooks to 450 3. Refresh all teacher laptops/desktops 4. Refresh classroom projectors that include sound system

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide a fully functional computer lab available throughout the day and after school to ensure that every student at CMI has Internet access and printing services as well as any other related equipment.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$140,000
2. Create a "Maker Space" complete with all the related equipment to provide STEM education and related programs.	Schoolwide: CMI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000
3. Refresh up to 450 student Chromebooks.	Schoolwide: CMI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$150,000

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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4. Replace/refresh the teaching and support staff with up-to-date computers.	Schoolwide: CMI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$38,000
5. Replace and refresh classroom projectors to include a sound system.	Schoolwide: CMI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$170,000

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Expected Annual Measurable Outcomes:	1. CMI will add a student computer lab with 40 desktops and a printer station 2. Refresh student Chromebooks to 450 3. Refresh all teacher laptops/desktops 4. Refresh classroom projectors that include sound system

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide a fully functional computer lab available throughout the day and after school to ensure that every student at CMI has Internet access and printing services as well as any other related equipment.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$140,000
2. Create a "Maker Space" complete with all the related equipment to provide STEM education and related programs.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3. Refresh up to 450 student Chromebooks.			$150,000
4. Replace/refresh the teaching and support staff with up-to-date computers.	Schoolwide: CMI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$38,000
5. Replace and refresh classroom projectors to include a sound system.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$270,000

LCAP Year 3: 2018 - 2019

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide a fully functional computer lab available throughout the day and after school to ensure that every student at CMI has Internet access and printing services as well as any other related equipment.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$140,000
2. Create a "Maker Space" complete with all the related equipment to provide STEM education and related programs.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$100,000

3. Refresh up to 450 student Chromebooks.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$150,000
4. Replace/refresh the teaching and support staff with up-to-date computers.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$38,000
5. Replace and refresh classroom projectors to include a sound system.	Schoolwide: CMI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$270,000

GOAL:	GOAL 2 – Student will attain and maintain levels of proficiency in all academic areas.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need:	Advanced Placement Trainings for Teachers, CCSS and SBAC Training for Teachers, Advancement Via Individual Determination (AVID) for 7th and 8th grade students for the 2016-2017 school year and progressing to 9th grade in the 2016-2017 school year.

Goal Applies to:	Schools: California Military Institute
	Applicable Pupil Subgroups: All Students

LCAP Year 1: 2016 - 2017

Expected Annual Measurable Outcomes:	1. The percentage of students CAASSP scores with show growth of 2% 2. The percentage of students enrolled in an AP course will increase by 5%. 3. The percentage of students passing AP courses will increase by 10%. 4. The percentage of English Learner students moving one CELDT band will increase by 10%. 5. The percentage of teachers attending professional development in AP or AVID will increase by 30%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Reinforce and improve Common Core learning and SBAC testing.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000
2. Increase the number of teachers attending professional development opportunities to include: AVID, Advanced Placement, and PLCs.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$103,000

LCAP Year 2: 2017 - 2018

Expected Annual Measurable	1. The percentage of students CAASSP scores with show growth of 2% 2. The percentage of students enrolled in an AP course will increase by 5%.

Outcomes:	3. The percentage of students passing AP courses will increase by 10%. 4. The percentage of English Learner students moving one CELDT band will increase by 10%. 5. The percentage of teachers attending professional development in AP or AVID will increase by 30%.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase the number of teachers attending professional development opportunities to include: AVID, Advanced Placement, and PLCs.		Schoolwide: CMI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	$10,000
2. Increase the number of teachers attending professional development opportunities to include: AVID, Advanced Placement, and PLCs.		Schoolwide: CMI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	$103,000

LCAP Year 3: 2018 - 2019

Expected Annual Measurable Outcomes:	1. The percentage of students CAASSP scores with show growth of 2% 2. The percentage of students enrolled in an AP course will increase by 5%. 3. The percentage of students passing AP courses will increase by 10%. 4. The percentage of English Learner students moving one CELDT band will increase by 10%. 5. The percentage of teachers attending professional development in AP or AVID will increase by 30%.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase the number of teachers attending professional development opportunities to include: AVID, Advanced Placement, and PLCs.		Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$10,000

2. Increase the number of teachers attending professional development opportunities to include: AVID, Advanced Placement, and PLCs.	Schoolwide: CMI	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English Proficient __ Other Subgroups: (Specify)	$103,000

GOAL:	Goal 3 – Meet all students' academic as well as social and emotional needs to improve attendance and support instruction.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need:	Intervention Counselor and Community Liaison	
Goal Applies to:	Schools:	California Military Institute
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2016 - 2017

Expected Annual Measurable Outcomes:	1. Increase parent participation in parent workshops/trainings/or school events. 2. Increase membership and participation in advisory committees: African American Advisory Committee (AAPAC), Parent Teacher Student Organization (PTSA). 3. Increase student access to support services to address social /emotional needs of students

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase support services for students and families to include an intervention counselor	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000
2. Social Media, Newsletters home, Orientation, Back to School Night and Open House	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$45,000
3. Upgrade/refresh Multi-Purpose Room (MPR) allowing for Professional Development (PD) opportunities that will support teaching and learning across the entire grade spectrum.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$122,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4. Increase opportunities for extracurricular activities for students: field trips, additional van, athletics	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$168,000
5. Facilities improvement/upgrades: Lunch area, locker room, security system/camera upgrades	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$289,386
6. Provide transportation for student access and success.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$300,614

	LCAP Year 2: 2017 - 2018		
Expected Annual Measurable Outcomes:	1. Increase parent participation in parent workshops/trainings/or school events. 2. Increase membership and participation in advisory committees: African American Advisory Committee (AAPAC), Parent Teacher Student Organization (PTSA). 3. Increase student access to support services to address social /emotional needs of students		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase support services for students and families to include an intervention counselor	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$100,000
2. Social Media, Newsletters home, Orientation, Back to School Night and Open House	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$45,000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3. Upgrade/refresh Multi-Purpose Room (MPR) allowing for Professional Development (PD) opportunities that will support teaching and learning across the entire grade spectrum.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$122,000
4. Increase opportunities for extracurricular activities for students: field trips, additional van, athletics	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$268,000
5. Facilities improvement/upgrades: Lunch area, locker room, security system/camera upgrades	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$340,000

<table>
<tr><td colspan="4" align="center">LCAP Year 3: 2018 - 2019</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="3">1. Increase parent participation in parent workshops/trainings/or school events.
2. Increase membership and participation in advisory committees: African American Advisory Committee (AAPAC), Parent Teacher Student Organization (PTSA).
3. Increase student access to support services to address social /emotional needs of students</td></tr>
</table>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase support services for students and families to include an intervention counselor	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$100,000
2. Social Media, Newsletters home, Orientation,	Schoolwide:	X ALL	$45,000

Back to School Night and Open House	CMI	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
3. Upgrade/refresh Multi-Purpose Room (MPR) allowing for Professional Development (PD) opportunities that will support teaching and learning across the entire grade spectrum.	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$122,000
4. Increase opportunities for extracurricular activities for students: field trips, additional van, athletics	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$268,000
5. Facilities improvement/upgrades: Lunch area, locker room, security system/camera upgrades	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$340,000

GOAL:	Goal 4 – Improve students' connectivity and preparedness to the academic setting in the primary, secondary, and post-secondary levels.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need:	Student college and career goals	
Goal Applies to:	Schools:	California Military Institute
	Applicable Pupil Subgroups:	All Students

<table>
<tr><td colspan="5" align="center">LCAP Year 1: 2016 - 2017</td></tr>
<tr><td colspan="2">Expected Annual Measurable Outcomes:</td><td colspan="3">1. The percentage of students participating in college and career course offering will increase by 1%.
2. The percentage of students prepared for post-secondary opportunities will increase by 1%.
3. The percentage of students feeling connected to school will increase by 10%.</td></tr>
<tr><td colspan="2" align="center">Actions/Services</td><td>Scope of Service</td><td>Pupils to be served within identified scope of service</td><td>Budgeted Expenditures</td></tr>
<tr><td colspan="2">1. Expand Project Lead The Way (PLTW) Opportunities:
• Add 3rd course in the Bio-Medical pathway (Medical Interventions).
• Add two courses within the PLTW Computer Science program.
• Add PLTW Gateway to Technology for middle school students.
• Add second course to the Computer Science Principles</td><td>Schoolwide: CMI</td><td>X ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td>$75,000</td></tr>
<tr><td colspan="2">2. Increase the number of MSJC Dual Enrollment, Concurrent Enrollment, and AVID elective course offerings</td><td>Schoolwide: CMI</td><td>_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify):</td><td>$40,000</td></tr>
<tr><td colspan="2">3. Uniforms for High School and Middle School Students</td><td>Schoolwide: CMI</td><td>X ALL
OR:
__Low Income pupils __English Learners</td><td>$179,000</td></tr>
</table>

| | | | __Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | |

LCAP Year 2: 2017 - 2018				

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Expand Project Lead The Way (PLTW) Opportunities: • Add 3rd course in the Bio-Medical pathway (Medical Interventions). • Add two courses within the PLTW Computer Science program. • Add PLTW Gateway to Technology for middle school students. • Add second course to the Computer Science Principles	Schoolwide: CMI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	$125,000
2. Increase the number of MSJC Dual Enrollment, Concurrent Enrollment, and AVID elective course offerings	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$40,000
3. Uniforms for High School and Middle School Students	Schoolwide: CMI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify):	$179,000

LCAP Year 3: 2018 - 2019				

| Expected Annual Measurable | 1. The percentage of students participating in college and career course offering will increase by 1%.
2. The percentage of students prepared for post-secondary opportunities will increase by 1%. |||||

Outcomes:	3. The percentage of students feeling connected to school will increase by 10%.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
1. Expand Project Lead The Way (PLTW) Opportunities: • Add 3rd course in the Bio-Medical pathway (Medical Interventions). • Add two courses within the PLTW Computer Science program. • Add PLTW Gateway to Technology for middle school students. • Add second course to the Computer Science Principles	Schoolwide: CMI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups: (Specify)		$125,000
2. Increase the number of MSJC Dual Enrollment, Concurrent Enrollment, and AVID elective course offerings	Schoolwide: CMI	X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		$40,000
3. Uniforms for High School and Middle School Students	Schoolwide: CMI	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __ Redesignated fluent English proficient __Other Subgroups: (Specify):		$179,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	Goal 1: Provide, Improve, Maintain, and Support technology schoolwide.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: California Military Institute
	Applicable Pupil Subgroups: All Students

Expected Annual Measurable Outcomes:	Students will have access to functioning computer lab with Internet access and printers. Students will increase achievement and engagement.	Actual Annual Measurable Outcomes:	All students have internet access when on CMI campus. Students have access to the library printers. CMI is still working on providing students with a fully functional computer lab.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide a fully functional computer lab / drop-in / testing site for all students.	$10,000	Not implemented at this time.	$0
Scope of service:		Scope of service:	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		Purchase of 400 student Chromebooks Teacher computer refresh/upgrades	$194,256 $143,119

		Technology Improvements for Makerspace/computer lab	$41,000
Scope of service:		Scope of service:	
X ALL		X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Educational Technology Position.	$115,000	1 FTE Tech TOSA position was filled. 1 FTE Information Technology Technician	$114,434 $66,152
Scope of service:		Scope of service:	
X ALL		X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Provide a fully functional computer lab available throughout the day and after school to ensure that every student at CMI has Internet access and printing services as well as any other related equipment.
	2. Create a "Maker Space" complete with all the related equipment to provide STEM education and related programs.
	3. Refresh up to 450 student Chromebooks.
	4. Replace/refresh the teaching and support staff with up-to-date computers.
	5. Replace and refresh classroom projectors to include a sound system

Original GOAL from prior year LCAP:	Goal 2: Students will attain and maintain levels of proficiency in all academic areas.			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: California Military Institute
	Applicable Pupil Subgroups: All Students

Expected Annual Measurable Outcomes:	To reinforce and improve CCSS and student achievement on SBAC testing.	Actual Annual Measurable Outcomes:	The Bio Med class will continue at CMI. Redbird Software Program will be discontinued after the spring of 2015.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Redbird Software (math program)	$75,000	Not implemented at this time, was replaced with My Path.	$33,000
Scope of service:		Scope of service:	
__ALL		_X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __ Other Subgroups:(Specify)	
Bio-medical Program	$50,000	Materials and supplies were purchased for PLTW Bio Medical program.	$73,972
Scope of service:		Scope of service:	
__ALL		_X_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English Proficient __Other Subgroups: (Specify)	
			Professional Development for staff: AVID, Content specific trainings Sections for extended learning opportunities for students	$17,034 $232,397
Scope of service: __ALL			Scope of service: _X_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient X Other Subgroups:(Specify)			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated Fluent English Proficient __Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Increase the number of teachers attending professional development opportunities to include: AVID, Advanced Placement, and PLCs. 2. Increase the number of teachers attending professional development opportunities to include: AVID, Advanced Placement, and PLCs.			

Original GOAL from prior year LCAP:	Goal 3: Meet all students academic as well as social, emotional needs improving attendance and support instruction.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:
Schools:
Applicable Pupil Subgroups:

Expected Annual Measurable Outcomes:	Students and families will maintain acceptable and functional living standards and also receive counseling from an accredited counselor with an MFT credential.	Actual Annual Measurable Outcomes:	The actual annual measurable outcome for Goal Three has remained successfully the same. The Community Liaison and Intervention Counselor have been great assets to CMI.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Community Liaison to aid parents, students, and teachers with resources.	$32,000	1.0 FTE Community Liaison position was filled to support parent and community outreach activities.	$40,000
Scope of service:		Scope of service:	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
		Blackboard/Parent Link App Athletic Trainer Security System/Camera Upgrade	$3,655 $17,280 $57,911
Scope of service:		Scope of service:	

X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Intervention Counselor	$115,000	This position has not been filled in the 2015-16 school year. Will fill in 2016-17.	$0
Scope of service: X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Increase support services for students and families to include an intervention counselor. 2. Social Media, Newsletters home, Orientation, Back to School Night and Open House. 3. Upgrade/refresh Multi-Purpose Room (MPR) allowing for Professional Development (PD) opportunities that will support teaching and learning across the entire grade spectrum. 4. Increase opportunities for extracurricular activities for students: field trips, additional van, and athletics. 5. Facilities improvement/upgrades: Lunch area, locker room, security system/camera upgrades.		

Original GOAL from prior year LCAP:	Goal 4: Improve students' connectivity and preparedness to the academic setting in the primary, secondary and post-secondary levels.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	California Military Institute
	Applicable Pupil Subgroups:	All Students

| Expected Annual Measurable Outcomes: | Increase SBAC and CELDT scores. | Actual Annual Measurable Outcomes: | ELA / Math / RFEP tables |

ELA

SBAC Level	2014-15	2015-2016
4	30	Pending
3	225	Pending
2	208	Pending
1	136	Pending

Math

SBAC Level	2014-15	2015-2016
4	36	Pending
3	107	Pending
2	237	Pending
1	213	Pending

Reclassification Fluent English Proficiency (RFEP)

2015-2016	21
2014-2015	50
2013-2014	14

* Changes in reclassification criteria

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Community Liaison to aid parents, students, and teachers with resources.	$32,000	1.0 FTE Community Liaison position was filled to support parent and community outreach activities.	$40,000

Scope of service:			**Scope of service:**	
X ALL			X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
			Uniforms Extra-curricular – G2R Library/Media Tech	$300,085 $11,060 $48,859
Scope of service:			**Scope of service:**	
X ALL			X ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Expand Project Lead The Way (PLTW) Opportunities: • Add 3rd course in the Bio-Medical pathway (Medical Interventions). • Add two courses within the PLTW Computer Science program. • Add PLTW Gateway to Technology for middle school students. Add second course to the Computer Science Principles 2. Increase the number of MSJC Dual Enrollment, Concurrent Enrollment, and AVID elective course offerings 3. Uniforms for High School and Middle School Students			

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

    A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ _$2,324,006_____

2015-16: $1,927,120 LCAP budget
$492,906 are funds that have been committed to projects that have not been awarded to take place during the 2016-17 school year.

- **Provide, Improve, Maintain, and Support Technology Site Wide.**
  - Every cadet on campus has a personal Chromebook. Teacher use Haiku LMS or Google Classroom on a daily basis to prepare cadets for college courses. District benchmark test are given in EADMS (Educator's Assessment Data Management System) which provides similar questions to the ones found on SBAC.
  - The TOSA position has played a vital role in adding staff and students with technology issues.
  - With a fully functioning computer lab, cadets will be able to research, print essay or assignments, work collaboratively on multimedia projects and will have additional technology devices to use and this will prepare them for college or a career.

- **Student will attain and maintain levels of proficiency in all academic areas.**
  - With additional CCSS and SBAC training, teachers can collaborate during the Professional Learning Communities (PLC) meeting to create cross-curricular lesson which reinforce the following subject matter: English, Social Science, Math, and Science. CMI staff focuses on the following areas in order to further close the achievement gap with all students. Cross-curricular lessons for English Language Arts will improve students' writing process, spelling, sentence structure, grammar, and overall organization skills.

Cross-curricular lessons for Mathematics will improve students' understanding for the number system, expressions and equations, functions, geometry, statistics and probability

- o This year AP Art History and Biology were added and in the 2015 – 2016 school year, AP Spanish will be added. The week long training for these courses is vital to cadets passing the AP test in May.

- o CMI in the 2016-2017 school year will offer AVID (Advancement Via Individual Determination) to 7th and 8th grade cadets. Six teachers from CMI will be attending the week long training this summer and bring back with them the curriculum that will ensure CMI will be an AVID school. This year long program will improve cadet organization skills and help prepare them for college.   Cadets will be expected to demonstrate competence in both academic and citizenships skills as they progress in the program and toward graduation.

- **Meet all students' academic as well as social and emotional needs to improve attendance and support instruction.**
  - o Both the Intervention Counselor and Family Outreach Coordinator have played a crucial part in meeting the social and emotional needs of CMI's cadets. Families with the aid the Outreach Coordination have found places within the community where they can get free food and basic necessities. The Outreach Coordinator and Intervention Counselor are both Spanish to English translators on campus and have aided teachers, staff, cadets and parents with memos, phone calls, and educating parents about the grading policies and discipline procedures here at CMI.

- **Improve students' connectivity and preparedness to the academic setting in the primary, secondary, and post-secondary levels.**
  - o The CTE – PLTW Bio-Medical Class is a four year program and this year freshmen learned about the Principles of Biomedical Science. The following year they will learn about the Human Body System. In their junior year they will learn about Medical Interventions, and their last year at CMI will focus on Biomedical Innovation. This upcoming summer another teacher from CMI will take part in the two week training. Over the next three years CMI wants to add an additional Bio-Medical class to ensure 9th grade cadets can participate in this program and help prepare them for college and a career in the biomedical field.
  - o In late May of 2015, CMI will hire a full-time librarian. Their job will consist of assisting cadets with their classroom textbooks, Chromebook and laptop distributions, and will also aid them in finding other library materials as needed. As the library and media center grows, the job will require additional tasks and duties to ensure cadets are prepared for post-secondary levels.

> - Next school year, CMI has plans to offer concurrent enrollment to 11th and 12th grade cadets in the subject areas of Math 105 (college Algebra) and English Guidance. Both of these classes will increase college preparation for our cadets. If additional classes are requested by the stakeholders, CMI will take the necessary measures to meet those needs.
> - With every middle school and high school cadet having a uniform, this ensures them, they are coming prepared to attend school on a daily basis.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

	%

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

   (2) The total number of cohort members.

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

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

   (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is

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

    (2) The total number of cohort members.

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

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

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

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

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

(f) "Expulsion rate" shall be calculated as follows:

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

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

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