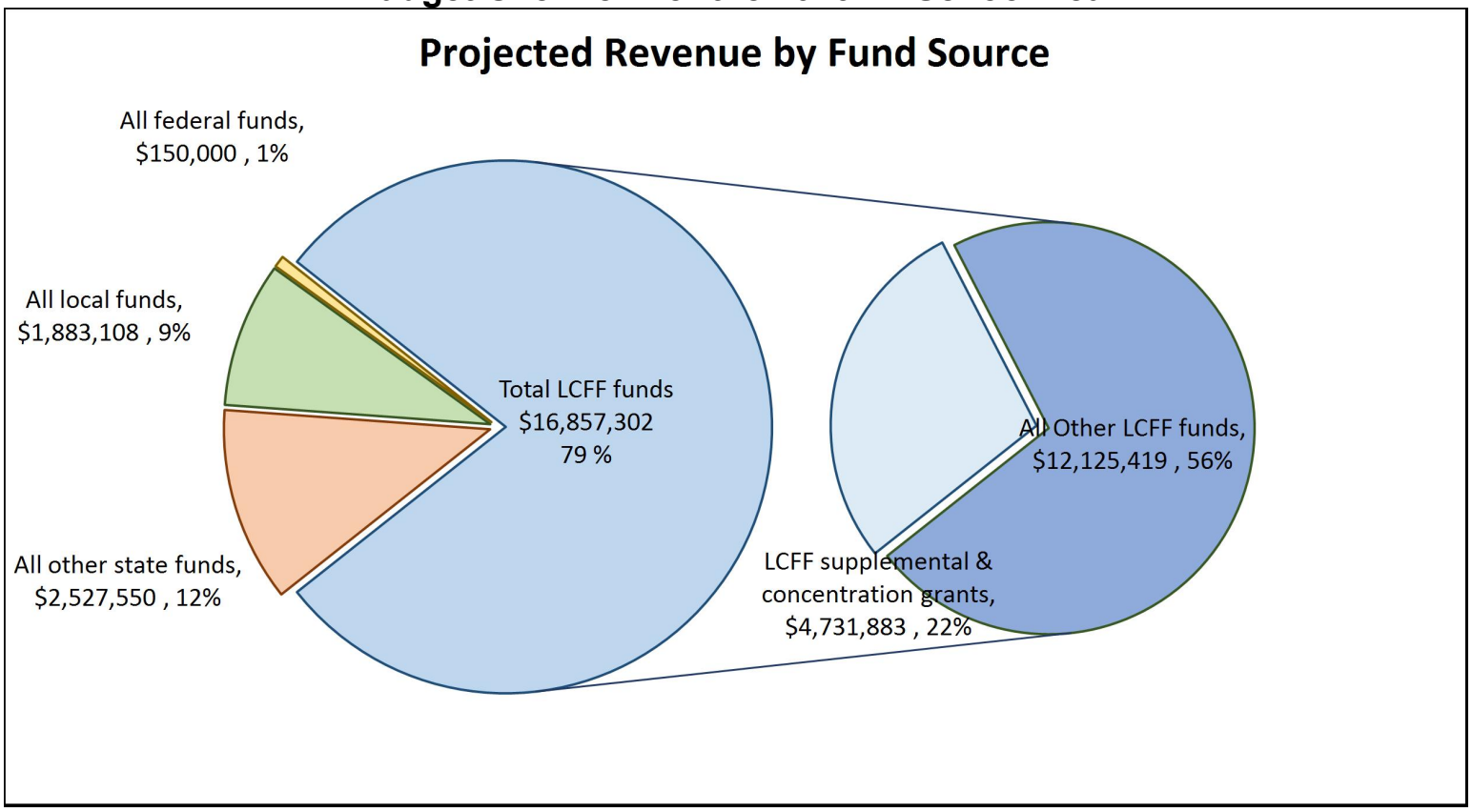
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Perris Union High School District
CDS Code: 33-67207-0101170
School Year: 2026-27
LEA contact information:
Michael O. Dodson Ed.D.
Principal
michael.dodson@puhsd.org
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 2026-27 School Year

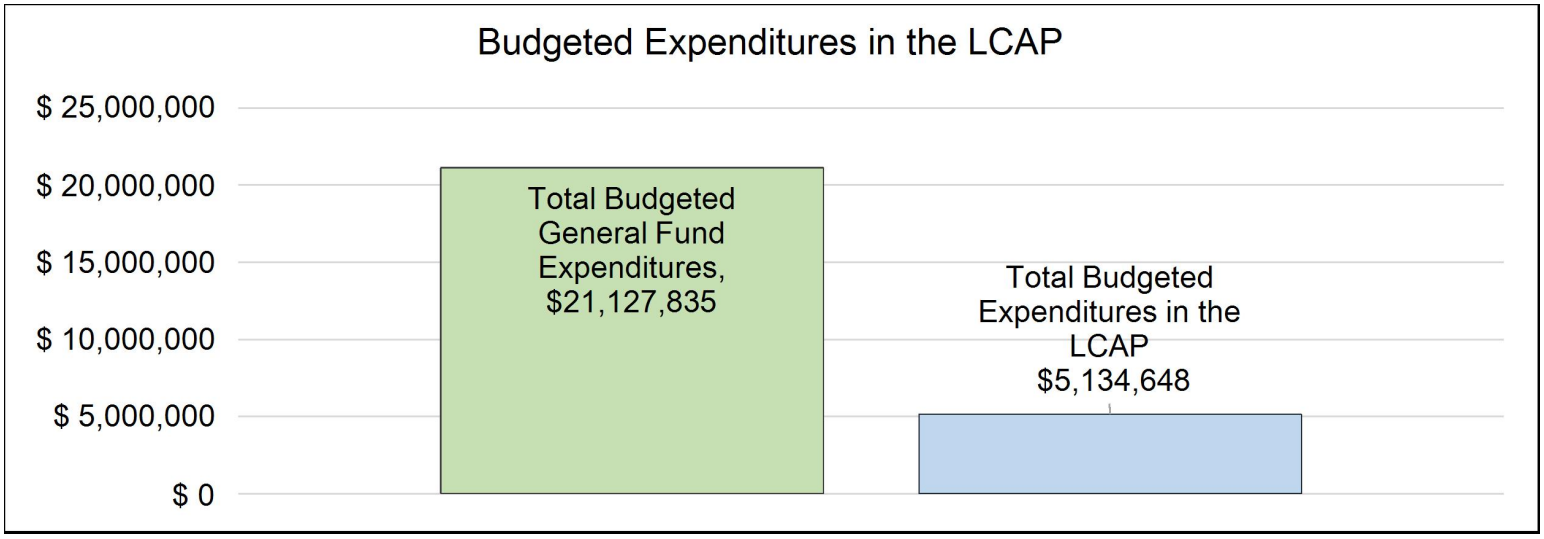


This chart shows the total general purpose revenue Perris Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Perris Union High School District is $21,417,960, of which $16,857,302 is Local Control Funding Formula (LCFF), $2,527,550 is other state funds, $1,883,108 is local funds, and $150,000 is federal funds. Of the $16,857,302 in LCFF Funds, $4,731,883 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.



This chart provides a quick summary of how much Perris Union High School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

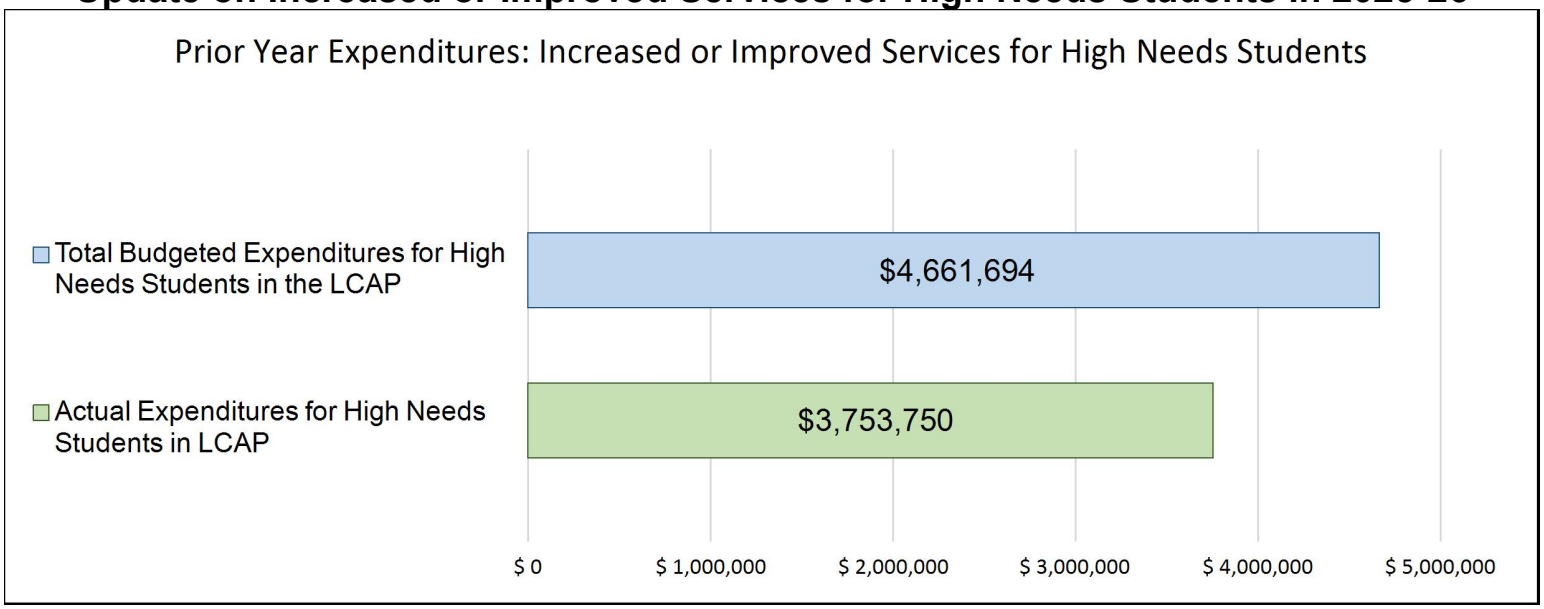
The text description of the above chart is as follows: Perris Union High School District plans to spend $21,127,835 for the 2026-27 school year. Of that amount, $5,134,648 is tied to actions/services in the LCAP and $15,993,187 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Perris Union High School District is projecting it will receive $4,731,883 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 $4,731,883 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 2025-26



This chart compares what Perris Union High School District budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2025-26, Perris Union High School District's LCAP budgeted $4,661,694.00 for planned actions to increase or improve services for high needs students. Perris Union High School District actually spent $3,753,750 for actions to increase or improve services for high needs students in 2025-26.

Local Control and 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	Michael O. Dodson Ed.D. Principal	michael.dodson@puhsd.org 951.443.2731 ext. 35100

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

California Military Institute (CMI) is a college-preparatory charter school within Perris Union High School District, serving students in grades 5 through 12. As a dependent charter authorized by PUHSD and affiliated with the California Cadet Corps, CMI integrates rigorous academic instruction with leadership development, civic responsibility, and structured military-style discipline grounded in the tenets of Selfless Service, Integrity, and Respect. The school's mission 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. CMI holds a full six-year WASC accreditation through June 30, 2029. The CMI Charter Renewal Petition was approved by the Perris Union High School District Board of Education on May 13, 2026, authorizing CMI to operate for the renewal term of July 1, 2026 – June 30, 2031.

As of the 2025–26 school year, CMI serves approximately 1,031 students across an Elementary Campus (Grade 5), Middle School Campus (Grades 6–8), and High School Campus (Grades 9–12). The student body reflects the diversity and resilience of the surrounding community.

Key student demographics for 2024–25 include:

90.2% Socioeconomically Disadvantaged
12.8% English Learners
0.2% Foster Youth
1.6% Homeless
3.4% Students with Disabilities

90.6% Hispanic/Latino

Cadets are required to maintain a minimum 2.0 GPA, meet high character expectations, and complete a 60-hour annual community service requirement. CMI also provides transportation for students residing in Moreno Valley, ensuring access to educational opportunities, pursuant to an agreement with Hemet Unified School District.

CMI is fully committed to supporting its diverse student groups through targeted interventions, inclusive access to programs, and continuous engagement with families and the community. The school's approach to improvement is guided by its core values and strategic focus on high expectations, whole-child development, and post-secondary readiness.

Dashboard Highlights (2025 California School Dashboard):

Graduation Rate: 100% (Blue) — Maintained, with 100% graduation across all reported subgroups including English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Homeless students, and Hispanic students.
Suspension Rate: 1.2% (Green) — Essentially maintained; English Learners (0.6%, Blue) and Long-Term English Learners (0.8%, Blue) showed the strongest outcomes.
English Learner Progress: 74.3% making progress (Blue) — Increased 23.2%; Long-Term English Learners at 75% making progress (Blue).
English Language Arts: 12.6 points below standard (Yellow) — Increased 26.2 points, the largest single-year ELA gain in the school's history.
Mathematics: 93.7 points below standard (Yellow) — Increased 10.9 points, moving out of the Red performance category from prior years.
Science (Informational): 49.5 points above standard (Green) — Increased 6.9 points.
Chronic Absenteeism: 10.6% (Yellow) — Declined 7.0 points, reflecting continued success in attendance re-engagement efforts.
College/Career Indicator: 47.0% Prepared (Orange) — Declined 7.8%; identified as a priority area for targeted improvement actions, including expanded supports for AP, dual enrollment, and CTE pathway completion.

CMI met all five Local Indicators standards in 2025: Basics (Teachers, Instructional Materials, Facilities); Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study.
CMI continues to implement a robust Multi-Tiered System of Supports (MTSS), emphasizing academic acceleration, attendance improvement, and social-emotional wellness. Through strategic initiatives aligned with its Local Control and Accountability Plan (LCAP), CMI remains focused on closing equity gaps, accelerating Long-Term English Learner progress in mathematics, strengthening college and career pathways, and promoting excellence for all students.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Key Successes

The 2025 California School Dashboard reflects significant academic and operational growth at California Military Institute, with measurable

gains across multiple state indicators. Notable successes include:

English Language Arts: All Students improved by 26.2 points, moving from Orange to Yellow at 12.6 points below standard — the largest single-year ELA gain in CMI's history. Growth was visible across nearly every reported student group: English Learners gained 32.7 points, Socioeconomically Disadvantaged students gained 27 points, Hispanic students gained 23.8 points, Long-Term English Learners gained 20.4 points, and Students with Disabilities gained 12.3 points. Homeless students moved 53.1 points above standard, increasing 107.8 points. African American students moved to 26.9 points above standard, increasing 44.4 points. White students moved to 41.6 points above standard, increasing 59.9 points.

Mathematics: All Students improved by 10.9 points, moving from Red to Yellow at 93.7 points below standard. English Learners gained 14.3 points, Socioeconomically Disadvantaged students gained 9.6 points, Hispanic students gained 9.3 points, and Students with Disabilities gained 8.9 points. Homeless students demonstrated the most significant growth, gaining 54.3 points.

English Learner Progress: Performance reached the Blue category at 74.3% making progress, a 23.2% increase. Long-Term English Learner Progress also reached Blue at 75% making progress.

Chronic Absenteeism: Declined 7.0 points to 10.6% (Yellow), with English Learners (3.6%, Green) and Long-Term English Learners (3.6%, Green) showing the strongest attendance outcomes. Socioeconomically Disadvantaged students declined 7.7 points to 11%, and Hispanic students declined 6.6 points to 10.9%.

Suspension Rate: Maintained at 1.2% (Green), with especially strong outcomes for English Learners (0.6%, Blue) and Long-Term English Learners (0.8%, Blue). Socioeconomically Disadvantaged students remained low at 1.4% (Green).

Graduation Rate: Maintained at 100% (Blue) for All Students, with 100% graduation across every reported high-need subgroup including English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, Homeless students, and Hispanic students.

Science (Informational): All Students reached 49.5 points above standard (Green), an increase of 6.9 points. Hispanic students reached 49.1 points above standard (Green), and Socioeconomically Disadvantaged students reached 49 points above standard (Green).

Local Indicators: CMI met all five Local Indicators standards in 2025: Basics (Teachers, Instructional Materials, Facilities); Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study.

School Climate and Student Wellness: The 2025–26 California Healthy Kids Survey (CHKS), administered to 358 cadets in grades 7, 9, and 11 with strong response rates of 95%, 63%, and 75% respectively, shows steady improvement and below-state-average rates of mental health concerns. The California Student Wellness Index scored 108.9 (Grade 7), 101.9 (Grade 9), and 106.2 (Grade 11) — all at or above the 2023–25 state averages. Social and emotional distress dropped from 27% (2023) to 15% (2026) at Grade 7, and Grade 7 life satisfaction rose from 61% to 74% over the same period. Multiple Middle School climate indicators improved year over year: School Connectedness rose from 51% to 63%, Academic Motivation from 67% to 73%, Perceived School Safety from 64% to 75%, High Expectations from 69% to 75%, "Feel a part of the school" from 42% to 60% (+18 points), and "School is really boring" declined from 41% to 22% (-19 points). Caring Adult

Relationships held steady at 58%, near the state average of 58%.
Access and Equity in College Readiness: A-G Completion remained at 99.3%, FAFSA Completion held at 100%, AVID enrollment grew to 219 students, and concurrent enrollment expanded to 47 students — a 78% year-over-year increase.

School-Wide Challenges

Despite substantial gains, CMI continues to face areas of need that require focused, sustained attention:

College/Career Indicator:
Declined 7.8% to 47.0% Prepared (Orange). Hispanic students declined 8.9% to 44.4% Prepared, Socioeconomically Disadvantaged students declined 6.2% to 46.6% Prepared, and Homeless students declined 19.9% to 38.5% Prepared. English Learners (24.4% Prepared) and Long-Term English Learners (21.1% Prepared) showed positive gains of 9.4% and 6.1% respectively, but absolute preparedness rates for these groups remain low.

Mathematics — Long-Term English Learners:
While overall Math performance improved, Long-Term English Learners remain in the Red performance category at 165.1 points below standard, with virtually no movement (maintained 2.5 points). This represents the largest equity gap on the Dashboard and is the highest-priority subgroup concern.

Mathematics — All Students:
Despite improvement, performance remains 93.7 points below standard, and the Equity Report shows all colored groups fall within Red (1) and Orange (3) bands, with no groups reaching Yellow, Green, or Blue. English Learners (-114.2 DFS, Orange) and Students with Disabilities (-101.4 DFS) require sustained, targeted support.

Chronic Absenteeism — Students with Disabilities:
Increased 3.3 points to 20%, the only major subgroup moving in the wrong direction.

Suspension Rate — Students with Disabilities:
Increased 3 points to 5.6% (Orange), signaling disproportionate exclusionary discipline for this high-need cohort. Homeless students also showed an elevated suspension rate of 5% (increased 3.1%).

Middle-to-High School Engagement Drop:
CHKS data reveal a significant decline in student engagement from Grade 7 to Grade 9. School Connectedness drops from 63% to 47% (-16 points), Academic Motivation falls from 73% to 56% (-17 points), and the perception that "school is really boring" rises from 22% (Grade 7) to 47% (Grade 9) to 60% (Grade 11). The Grade 9 California Student Wellness Index of 101.9 is below both the Grade 7 (108.9) and Grade 11 (106.2) scores, identifying the middle-to-high transition as a priority focus for advisory, MTSS, and engagement actions.

Meaningful Student Participation:

Persistently low across all grades (29% Grade 7; 23% Grade 9; 23% Grade 11), indicating that fewer students feel they have meaningful voice in school decisions and activities — an opportunity area aligned with Goal 4 (community engagement) and the Local Climate Survey local indicator.

Parent Voice in Decisions: On the California School Parent Survey (CSPS, n=103), the lowest-rated item was "School actively seeks input of parents before important decisions," with only 26% of parents reporting "Strongly agree" (75% reporting Agree or Strongly agree combined). This is a clear opportunity area for formalizing parent voice mechanisms in 2026–27.

2022-2023 Dashboard Data

Based on the 2022–2023 Dashboard data for California Military Institute, the following subgroups were at the Red performance level, along with their Distance from Standard (DFS) values:

Mathematics – Red Performance Level
All Students: -105.1 DFS
Socioeconomically Disadvantaged: -109.2 DFS
Hispanic: -108.5 DFS
English Learners: -132.3 DFS

Learning Recovery Emergency Block Grant

Learning Recovery Emergency Block Grant (LREBG) funds continue to support California Military Institute's implementation of targeted MTSS supports, attendance recovery, and student wellness initiatives under LCAP Goal 3, Action 3.5. This action aligns with the allowable uses outlined in Education Code §32526(c)(2), which authorizes expenditures that support learning recovery through integrated pupil supports and efforts to improve school climate and student well-being. CMI will utilize remaining LREBG funds in 2026–27 to sustain staffing and interventions aligned to identified areas of need.
Needs Addressed:

- Chronic Absenteeism declined to 10.6% (Yellow), but Students with Disabilities increased to 20% and Homeless students remain elevated.
- Suspension Rate maintained at 1.2% (Green) schoolwide, but Students with Disabilities rose to 5.6% (Orange) and Homeless students to 5%, signaling disproportionate exclusionary discipline.
- 2025–26 CHKS data identify a middle-to-high engagement drop: School Connectedness falls from 63% (Grade 7) to 47% (Grade 9), with Academic -Motivation declining from 73% to 56%.
- Supports Tier I–III interventions, MTSS implementation, and student engagement efforts for English Learners, Students with Disabilities, Homeless Youth, and Socioeconomically Disadvantaged students.

(LCAP Goal 3, Action 3.5)

The LREBG-funded positions — one additional Assistant Principal, one teacher, and one clerical staff member — have enhanced CMI's capacity to address chronic absenteeism, support wellness efforts, and coordinate MTSS across grade levels. These roles have contributed to measurable improvements in 2025 outcomes, including a 7.0-point decline in chronic absenteeism, sustained low schoolwide suspension rates, 100% graduation across all reported subgroups, and gains in Middle School climate indicators (School Connectedness +12 points; Perceived School Safety +11 points; "Feel a part of the school" +18 points). These positions remain essential to sustaining academic and social-emotional recovery, particularly for Students with Disabilities, Homeless students, and cadets transitioning from middle to high school.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	The SSC convened regularly throughout the 2025–26 school year to review schoolwide academic performance, attendance, suspension and climate data; approve Title I expenditures; and provide recommendations on interventions and supports informing the SPSA and LCAP development process. Membership includes the Principal, four classroom teachers, one other school staff member, three parent/community representatives, and three secondary student representatives. SSC/Title I meetings drew 212 participants in 2025–26.
English Learner Advisory Committee (ELAC)	ELAC convened multiple times during 2025–26 to review ELPAC, ELPI, and Reclassification (RFEP) data and to provide input on Designated and Integrated ELD instruction, the Academic English program, and supports for Long-Term English Learners. ELAC recommendations directly shaped LCAP and SPSA actions including expanded ELD intervention, paraeducator support for LTELs, and family workshops on EL identification and the RFEP process. ELAC meetings drew 26 participants across the year.
African American Parent Advisory Committee (AAPAC)	AAPAC met during 2025–26 to review outcomes for African American students and to provide input on culturally responsive instruction, mentoring, and access to college readiness programs. AAPAC input informed LCAP equity-focused actions including AP and dual enrollment recruitment for underrepresented students and culturally responsive engagement events such as Black History Family Night (86 attendees) and the Education Equity Ruby Bridges Family Night (37 attendees). AAPAC meetings drew 36 participants.

Educational Partner(s)	Process for Engagement
Military Advisory Committee	PELI parent leaders met during 2025–26 (11 attendees) to provide feedback on barriers to parent involvement and access to school resources. PELI input informed LCAP strategies to expand family engagement opportunities and parent education workshops.
Coffee with the Principal	Held throughout the school year in both in-person (66 attendees) and standing-session (91 attendees) formats, these meetings provided informal but valuable parent feedback on Tier 1 classroom instruction, wellness services, restorative practices, school safety, and college planning, directly shaping LCAP goals around school climate, student wellness, and family engagement.
CMI Staff Meetings	CMI staff participated through weekly Professional Learning Communities (PLCs), quarterly Leadership Team data reviews, monthly schoolwide professional development, and certificated and classified staff input sessions. Staff feedback informed instructional priorities, MTSS implementation, and resource allocation decisions reflected in the LCAP.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

California Military Institute's LCAP goals, actions, services, and expenditures were developed by the CMI Principal in consultation with CMI staff, the CMI Advisory Council, and the parent advisory committees identified above (ELAC, AAPAC, the School Site Council, the Military Advisory Committee), and were integrated into PUHSD's districtwide LCAP. As a dependent charter school of Perris Union High School District, CMI is included as a school site within PUHSD's districtwide LCAP pursuant to Education Code section 47606.5. CMI's stakeholder input was provided to the PUHSD Superintendent and the PUHSD Board of Education for incorporation into the districtwide LCAP development process. Educational partners that include students, teachers, Assistant Principals, the Principal, military staff, other school personnel, parents, community members, parents serving on the Special Education Committee, and additional advisory groups participated in various surveys, focus groups, and committee meetings. Feedback was disaggregated by educational partner group and organized by LCAP goal. A summary of the input received and its impact on each goal follows:

LCAP GOAL #1: All students will attain grade level proficiency in English Language Arts and Mathematics.
Educational partner feedback emphasized accelerating the 2025 Dashboard gains (ELA +26.2 points, Math +10.9 points) while closing the persistent gap for Long-Term English Learners (Math –165.1 DFS, Red). Specific recommendations included:

- Provide access and opportunities for students to recover and/or accelerate credits to meet graduation requirements and grade-level standards
- Embed targeted intervention sections in the master schedule for ELA and Math, with priority for LTELs and Students with Disabilities
- Strengthen school connectedness, relationships, physical and mental health, family communication, and high-impact tutoring
- Provide opportunities for teachers to collaborate through weekly PLCs and attend targeted professional development on ELD strategies, designated/integrated ELD, data-driven instruction, and supports for diverse learners

- Continue partnerships with PUHSD Curriculum and Instruction Department and curriculum vendors to support PLC framework implementation and instructional improvement
- Purchase supplies and materials, including culturally relevant texts and multilingual academic resources, to support ELA and Mathematics instruction

LCAP GOAL #2: All students will graduate from high school prepared for postsecondary and career options.
Educational partner feedback identified the College/Career Indicator decline (47.0% Prepared, Orange, declined 7.8%) as a top priority. Recommendations included:

- Maintain and expand the college and career central information location on campus
- Schedule schools, colleges, military representatives, and other speakers for presentations to students regarding career opportunities
- Develop career exploration opportunities with a special focus on underrepresented student populations including English Learners, Long-Term English Learners, Hispanic, and Socioeconomically Disadvantaged students
- Continue planning for College and Career Nights and Fairs, including an additional college and careers day in the first semester
- Administer interest tests, surveys, and CaliforniaColleges.edu activities for all grades 7–12
- Expand Advanced Placement participation, dual enrollment with Mt. San Jacinto Community College, AVID enrollment, and CTE pathway access
- Provide support filling out college applications to UC/CSU and community colleges, identify financial aid resources, and provide ongoing FAFSA/California Dream Act application support
- Expand opportunities for college campus visits

LCAP GOAL #3: All departments and sites will provide a safe and positive environment for staff and students.
Educational partner feedback responded to suspension rate increases for Students with Disabilities (5.6%, Orange) and Homeless students (5%), elevated chronic absenteeism for Students with Disabilities (20%), and the CHKS-identified Grade 7?9 engagement drop in School Connectedness and Academic Motivation. Recommendations included:

- Coordinate social-emotional services for students across all tiers
- Provide individual therapy for Tier 3 students, plus individual, group, and family counseling
- Provide crisis intervention, home visits, parent support and education, and advocacy for students, families, and school systems
- Identify and address unmet physical and mental health needs through Wellness Center supports
- Maintain linkage services connecting students with social workers and community providers
- Strengthen Tier I, Tier II, and Tier III MTSS supports with refined intervention protocols and consistent progress monitoring
- Continue trauma-informed practices, inclusive classroom management training, and de-escalation supports for staff
- Sustain LREBG-funded Assistant Principal, teacher, and clerical positions supporting MTSS coordination and attendance recovery

LCAP GOAL #4: Secure and strengthen the home-school-community connections and communications.
Educational partner feedback highlighted that 26% of parents on the 2025–26 CSPS reported "Strongly agree" that the school actively seeks parent input before important decisions — the weakest item on the parent engagement scale, identifying parent voice in decisions as a clear opportunity area. Recommendations included:

- Continue home-school communication through flyers, emails, phone calls, newsletters, ParentSquare, and social media — identified by parents as a strength

- Continue engagement opportunities for parents of English Learners through ELAC, with ongoing workshops on social-emotional well-being, college preparedness, and digital/cyber safety; consistent translation and interpretation services were identified by ELAC as a strength to maintain
- Continue Book Club and Coffee with the Principal events, identified by parents as highly successful

Identify space for a parent work center

- Expand culturally responsive engagement events including Black History Family Night and Veterans Family Day
- Recruit and support parent leaders reflective of CMI's student population, with intentional outreach to families of unduplicated pupils
- Implement Parent Participation Tracking by Subgroup to identify and close engagement gaps

Pursuant to Education Code section 47605(n), CMI notifies parents and guardians of applicant and currently enrolled students that parental involvement is encouraged but is not a requirement for acceptance to or continued enrollment at CMI. This notice is posted on the CMI website and included in the annually updated CMI Student-Cadet Handbook.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	English Learner Progress Indicator (ELPI)	ELPI Baseline is pending CDE data release due to limited number of ELPAC test administrations.	51.1% making progress Declined 13.4% Number of Students: 139	74.3% making progress (Blue — highest level) Increased 23.2% Number of Students: 109	Status is Green	Above target — currently Blue (exceeds Green target)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				LTEL sub-indicator: 75.0% making progress (Blue), Increased 25.9%, 88 students		
1.2	ELPI Reclassification Rate	ELPI Reclassification Rate: 19-20: 6%	ELPI Reclassification rate for the 23-24 school year: 25.6% of EL students	ELPI Reclassification rate for the 24-25 school year: 65.9% of EL students	ELPI: 8.3% Increase: Green	+59.9 pts above baseline (6% ? 65.9% RFEP)
1.3	ELPI % met status on the State Language Assessment	ELPI % met status: 18-19: 50.2%		74.3% Making Progress on 2025 ELPI (Blue) 0% Maintained ELPI Level 4 18.3% Maintained ELPI Levels 1, 2L, 2H, 3L, or 3H 7.3% Decreased one ELPI Level	ELPI: 64.5% making progress: Green	+24.1 pts above baseline (50.2% ? 74.3%); exceeds Green target
1.4	Annual SARC Report on Teacher Credentialing	2019-20: 100% of staff are appropriately assigned and fully credentialed in area taught.	During the 23-24 school year are appropriately assigned.	2024–25: 100% of staff are appropriately assigned and fully credentialed in area taught.	100 %of staff are appropriately assigned and fully credentialed in area taught.	Maintained at 100% of staff
1.5	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	During the 23-24 school year 100% of CMI students have access to standards aligned	2024–25: 100% of CMI students have access to standards aligned instructional	100% of students have access to standards aligned instructional materials	Maintained at 100% — target met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			instructional materials.	materials (Williams Settlement verified).		
1.6	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	During the 23-24 school year 1.4% of EL students maintained Level 4.	2025 Local Indicator: Implementation of Academic Standards — STANDARD MET Overall average score: 4.0 (Full Implementation)	Status met. Overall score 4.0	Maintained at 4
1.7	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		2025 Local Indicator (Priority 2 — CCSS/ELD): STANDARD MET Average score: 4.0	Average score of 4.0	Maintained at 4
1.8	Academic Indicator (Grades 5-8 and 11) ELA	2018-19: Average Distance from Standard: All Students- Status: -19.7. Change: 14.8 English Learners- Status: -85.2. Change: 6.1 Homeless- Status: -39.7. Change: 9. Socioeconomically Disadvantaged- Status: -34.8. Change: 12.5.	All Students: 38.8 points below standard, declined 16.7 points – Orange English Learners: 95.5 points below standard, declined 12.8 points – Red Foster Youth: 71.2 points below standard, declined	Average Distance from Standard: All Students: 12.6 points below standard, increased 26.2 points — Yellow (542 students) English Learners: 35.9 points below standard, increased 32.7	Average Distance from Standard: All Students- Status: Increase 6.8 points. Change: 22 points below English Learners- Status: Increase 6.8 points. Change: 59.2 points below Socioeconomically Disadvantaged-	ALL Students: +33.4 pts vs Y1; +7.1 pts vs Baseline (-19.7 ? -12.6) — moved Orange to Yellow ELs: +59.6 pts vs Y1; +49.3 pts vs Baseline — moved Red to Yellow LTELs (no baseline shown): -

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	71.2 points – No performance color (small n) Homeless Youth: 52.9 points below standard, declined 12.9 points – Orange Socioeconomically Disadvantaged (SED): 44.7 points below standard, declined 15.4 points – Orange Students with Disabilities (SWD): 123.6 points below standard, maintained – Red African American: 51.9 points below standard, declined 23.4 points – Orange Hispanic: 41.1 points below standard, declined 18.4 points – Orange White: 20.7 points below standard,	points — Yellow (216 students) Long-Term English Learners: 99.9 points below standard, increased 20.4 points — Orange (67 students) Foster Youth: Fewer than 11 students — No Performance Color (2 students) Homeless: 53.1 points above standard, increased 107.8 points — No Performance Color (11 students) Socioeconomically Disadvantaged (SED): 15.4 points below standard, increased 27.0 points — Yellow (486 students) Students with Disabilities (SWD): 54.8 points below standard,	Status: Increase 6.7 points. Change: 24.7 points below Hispanic- Status: Increase 6.9 points. Change: 24.2 points below	99.9 DFS Orange, +20.4 vs Y1 Hispanic: +59.2 pts vs Y1; +14.1 pts vs Baseline — moved Orange to Yellow SED: +60.1 pts vs Y1; +19.4 pts vs Baseline — moved Orange to Yellow African American: +78.8 pts vs Y1; +74.9 pts vs Baseline — now 26.9 ABOVE standard Target progression: significantly EXCEEDS Year 3 targets in DFS and color band

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			declined 6.2 points – Yellow Two or More Races: 16.3 points below standard, declined 9.5 points – Green	increased 12.3 points — No Performance Color (16 students) African American: 26.9 points ABOVE standard, increased 44.4 points — No Performance Color (22 students) Hispanic: 17.8 points below standard, increased 23.8 points — Yellow (488 students) White: 41.6 points above standard, increased 59.9 points — No Performance Color (19 students) Asian: Fewer than 11 students — No Data for Privacy (5 students) Filipino: Fewer than 11 students — No Data for Privacy (2 students)		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Two or More Races: Fewer than 11 students — No Data for Privacy (5 students) Equity Report: 0 Red / 1 Orange / 3 Yellow / 0 Green / 0 Blue ELA Growth: 61.6% improved — Average (424 students)		
1.9	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. 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	All Students: 104.6 points below standard, maintained – Red English Learners: 140.2 points below standard, declined 5.3 points – Red Foster Youth: 140.3 points below standard, declined 7.3 points – No performance color (small n) Homeless Youth: 114.1 points below standard, declined 13.3 points – Red	Average Distance from Standard: All Students: 93.7 points below standard, increased 10.9 points — Yellow (542 students) English Learners: 114.2 points below standard, increased 14.3 points — Orange (216 students) Long-Term English Learners: 165.1 points below standard, maintained 2.5	Average Distance from Standard: All Students- Status: Maintained -1.6 points. Change: 105.1 points below English Learners- Status: maintained -2.9 points. Change: 134.5 points below Socioeconomically Disadvantaged- Status: Maintained -1.6 points. Change: 107.7 points below Hispanic- Status: maintained -1.2	All Students: +10.9 pts vs Y1; +6.3 pts vs Baseline (-100 ? -93.7) — moved Red to Yellow ELs: +26.0 pts vs Y1; +33.6 pts vs Baseline — moved Red to Orange LTELs (new sub-indicator): -165.1 DFS RED, Hispanic: +10.7 pts vs Y1; +12.8 pts vs Baseline — moved Red to Orange

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 (SED): 110.1 points below standard, declined 3.7 points – Red Students with Disabilities (SWD): 202.6 points below standard, declined 33.4 points – Red African American: 125.6 points below standard, declined 20.4 points – Red Hispanic: 108.8 points below standard, declined 4.3 points – Red White: 52.6 points below standard, increased 7.2 points – Orange Two or More Races: 41.8 points below standard, increased 13.1 points – Yellow	points — RED (67 students) Foster Youth: Fewer than 11 students — No Performance Color (2 students) Homeless: 32.0 points below standard, increased 54.3 points — No Performance Color (11 students) Socioeconomically Disadvantaged (SED): 98.0 points below standard, increased 9.6 points — Orange (486 students) Students with Disabilities (SWD): 101.4 points below standard, increased 8.9 points — No Performance Color (16 students) African American: 65.2 points below standard,	points. Change: 107.8 points below	SED: +12.1 pts vs Y1; +13.4 pts vs Baseline — moved Red to Orange SWD: +101.2 pts vs Y1; +89.2 pts vs Baseline Homeless: +82.1 pts vs Y1; +89.0 pts vs Baseline (small n) Target band met for All Students (now Yellow), but LTEL Math remains the single Red indicator schoolwide

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				increased 8.4 points — No Performance Color (22 students) Hispanic: 98.1 points below standard, increased 9.3 points — Orange (488 students) White: 51.5 points below standard, increased 6.3 points — No Performance Color (19 students) Asian: Data not displayed for privacy (5 students) Filipino: Data not displayed for privacy (2 students) Two or More Races: Data not displayed for privacy (5 students) Equity Report: 1 Red / 3 Orange / 0		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Yellow / 0 Green / 0 Blue Math Growth: 48.8% improved — Minimal (424 students)		

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1 — Literacy Across the Curriculum and Enhancement of the Core Curriculum

Implementation: CMI implemented this action as planned during 2024–25. All teachers received professional development on literacy strategies across content areas, supported by the PUHSD Coordinator of Multilingual Learners and site instructional coaches, with focused emphasis on integrated ELD, structured academic discourse, and language objectives in non-ELA classrooms. Standards-aligned core curriculum was delivered in ELA (Wonders/Benchmark Advance in grade 5; HMH Collections in grades 6–10; Savvas My Perspectives and ERWC in grades 11–12), math, NGSS-aligned science, and history-social science. Weekly PLC time was used to analyze STAR Renaissance and CAASPP Interim Assessment Block data and adjust instruction.

Successes: This action drove the strongest single-year academic gain in CMI's recent history. The 2025 Dashboard ELA Indicator moved from -38.8 DFS (Orange) to -12.6 DFS (Yellow), a 26.2-point gain, with notable subgroup gains: English Learners +32.7 to Yellow, Socioeconomically Disadvantaged +27.0 to Yellow, Hispanic +23.8 to Yellow, and Long-Term English Learners +20.4 (Orange). The Math Indicator improved from -104.6 DFS (Red) to -93.7 DFS (Yellow), a 10.9-point gain.
Challenges: Math improvement was less consistent across subgroups. LTEL Math remained flat at -165.1 DFS (Red), and Mathematics Growth stayed at the Minimal level (48.8% of students improving), indicating that schoolwide professional development on literacy has translated more readily into ELA gains than into math gains for the highest-need subgroup.

Action 1.1 also encompassed CMI's AVID program implementation, which expanded to 8 AVID sections in grades 6–12 during 2024–25. The AVID Site Team Plan, developed at AVID Summer Institute and revisited during monthly staff meetings, monthly AVID newsletters, and department collaboration meetings, served as a coordinating framework for schoolwide literacy and academic readiness work. Schoolwide planner usage expanded into non-AVID classrooms, and structured WICOR strategies — Writing, Inquiry, Collaboration, Organization, and Reading — were observed across content areas, supported by administrator walkthroughs and teacher-invited classroom observations.

Action 1.2 — Targeted Support Services: Implementation of Multi-Tiered System of Support (MTSS)

Implementation: CMI implemented MTSS as planned, with tiered supports delivered through Individual Student Learning Plans (ISLPs) for all students, reviewed with students and parents at least twice per year. Tier II and Tier III interventions were coordinated by the MTSS Counselor, Site Social Worker, and counseling team, with referrals triggered by STAR Renaissance and CAASPP IAB benchmark data administered three times per year. Tiered academic supports for Goal 1 included grade 5–6 push-in/pull-out instructional assistant support, ELA and Math Opportunity classes in grades 6–12, before-school, lunchtime, after-school, and Saturday tutoring, Pear Deck Tutor on-demand support, Edmentum Plato credit recovery, and intensified math intervention for LTELs through Math Opportunity classes and small-group instruction. Designated and integrated ELD was delivered across all grade levels.

Successes: This action produced some of CMI's strongest single-year gains. The English Learner Progress Indicator reached Blue at 74.3% making progress (+23.2%), with LTELs also at Blue at 75.0% (+25.9%) — among the largest single-year subgroup gains on the 2025 Dashboard. The percentage of ELs decreasing one ELPI level dropped from 24.5% to 7.3%, and reclassification reached 65.9%. Academic indicators also moved upward for Tier II–served populations, with strong gains for English Learners (+32.7 DFS ELA) and Socioeconomically Disadvantaged students (+27.0 DFS ELA).
Challenges: Strong language-acquisition gains did not translate into proportional academic gains for LTELs in mathematics, where performance was maintained at -165.1 DFS (Red) and remains the only Red indicator on CMI's 2025 Dashboard. Tier II and Tier III intervention coordination for math content specifically — distinct from language support — was identified as the area needing the most refinement.

Action 1.3 — Instructional Technology

Implementation: CMI implemented this action as planned. Teachers received training and support for the integration of technology in all content areas, and CMI maintained schoolwide access to a coherent suite of CCSS- and NGSS-aligned digital intervention and instructional tools: Exact Path and Delta Math for mathematics, Read 180 and English 3D for ELD and literacy, No Red Ink and Newsela for writing and reading across content areas, Pear Deck Tutor for on-demand tutoring, AVID Excel for middle school EL support, and Rosetta Stone and EDGE for newcomers. All grade 5 students and targeted students in grades 6–8 participated in Exact Path; all students in grades 6–11 participated in Delta Math; STAR Renaissance was administered three times per year for diagnostic monitoring. Infinite Campus continued to serve as the central system for ISLP, attendance, and early-warning data.

Successes: This action supported the gains reflected in Actions 1.1 and 1.2. Adoption of the digital tool suite was strong across content areas, and diagnostic data from STAR Renaissance and CAASPP IABs was consistently used to drive intervention placement. The strong ELA and ELPI outcomes documented above reflect, in part, the effectiveness of digital instructional tools as a delivery mechanism for tiered support.
Challenges: Usage fidelity in mathematics remained a challenge. While Exact Path, Delta Math, and Pear Deck Tutor licenses were in place and accessible, Mathematics Growth remained at Minimal (48.8% of students improving) and LTEL Math stayed flat at -165.1 DFS, suggesting that adaptive math tools were not yet producing the depth of engagement and dosage needed to move LTEL math performance off the Red band. Refinement of teacher coaching on math-platform usage and integration into instruction is identified as a continuing focus.

Overall Implementation Summary

All three Goal 1 actions were implemented during 2024–25 as described in the adopted LCAP. There were no instances of planned actions being unimplemented or implemented in a manner that differed substantively from the adopted LCAP — all professional development, MTSS services, intervention supports, and digital tools were delivered as planned. Material differences between budgeted and actual expenditures are documented in Prompt 2 and reflect funding-source realignments and unspent supplemental budget lines rather than reductions in services to students.

Taken together, these three actions produced the largest single-year ELA gain in CMI's recent history (+26.2 DFS schoolwide), a return of the Math Indicator to Yellow (+10.9 DFS), and Blue performance on both the English Learner Progress Indicator (74.3% making progress) and the Long-Term English Learner Progress sub-indicator (75.0% making progress). The single persistent challenge across all three actions is LTEL Mathematics performance, which remained flat at -165.1 DFS (Red) and is the highest-priority area for strengthened action in the final year of the LCAP cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

1.1 Difference between Budgeted $1,032,595 and Estimated Actual Expenditures $808,691 is $223,904
Justification: The variance is primarily driven by personnel realignments and unspent supplemental hourly support. The Added Certificated Hourly Support line ($105,353 budgeted) and Added Classified Hourly Support/Paraeducator line ($18,132 budgeted) were realigned during the year as hourly support needs were met through existing staffing and alternative funding sources. The Teacher Collaboration line ($124,864 budgeted, approximately $8,141 expended) was underutilized because a substantial portion of collaboration time was absorbed into existing PLC structures during the contractual day rather than requiring supplemental release-time payments. Smaller underspends occurred on the Added AVID Membership ($10,000) and Library Books ($25,000) lines, where prior-year materials remained sufficient. These underspends were partially offset by higher-than-budgeted expenditures on the multi-year Infinite Campus, Gaggle, and Edmentum licensing renewal (approximately $146,000 against a $50,000 budget), which CMI prepaid to lock in favorable multi-year rates. All planned professional development, literacy supports, and core curriculum implementation described in Prompt 1 occurred as designed; the variance reflects payment mechanism and timing rather than reduced services.

1.2 Difference between Budgeted $107,000 and Estimated Actual Expenditures $8,326 is $98,674
Justification: The variance reflects CMI's strategic use of more restrictive funding sources to support MTSS implementation during 2024–25. The majority of planned MTSS personnel, intervention services, and materials were funded through Title I, allowing CMI to preserve LCFF base allocation for other priorities while ensuring full delivery of tiered supports. All MTSS services described in Prompt 1 — including ISLPs for all students, Tier II and Tier III intervention coordination, benchmark assessments, and counseling support — were delivered as planned. Based on this reflection, the LCFF base allocation for Action 1.2 has been right-sized for 2026–27 to $53,500 to align the LCAP budget with where MTSS expenditures actually post, as referenced in Prompt 4.

1.3 Difference between Budgeted $379,489 and Estimated Actual Expenditures $353,590 is $25,899
Justification: The variance reflects deferred and reduced-cost technology refresh expenditures. The Chromebook Refresh / Classroom Tech Upgrade line ($150,000 budgeted) and Teacher Laptop Refresh line ($39,080 budgeted) were partially deferred during 2024–25 as existing student and staff devices remained functional and within the standard refresh cycle, with replacement purchases concentrated in the final

months of the year. The Information Technology Technician position ($102,000 budgeted) and a Holding line ($46,620 budgeted) were funded through alternative arrangements and other resource codes. These underspends were offset by full expenditure of instructional technology licenses and digital intervention platforms (Exact Path, Delta Math, Read 180, Pear Deck Tutor, No Red Ink, Newsela, Edmentum Plato), all of which were procured and made available to teachers and students as described in Prompt 1. The 6.8% variance is within normal year-end reconciliation range and did not affect the scope of instructional technology implementation.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1 — Literacy Across the Curriculum and Enhancement of the Core Curriculum: EFFECTIVE
This action has been highly effective in moving CMI toward grade-level ELA proficiency and moderately effective in mathematics. The 2025 California School Dashboard ELA Indicator improved from -38.8 DFS (Orange) to -12.6 DFS (Yellow), a 26.2-point single-year gain — the largest improvement in CMI's recent history. Subgroup gains were equally strong: English Learners +32.7 to Yellow, Socioeconomically Disadvantaged +27.0 to Yellow, Hispanic +23.8 to Yellow, African American +44.4 to 26.9 points above standard, and Long-Term English Learners +20.4 (Orange). ELA Growth reached the Average level, with 61.6% of students improving year-over-year. The action's emphasis on literacy across content areas, integrated ELD, and standards-aligned curriculum is producing measurable, equitable results.

The AVID program operated as a coordinated structure within Action 1.1, with schoolwide WICOR strategy implementation, AVID planner adoption, and Focused Note Taking visible in classroom evidence and walkthrough data. Site Team Plan ownership across departments contributed to consistency of schoolwide literacy practices, supporting the broader 26.2-point ELA gain documented above.

The action has been less consistently effective in mathematics. While the Math Indicator improved from -104.6 DFS (Red) to -93.7 DFS (Yellow), a 10.9-point gain, Mathematics Growth remained at the Minimal level (48.8% of students improved), and LTEL Math stayed flat at -165.1 DFS (Red) — the only Red indicator on CMI's 2025 Dashboard. This pattern indicates that schoolwide literacy professional development has translated to ELA gains more readily than to math gains, particularly for the highest-need subgroup.

Action 1.2 — Targeted Support Services: Implementation of MTSS: EFFECTIVE
This action has been effective in producing measurable progress for English Learners and tiered-intervention populations. The English Learner Progress Indicator reached Blue at 74.3% making progress (+23.2%), and the Long-Term English Learner Progress sub-indicator also reached Blue at 75.0% (+25.9%) — among the largest single-year subgroup gains on the 2025 Dashboard. The percentage of ELs decreasing one ELPI level dropped from 24.5% to 7.3%, and the reclassification rate reached 65.9%. ELA gains for Tier II–served populations were equally strong, with English Learners gaining 32.7 DFS and Socioeconomically Disadvantaged students gaining 27.0 DFS year-over-year. ISLPs were maintained for 100% of students, with parent-reviewed updates at least twice per year, and benchmark data from STAR Renaissance and CAASPP Interim Assessment Blocks consistently drove tiered placement decisions.

The action's principal area of continued growth is in translating Tier II/III math intervention into measurable gains for LTELs. While MTSS produced strong language-acquisition outcomes, LTEL Math performance remained at -165.1 DFS (Red), essentially flat. This indicates the need for math-specific Tier II/III refinement distinct from language support, including math-content small-group instruction and progress monitoring tied specifically to math intervention dosage and fidelity.

Action 1.3 — Instructional Technology: EFFECTIVE
This action has been effective in supporting the gains reflected in Actions 1.1 and 1.2. CMI maintained schoolwide access to a coherent suite of CCSS- and NGSS-aligned digital tools, including Exact Path and Delta Math for mathematics intervention, Read 180 and English 3D for ELD and literacy, Pear Deck Tutor for on-demand tutoring, AVID Excel for middle school EL support, and Newsela and No Red Ink for cross-content literacy. STAR Renaissance was administered three times per year for all grades 5–8 students, and Infinite Campus served as the central system for ISLPs, attendance, and early-warning indicators. Teacher training on technology integration was delivered consistently throughout the year, and adoption was strong across content areas. The strong ELA and ELPI outcomes documented above reflect, in part, the effectiveness of digital instructional tools as a delivery mechanism for tiered support.

The action's area of continued growth is in math-platform usage fidelity. While Exact Path, Delta Math, and Pear Deck Tutor licenses were in place and accessible, Mathematics Growth remained at Minimal (48.8% of students improving) and LTEL Math stayed flat at -165.1 DFS. This suggests that license access alone is not sufficient to drive math gains for the highest-need subgroup; refinement of teacher coaching on dosage, integration into core instruction, and progress monitoring is needed to translate technology access into measurable LTEL math growth.

Across the full 2024–2027 LCAP cycle, Actions 1.1, 1.2, and 1.3 have proven effective in producing measurable progress for All Students in English Language Arts and Mathematics, and strong progress for English Learners on the English Learner Progress Indicator. CMI's ELA Indicator advanced from below baseline to Yellow, the Math Indicator returned to Yellow from Red, the ELPI reached the Blue performance level, and reclassification rates strengthened year over year.
However, the Long-Term English Learner Mathematics sub-indicator has remained at the Red performance level with minimal year-over-year change across all three years of the cycle. This indicates that the current configuration of Actions 1.1, 1.2, and 1.3 has not proven effective for the LTEL subgroup in mathematics. The reasons for this ineffectiveness include:

Schoolwide literacy professional development under Action 1.1 has translated more readily into ELA gains than into mathematics gains, with limited math-content focus in the PD design.
MTSS tiered intervention under Action 1.2 has not yet sufficiently differentiated math-content support from language support for LTEL students, with placement and progress monitoring weighted toward language acquisition.
Digital math platform access under Action 1.3 has not translated into sufficient usage dosage or instructional fidelity for LTEL students, with platform licenses available but coaching on math-content integration insufficient.

Strengthened approaches to address this three-year ineffectiveness for LTEL Mathematics are described in Prompt 4.

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

The 2026–27 school year is the third and final year of CMI's current LCAP cycle. Reflections on 2024–25 implementation outcomes, 2025 Dashboard results, and the three-year effectiveness review documented in Prompt 3 have informed the following changes to Goal 1 for the final year of the cycle. The goal statement itself remains unchanged, as the broad commitment to grade-level proficiency in ELA and Mathematics continues to align with CMI's charter measurable outcomes and the District's LCAP. The changes below are intended to close

out the current cycle by directly addressing the three-year ineffectiveness identified for LTEL Mathematics, sustaining the strong ELA and EL Progress gains achieved in Year 2, and improving fiscal alignment between budgeted and actual expenditures. The cumulative outcomes of the 2024–2027 cycle will also inform CMI's contribution to the development of the next LCAP cycle (2027–2030).

Strengthened Approaches to Address Three-Year Ineffectiveness in LTEL MathematicsPrompt 3 identified that Actions 1.1, 1.2, and 1.3 have not proven effective for the LTEL subgroup in mathematics across the full LCAP cycle. To address this ineffectiveness, CMI will strengthen each action as follows for 2026–27:

Action 1.1 — Literacy Across the Curriculum and Enhancement of the Core Curriculum. CMI will add a dedicated math-content professional development strand focused on conceptual instruction, problem-solving routines, formative assessment in mathematics, and integration of academic language objectives into math instruction for LTELs and English Learners. This strengthened approach addresses the identified reason for ineffectiveness — that schoolwide literacy PD has translated more readily into ELA gains than into mathematics gains — by ensuring that math teachers receive content-specific PD on the same instructional cadence as ELA teachers, with explicit attention to language scaffolding within math instruction.

CMI will expand AVID from 8 to 10 sections for 2026–27, adding sections at grades 6, 7, and 11 with newly placed AVID elective teachers. New AVID elective teachers will attend AVID Path (Elective Teacher Implementation) training in the fall, and additional WICOR training — including the 6 C's of Common Core — will be offered to CMI teachers requesting deeper integration support. The instructional focus for CMI in 2026–27 is to intentionally integrate WICOR strategies (Writing, Inquiry, Collaboration, Organization, Reading) across all content areas to promote critical thinking, student engagement, and academic independence through structured writing tasks, purposeful questioning, collaborative learning, explicit organizational systems, and active reading strategies.

Action 1.2 — Targeted Support Services: Implementation of MTSS. CMI will distinguish Tier II and Tier III math intervention from language intervention within MTSS coordination, with separate placement criteria, intervention protocols, and progress monitoring tied specifically to math content. Intensified math intervention for LTELs will be provided through expanded Math Opportunity class enrollment, small-group instruction with academic language scaffolding, and integration of designated ELD aligned to math content. This strengthened approach addresses the identified reason for ineffectiveness — that MTSS has not yet sufficiently differentiated math-content support from language support for LTEL students — by ensuring that math intervention placement, dosage, and progress monitoring operate as a distinct dimension of the tiered system.

Action 1.3 — Instructional Technology. CMI will add structured teacher coaching cycles on Exact Path and Delta Math usage, including dosage guidance, integration into core instruction, and use of platform data to drive small-group intervention. This strengthened approach addresses the identified reason for ineffectiveness — that digital math platform access has not translated into sufficient usage dosage or instructional fidelity for LTEL students — by pairing platform access with explicit coaching on how teachers operationalize the platforms within their daily instruction.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$730,915.00	No Yes
1.2	Targeted Support Services	Implementation of Multi-Tiered System of Support (MTSS).	$53,500.00	Yes
1.3	Instructional Technology	Provide training and support for the integration of technology in all content areas	$447,631.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	LEA Graduation Rate	2022-23 CA Dashboard All Students: 100% graduated, maintained 0% – Blue	2023-24 Ca Dashboard All Students: 99.1%, maintained – Blue	2024-25 CA Dashboard (2025 Fall Release) All Students: 100.0%,	Graduation Rate: 100% Dashboard Performance Level: Blue SWD: 100%	Maintained (2022-23 baseline 100% ? 2024-25 100.0%) Target met. Dashboard color

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 100% graduated, maintained 0% – Blue (n=80) Socioeconomically Disadvantaged (SED): 100% graduated, maintained 0% – Blue (n=93) English Learners: 100% graduated, maintained 0% – No Performance Color (n=16) African American: Data not displayed for privacy (n=4) Students with Disabilities (SWD): Data not displayed for privacy (n=1) Homeless Youth: Data not displayed for privacy (n=2) White: Data not displayed for privacy (n=5) Number of Students: 96	English Learners: 100%, maintained – Blue Socioeconomically Disadvantaged (SED): 99%, maintained – Blue Homeless Youth: 100%, maintained – Blue Students with Disabilities (SWD): 100%, maintained – Blue Hispanic: 98.9%, maintained – Blue White: 100%, maintained – Blue	maintained 0.9% – Blue English Learners: 100.0%, maintained 0.0% – No Performance Color (n=41) Long-Term English Learners: 100.0%, maintained 0.0% – No Performance Color (n=38) Socioeconomically Disadvantaged (SED): 100.0%, maintained 0.9% – Blue Homeless Youth: 100.0%, maintained 0.0% – No Performance Color (n=13) Students with Disabilities (SWD): Data not displayed for privacy (n=7) Hispanic: 100.0%, maintained 0.0% – Blue Foster Youth: Data not displayed for privacy (n=2) Local Indicator 2024-25: 100.0%	Dashboard Performance Level: Blue White: 100% Dashboard Performance Level: Blue EL: 100% Dashboard Performance Level: 100% Local Indicator: 100%	maintained at Blue across the cycle.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	LEA A-G Completion Rate: All Students	Local A-G Completion Rate (2022-23): 99.3%	All Students: 100.0% English Learners (EL): 100.0% Homeless Youth: 100.0% Socioeconomically Disadvantaged (SED): 100.0% African American (AA): 100.0% Hispanic (HI): 100.0% Long-Term English Learners (LTEL): 100.0%	2024-25 Local A-G Completion Rate All Students: 100.0% English Learners (EL): 100.0% Homeless Youth: 100.0% Socioeconomically Disadvantaged (SED): 100.0% Students with Disabilities (SWD): 100.0% Hispanic (HI): 100.0% White: 100.0% Maintained 100% across all reported subgroups.	Local A-G Completion Rate: 100%	+0.7% (2022-23 baseline 99.3% ? 2024-25 100.0%) Target met and maintained across all student groups.
2.3	LEA AP Scores: All Students	Local Pass Rate (2019-20): 49%	AP Exam Rate (2024) (Note: This represents the percentage of students whose AP performance contributed to CCI Prepared status) All Students: 16.7%		Local Pass Rate: 26%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners (EL): 7.7% Homeless Youth: 5.1% Socioeconomically Disadvantaged (SED): 4.8% African American (AA): 3.9% Hispanic (HI): 3.7% Long-Term English Learners (LTEL): 3.6%			
2.4	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% 13.25% (College Ready Conditional) Decrease 1.35%	Grade 11 CAASPP Results (2023-24) ELA – Grade 11 Standard Exceeded: 9.56% Standard Met: 38.24% Total Standard Met or Exceeded (College Ready): 47.80% Standard Nearly Met (Conditional): 30.88% Mathematics – Grade 11	Grade 11 CAASPP Results (2024-25) ELA – Grade 11 Standard Exceeded: 23.89% Standard Met: 37.17% Total Standard Met or Exceeded (College Ready): 61.06% Standard Nearly Met (Conditional): 24.78% Mathematics – Grade 11	Local EAP ELA Scores: ELA Scores 6.8 point (College Ready) increased: Yellow Math -1.6 point (College Ready) Maintained: Red	ELA: +2.8 pts (2022-23 baseline 58.26% Standard Met/Exceeded ? 2024-25 61.06%) Math: +1.1 pts (2022-23 baseline 13.04% Standard Met/Exceeded ? 2024-25 14.15%) Both ELA and Math improved over the cycle; Math remains a priority area requiring

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Standard Exceeded: 1.47% Standard Met: 5.15% Total Standard Met or Exceeded (College Ready): 6.62% Standard Nearly Met (Conditional): 30.15% n = 136 grade 11 students tested	Standard Exceeded: 0.88% Standard Met: 13.27% Total Standard Met or Exceeded (College Ready): 14.15% Standard Nearly Met (Conditional): 30.09% n = 113 grade 11 students tested		intensified intervention.
2.5	College and Career Indicator (CCI)	2022-23 CA Dashboard (2023 Fall Release) Note: 2023 used the legacy CCI scale (Very Low–Very High); 2024 and 2025 use the five-color scale. All Students: 59.4% Prepared – High (n=96) Hispanic: 56.3% Prepared – High (n=80) Socioeconomically Disadvantaged (SED): 58.1% Prepared – High (n=93) English Learners: 25% Prepared – No Performance Level (n=16)	2024 Ca Dashboard All Students: 45.2% Prepared, declined 14.2% – Orange English Learners: 10.3% Prepared – Red Long-Term English Learners (LTEL): 9.0% Prepared – Red Foster Youth: 11.5% Prepared – Red	2024-25 CA Dashboard (2025 Fall Release) All Students: 47.0% Prepared, declined 7.8% – Orange (n=134) English Learners: 24.4% Prepared, increased 9.4% – No Performance Color (n=41) Long-Term English Learners (LTEL): 21.1% Prepared, increased 6.1% – No Performance Color (n=38) Foster Youth: Data not displayed for privacy (n=2)	Prepared: 59%	-12.4 pts (2022-23 baseline 59.4% ? 2024-25 47.0%) Below baseline and target. Two-year decline (-14.2% in 2024, -7.8% in 2025) identifies CCI as a priority area requiring expanded AP, dual enrollment, and CTE supports.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: Data not displayed for privacy (n=4) Homeless Youth: Data not displayed for privacy (n=2) Students with Disabilities (SWD): Data not displayed for privacy (n=1) Class of 2023: Not Prepared 1.0% / Approaching Prepared 39.6% / Prepared 59.4%	Students with Disabilities (SWD): 8.6% Prepared – Orange Homeless Youth: 20.9% Prepared – Orange Hispanic: 30.2% Prepared – Orange White: 63.6% Prepared – Green	Students with Disabilities (SWD): Data not displayed for privacy (n=7) Homeless Youth: 38.5% Prepared, declined 19.9% – No Performance Color (n=13) Socioeconomically Disadvantaged (SED): 46.6% Prepared, declined 6.2% – Orange (n=131) Hispanic: 44.4% Prepared, declined 8.9% – Orange (n=124) African American: Data not displayed for privacy (n=3) White: Data not displayed for privacy (n=4) State average: 51.7% Prepared (Green)		
2.6	LEA FAFSA Completion: All 12th grade students	Local FAFSA Completion Rate (2019-20): 100%	100%		Local FAFSA Completion Rate: 100%	
2.7	LEA AVID Participation: All Students inclusive of unduplicated and exceptional needs	Local AVID Participation Rate (2022-23): 219 students	2023-24: 215 Students	2024-25 AVID Enrollment: 215 students	Local AVID Participation Rate: 215 students	-4 students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students including: EL, Foster, LI, SWD					

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 2.1 – Student Support and Interventions
CMI implemented this action during 2025–26. The Counselor position dedicated to Goal 2 was fully staffed and operated throughout the year, supporting individual senior conferences on A–G completion, CCI status checks, dual enrollment placement with Mt. San Jacinto Community College, and CSU/UC eligibility review. Transportation supporting college and CTE activities operated throughout the year. Incentives: 5 Star activities supporting student engagement and college-going culture were delivered. CMI sustained Advanced Placement, Honors, and accelerated course offerings, including AP English Language and Composition, AP Seminar, AP Spanish, AP Pre-Calculus, AP Calculus, AP Computer Science, AP Human Geography, Honors Chemistry, Spanish 3 Honors, Advanced English I A/B, Accelerated Math 7, and Algebra I in middle school.

Successes: The Counselor-led senior conference and A–G monitoring work continued to produce strong completion outcomes. The 2024–25 A–G completion rate held at 100% across all reported student groups (All Students, English Learners, Socioeconomically Disadvantaged, Homeless Youth, Students with Disabilities, Hispanic, White), and the graduation rate reached 100% (Blue), maintained 0.9% from prior year. FAFSA / California Dream Act completion remained at 100% for all grade 12 students. CMI continues to be recognized as an AVID Impact Award School. CMI families reinforced the strength of this work through the LCAP Parent Input Survey, with 82.0% of CMI parents agreeing or strongly agreeing that their child is encouraged to plan for college or career and 78.7% agreeing or strongly agreeing that the school offers helpful information about college, careers, and financial aid.

Challenges: AP exam contribution to CCI Prepared status held flat at 16.7% schoolwide, with subgroup contribution rates substantially below the schoolwide rate (English Learners 7.7%, Homeless Youth 5.1%, Socioeconomically Disadvantaged 4.8%, African American 3.9%, Hispanic 3.7%, Long-Term English Learners 3.6%). Dedicated AP test preparation supports — including AP Readiness sessions, structured test prep tutoring, and equity-focused AP teacher professional development — were not delivered at the level needed to move AP-to-CCI contribution off its baseline, particularly for high-need subgroups. Student feedback from the Superintendent's Student Advisory Committee reinforced this gap, with students identifying limited AP course availability as a barrier to college preparation and asking for more AP offerings so they can challenge themselves and strengthen their college applications. CMI parents echoed this in the Parent Input Survey, with multiple open-response comments requesting "more in-class APs" and "more academic resources for all students." Strengthened AP test preparation supports are identified as a priority for 2026–27.

Action 2.2 – Post-Secondary Opportunities

CMI implemented this action during 2025–26. The 2 RCOE CTE Teacher positions were fully staffed and operated throughout the year, sustaining the CTE pathway infrastructure. The College/University Trade Visits program supported student visits to postsecondary institutions, including UC, CSU, and community college campuses. The PLTW Bio Med / Engineering / Robotics / E-Sports program continued to serve as a pathway entry point for students interested in STEM and applied technology fields. The Co-Curricular and Extra-Curricular Student Events program (Band, After School, Robotics) operated at full demand throughout the year.

Successes: The 2 RCOE CTE Teacher investment and College/University Trade Visit program were sustained at full operation, providing students with continued exposure to postsecondary pathways and CTE coursework. The Co-Curricular program supported student engagement and the college-going culture that contributes to graduation and A–G completion outcomes.

Challenges: Two implementation gaps emerged. First, teachers were not consistently released to support college visits, SAT administration, and CTE career exploration activities during the school day, limiting the structured connection between classroom instruction and college/career exposure. Second, while the College/University Trade Visits and PLTW programs operated as designed, neither was paired with a structured post-experience college planning sequence in CaliforniaColleges.edu or with subgroup-disaggregated tracking of student-reported college intent — meaning the exposure activities were not yet systematically linked to the measurable college application, dual enrollment, and CCI Prepared outcomes they are intended to support. Student and parent feedback during 2025–26 identified the pathway portfolio itself as a gap. Student feedback from the Superintendent's Student Advisory Committee indicated that when CMI does not offer enough pathway courses, students do not get the chance to explore their interests or challenge themselves, and that more pathway courses are needed to prepare students for future careers. The 2025–26 California Healthy Kids Survey corroborates this finding at the school-experience level, with only 23% of grade 9 and 23% of grade 11 students reporting that statements about meaningful participation at school — including "I do interesting activities" and "I have a say in how things work" — are "pretty much" or "very much" true. CMI parents reinforced the pathway portfolio finding in the Parent Input Survey, with student access to advanced or CTE courses receiving the weakest of the four Goal 2 ratings — 58.4% positive, 33.7% neutral, and 7.9% negative. Open-response comments from CMI families directly requested CMI to "improve CTE pathways," expand "extracurricular opportunities that match student interests," and offer pathway options in areas including healthcare, gastronomy, electrical, mechanics, veterinary, accounting, and pharmaceuticals.

Action 2.3 – College and Career Readiness Skills Development
CMI implemented this action during 2025–26. JROTC Sections, the single largest expenditure under Goal 2, operated throughout the year supporting CMI's military-anchored postsecondary pathway. The 8th Promotion / High School Graduation activities were fully delivered. Promoting Graduates / College Readiness signage, banners, and lawn signs recognized students' college and career achievements and reinforced CMI's college-going culture. Travel and Conferences supporting staff professional learning on college and career readiness occurred during the year.

Successes: JROTC programming continued to provide a structured postsecondary pathway for students pursuing military service, ROTC scholarships, and military academy admission. The College Readiness signage and 8th Promotion / Graduation activities were fully delivered, sustaining CMI's college-going culture and recognition of student achievement.

Challenges: Two college and career exploration activities were not delivered at the level originally planned. Career Fair Day — a planned event connecting students to local industry, postsecondary institutions, and CTE pathway representatives — was not held in 2025–26. FAFSA Promotions activities were also not conducted as a campaign, though FAFSA completion outcomes were maintained at 100% through Counselor-led individual senior support. Student feedback from the Superintendent's Student Advisory Committee identified that when students are not adequately taught about scholarships and sponsorships, they may not know how to pay for college or apply to the schools they want — a gap that Career Fair Day, in combination with strengthened counseling, is intended to help close. The 2025–26 California School Parent Survey adds a parallel signal: only 47% of CMI parents report that the school does "very well" in providing information on how to help their child plan for college or vocational school, with an additional 31% rating it "just okay" and 9% rating it "not very well" or "does not do it at all" — indicating that the school's college and career communication channels with families are not yet reaching the level of clarity and reach that families expect. Restoration of Career Fair Day with a strengthened connection to CCI-qualifying pathway recruitment is identified as a priority for 2026–27 and is addressed in Prompt 4.

Overall Implementation Summary
All three Goal 2 actions were implemented during 2025–26 as broadly described in the adopted LCAP, with services delivered to students throughout the year. There were, however, substantive differences between planned actions and actual implementation in three specific places: (1) AP test preparation supports were not delivered at the level needed to move AP-to-CCI contribution, particularly for high-need subgroups; (2) teachers were not consistently released to support college visits, SAT administration, and CTE career exploration activities during the school day; and (3) Career Fair Day was not held. Material differences between budgeted and actual expenditures are documented in Prompt 2.

Educational partner input on Goal 2 implementation was gathered through multiple channels during 2025–26, including the Superintendent's Student Advisory Committee, the LCAP Parent Input Survey (n=89 CMI families), the 2025–26 California Healthy Kids Survey, the 2025–26 California School Parent Survey, ELAC, AAPAC, SSC, the Military Advisory Committee, and Coffee with the Principal sessions. Student feedback from the Superintendent's Student Advisory Committee identified expanded AP and pathway course offerings, stronger scholarship and sponsorship education, and increased athletic program funding as priorities for improving postsecondary preparation. The LCAP Parent Input Survey showed strong parent confidence that students are encouraged to plan for college and career (82.0% positive) and that the school provides helpful college, career, and financial aid information (78.7% positive), but markedly weaker confidence in student access to advanced or CTE courses (58.4% positive, 33.7% neutral, 7.9% negative) — the weakest of the four Goal 2 ratings. The California School Parent Survey adds that 47% of CMI parents say the school does "very well" providing information on how to help their child plan for college or vocational school. The California Healthy Kids Survey adds a student-experience signal: only 23% of grade 9 and 23% of grade 11 students report meaningful participation at school as "pretty much" or "very much" true.

Collectively, the Goal 2 actions produced sustained strength on the engagement and completion measures most directly within CMI's control: a 100% graduation rate (Blue, maintained 0.9%), 100% A–G completion across all reported subgroups, and 100% FAFSA / California Dream Act completion. Grade 11 ELA performance recovered strongly from 47.80% Standard Met/Exceeded in 2023–24 to 61.06% in 2024–25, exceeding the 2022–23 baseline. The persistent challenges across all three actions are (1) the College/Career Indicator, which declined from 59.4% Prepared in 2022–23 to 47.0% Prepared in 2024–25 (-12.4 points across the cycle, Orange performance level); (2) flat AP exam contribution to CCI Prepared status at 16.7% schoolwide with high-need subgroups in the 3.6%–7.7% range; and (3) AVID enrollment, which declined from 261 students in 2023–24 to 215 students in 2024–25. These challenges directly align with what students and families are

telling CMI: more pathway options, more AP access, stronger structured support to translate college planning into college readiness, and clearer school-to-family communication about postsecondary planning are all needed. These three challenges are the highest-priority areas for strengthened action in the final year of the LCAP cycle and are addressed in Prompts 3 and 4.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

2.1 Difference between Budgeted $597,955 and Estimated Actual Expenditures $503,186 is $94,769
Justification: The variance is primarily driven by under-utilization of supplemental program lines that did not draw on planned funding during the year. Transportation supporting college and CTE-related activities was substantially used but came in under budget by $7,077. The Incentives: 5 Star line ($37,017 budgeted) was realigned downward by $28,382 during the year as student incentive activities were delivered at a reduced scope, with the remaining balance fully expended. The AP/SAT/ACT Test Prep line ($15,000 budgeted) was realigned to zero before funds could be drawn on, with planned AP Readiness sessions, structured AP test preparation tutoring, and equity-focused AP teacher professional development not delivered at scale during 2025–26. The Counselor position dedicated to Goal 2 was fully staffed and operated throughout the year, with $176,218 in personnel costs absorbed through carryover/realignment rather than from the original LCFF allocation, reflecting a cost-coding pattern where the position's actual function in CCI completion checks and college planning was not aligned to the position's original budget construction. The 15.9% variance reflects under-delivery of AP test preparation supports and student incentive activities rather than reductions in counseling services or college planning supports to students. Restoration of the AP/SAT/ACT Test Prep line and clarified placement of the Counselor position on the original Goal 2 budget are identified as priorities for 2026–27 and are addressed in Prompt 4.

2.2 Difference between Budgeted $412,302 and Estimated Actual Expenditures $441,949 is ($29,647)
Justification: The variance is primarily driven by under-utilization of supplemental program lines that did not draw on planned funding during the year. Transportation supporting college and CTE-related activities was substantially used but came in under budget by $7,077. The Incentives: 5 Star line ($37,017 budgeted) was realigned downward by $28,382 during the year as student incentive activities were delivered at a reduced scope, with the remaining balance fully expended. The AP/SAT/ACT Test Prep line ($15,000 budgeted) was realigned to zero before funds could be drawn on, with planned AP Readiness sessions, structured AP test preparation tutoring, and equity-focused AP teacher professional development not delivered at scale during 2025–26. The Counselor position dedicated to Goal 2 was fully staffed and operated throughout the year, with $176,218 in personnel costs absorbed through carryover/realignment rather than from the original LCFF allocation, reflecting a cost-coding pattern where the position's actual function in CCI completion checks and college planning was not aligned to the position's original budget construction. The 15.9% variance reflects under-delivery of AP test preparation supports and student incentive activities rather than reductions in counseling services or college planning supports to students. Restoration of the AP/SAT/ACT Test Prep line and clarified placement of the Counselor position on the original Goal 2 budget are identified as priorities for 2026–27 and are addressed in Prompt 4.

2.3 Difference between Budgeted $946,397 and Estimated Actual Expenditures $841,777 is $104,620
Justification: The variance is driven by a combination of mid-year realignment of small program lines and modest underspend on the largest line item. The JROTC Sections personnel line ($798,965 budgeted, $766,798 expended) executed at 96% of budget with $4,239 remaining, sustaining CMI's military-anchored postsecondary pathway throughout the year. The Promoting Graduates / College Readiness signage line ($75,000) was substantially expended with $48.47 remaining, fully delivering banners, posters, and lawn signs recognizing students' college

and career achievements. The 8th Promotion / High School Graduation line ($20,000 budgeted, $29,382 expended) was over budget by approximately $9,382, reflecting full delivery of graduation and promotion activities. Travel and Conferences supporting staff professional learning on college and career readiness ($25,000 budgeted) executed at $20,331 with $4,669 remaining. Two college and career exploration lines were realigned to zero before funds could be drawn on: the Career Fair Day line ($5,000) was eliminated and the event was not held in 2025–26, and the FAFSA Promotions line ($5,000) was eliminated, though FAFSA completion outcomes were maintained at 100% through Counselor-led individual senior support. The Materials and Supplies line ($60,000) was realigned downward by $47,012, with $181 remaining at year-end. The 11.1% variance reflects elimination of two discrete college and career exploration events and reduced materials expenditure, not reductions in JROTC programming or college-going culture supports. Restoration of Career Fair Day with a strengthened connection to CCI-qualifying pathway recruitment is identified as a priority for 2026–27 and is addressed in Prompt 4.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 — Student Support and Interventions: PARTIALLY EFFECTIVE
This action has been highly effective on completion measures and ineffective on AP-to-CCI contribution.

Counselor-led senior conferences, A–G monitoring, and CSU/UC eligibility review produced sustained strong outcomes: 100% graduation rate (Blue, maintained 0.9%) across every reported subgroup, 100% A–G completion across all groups, and 100% FAFSA / Dream Act completion. Grade 11 ELA on the CAASPP recovered from 47.80% Standard Met/Exceeded in 2023–24 to 61.06% in 2024–25, exceeding the 58.26% baseline. The LCAP Parent Input Survey confirms parent confidence in the encouragement and information-sharing dimensions of this action, with 82.0% of CMI parents agreeing that their child is encouraged to plan for college or career and 78.7% agreeing that the school offers helpful college, career, and financial aid information.

AP-to-CCI performance, however, held flat at 16.7% schoolwide across the cycle, with high-need subgroups at 3.6%–7.7% (Hispanic 3.7%, LTEL 3.6%, SED 4.8%, EL 7.7%). AP courses are offered at scale (12 distinct offerings in 2024–25), but the supplemental supports that translate enrollment into exam success — AP Readiness sessions, test prep tutoring, equity-focused AP teacher PD — have not been delivered consistently, particularly during 2025–26. Student feedback from the Superintendent's Student Advisory Committee reinforced this gap, identifying limited AP availability as a barrier to college preparation. Grade 11 Mathematics also remained weak (14.15% Standard Met/Exceeded, up modestly from 13.04%).

Action 2.2 — Post-Secondary Opportunities: PARTIALLY EFFECTIVE

This action has sustained CTE pathway infrastructure but has not translated exposure into measurable CCI gains.

The 2 RCOE CTE Teacher positions, PLTW Bio Med / Engineering / Robotics / E-Sports, College/University Trade Visits, and Co-Curricular Events (Band, After School, Robotics) operated at full demand, sustaining the engagement that contributes to CMI's strong graduation outcomes.

CCI did not respond. Across the cycle, CCI declined from 59.4% Prepared to 47.0% — a 12.4-point net decline — with Hispanic at 44.4% (Orange), SED at 46.6% (Orange), and EL/LTEL at 24.4% and 21.1%. CTE completer contribution to CCI was reported at 0%; a contributing

factor was that several CTE courses operated without the correct CALPADS course codes during the cycle, likely depressing reported completer status even where students were completing pathway coursework. The PUHSD CTE team has since rewritten and updated the affected courses with correct CALPADS codes in place for 2026–27 scheduling, which should surface accurate CTE completer contribution in subsequent reporting. Beyond the coding correction, College/University Trade Visits operate as exposure events without structured post-visit planning in CaliforniaColleges.edu or subgroup-disaggregated college intent tracking, and sub coverage to release teachers for college and SAT support was not consistently drawn on.

Stakeholder data reinforces the gap between the action's investment and its CCI impact: student access to advanced or CTE courses received the weakest of the four Goal 2 ratings on the LCAP Parent Input Survey (58.4% positive, 33.7% neutral, 7.9% negative), with parents specifically requesting pathways in healthcare, gastronomy, electrical, mechanics, veterinary, accounting, and pharmaceuticals; only 23% of grade 9 and grade 11 students report meaningful participation at school on the CHKS; and SAC students asked directly for more pathway courses to explore their interests.

CTE pathway investment has not yet translated into CCI completer status. A contributing factor was incorrect CALPADS coding on several CTE courses during the cycle, since corrected by the PUHSD CTE team for 2026–27. Beyond the coding fix, students asked for more pathway courses; parents rated CTE/advanced course access as the weakest Goal 2 dimension and named specific desired pathways including healthcare; and CHKS data show only 23% of grade 9 and grade 11 students experience meaningful participation at school.

Action 2.3 — College and Career Readiness Skills Development: EFFECTIVE ON ENGAGEMENT, NOT YET DEMONSTRATED ON CCI
This action sustains CMI's college-going culture but its contribution to CCI Prepared is not yet visible in reporting.

JROTC continues to provide a structured pathway for students pursuing military service, ROTC scholarships, and military academy admission, reinforcing the culture that contributes to 100% graduation and 100% A–G completion.

JROTC's contribution to CCI-qualifying outcomes is not currently tracked or reported in a way that allows effectiveness evaluation. Career Fair Day was not held in 2025–26. FAFSA Promotions was not run as a discrete campaign, though Counselor-led support maintained 100% completion. The California School Parent Survey shows the school-to-family communication channel is underperforming: only 47% of CMI parents report the school does "very well" providing information on how to help their child plan for college or vocational school. SAC students added that scholarship and sponsorship education is insufficient, leaving them uncertain how to pay for college.

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

2026–27 is the final year of CMI's current LCAP cycle. Reflections on 2025–26 implementation, the 2025 Dashboard, the three-year effectiveness review in Prompt 3, the 2025–26 budget execution patterns in Prompt 2, and educational partner input (Superintendent's Student Advisory Committee, LCAP Parent Input Survey, CHKS, CSPS) have informed the following changes. The goal statement is unchanged.

Baseline Corrections in the MRR Table
Prior MRR baselines used 2018–19 and 2019–20 data, predating the current LCAP cycle and the COVID-era reporting disruption. All Goal 2

baselines have been updated to 2022–23 data — the first year of the 2024–2027 cycle — so Year 1, Year 2, and Year 3 outcomes compare against a consistent starting point. Updated baselines: Graduation 100%, A–G 99.3%, AP Participation 22%, EAP ELA 58.26% / Math 13.04%, CCI 59.4%, FAFSA 100%, AVID 219 students.

Strengthened Approaches
Action 2.1 — Student Support and Interventions.
Restore and protect the AP/SAT/ACT Test Prep line ($15,000, no mid-year realignment) to support AP test prep sessions with priority recruitment of EL, LTEL, Hispanic, and SED students; equity-focused AP teacher PD; and Counselor position placement on the original Goal 2 LCFF budget.

Action 2.2 — Post-Secondary Opportunities.
Launch the new Medical Patient Care CTE pathway in 2026–27. The pathway was approved by the PUHSD Board of Education and responds directly to SAC student feedback for more pathway courses and to LCAP Parent Survey requests for healthcare and medicine pathways. It is designed to support CCI-qualifying CTE completer status, with priority recruitment of underrepresented students and dual enrollment articulation with Mt. San Jacinto Community College. Action 2.2 is further strengthened by sustained verified CALPADS coding on all CTE courses, structured post-visit college planning in CaliforniaColleges.edu paired with Trade Visits and PLTW, and activation of the Sub Coverage line with quarterly counselor-led usage targets.

Action 2.3 — College and Career Readiness Skills Development.
Restore Career Fair Day with strengthened CCI-qualifying pathway recruitment including healthcare; add a scholarship and sponsorship education component in response to SAC student feedback; strengthen school-to-family communication on college and vocational planning in response to the CSPS 47% finding (refined Parent College Workshop, expanded English/Spanish ParentSquare outreach); and strengthen documentation of JROTC's contribution to CCI-qualifying pathways (enlistment, ROTC, academy admission).

Metric and Target Refinements
- CCI: Reverse the prior-year decline and improve to 52% or above, with subgroup gains for Hispanic, SED, EL, and LTEL.
- AP-to-CCI by subgroup (new): Double baseline contribution rates for each high-need subgroup by end of cycle.
- CCI pathway engagement (new internal metric): % of grades 11–12 enrolled in at least one CCI-qualifying pathway, disaggregated by subgroup, reviewed quarterly.
- AVID: Reverse the Year 2 decline and grow to 240+ students with priority enrollment of underrepresented groups.
- Parent confidence in college/career communication (new): % of CMI parents rating school "very well" on CSPS college/vocational planning item, with a Year 3 target of 60% or above.
- No change: Graduation, A–G, FAFSA, EAP ELA targets. EAP Math may be refined upward in coordination with Goal 1.

Educational Partner Input Reflected in 2026–27 Changes
- SAC students ? Medical Patient Care pathway, scholarship/sponsorship education, expanded AP supports.
- LCAP Parent Input Survey (58.4% positive on CTE/advanced access; open-response requests for healthcare) ? Medical Patient Care pathway, strengthened CTE recruitment.

- CSPS (47% rating school "very well" on college/vocational planning info) ? new parent confidence metric, strengthened family communication.
- CHKS (23% of grade 9 and 11 reporting meaningful participation) ? expanded interest-driven pathway options.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Support and Interventions	Provide expanded opportunities for remediation, acceleration and enrichment to college and career readiness.	$725,327.00	Yes
2.2	Post-Secondary Opportunities	Provide opportunities and support for high school students to take college level coursework.	$733,948.00	Yes
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.	$1,053,508.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	LEA Suspension Rate: All students	Local Suspension Rate (22-23) 4.7%	2024 Ca Dashboard	2025 CA Dashboard (2024-25)	Local Suspension Rate (22-23): 1.47%	-3.5 pts (2022-23 baseline 4.7% ? 2024-25 1.2%) Target met.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners:6.8% declined significantly-Yellow Socioeconomically Disadvantaged (SED) 5% declined significantly-Yellow African American: 9.7% declined significantly-Orange Hispanic: 4.7% declined significantly- Yellow White: 5.1% Increased significantly - Orange	All Students: 1.3%, declined significantly – Blue English Learners: 1.7%, declined significantly – Blue Socioeconomically Disadvantaged (SED): 1.2%, declined significantly – Blue Students with Disabilities (SWD): 2.6%, declined– Blue African American: 2.9%, declined – Green Hispanic: 1.1%, declined significantly– Blue White: 2.8%, declined– Green	All Students: 1.2% suspended at least one day, maintained -0.1% – Green (1,056 students); EL: 0.6% declined 1.1% – Blue (154); LTEL: 0.8% declined 0.6% – Blue (120); SED: 1.4% maintained 0.2% – Green (956); Homeless: 5.0% increased 3.1% – No Performance Color (20); SWD: 5.6% increased 3.0% – Orange (36); African American: 2.9% maintained – Yellow (34); Hispanic: 1.2% maintained – Green (955); White: 2.6% maintained -0.1% – Yellow (38);		Cycle-long decline from 4.7% to 1.2% (Green). SWD (5.6% Orange, +3.0) and Homeless (5.0%, +3.1) are priority subgroup gaps for 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Foster Youth: data not displayed (2)		
3.2	LEA Suspension Rate: African American	Local Suspension Rate (22-23): 9.7% declined -Orange	2024 Ca Dashboard African American: 2.9%, declined Green	2025 CA Dashboard (2024-25) African American: 2.9% suspended at least one day, maintained – Yellow (34 students)	Local Suspension Rate (22-23): 0.1%	-6.8 pts (2022-23 baseline 9.7% ? 2024-25 2.9%) Target met. Performance level shifted from Yellow back from Green; sustained monitoring recommended given small cohort (n=34).
3.3	LEA Suspension Rate: Students with Disabilities	Local Suspension Rate (22-23): 3%	2024 Ca Dashboard Students with Disabilities (SWD): 2.6%,declined - Blue	2025 CA Dashboard (2024-25) SWD: 5.6% suspended at least one day, increased 3.0% – Orange (36 students)	Local Suspension Rate (22-23): 0.1%	+2.6 pts (2022-23 baseline 3.0% ? 2024-25 5.6%) Above baseline. Two-year reversal (-0.4 in 2024, +3.0 in 2025) identifies SWD discipline as a priority area for 2026-27.
3.4	Expulsion Rate All Students	Local Indicator Expulsion Rate (22-23): 0%	2024 Ca Dashboard 0%	2024-25 Local Indicator Expulsion Rate: 0% (no expulsions during 2024-25; all student discipline conducted in accordance with PUHSD adopted	Local Indicator Expulsion Rate (22-23): .58%	0.0% (2022-23 baseline 0% maintained ? 2024-25 0%) Target met and maintained across the cycle.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				procedures and EC §48900 et seq.)		
3.5	Middle School Dropout Rate All Students	Local Dropout Rate (22-23): .02%	2024 Ca Dashboard 0%	2024-25 Local MS Dropout Rate: 0%	Local Dropout Rate (22-23): 0%	-0.02 pts (2022-23 baseline 0.02% ? 2024-25 0%) Target met and maintained across the cycle.
3.6	High School Dropout Rate All Students	Local Drop Out Rate (22-23): All Students: 0%	Local Drop Out Rate (23-24): All Students: 0%	2024-25 Local HS Dropout Rate: 0% (consistent with 100% graduation rate, Blue, maintained 0.9%)	Local Drop Out Rate (22-23): All Students 22-23: 0%	0.0% (2022-23 baseline 0% maintained ? 2024-25 0%) Target met and maintained across the cycle.
3.7	LEA Attendance Rate All Students	LEA Attendance Rate: All Students (22-23) Attendance Rate: 92.08%	LEA Attendance Rate: All Students (22-23) Attendance Rate: 93.3%	2024-25 LEA Attendance Rate: 94.64%; ADA to Enrollment: 96.5%	LEA Attendance Rate (22-23): All Students Attendance Rate: 94.64% ADA to Enrollment: 96.5%	+2.56 pts (2022-23 baseline 92.08% ? 2024-25 94.64%) Three-year cycle improvement. Year 3 target of 95%+ remains within reach.
3.8	Chronic Absenteeism Rate All Students	Local Indicator: All Students 22-23 Chronic Absenteeism: 24.5% declined significantly -Yellow English Learners: 25% declined- Orange Socioeconomically Disadvantaged	2024 Ca Dashboard All Students: 17.6%, declined significantly– Yellow English Learners: 11.1%, declined – Yellow	2025 CA Dashboard (2024-25) All Students: 10.6% declined 7.0 pts – Yellow (444 students); EL: 3.6% declined 7.5 pts – Green (83);	Local Indicator: All Students Chronic Absenteeism Rate All Students 22-23: 15.78%	-13.9 pts (2022-23 baseline 24.5% ? 2024-25 10.6%) Strong cycle-long decline. EL and LTEL now Green (3.6%). SWD (20.0%, +3.3) is a priority subgroup gap for 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(SED):25.3% declined significantly- Orange Hispanic: 25.5%, declined significantly- Yellow	Socioeconomically Disadvantaged (SED): 18.7% – Yellow Hispanic: 17.5%, declined – Yellow	LTEL: 3.6% declined 9.3 pts – Green (56); SED: 11.0% declined 7.7 pts – Yellow (399); Hispanic: 10.9% declined 6.6 pts – Yellow (396); African American: 4.8% maintained – No Performance Color (21); SWD: 20.0% increased 3.3 pts – No Performance Color (15); Homeless: data not displayed (10); White: 7.7% declined 19.6 pts – No Performance Color (13); Foster Youth: data not displayed (2)		
3.9	Annual Williams Report: Safe, Clean, and functional facilities	Local Indicator: Incidents: zero	Local Indicator: California Healthy Kids Survey	2024-25 Williams Settlement Quarterly Compliance: 0	Local Indicator: Incidents: Zero	0 (2022-23 baseline 0 instances maintained ?

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			conducted in 2022-2023	instances where facilities did not meet the "Good Repair" standard; 2025 California School Dashboard – Basics Local Indicator: Standard Met		2024-25 0 instances) Target met and maintained across the cycle.
3.10	School Climate Survey	Local Indicator: California Healthy Kids Survey Survey conducted in 2022-2023	Local Indicator: California Healthy Kids Survey Survey conducted in 2022-2023	Local Indicator: 2025-26 California Healthy Kids Survey administered Spring 2026; Responses: 414 secondary (Grade 7: 152 / 100%; Grade 9: 127 / 85%; Grade 11: 135 / 85%); Key climate indicators (Grades 7/9/11): School connectedness 63%/47%/56%; Caring adult relationships 58%/57%/59%; High expectations 75%/69%/72%; Meaningful	Local Indicator: 2022-2023 California Healthy Kids Survey Responses: 409	+5 responses (2022-23 baseline 409 ? 2025-26 414 secondary respondents) Biennial administration completed. Standard Met sustained. Year 2 results identify Meaningful Participation (29%/23%/23%) as a priority area for 2026-27 — same finding referenced in Goal 2 Action 2.2.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				participation 29%/23%/23%; School perceived as safe or very safe 75%/63%/68%; Experienced harassment or bullying 25%/22%/15%; 2025 California School Dashboard – Local Climate Survey Local Indicator: Standard Met		

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:
Goal 3 was implemented with a strong emphasis on creating a safe, supportive, and inclusive learning environment aligned to the Multi-Tiered System of Supports (MTSS) framework. All four actions—universal supports, targeted and intensive interventions, student engagement, and campus safety—were initiated and carried out in alignment with the LCAP plan, with no substantive deviations from the original design. Implementation was supported by school-wide PBIS efforts, SEL activities, campus safety protocols, and increased monitoring of attendance and behavior.

Action 3.1 – Universal Support Services (Tier I):
CMI implemented this action during 2025–26. Schoolwide Tier I supports — Positive Behavioral Interventions and Supports (PBIS), schoolwide social-emotional learning practices, restorative practices, the California Cadet Corps structure of expectations and accountability, and universal access to the Wellness Center — operated throughout the year. Clearly communicated behavioral expectations and SEL-infused classroom routines anchored a consistent, schoolwide approach to student conduct.

Successes:
Tier I implementation produced the strongest climate outcomes of the cycle. The 2024–25 suspension rate held at 1.2% (Green, maintained -0.1% from prior year) and the African American suspension rate declined from 9.7% (Orange) at baseline to 2.9% (Yellow), a 6.8-point cycle improvement. Expulsions were 0% for the third consecutive year. CMI parents corroborated the strength of the Tier I climate, with 91.0% of CMI families agreeing or strongly agreeing that their child feels safe and secure at school, 89.9% agreeing that the school promotes a respectful and inclusive learning environment, and 87.6% agreeing that staff demonstrate care and concern for student well-being. The 2025–26 California School Parent Survey adds that 90% of CMI parents Agree or Strongly Agree that the school is a safe place for their child. Staff-reported indicators on the California School Staff Survey also strengthened: school as a safe place for students rose from 86% (2022) to 94% (2025), and school as a supportive/inviting place to learn rose from 81% to 97%. The 2025 Dashboard confirmed Standard Met on the Local Climate Survey Local Indicator.

Challenges:
Tier I outcomes were uneven for two student groups. Students with Disabilities saw the suspension rate increase from 2.6% (Blue) in 2023–24 to 5.6% (Orange, +3.0%) in 2024–25, and Homeless Youth rose from approximately 1.9% to 5.0% (+3.1%). Schoolwide PBIS and restorative practice implementation did not fully reach these two cohorts at the intensity their needs required, and staff PD on SEL integration and trauma-informed classroom routines was reported as variable across departments. Student feedback from the Superintendent's Student Advisory Committee reinforced that the upper-grade climate experience is mixed: CHKS 2025–26 shows school connectedness drops from 63% (Grade 7) to 47% (Grade 9) and recovers to 56% (Grade 11), and meaningful participation is persistently low at 29%/23%/23% across the three grades. CMI parents named anti-bullying education as an area to strengthen in open-response comments ("Promote more anti bullying within the school and the students. Show how it affects people"), consistent with 25%/22%/15% of students reporting harassment or bullying experience in the past 12 months and 12% of CMI parents rating bullying a "Large problem" on the CSPS. Strengthening universal anti-bullying programming and equity-focused PD on inclusive Tier I practices for SWD and Homeless Youth is identified as a priority for 2026–27.

Action 3.2 – Targeted and Intensive Support Services (Tier II & III):
CMI implemented this action during 2025–26. The MTSS Counselor, Site Social Worker, and Educationally Related Mental Health Services (ERMHS) team operated throughout the year. Small-group counseling, behavior contracts, individualized check-ins, and Wellness Center referrals were delivered to students identified through early-warning indicators. Tier II/III intervention protocols were used to coordinate supports for students with persistent attendance, behavior, or mental health concerns.

Successes:
Tier II/III mental health and SEL supports contributed to sustained progress on the most volatile climate measures. Schoolwide chronic absenteeism declined to 10.6% (Yellow), down 13.9 points from the 24.5% baseline, with English Learner chronic absenteeism at 3.6% (Green, -7.5 pts) and LTEL at 3.6% (Green, -9.3 pts). The 2025–26 CHKS Mental Health Report shows social-emotional distress declined from 27% to 15% at Grade 7 and held in the 19%–20% range at Grades 9 and 11, and life satisfaction strengthened to 74% / 56% / 72%. The California Student Wellness Index for CMI is at or above the state average across all three secondary grades (Grade 7: 108.9, Grade 9: 101.9, Grade 11: 106.2). CMI parents reported that 80.9% Agree or Strongly Agree that their child has access to social-emotional or mental health supports if needed, and the California School Parent Survey shows 82% of CMI parents Agree or Strongly Agree that support staff

(counselor, psychologist, wellness) are available to their child and 87% report that the school provides parents with resources for their child's SE needs.

Challenges:
Tier III capacity and the consistency of cross-departmental coordination remain the principal implementation gaps. Students with Disabilities chronic absenteeism increased from 16.7% to 20.0% (+3.3 pts), and the SWD suspension rate increase noted under Action 3.1 reflects the same underlying limit on intensive intervention reach. The school's own Local Climate Survey narrative on the 2025 Dashboard identified limited availability of Tier III mental health services, inconsistent coordination of supports across departments, and referral and follow-up systems that need refinement. Considered-suicide indicators on CHKS rose at Grade 9 from 5% (2025) to 11% (2026), peaking at the grade level where school connectedness also dips. Student feedback from the Superintendent's Student Advisory Committee added that students would benefit from less stress and more reasons to come to school. CMI parents echoed the need for accessible mental wellness programming, requesting that "mental wellness classes" be offered after 5:30 pm so working families can attend. Strengthened Tier III capacity, formalized Tier II/III documentation and follow-up protocols, and expanded family-facing mental wellness programming are identified as priorities for 2026–27.

Action 3.3 – Student Engagement and Participation:
CMI implemented this action during 2025–26. The coordinated attendance team — counselors, the Site Social Worker, the MTSS Counselor, the Parent/Community Liaison, campus administrators, and attendance support staff — monitored attendance throughout the year using Infinite Campus early-warning indicators. The Student-Cadet Handbook was distributed at the start of the year and to all in-year enrollees. Targeted attendance re-engagement activities included student attendance contracts, family home visits, attendance incentives, and SARB referrals where appropriate. One-on-one student and family sessions on attendance and informational workshops were conducted by counselors and administrators.

Successes:
The action produced strong and consistent attendance and engagement outcomes. The 2024–25 attendance rate reached 94.64% (with ADA-to-Enrollment at 96.5%), up from the 92.08% baseline (+2.56 pts cycle improvement). Middle school and high school dropout rates remained at 0% across the cycle. Schoolwide chronic absenteeism declined to 10.6%, with cycle-long declines for Hispanic (-14.6 pts), SED (-14.3 pts), EL (-21.4 pts), and LTEL (notable -9.3-pt single-year decline to 3.6% Green). CMI parents are aware of and support the work, with 86.5% of CMI families agreeing they are aware of the school's efforts to address chronic absenteeism and 91.0% agreeing the school communicates clearly when students have attendance or behavior concerns. CSSS data show that "truancy is a moderate/severe problem" dropped from 42% (2022) to 19% (2025).

Challenges:
Subgroup gaps persisted within an improving schoolwide picture. Students with Disabilities chronic absenteeism increased to 20.0% (+3.3 pts), Homeless Youth and Foster Youth data were suppressed at small-n levels but were identified as elevated in the prior year, and Hispanic and SED chronic absenteeism remained at 10.9% and 11.0% respectively (Yellow) — close to but not yet through the schoolwide 10% threshold. The 2024 Dashboard cycle reflection identified that intervention protocols and documentation systems for chronic absenteeism among SWD, Homeless Youth, and African American students required refinement, and the 2025 results show this work is partially but not fully implemented. CHKS data show current absenteeism (=3 days in past 30) at 10%/10%/12% across grades 7/9/11, consistent with Dashboard data. The internal weekly attendance monitoring metric for high-risk students described in the prior-year reflection was not yet

consistently implemented across departments. Closing the SWD chronic absenteeism gap, formalizing the weekly high-risk monitoring metric, and strengthening Tier II re-engagement protocols for small-n subgroups (Homeless Youth, Foster Youth) are identified as priorities for 2026–27.

Action 3.4 – Safety and Security:
CMI implemented this action during 2025–26. The Comprehensive School Safety Plan was reviewed and updated by March 1 in consultation with law enforcement, the Riverside County Fire Department, and PUHSD emergency management staff. All required fire, earthquake, lockdown, and other safety drills were conducted at the frequency required by law. 100% of CMI staff completed required Safe School training. PUHSD Williams Settlement quarterly compliance reviews documented 0 instances where facilities did not meet the "Good Repair" standard, and the 2025 Dashboard recorded Standard Met on the Basics Local Indicator.

Successes:
Safety and security outcomes were the strongest on the goal. Zero deficiencies on the Annual Williams Report, Standard Met on the Basics Local Indicator, and 100% staff completion of safety training were sustained throughout the cycle. CHKS data show 75% of Grade 7, 63% of Grade 9, and 68% of Grade 11 students perceive school as very safe or safe; CHKS HS school climate indicators strengthened year over year, including "No Harassment" rising from 77% (2023) to 81% (2026) and "No Fear of Getting Beaten Up" rising from 92% (2023) to 95% (2026). On the CSPS, 90% of CMI parents Agree or Strongly Agree the school is a safe place for their child. CSSS data show school as a safe place for students at 94% staff agreement (up from 86% in 2022).

Challenges:
Two implementation gaps surfaced through educational partner input. First, facilities perception lagged the Williams compliance result. CHKS facilities upkeep ratings stand at 59%/50%/55% across grades 7/9/11, and only 32% of CMI parents Strongly Agree that the school has clean, well-maintained facilities (84% Agree or Strongly Agree overall). Multiple CMI parent open-response comments specifically asked for facility improvements, including a new field, remodeled office and cafeteria not exposed to the elements, and safety fencing around parking lots. CSSS staff agreement that "school has clean and well-maintained facilities" declined from 75% (2022) to 60% (2025). Second, perception of safety dips at Grade 9 (63% feel very safe or safe, the lowest grade), aligning with the Grade 9 dip in connectedness and the spike in considered-suicide and seen-a-weapon-on-campus indicators. Student feedback from the Superintendent's Student Advisory Committee asked for safer parking lot access and improved physical environment. Strengthened Grade 9 transition supports and PUHSD coordination on facilities improvement requests are identified as priorities for 2026–27.

Action 3.5 - LREBG
CMI implemented this action during 2025–26. LREBG one-time funds were deployed to extend the reach of Tier II/III mental health, SEL, and academic re-engagement supports for unduplicated pupils, primarily through expanded counseling and Wellness Center capacity, small-group SEL instruction, and adult SEL training for staff. Resources were targeted to the student groups identified as priorities through the Local Climate Survey reflection — Students with Disabilities, Homeless Youth, African American students, English Learners, and Socioeconomically Disadvantaged students.

Successes:
LREBG-supported expansions reinforced the cycle's strongest Tier II/III gains. Schoolwide chronic absenteeism declined 7.0 points in a single year (to 10.6% Yellow), English Learner chronic absenteeism declined 7.5 points (to 3.6% Green), and LTEL chronic absenteeism

declined 9.3 points (to 3.6% Green) — outcomes consistent with intensified mental health, SEL, and re-engagement programming reaching unduplicated pupils. CHKS 2025–26 shows the California Student Wellness Index at or above the statewide average for all three secondary grades. The 2025 Dashboard recorded the EL Progress Indicator at Blue, indicating the broader system of supports for unduplicated EL pupils is working.

Challenges:
Because LREBG is a one-time funding source with a defined expenditure window (through 2027–28), the principal implementation challenge is sustainability. The Tier III capacity, small-group SEL instruction, and adult SEL training expansions enabled by LREBG are not yet fully transitioned into ongoing LCFF base or supplemental/concentration funding, and the SWD chronic absenteeism (20.0%) and SWD suspension (5.6%) gaps indicate that the intensity of Tier III service that LREBG enabled is still below the level CMI's highest-need cohorts require. Formalizing a sustainability plan that transitions LREBG-funded Tier III mental health hours, MTSS coordination capacity, and SEL programming into ongoing funding — and explicitly tying the transition to subgroup gap closure for SWD and Homeless Youth — is identified as a priority for 2026–27.

Overall Implementation Summary
All five Goal 3 actions were implemented during 2025–26 as broadly described in the adopted LCAP, with services delivered to students throughout the year. There were, however, substantive differences between planned actions and actual implementation in four specific places: (1) PBIS, restorative practices, and SEL-infused Tier I implementation did not reach Students with Disabilities and Homeless Youth at the intensity needed to prevent the suspension rate reversals for those two groups; (2) Tier III mental health capacity and cross-departmental MTSS coordination remained limited, with referral and follow-up systems still requiring refinement; (3) the internal weekly attendance monitoring metric for high-risk students described in the prior-year reflection was not yet consistently implemented; and (4) the LREBG-enabled Tier III and SEL programming has not yet been transitioned to sustainable funding. Material differences between budgeted and actual expenditures are documented in Prompt 2.
Educational partner input on Goal 3 implementation was gathered through multiple channels during 2025–26, including the Superintendent's Student Advisory Committee, the LCAP Parent Input Survey (n=89 CMI families), the 2025–26 California Healthy Kids Survey (n=414 secondary respondents across grades 7, 9, and 11), the 2025–26 California School Parent Survey (n=103 CMI parents), the 2025–26 California School Staff Survey, ELAC, AAPAC, SSC, the Military Advisory Committee, and Coffee with the Principal sessions. Student feedback from the Superintendent's Student Advisory Committee identified that students would experience better attendance and less stress if school offered more reasons to attend — more pathway courses, more extracurricular and athletic support, and more academic opportunities — and that safer physical campus conditions and stronger anti-bullying programming would improve their daily experience. The LCAP Parent Input Survey showed strong CMI parent confidence in the safe-and-secure dimension of Goal 3 (91.0% positive on student safety, 91.0% positive on school-family communication on attendance/behavior, 89.9% positive on respectful and inclusive environment), with softer ratings on awareness of bullying prevention strategies (78.7% positive) and access to SEL/mental health supports (80.9% positive). The California School Parent Survey added that 90% of CMI parents view the school as a safe place but only 32% Strongly Agree that facilities are clean and well-maintained, with 12% rating bullying a "Large problem" at school. The California Healthy Kids Survey added a student-experience signal: school connectedness drops sharply from Grade 7 (63%) to Grade 9 (47%), meaningful participation is persistently low at 29%/23%/23%, and considered-suicide indicators peak at Grade 9 (11% in 2026).

Collectively, the Goal 3 actions produced the strongest results on the engagement and conditions measures most directly within CMI's control: a 1.2% suspension rate (Green, sustained), an attendance rate of 94.64% with ADA-to-Enrollment at 96.5%, 0% expulsion and

dropout rates, Standard Met on Basics and Local Climate Survey local indicators, and a 13.9-point cycle decline in schoolwide chronic absenteeism. The persistent challenges across the five actions are (1) Students with Disabilities outcomes — both the suspension rate increase to 5.6% (Orange) and chronic absenteeism at 20.0% — which reflect a Tier I and Tier III reach gap for this cohort; (2) Homeless Youth suspension and chronic absenteeism, where small numbers create volatility but the underlying pattern of disproportionate exclusionary and engagement risk persists; (3) the Grade 9 dip in school connectedness, perceived safety, and mental health that aligns with the middle-to-high transition; and (4) facilities perception, where Williams compliance is met but student and family-reported facility upkeep ratings lag. These four challenge areas — together with the LREBG sustainability question — are the highest-priority areas for strengthened action in the final year of the LCAP cycle and are addressed in Prompts 3 and 4.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

3.1 Difference between Budgeted $53,500 and Estimated Actual Expenditures $8,624 is $44,876
Justification:
The variance is driven by mid-year realignment of the Consultants line ($50,000 budgeted) downward by $42,347, with only $6,945 expended at year-end. The Consultants line was originally constructed to support outside Tier I expertise — PBIS coaching, restorative practice consultation, and SEL implementation training — that would extend the reach of universal supports to staff and to high-need cohorts (Students with Disabilities, Homeless Youth, African American students). The realignment reflects that the consultant-led PD model was not activated at scale during 2025–26, with most universal-support delivery sustained through in-house staff capacity (campus administrators, counselors, the Wellness Center team) rather than through contracted external services. The 83.9% variance reflects under-delivery of contracted Tier I consultation rather than reductions in core universal supports (PBIS, restorative practices, schoolwide SEL, Wellness Center access), all of which operated throughout the year. Restoration and protection of the Consultants line — with explicit allocation to equity-focused PBIS, restorative practice, and trauma-informed PD that reaches SWD and Homeless Youth supports — is identified as a priority for 2026–27 and is addressed in Prompt 4.

3.2 Difference between Budgeted $10,700 and Estimated Actual Expenditures $963 is $9,737
Justification:
The variance is driven by full realignment of the PBIS: Positive Solutions / Student Support / Bullying line ($10,000 budgeted, realigned to $0 mid-year, $0 expended at year-end). This line was originally constructed to fund Tier II/III bullying-prevention curriculum, small-group student support resources, and the materials needed to operationalize the MTSS Counselor / Site Social Worker / ERMHS team's targeted intervention work. The realignment to zero reflects that the budgeted Tier II/III bullying-prevention and small-group support materials were not procured during 2025–26, even as the underlying Tier II/III service delivery (small-group counseling, behavior contracts, individualized check-ins, Wellness Center referrals) continued through in-house personnel time absorbed in other budget categories. This cost-coding pattern — where Tier II/III service delivery is functionally occurring but the dedicated bullying-prevention and small-group support line is not drawn on — coincides with the CHKS finding that 25%/22%/15% of students reported harassment or bullying in the past 12 months and the LCAP Parent Input Survey finding that awareness of bullying prevention strategies received the weakest of the seven Goal 3 ratings from CMI families (78.7% positive). The 91.0% variance reflects under-deployment of dedicated Tier II/III bullying-prevention and small-group materials rather than a reduction in MTSS, mental health, or behavior intervention services. Restoration of this line with explicit anti-bullying programming, paired with the Tier III sustainability work described under Action 3.5, is identified as a priority for 2026–27 and is addressed in Prompt 4.

3.3 Difference between Budgeted $338,118 and Estimated Actual Expenditures $565,536 is ($227,418)
Justification:
The overage is driven primarily by significant additional expenditure on athletic programming and the addition of personnel lines that were not in the original LCFF budget construction. Athletics Transportation ($25,000 budgeted) was realigned upward by $73,580 during the year and executed at $73,613, an overage of approximately $48,613 over the original budget reflecting actual game and competition transportation demand. The Athletics Budget line ($50,000 budgeted) was realigned upward by $19,682 and executed at $56,790, a $6,790 overage that, combined with the Athletics Transportation overage, reflects the cost of sustaining the level of athletic participation that students and families identified as central to CMI's engagement model. Three personnel and program lines were added through realignment without an original LCFF budget construction on the Goal 3 sheet: the Program Lead position absorbed $8,879 in personnel costs, the Attendance Recovery Admin Designee absorbed $3,883, and Summer School activities were carried at $1,481 (with funds fully realigned but unexpended at year-end). This cost-coding pattern — where positions and programs that functionally serve Goal 3 engagement are not aligned to the original Goal 3 budget construction — also surfaces in the Attendance Support line ($40,000 budgeted), which was realigned downward by $21,085 and executed at $15,647 with $3,268 remaining, indicating attendance incentive, academic recognition, and leadership opportunity activities operated at a reduced scope relative to the original plan. The Transportation for Extra-Curricular Activities / Summer School line ($195,000 budgeted) was realigned downward by $159,863 and executed at $6,329 ($3,197 remaining), with the variance from the original budget absorbed through the targeted athletics transportation expansion described above. The Extra-Curricular Activities line ($50,001 budgeted) was realigned downward by $36,805 and executed at $8,428 ($4,768 remaining); Travel & Conferences, WEB Conferences, and Link Conferences were realigned downward by approximately $46,971 combined and executed at $5,239 total; and the Building Improvements line ($25,000 budgeted) was eliminated through realignment with no expenditure. The 67.3% overage reflects the cost of meeting actual demand for athletic participation as an engagement and CCI-adjacent pathway, partially offset by realignment of conference travel and discretionary extra-curricular lines downward, and reveals the same alignment-between-budget-construction-and-actual-function pattern observed in Action 3.1 of the Goal 2 update. Aligning the Goal 3 budget construction to the engagement and attendance functions actually being delivered — including the Program Lead, Attendance Recovery Admin Designee, and the right-sized Athletics and Athletics Transportation lines — is identified as a priority for 2026–27 and is addressed in Prompt 4.

3.4 Difference between Budgeted $220,295 and Estimatd Actual Expenditures $193,416 is $26,879
Justification:
The variance is driven primarily by modest underspend across the personnel lines that sustain CMI's core safety infrastructure and by partial under-utilization of the Materials & Supplies line. The Library Clerk position ($86,986 budgeted) executed at $80,819 with $1,717 remaining, sustaining core library safety and student-supervision coverage throughout the year. The Campus Safety Officer position ($42,276 budgeted) executed at $36,554 with $6,116 remaining, sustaining campus security operations including parking lot supervision, perimeter security, and emergency response coordination. The Clover / Athletic Trainers line ($70,000 budgeted) was realigned downward by $16,244 and executed at $52,085 with $1,240 remaining, sustaining athletic training and student-safety coverage at athletic events. The Food for PD line ($10,000 budgeted) was realigned downward by $6,723 and executed at $3,276 with $0.92 remaining, supporting safety-related and emergency-response staff training meals during 2025–26. The Materials & Supplies line ($100,010 budgeted) executed at $38,384 with $69 remaining at year-end after substantial encumbrances, reflecting that planned safety-related materials procurement was partially deferred or absorbed by mid-year realignment patterns. The 12.2% variance reflects modest position underspend and partial Materials & Supplies under-utilization rather than reductions in safety operations — the Comprehensive School Safety Plan was reviewed and updated by March 1, all required drills were conducted, 100% of staff completed required Safe School training, and the Williams Settlement quarterly compliance review

recorded 0 instances where facilities did not meet the "Good Repair" standard. Right-sizing the Library Clerk and Campus Safety Officer lines to actual position cost and re-protecting the Materials & Supplies line for student safety items including signage, parking lot safety improvements, and emergency response materials — both of which respond to CMI parent open-response comments requesting safety fencing around parking lots and improved facility upkeep — is identified as a priority for 2026–27 and is addressed in Prompt 4.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 — Universal Support Services (Tier I): PARTIALLY EFFECTIVE
This action has been highly effective on the schoolwide suspension picture and ineffective for Students with Disabilities and Homeless Youth. Schoolwide PBIS, restorative practices, the California Cadet Corps culture of expectations, and universal Wellness Center access produced the strongest climate outcomes of the cycle: the suspension rate declined from 4.7% at baseline (2022–23) to 1.2% (Green, maintained -0.1%) in 2024–25, a 3.5-point cycle improvement; the African American suspension rate declined from 9.7% (Orange) to 2.9% (Yellow), a 6.8-point cycle gain; and expulsions held at 0% across all three years. Parent and staff perception data confirm Tier I effectiveness: 91.0% of CMI parents agree their child feels safe and secure, 89.9% agree the school promotes a respectful and inclusive environment, the CSPS shows 90% of CMI parents agree the school is a safe place, and CSSS staff agreement that the school is a safe place rose from 86% (2022) to 94% (2025).

Tier I did not, however, deliver equitable outcomes for two cohorts. Students with Disabilities suspension reversed from 2.6% (Blue) in 2023–24 to 5.6% (Orange, +3.0%) in 2024–25, and Homeless Youth rose to 5.0% (+3.1%). The schoolwide universal supports did not reach these students with the intensity their needs require, and staff PD on SEL integration and trauma-informed classroom routines was reported as variable across departments. Student feedback from the Superintendent's Student Advisory Committee and CHKS data show meaningful participation persistently low at 29%/23%/23% across grades 7/9/11, suggesting the Tier I culture is felt unevenly. CMI parents specifically asked for stronger anti-bullying programming, consistent with 25%/22%/15% of students reporting harassment or bullying experience and 12% of CMI parents rating bullying a "Large problem."

Action 3.2 — Targeted and Intensive Support Services (Tier II & III): PARTIALLY EFFECTIVE
This action has been effective on schoolwide mental health and SEL outcomes and ineffective on closing the Students with Disabilities engagement gap.
The MTSS Counselor, Site Social Worker, ERMHS team, and Wellness Center referrals supported substantial schoolwide gains. Schoolwide chronic absenteeism declined 13.9 points across the cycle (24.5% ? 10.6%, Yellow); social-emotional distress on CHKS declined from 27% to 15% at Grade 7 and held in the 19–20% range at Grades 9 and 11; life satisfaction reached 74%/56%/72%; and the California Student Wellness Index for CMI is at or above the state average across all three secondary grades (108.9 / 101.9 / 106.2). EL chronic absenteeism reached 3.6% (Green, -7.5 pts), and LTEL reached 3.6% (Green, -9.3 pts) — outcomes consistent with Tier II/III supports successfully reaching unduplicated EL pupils.
Tier III capacity and cross-departmental coordination remain the action's principal limits. Students with Disabilities chronic absenteeism increased to 20.0% (+3.3 pts), and the SWD suspension reversal under Action 3.1 reflects the same underlying gap. The school's own 2025 Dashboard Local Climate Survey narrative identified limited availability of Tier III mental health services, inconsistent coordination of supports across departments, and referral and follow-up systems requiring refinement. Considered-suicide indicators on CHKS rose at Grade 9 from

5% (2025) to 11% (2026), peaking at the grade where school connectedness also dips. A contributing factor is the cost-coding pattern documented in Prompt 2: the PBIS / Positive Solutions / Student Support / Bullying line ($10,000 budgeted) was realigned to zero and not drawn on for dedicated Tier II/III bullying-prevention and small-group materials, even as service delivery continued through in-house personnel time. The 78.7% positive CMI parent rating on awareness of bullying prevention strategies — the weakest of the seven Goal 3 parent items — corroborates the materials and programming gap.

Action 3.3 — Student Engagement and Participation: PARTIALLY EFFECTIVE
This action has produced the strongest schoolwide engagement and attendance results of the cycle.
The coordinated attendance team, Infinite Campus early-warning system, attendance contracts, family home visits, and re-engagement campaigns delivered measurable cycle-long improvement. The attendance rate rose from 92.08% baseline to 94.64% with ADA-to-Enrollment at 96.5% (+2.56 pts). Middle school and high school dropout rates held at 0% across the cycle. Schoolwide chronic absenteeism declined 13.9 points, with subgroup declines for Hispanic (-14.6 pts), SED (-14.3 pts), EL (-21.4 pts to Green), and LTEL (-9.3 pts in a single year to Green). The CSSS measure of truancy as "a moderate/severe problem" dropped from 42% (2022) to 19% (2025), reinforcing that the engagement infrastructure is working at scale. CMI parents are aware of and support the work: 86.5% agree they are aware of efforts to address chronic absenteeism and 91.0% agree the school communicates clearly when students have attendance or behavior concerns.
The action has not yet closed subgroup gaps for the highest-risk cohorts. Students with Disabilities chronic absenteeism rose to 20.0% (Gray, +3.3 pts), Homeless Youth data was suppressed but identified as elevated in the prior year, and Hispanic and SED rates (10.9% and 11.0% Yellow) remained just above the schoolwide 10% threshold. The internal weekly attendance monitoring metric for high-risk students described in the prior-year reflection was not yet consistently implemented across departments. A contributing factor is the budget construction pattern documented in Prompt 2: the Program Lead position, Attendance Recovery Admin Designee, and Summer School lines were absorbed into the Goal 3 budget through realignment without an original LCFF allocation on the Goal 3 sheet, while the Attendance Support incentive and recognition line was reduced in scope. The athletic engagement function was sustained at significant cost overage ($73,613 athletics transportation vs $25,000 budgeted; $56,790 athletics vs $50,000 budgeted), reflecting that the engagement model is working but the budget construction does not yet match the actual function being delivered.

Action 3.4 — Safety and Security: EFFECTIVE ON COMPLIANCE, NOT YET DEMONSTRATED ON STUDENT AND FAMILY PERCEPTION
This action has been highly effective on the safety and facilities compliance measures within CMI's direct control and partially effective on the student and family perception measures.
Across the cycle, CMI sustained 0 deficiencies on the Annual Williams Report, Standard Met on the Basics Local Indicator, 100% staff completion of required Safe School training, on-time annual review of the Comprehensive School Safety Plan by March 1, and conduct of all required fire, earthquake, lockdown, and other safety drills at the frequency required by law. CHKS HS school climate indicators strengthened year over year: "No Harassment" rose from 77% (2023) to 81% (2026), "No Fear of Getting Beaten Up" rose from 92% to 95%, and "School is usually clean and tidy" rose from 38% to 53%. CSSS "school is a safe place for students" reached 94% (up from 86% in 2022).

Student and family perception of facilities and Grade 9 safety lag the compliance result. CHKS facilities upkeep ratings stand at 59%/50%/55% across grades 7/9/11, only 32% of CMI parents Strongly Agree that the school has clean and well-maintained facilities (84% Agree or Strongly Agree overall), and CSSS staff agreement that facilities are clean and well-maintained declined from 75% (2022) to 60%

(2025). CMI parent open-response comments specifically requested a new field, remodeled office and cafeteria not exposed to the elements, and safety fencing around parking lots. Grade 9 perception of school as very safe or safe (63%) is the lowest of the three grades and aligns with the Grade 9 dip in connectedness, considered-suicide, and seen-a-weapon-on-campus indicators. The Materials & Supplies underspend (executed at $38,384 of $100,010 budgeted) documented in Prompt 2 represents capacity that could have been directed at student-perception-of-facility-quality improvements during the year.

Action 3.5 — Learning Recovery Emergency Block Grant (LREBG): PARTIALLY EFFECTIVE
This action has been effective in expanding the reach of Tier II/III and SEL programming for unduplicated pupils during the funding window, with sustainability as the central remaining effectiveness question.
LREBG-supported expansions — additional counseling and Wellness Center capacity, small-group SEL instruction, and adult SEL training for staff — reinforced the cycle's strongest gains for unduplicated pupils. Schoolwide chronic absenteeism declined 7.0 points in a single year to 10.6% (Yellow); English Learner chronic absenteeism declined 7.5 points to 3.6% (Green); LTEL chronic absenteeism declined 9.3 points to 3.6% (Green); and the California Student Wellness Index reached at or above the statewide average at all three secondary grades. The 2025 Dashboard EL Progress Indicator at Blue reflects that the system of supports for unduplicated EL pupils, with LREBG-funded augmentation, is working.

Because LREBG is one-time funding with a defined expenditure window through 2027–28, the Tier III capacity, small-group SEL instruction, and adult SEL training that LREBG enabled have not yet been transitioned into ongoing LCFF base or supplemental/concentration funding. The SWD chronic absenteeism (20.0%) and SWD suspension (5.6%) gaps signal that the Tier III intensity LREBG enables remains below the level CMI's highest-need cohorts require. Without a sustainability plan, the gains documented above are at risk in the post-LREBG period, and the subgroup gaps that LREBG was deployed to close will reopen.

Three-Year Effectiveness Review

Across the 2024–2027 LCAP cycle, Goal 3 actions have proven broadly effective in moving the schoolwide climate, safety, attendance, and engagement indicators in the intended direction. The suspension rate declined from 4.7% to 1.2% (Green); the attendance rate rose from 92.08% to 94.64%; chronic absenteeism declined 13.9 points to 10.6% (Yellow); EL and LTEL chronic absenteeism reached Green at 3.6%; expulsion and dropout rates held at 0%; the Williams Report sustained 0 deficiencies; and the Basics and Local Climate Survey Local Indicators sustained Standard Met across the cycle. Educational partner input (LCAP Parent Input Survey, CSPS, CSSS, CHKS, SAC) confirms that students, families, and staff experience the climate, safety, and engagement work as substantively effective.
No Goal 3 action meets the threshold of three-year ineffectiveness that would require restructured replacement. However, three persistent patterns across the cycle warrant the strengthened approaches described in Prompt 4:

Students with Disabilities outcomes. The SWD suspension rate increased from 3.0% (2022–23) to 5.6% (Orange, 2024–25), and SWD chronic absenteeism increased from approximately 16.7% to 20.0% (+3.3 pts in 2024–25). This pattern reflects a Tier I and Tier III reach gap for this cohort that affects Actions 3.1, 3.2, and 3.5.
Grade 9 transition climate. CHKS data show a sharp Grade 7 ? Grade 9 drop in school connectedness (63% ? 47%), perceived safety (75% ? 63%), academic motivation (73% ? 56%), and a peak in considered-suicide (11% in 2026) and seen-a-weapon-on-campus (11%) indicators. This pattern affects Actions 3.1, 3.2, and 3.4.

Facilities perception lag and budget construction misalignment. Williams compliance is met but student and family-reported facility upkeep ratings (32% CMI parents Strongly Agree; 59%/50%/55% student grade-level rates) lag the compliance picture, and the Goal 3 budget construction does not yet match the engagement, attendance, and safety functions actually being delivered — including the Athletics Transportation overage, the off-Goal-3 placement of the Program Lead and Attendance Recovery Admin Designee, and the LREBG-to-ongoing-funding sustainability gap. This pattern affects Actions 3.3, 3.4, and 3.5.

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

2026–27 is the final year of CMI's current LCAP cycle. Reflections on 2025–26 implementation, the 2025 Dashboard, the three-year effectiveness review in Prompt 3, the 2025–26 budget execution patterns in Prompt 2, and educational partner input (Superintendent's Student Advisory Committee, LCAP Parent Input Survey, CHKS, CSPS, CSSS) have informed the following changes. The goal statement is unchanged.

Baseline Corrections in the MRR Table
The Goal 3 MRR baselines have been updated to 2022–23 data — the first year of the 2024–2027 cycle — so Year 1, Year 2, and Year 3 outcomes compare against a consistent starting point. Updated baselines: Suspension Rate (All) 4.7%, Suspension Rate (African American) 9.7%, Suspension Rate (SWD) 3.0%, Expulsion Rate 0%, MS Dropout 0.02%, HS Dropout 0%, Attendance Rate 92.08%, Chronic Absenteeism 24.5%, Williams Report 0 deficiencies, School Climate Survey administered with 409 respondents.
Strengthened Approaches

Action 3.1 — Universal Support Services (Tier I).
Restore and protect the Consultants line ($50,000, no mid-year realignment) for equity-focused PBIS, restorative practice, and trauma-informed PD with explicit allocation to Students with Disabilities and Homeless Youth supports. Add a schoolwide anti-bullying programming component in response to LCAP Parent Input Survey feedback (78.7% positive on awareness of bullying prevention — the weakest Goal 3 parent item) and the 25%/22%/15% CHKS harassment/bullying rates, integrated into Tier I SEL instruction and Wellness Center programming. Strengthen department-level consistency of SEL integration and classroom routines through a formalized PD calendar and walk-through cycle.

Action 3.2 — Targeted and Intensive Support Services (Tier II & III).
Restore the PBIS / Positive Solutions / Student Support / Bullying line ($10,000, no mid-year realignment) for dedicated Tier II/III bullying-prevention curriculum and small-group support materials. Formalize the Tier II/III referral, documentation, and follow-up protocol named in the 2024 Dashboard reflection but not yet consistently implemented. Expand Tier III mental health capacity with priority outreach to SWD, Homeless Youth, and Grade 9 students experiencing the connectedness and considered-suicide indicators identified in CHKS. Add evening mental wellness programming options (after 5:30 pm) in response to CMI parent open-response requests for family-facing scheduling that works for working parents.

Action 3.3 — Student Engagement and Participation.
Activate the internal weekly attendance monitoring metric for high-risk students named in the prior-year reflection, with quarterly review at Leadership Team data meetings and explicit subgroup disaggregation for SWD, Homeless Youth, Foster Youth, Hispanic, and SED students.

Right-size the Athletics and Athletics Transportation lines upward to match actual demand documented in 2025–26 execution. Place the Program Lead, Attendance Recovery Admin Designee, and Summer School lines on the original Goal 3 LCFF budget rather than absorbing them through mid-year realignment. Restore the Attendance Support incentive and recognition line to original scope to support student attendance contracts, family home visits, and re-engagement campaigns at full intensity for high-risk subgroups.

Action 3.4 — Safety and Security.
Re-protect the Materials & Supplies line for student-safety-related procurement, including signage, parking-lot safety improvements, anti-bullying programming materials, and emergency response items. Strengthen Grade 9 transition supports — coordinated across Actions 3.1, 3.2, and 3.4 — including dedicated Grade 9 advisory programming, structured Grade 9 check-ins through the Wellness Center, and Grade 9-focused safety walks and orientation. Partner with PUHSD Maintenance and Operations to develop a multi-year facilities improvement plan addressing the specific requests documented in CMI parent open-response comments (field upgrades, office and cafeteria modernization, parking lot safety fencing), making the plan visible to families through Coffee with the Principal and ParentSquare communications.

Action 3.5 — LREBG Sustainability and Transition.
Develop and adopt a formal LREBG sustainability plan that identifies which Tier III mental health hours, MTSS coordination capacity, small-group SEL programming, and adult SEL training currently funded by LREBG will transition to ongoing LCFF base or supplemental/concentration funding by the close of the 2027–28 expenditure window. For 2026–27, CMI will sequence restricted one-time funds in the following order: (1) CYBHI grant funds, which are restricted to student mental health and wellness, are drawn on first; (2) LREBG funds, restricted to learning recovery for unduplicated pupils through 2027–28, are drawn on second to extend Tier II/III, SEL, and re-engagement programming; and (3) LCFF base and supplemental/concentration funds backfill ongoing positions and protect the supports that must continue after the restricted windows close. Tie the transition plan explicitly to subgroup gap closure for SWD (chronic absenteeism 20.0%, suspension 5.6% Orange) and Homeless Youth (suspension 5.0%, +3.1). For 2026–27, deploy remaining LREBG funds with intensified targeting of these two cohorts.

Educational Partner Input Reflected in 2026–27 Changes

SAC students ? Stronger anti-bullying programming, Grade 9 transition supports, safer parking-lot and physical-campus conditions, more reasons to attend school through right-sized athletic and extracurricular investment.

LCAP Parent Input Survey (78.7% positive on awareness of bullying prevention; 80.9% positive on SEL/mental health access) ? Restored PBIS/anti-bullying line; expanded Tier III mental health capacity funded first through CYBHI and evening mental wellness programming; new parent confidence metric on bullying prevention awareness.

CSPS (32% Strongly Agree on facilities clean and well-maintained; 12% rating bullying a "Large problem") ? Multi-year facilities improvement plan with PUHSD M&O; strengthened anti-bullying programming visible to families.

CHKS (Grade 9 dip in connectedness 47%, perceived safety 63%, considered-suicide 11%; meaningful participation persistently 29%/23%/23%; 25%/22%/15% harassment or bullying) ? Grade 9 transition supports; expanded Tier III mental health; restored anti-bullying programming; strengthened meaningful-participation pathways through right-sized athletics and extracurricular investment.

CSSS (truancy as moderate/severe problem dropped to 19%; school as safe place reached 94%; facilities clean and well-maintained declined to 60%) ? Sustained engagement infrastructure; facilities improvement plan; re-protected Materials & Supplies line.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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.	$53,500.00	Yes
3.2	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
3.3	Student Engagement and Participation	Provide training and develop a comprehensive tiered approach to improving student attendance and participation to re-engage students for both academic success and social emotional wellbeing.	$483,042.00	Yes
3.4	Safety and Security	Provide services and activities to enhance and strengthen student and staff safety on all school campuses throughout the District.	$215,672.00	Yes
3.5	LREBG: Student Wellness and MTSS Support	The California Military Institute identified a critical need to address rising chronic absenteeism and ensure students receive timely academic, behavioral, and wellness support through a comprehensive Multi-Tiered System of Supports (MTSS). 2022–23 California School Dashboard data revealed disproportionately high rates of chronic absenteeism among vulnerable student groups, including: Students with Disabilities: 30.4% Homeless Youth: 30.1% African American students: 26.7%	$402,765.00	No

Action #	Title	Description	Total Funds	Contributing
		In addition, stakeholder input and site-level data analysis emphasized the need for more robust coordination of attendance recovery efforts, wellness referrals, and academic interventions to re-engage students and prevent disengagement from school. To meet this need, CMI required increased staff capacity to implement integrated pupil supports and provide a safer, more connected school environment. Sustaining key positions funded through the Learning Recovery Emergency Block Grant (LREBG)—including an Assistant Principal focused on MTSS and student wellness, an additional classroom teacher to reduce class size and provide academic interventions, and a clerical support staff for student services—was essential to delivering targeted support to students who need it most. LREBG Allowable Use Alignment. This action is identified as an LREBG-funded action and is aligned to the allowable uses of LREBG funds under Education Code Section 32526(c), specifically: (1) integrated pupil supports to address barriers to learning, including referrals for support related to social-emotional learning and mental and behavioral health; (2) extended and additional academic services for students whose learning has been most negatively impacted by the COVID-19 pandemic; and (3) additional credentialed and classified staff to provide in-person services to students. The Assistant Principal, classroom teacher, and clerical positions sustained by this action provide direct services to students that fall squarely within these allowable uses. Research Base. The selected approach is supported by a substantial evidence base. Research on Multi-Tiered Systems of Support documents that schools implementing MTSS with site-based administrative leadership and dedicated coordination capacity see measurable improvements in attendance, behavior, and academic outcomes, particularly for students with disabilities, English learners, and students experiencing homelessness (Center on Multi-Tiered System of Supports at the American Institutes for Research; California MTSS Framework, CDE). Class-size reduction in secondary settings is associated with improved student engagement, reduced behavioral incidents, and higher rates of credit completion for high-need student groups (National Education Policy		

Action #	Title	Description	Total Funds	Contributing
		Center; Tennessee STAR follow-up studies). Integrated pupil supports — combining attendance monitoring, wellness referrals, and academic intervention coordinated through a dedicated site administrator — are identified in the U.S. Department of Education's COVID-19 Handbook (Volume 2) and in WestEd's research on community schools as a high-leverage strategy for accelerating learning recovery among students disproportionately impacted by the pandemic. Metrics Used to Monitor LREBG Impact. In addition to the Goal 3 metrics identified in the Measuring and Reporting Results section, CMI monitors the impact of this LREBG action specifically through: • Chronic absenteeism rate for Students with Disabilities, Homeless Youth, and African American students (current Dashboard year and one-year change from baseline) • Number of students receiving Tier II and Tier III MTSS interventions documented in Aeries, disaggregated by unduplicated pupil subgroup • Number of wellness referrals completed and closed-loop tracking of student re-engagement following referral • Suspension rate for the subgroups identified above • CHKS school-connectedness and caring-adult indicators (annual) LREBG Funding Amount. $402,765 of LREBG funds support this action in 2026–27. CMI's plan is to use the LCFF concentration grant add-on described in the Additional Concentration Grant Funding section to plan for sustainability of these positions once LREBG funds are fully expended.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent participating in or attending trainings/workshops and conferences.	2020-21: CMI Parent Participation:	2023-24 CMI Parent Participation 5822	2025-26: 4,846 cumulative participant touches	Annual cumulative participation at 5,000 or above with year-over-year growth of 2–5%	-976 (cycle Year 1 5,822 ? 2025-26: 4,846; -16.8%)
4.3	California School Parent Survey (CSPS)	2022-23 administration: cycle baseline (historical 2019-20 reference: 510 of 1,703 surveyed responded, 30%)	2023-24: CSPS biennial administration cycle — no new data; baseline carried forward	2025-26 CSPS administered Spring 2026: 103 CMI parent respondents. Standard Met on Parent and Family Engagement Local Indicator with all 12 self-reflection items rated "4 – Full Implementation.	2025-26 CSPS administered; sustained Standard Met on Parent and Family Engagement Local Indicator with all 12 self-reflection items at "Full Implementation"; 80% or above of CMI parents Agree or Strongly Agree across the parent involvement scale items	New CSPS administration completed (Spring 2026, n=103); Standard Met sustained

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

CMI's home-school-community connection is an exceptional strength relative to comparable schools in the district. The school maintains a dedicated Family Outreach Coordinator (Bilingual) position that facilitates all parent and community engagement events at the school site. For a school of CMI's size (~1,006 students), the resulting parent engagement program is exceptionally robust.

Action 4.1 — Communication and Outreach
CMI implemented this action during 2025–26 using ParentSquare, the school website, social media, school newsletters, and bilingual (English/Spanish) communications.

Successes: Communication outcomes were strong on the dimensions families experience most directly. The LCAP Parent Input Survey (n=89 CMI families) shows 92.1% feel welcomed at school and 94.4% receive communication in their home language — the strongest of all Goal 4 parent items. The 2025–26 CSPS (n=103 CMI parents) corroborates: 93% report school staff treat parents with respect (strongest CSPS item), 93% report the school keeps them well-informed, and 90% feel welcome to participate.

Challenges: Depth lags breadth. Only 76.4% of CMI parents understand the goals of the PUHSD LCAP, 73.0% have been given opportunities to provide input on LCAP/programs, and 77.5% agree the district seeks parent input before important decisions — the weakest items in the Goal 4 scale. CSPS confirms: only 26% Strongly Agree the school actively seeks parent input before important decisions. CMI parents asked for greater transparency ("information posted in plain sight"), more bilingual teacher communication, and earlier event notice for working families.

Action 4.2 — Parent Engagement Events and Training
CMI implemented this action during 2025–26. Programming spanned schoolwide events, advisory committees (ELAC, AAPAC, SSC, Military Advisory Committee, Love 4 Life Association), parent workshops (Mental Health, Wellness, College, Bullying Prevention), culturally responsive events (Black History Family Night, Veterans Family Day Breakfast, Ruby Bridges Education Equity Family Night, Asian and Pacific Islander Family Night), and parent training/conference attendance (CABE, AAPAC).

Successes: The 2025–26 program reached 4,846 cumulative participant touches — a robust engagement profile for CMI's size. 84.3% of CMI parents report opportunities to participate in events; CSPS shows 70% attended a school or class event and 76% attended a general school meeting. CMI sustained Standard Met on the Parent and Family Engagement Local Indicator with all 12 self-reflection items at "Full Implementation." An unusual equity signal: English Learner families rate the school's engagement work +24 pp above schoolwide on "school actively seeks parent input," +16 pp on "school motivates students," and +14 pp on "student learning environment."

Challenges: Cumulative attendance declined from 5,822 (2023–24) to 4,846 (2025–26, -16.8%), reflecting year-over-year event-slate variation rather than a downturn in core programming. CMI parents requested 2+ weeks of event notice for working parents, evening programming (mental wellness workshops after 5:30 pm), sustained middle school sports, expanded African American History curriculum and staff diversity, and dignified event facilities. The Parent Events, Parent Training/Conferences, and Parent Materials/Catering lines were collectively realigned downward by approximately $55,902 and executed at approximately $11,875 — a cost-coding pattern documented in Prompt 2.

Action 4.3 — Parent Engagement Specialist (Family Outreach Coordinator, Bilingual)
The Parent Engagement Specialist / Family Outreach Coordinator (Bilingual) served throughout the year as the central coordinator of all parent and community engagement work — the operational engine of CMI's program.
Successes: The Parent Engagement Specialist line ($95,981 budgeted / $84,851 executed) is the most cleanly-aligned line in the Goal 4 budget. The position is the practical reason CMI sustains 4,846 cumulative touches, Standard Met on the Parent and Family Engagement Local Indicator, 92.1% of parents feeling welcomed, 94.4% receiving bilingual communication, and the strong English Learner family ratings — outcomes that comparable schools in the district do not sustain at the same intensity.

Challenges: The effectiveness limit is not the position but the supporting budget around it. The Materials, Supplies, ParentSquare, Parent Events, and Parent Training/Conferences lines were collectively under-deployed by approximately $76,848, meaning the Family Outreach

Coordinator is sustaining a 4,846-touch program with substantially less programmatic budget than the original construction provided. The depth dimensions identified under Action 4.1 reflect bandwidth — one bilingual coordinator cannot simultaneously sustain event coordination, advisory facilitation, bilingual outreach, ParentSquare communication, and the deeper two-way LCAP partnership work the CSPS identifies as the next priority.

Overall Implementation Summary

All three Goal 4 actions were implemented as broadly described in the adopted LCAP. Substantive differences from planned implementation: (1) materials, supplies, and event-specific lines were under-deployed at approximately 16% of original construction, with services delivered through in-kind and personnel-absorbed channels; (2) cumulative attendance declined from 5,822 to 4,846, reflecting event-slate variation; and (3) the depth dimensions of parent engagement (LCAP awareness, input-seeking, decision-making transparency) were not strengthened during the year.

Educational partner input on Goal 4 was gathered through the Superintendent's Student Advisory Committee, the LCAP Parent Input Survey, the 2025–26 CSPS, the 2025–26 CHKS, ELAC, AAPAC, SSC, the Military Advisory Committee, Love 4 Life Association, and Coffee with the Principal — channels themselves facilitated by the Family Outreach Coordinator, a useful indicator that the engagement infrastructure is genuinely two-way.
Collectively, Goal 4 sustained CMI's exceptional parent engagement profile: 4,846 cumulative touches, Standard Met sustained, 92.1% feel welcomed, 94.4% receive bilingual communication. Three persistent challenges shape the final-year priorities: (1) the budget alignment pattern that places full operational weight on the Family Outreach Coordinator with under-deployed programmatic budget around the position; (2) the depth dimensions where CMI parent ratings sit at 73–77% positive — the weakest in the Goal 4 picture; and (3) the operational requests CMI parents named directly — advance event scheduling, evening programming, sustained middle school athletics, expanded culturally responsive curriculum and staff diversity, and dignified event facilities. These three areas are addressed in Prompts 3 and 4.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

4.1 Difference between Budgeted $29,352 and Estimated Actual Expenditures $4,243 is $25,109
Justification:
The variance is driven by underutilization of both lines that make up this action — the ParentSquare line and the Materials and Supplies line. The ParentSquare line was originally constructed to support the school's primary digital communication platform with families, while the Materials and Supplies line was constructed to support printed family communications, signage, bilingual materials, and event-related parent-facing communications throughout the year. The realignment reflects that these communication and outreach functions were delivered during 2025–26 through in-kind and personnel-absorbed channels — primarily through the Family Outreach Coordinator (Bilingual) position under Action 4.3 — rather than through the originally-budgeted line items. The 85.5% variance reflects under-deployment of dedicated communication materials and platform-related spending rather than a reduction in communication services to families. Notably, this under-deployment occurred even as CMI sustained 92.1% of CMI parents feeling welcomed and 94.4% receiving communication in their home language on the LCAP Parent Input Survey — outcomes that suggest the communication function operated effectively despite the line-item under-execution, but also that the planned materials and supplies were not procured at the level the original budget construction anticipated.

Restoration of both lines with explicit allocation to bilingual family communications, LCAP awareness materials, and event-promotion supplies is identified as a priority for 2026–27 and is addressed in Prompt 4.

4.2 Difference between Budgeted $69,550 and Estimated Actual Expenditures $52,339 is $17,211
Justification:
The variance reflects modest underspend across the parent events, parent conferences/training (CABE/AAPAC), and parent events materials/supplies/catering lines that fund this action. The action sustained substantial programming throughout the year — 4,846 cumulative participant touches across schoolwide events, advisory committee meetings, parent workshops, and culturally responsive community-building events — but at a lower per-event materials and catering cost than the original budget construction anticipated. Contributing factors include event-specific cost variation (some events did not require the full catering or materials allocation originally budgeted), in-kind sponsorship and partnership contributions for several culturally responsive events, and the cost efficiency achieved through the Family Outreach Coordinator's centralized event management under Action 4.3. The 24.7% variance reflects efficient delivery of a robust event slate rather than a reduction in parent engagement programming. Continued investment in the parent events, training, and materials lines — with right-sized allocations that match the actual cost of the 4,846-touch program documented in 2025–26 — is identified as a priority for 2026–27 and is addressed in Prompt 4.

4.3 Difference between Budgeted $97,153 and Estimated Actual Expenditures $104,070 is ($6,917)
Justification:
The variance reflects an increase in salaries and health/welfare costs for the Parent Engagement Specialist / Family Outreach Coordinator (Bilingual) position during 2025–26. The position served throughout the full year as the central coordinator of all parent and community engagement work — facilitating schoolwide events, advisory committee meetings, parent workshops, community-building activities, and bilingual family outreach. The 7.1% overage reflects standard contractual salary and benefits adjustments rather than any expansion of position scope or hours. This is the most cleanly-aligned line in the Goal 4 budget: the Parent Engagement Specialist line is the only Goal 4 line where actual expenditures exceed the original budget construction, and it is also the line most directly tied to the outcomes documented in Prompt 1 (4,846 cumulative participant touches, Standard Met sustained on the Parent and Family Engagement Local Indicator, 92.1% of CMI parents feeling welcomed, 94.4% receiving bilingual communication). Sustaining the position in the 2026–27 budget with the salary and health/welfare adjustments fully incorporated — and rebuilding the surrounding programmatic budget under Actions 4.1 and 4.2 to support rather than substitute for the position — is identified as a priority for 2026–27 and is addressed in Prompt 4.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4.1 — Communication and Outreach: PARTIALLY EFFECTIVE
Breadth is strong; depth lags. 92.1% of CMI parents feel welcomed and 94.4% receive communication in their home language — the strongest items in the Goal 4 scale. CSPS corroborates: 93% report respectful staff and 93% report being well-informed. CHKS shows student-perceived promotion of parental involvement rose from 58% (2023) to 69% (2026).

The depth items — LCAP awareness (76.4%), opportunities to provide input on LCAP/programs (73.0%), district seeks parent input before decisions (77.5%) — are the weakest in the scale. CSPS confirms: only 26% Strongly Agree the school actively seeks parent input before important decisions. CMI parents asked for more transparency, more bilingual teacher communication, and earlier event notice. The ParentSquare and Materials/Supplies lines were under-deployed by approximately $25,109, leaving communication operating through in-kind and personnel channels rather than dedicated infrastructure.

Action 4.2 — Parent Engagement Events and Training: EFFECTIVE
The 2025–26 program reached 4,846 cumulative participant touches — exceptional for CMI's size. 84.3% of CMI parents report opportunities to participate; CSPS shows 70% attended a school event, 76% attended a general meeting, and 62% participated in a parent-teacher conference. CMI sustained Standard Met on the Parent and Family Engagement Local Indicator with all 12 self-reflection items at "Full Implementation." Culturally responsive programming reached CMI's diverse family population. English Learner families rate the engagement work above schoolwide on multiple items (+24 pp on "school actively seeks parent input," +14 pp on "student learning environment").

The cycle-long attendance decline from 5,822 to 4,846 reflects event-slate variation rather than program decline. CMI parents named specific refinements: 2+ weeks of advance event notice, evening mental wellness programming, sustained middle school athletics, and dignified event facilities.

Action 4.3 — Parent Engagement Specialist (Family Outreach Coordinator, Bilingual): EFFECTIVE
The position is the structural reason Goal 4 outcomes were achieved. The Family Outreach Coordinator (Bilingual) served as the central coordinator of all parent and community engagement work throughout 2025–26 and is the practical reason CMI sustains 4,846 cumulative touches, Standard Met on the Parent and Family Engagement Local Indicator, 92.1% of parents feeling welcomed, 94.4% receiving bilingual communication, and the strong English Learner family ratings. It is also the only Goal 4 line where actual expenditures match or exceed original construction.

The effectiveness limit is not the position but the supporting budget around it. The Materials, Supplies, ParentSquare, Parent Events, and Parent Training/Conferences lines were collectively under-deployed by approximately $42,320, meaning one bilingual coordinator is sustaining the full 4,846-touch program with substantially less programmatic budget than originally constructed. The depth-dimension limits identified under Action 4.1 reflect bandwidth.

Three-Year Effectiveness Review

Across the 2024–2027 cycle, Goal 4 actions have proven broadly effective. CMI sustained Standard Met on the Parent and Family Engagement Local Indicator across all three years with all 12 self-reflection items at "Full Implementation." CMI parent ratings on welcome (92.1%), bilingual communication (94.4%), staff respect (93%), and being well-informed (93%) are strong. Student-perceived promotion of parental involvement rose from 58% to 69% across the cycle.

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

2026–27 is the final year of CMI's current LCAP cycle. Reflections on 2025–26 implementation, the 2025 Dashboard, the three-year effectiveness review in Prompt 3, the 2025–26 budget execution patterns in Prompt 2, and educational partner input (Superintendent's Student Advisory Committee, LCAP Parent Input Survey, CSPS, CHKS) have informed the following changes. The goal statement is unchanged.

Baseline Corrections in the MRR Table

The Goal 4 MRR baselines have been updated to 2022–23 data — Year 1 of the 2024–2027 cycle — for consistency with Goals 2 and 3.
Strengthened Approaches

Action 4.1 — Communication and Outreach.
Restore and protect the ParentSquare and Materials/Supplies lines with explicit allocation to bilingual family communications, LCAP awareness materials, and event-promotion supplies. Build LCAP and decision-making transparency into the regular communication cadence — including a CMI LCAP-at-a-glance bilingual summary, advance event notice (2+ weeks for working parents), and ParentSquare communications that explicitly invite parent input on school decisions. Strengthen bilingual teacher-to-parent communication channels in response to CMI parent open-response requests.

Action 4.2 — Parent Engagement Events and Training.
Right-size the Parent Events, Parent Training/Conferences, and Parent Materials/Catering lines to match the actual cost of the 4,846-touch program documented in 2025–26. Expand evening programming (mental wellness workshops after 5:30 pm) in response to working-family scheduling needs. Sustain culturally responsive programming (Black History Family Night, Veterans Family Day Breakfast, Ruby Bridges Education Equity Family Night, Asian and Pacific Islander Family Night). Continue and expand parent leadership pathway training through CABE, and AAPAC conference attendance. Build deeper parent input channels into existing advisory committee meetings (ELAC, AAPAC, SSC, Military Advisory Committee) so the structures families already attend become the venues where they shape decisions.

Action 4.3 — Parent Engagement Specialist (Family Outreach Coordinator, Bilingual).
Protect and sustain the position with the 2025–26 salary and health/welfare adjustments fully incorporated into the 2026–27 budget construction. Pair the position with strengthened Action 4.1 and Action 4.2 budget lines so the coordinator is supported by — rather than substituting for — dedicated programmatic infrastructure. Build in coordinator-led professional learning on two-way LCAP partnership and parent leadership development to address the depth-dimension limits identified in Prompt 3.

Metric and Target Refinements
Three metrics carried in the prior MRR table did not meaningfully measure progress on this goal and have been removed for 2026–27:

- Infinite Campus Parent Portal accounts. Account creation does not measure engagement quality — accounts can be active without representing actual school-family partnership, and account totals fluctuate with enrollment rather than with engagement effort. The metric tracked an output, not an outcome.

- California School Staff Survey (CSSS). Staff perception of parent involvement is captured elsewhere (under Goal 3 climate and safety) and is not the right primary measure for parent engagement, which is more directly measured by parent voice through the CSPS and LCAP Parent Input Survey.
- Social Media followers. Follower counts measure platform reach rather than engagement quality, are heavily affected by platform changes outside CMI's control, and the Year 3 targets carried in the prior MRR template (Facebook 5,200 ? 3,919; Twitter 3,700 ? 388) reflected platform-side decline rather than school performance.

The two retained metrics — Parent Engagement Attendance (cumulative participation across schoolwide events, advisory committees, parent workshops, and community-building activities) and the California School Parent Survey (CSPS) — directly measure the dimensions Goal 4 is designed to improve: the breadth of family participation and the depth of family voice in school decision-making.
Refined targets for 2026–27:

Parent Engagement Attendance: Annual cumulative participation at 5,000 or above, with year-over-year growth of 2–5% and sustained diversity of participating families across language preference and student subgroup.
CSPS: Sustain Standard Met on the Parent and Family Engagement Local Indicator with all 12 self-reflection items at "Full Implementation." 80% or above of CMI parents Agree or Strongly Agree across the parent involvement scale items. Targeted improvement on "school actively seeks parent input before important decisions" — currently 75% Agree or Strongly Agree, 26% Strongly Agree — the weakest item in the parent involvement scale.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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.	$48,177.00	Yes
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.	$69,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$106,413.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		Broad Goal

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,731,883.00	$591,404

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.070%	9.113%	$1,475,490.54	37.183%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Literacy Across the Curriculum and Enhancement of the Core Curriculum. **Need:** CMI's unduplicated pupils show persistent academic needs on the 2025 Dashboard. English Learners are at -35.9 DFS in ELA (Yellow) and -114.2 DFS in Math (Orange); Long-Term English Learners are at -99.9 DFS in ELA (Orange) and -165.1 DFS in Math (Red	Action 1.1 builds teacher capacity to deliver literacy-rich instruction across every content area, with focused professional development on integrated ELD, academic language objectives, structured discourse, and scaffolded access to grade-level text — the practices most directly tied to closing gaps for unduplicated pupils. The action is provided schoolwide because unduplicated pupils make up the majority of CMI's enrollment and are present in every classroom and grade level; a pull-out or single-classroom approach	CA Dashboard ELA and Mathematics Indicators (DFS, color, year-over-year change), disaggregated by student group ELA and Mathematics Growth measures

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	— the only Red indicator on CMI's Dashboard); Socioeconomically Disadvantaged students are at -15.4 DFS in ELA (Yellow) and -98.0 DFS in Math (Orange). Strong ELPI gains (Blue, 74.3% making progress) confirm that EL students are acquiring English, but a persistent gap remains between language acquisition and grade-level academic achievement. Unduplicated pupils need sustained access to rigorous, literacy-rich, standards-aligned instruction across all content areas, with academic language development and scaffolded supports embedded into core teaching. AVID implementation is a core element of this action, with 10 AVID sections planned for 2026–27 in grades 6–12 and intentional recruitment of unduplicated pupils. Schoolwide WICOR strategies — Writing, Inquiry, Collaboration, Organization, and Reading — embed academic readiness practices into every content area, directly supporting unduplicated pupils in developing the critical thinking, organizational, and academic discourse skills needed to access rigorous coursework. **Scope:** LEA-wide	would not reach them where they learn. The 2025 ELA gains for EL (+32.7), SED (+27.0), and Hispanic students (+23.8) confirm that schoolwide literacy capacity-building effectively serves unduplicated pupils.	CAASPP ELA and Math results (mean scale score and % Standard Met/Exceeded), by grade level and student group STAR Renaissance Reading and Math benchmarks, CAASPP Interim Assessment Block results . ELPI and LTEL Progress sub-indicator Annual reclassification rate AVID enrollment by section and grade level, disaggregated by student group
1.2	**Action:** Targeted Support Services	Action 1.2 implements a coordinated MTSS framework that provides every CMI student with an Individual Student Learning Plan (ISLP) reviewed	CA Dashboard ELA and Mathematics Indicators

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CMI's unduplicated pupils require differentiated levels of support to reach grade-level proficiency. 2025 Dashboard and local data show that English Learners (-114.2 DFS Math, Orange; -35.9 DFS ELA, Yellow), Long-Term English Learners (-165.1 DFS Math, Red; -99.9 DFS ELA, Orange), and Socioeconomically Disadvantaged students (-98.0 DFS Math, Orange; -15.4 DFS ELA, Yellow) are disproportionately represented among students performing significantly below grade level. Mathematics Growth remained at Minimal (48.8% of students improving year-over-year), with unduplicated pupils overrepresented among students not making annual growth. Foster Youth — though a small population — require consistent case management and individualized academic monitoring. These students need a coordinated system that identifies academic risk early, places students into appropriately intensive Tier II and Tier III interventions, and adjusts supports based on progress monitoring data. **Scope:** LEA-wide	with students and parents, uses STAR Renaissance and CAASPP IAB data to trigger tiered intervention, and delivers Tier II and Tier III academic supports through Math and ELA Opportunity classes, small-group tutoring, before- and after-school support, Saturday School, and on-demand tutoring through Pear Deck Tutor. Intensified math intervention is provided for LTELs, and case management is coordinated for Foster Youth in partnership with the District Foster Youth Liaison. The action is provided schoolwide because unduplicated pupils are distributed across every grade and classroom at CMI, and an effective MTSS framework must operate as a universal system that identifies and serves any student at risk — not as a categorical program limited to a subset of students or grades.	(DFS, color, year-over-year change) ELA and Mathematics Growth measures ELPI and LTEL Progress sub-indicator Reclassification rate STAR Renaissance benchmark results CAASPP Interim Assessment Block results
1.3	**Action:** Instructional Technology **Need:** CMI's unduplicated pupils need consistent access to adaptive, standards-aligned digital tools that differentiate instruction, accelerate	Action 1.3 provides schoolwide access to a coherent suite of CCSS- and NGSS-aligned digital tools — Exact Path and Delta Math for mathematics intervention, Read 180 and English 3D for ELD and literacy, Pear Deck Tutor for on-demand tutoring, AVID Excel for middle school EL support, Newsela and No Red Ink for cross-	CA Dashboard ELA and Mathematics Indicators ELA and Mathematics Growth measures

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	skill development, and provide targeted intervention beyond the universal core program. 2025 Dashboard data show English Learners (-114.2 DFS Math, Orange), Long-Term English Learners (-165.1 DFS Math, Red), and Socioeconomically Disadvantaged students (-98.0 DFS Math, Orange) performing significantly below grade level in mathematics, with Mathematics Growth at Minimal (48.8% of students improving year-over-year). Unduplicated pupils also benefit from on-demand tutoring and adaptive reading and language platforms that extend learning time outside the classroom — supports that families of unduplicated pupils may have less capacity to provide independently. Teachers, in turn, need training to integrate these tools into instruction with fidelity so that platform access translates into measurable academic gains. **Scope:** LEA-wide	content literacy, and Edmentum Plato for credit recovery — paired with ongoing teacher training on integration and dosage. The action is provided schoolwide because unduplicated pupils are present in every classroom and grade level, and equitable access to digital learning tools requires universal deployment, consistent device availability, and teacher capacity in every classroom rather than concentrated in a single program or grade.	STAR Renaissance benchmark results CAASPP Interim Assessment Block results Teacher professional development participation and classroom integration evidence
2.1	**Action:** Student Support and Interventions **Need:** CMI's unduplicated pupils — English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students — face documented postsecondary readiness gaps despite strong graduation and A–G completion outcomes. 2025 Dashboard data show AP exam contribution to CCI Prepared status at 16.7%	Action 2.1 provides the Counselor-led college and career planning system — individual senior conferences, A–G monitoring, CCI status checks, CSU/UC eligibility review, dual enrollment placement with Mt. San Jacinto Community College, and FAFSA/California Dream Act support — that has produced 100% graduation, 100% A–G completion, and 100% FAFSA completion across all reported subgroups, including unduplicated pupils. The action also delivers AP test preparation, equity-focused AP teacher professional development, and academic supports	CA Dashboard College/Career Indicator Graduation Rate and A–G Completion Rate AP exam participation, pass rates (3+), and contribution to

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	schoolwide but only 7.7% for ELs, 5.1% for Homeless Youth, 4.8% for SED, 3.9% for African American, 3.7% for Hispanic, and 3.6% for LTEL students. CCI Prepared performance is Orange schoolwide (47.0%) and shows persistent subgroup gaps (Hispanic 44.4%, SED 46.6%, EL 24.4%, LTEL 21.1%). Grade 11 CAASPP Math performance for unduplicated pupils trails the schoolwide rate (14.15% Standard Met/Exceeded). Student feedback from the Superintendent's Student Advisory Committee identified limited AP availability as a barrier to college preparation, and CMI parents specifically requested "more in-class APs" on the LCAP Parent Input Survey. These students need consistent access to college-going systems (counselor-led senior planning, A–G monitoring, FAFSA/Dream Act support, dual enrollment placement) and targeted academic supports (AP test preparation, equity-focused AP instruction, structured academic intervention) to close the gap between graduation eligibility and postsecondary preparedness. **Scope:** LEA-wide	designed to close the AP-to-CCI contribution gap for high-need subgroups; for 2026–27, the AP/SAT/ACT Test Prep line is restored and protected with priority recruitment of EL, LTEL, Hispanic, and SED students. The action is provided schoolwide because unduplicated pupils make up the majority of CMI's enrollment (90.6% Hispanic, 86%+ Socioeconomically Disadvantaged, with English Learners and LTELs distributed across middle and high school grades) and are present in every grade and every AP, dual enrollment, and college-planning interaction; a categorical or pull-out approach would not reach them where college and career decisions actually get made.	CCI Prepared status, disaggregated by subgroup Dual enrollment participation FAFSA / California Dream Act completion rate Grade 11 CAASPP ELA and Math Standard Met/Exceeded rates (EAP), disaggregated by student group AVID enrollment and outcomes, disaggregated by student group CCI pathway engagement
2.2	**Action:** Post-Secondary Opportunities **Need:** CMI's unduplicated pupils need access to a broader, more interest-driven pathway portfolio to translate strong A–G completion into measurable CCI Prepared outcomes. 2025	Action 2.2 sustains CMI's CTE pathway infrastructure (2 RCOE CTE Teacher positions, PLTW Bio Med / Engineering / Robotics / E-Sports, College/University Trade Visits, Co-Curricular Events including Band, After School, and Robotics) and, for 2026–27, launches a new Medical Patient Care CTE pathway in direct response to student and family feedback for	AP Exam Participation and Pass Rates (overall and by subgroup) Dual Enrollment Course Enrollment and Completion Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard data show CTE completer contribution to CCI Prepared status at 0% schoolwide — a finding partially attributable to incorrect CALPADS course coding on several CTE courses during the cycle (since corrected by the PUHSD CTE team for 2026–27 scheduling) but also reflecting that unduplicated pupils have not yet reached CTE completer status at scale. LCAP Parent Input Survey responses show student access to advanced or CTE courses as the weakest of the four Goal 2 dimensions among CMI families (58.4% positive, 33.7% neutral, 7.9% negative), with open-response comments requesting expanded pathway options in healthcare, gastronomy, electrical, mechanics, veterinary, accounting, and pharmaceuticals. Student feedback from the Superintendent's Student Advisory Committee called for more pathway courses so students can "explore their interests" and prepare for "future careers." California Healthy Kids Survey data show only 23% of grade 9 and grade 11 students report meaningful participation at school as "pretty much" or "very much" true. These students need expanded CTE pathway options aligned to regional labor-market demand and student interest, structured post-experience college planning that links exposure activities to measurable college and career outcomes, and dual enrollment access for early college credit attainment. **Scope:** LEA-wide	expanded healthcare pathway access, with priority recruitment of underrepresented student groups and dual enrollment articulation with Mt. San Jacinto Community College. The action also pairs Trade Visits and PLTW programming with structured post-visit college planning sequences in CaliforniaColleges.edu, with counselor-monitored follow-up and subgroup-disaggregated tracking of student-reported college intent; sustains verified CALPADS course coding on all existing CTE courses to ensure accurate CCI completer reporting; and activates the Sub Coverage line with quarterly counselor-led usage targets so teachers can be released to support college visits, SAT administration, and CTE career exploration during the school day. The action is provided schoolwide because unduplicated pupils make up the majority of CMI's enrollment and need access to the same rigorous, interest-driven pathway portfolio as their peers; pathway course access, dual enrollment placement, and college exposure activities must operate as universal opportunities embedded into every student's program, not as categorical offerings limited to a subset of students.	CTE Course Enrollment and Completer Status AVID Participation Rates College Credit Completion (CCI Indicator)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** College and Career Readiness **Need:** CMI's unduplicated pupils need stronger college-going culture supports, clearer school-to-family communication about postsecondary planning, and structured college and career exploration events that connect cultural belonging to measurable CCI Prepared outcomes. California School Parent Survey data show only 47% of CMI parents report the school does "very well" in providing information on how to help their child plan for college or vocational school, with an additional 31% rating it "just okay" and 9% rating it "not very well" or "does not do it at all" — indicating that the school-to-family college and career communication channel is not yet reaching unduplicated families at the level of clarity and depth they expect. Student feedback from the Superintendent's Student Advisory Committee identified that students are not adequately taught about scholarships and sponsorships, leaving them uncertain how to pay for college or apply to the schools they want — a gap that disproportionately affects Socioeconomically Disadvantaged students for whom financial aid literacy is a determining factor in postsecondary access. JROTC programming — CMI's military-anchored postsecondary pathway and the single largest Goal 2 investment — has not been documented in a way that surfaces its contribution to CCI-qualifying outcomes (military enlistment, ROTC scholarships, military academy	Action 2.3 delivers the college-going culture supports that reinforce postsecondary aspiration for every CMI student — 8th Promotion and High School Graduation activities, Promoting Graduates and College Readiness signage and lawn signs, and JROTC Sections programming that provides a structured postsecondary pathway for students pursuing military service, ROTC scholarships, and military academy admission. For 2026–27, the action is strengthened by (a) restoring Career Fair Day with strengthened connection to CCI-qualifying pathway recruitment, including healthcare pathway exposure tied to the new Medical Patient Care offering; (b) introducing a dedicated scholarship and sponsorship education component in direct response to SAC student feedback, integrated into Counselor-led senior workshops and the restored Career Fair Day, with priority outreach to SED, EL, LTEL, and Foster Youth students; (c) strengthened school-to-family communication on college and vocational planning in response to the CSPS 47% finding, including a refined Parent College Workshop format and expanded ParentSquare outreach in English and Spanish; and (d) strengthened documentation of JROTC programming's contribution to CCI-qualifying postsecondary pathways, making the largest Goal 2 investment's CCI contribution visible in the annual update. The action is provided schoolwide because unduplicated pupils make up the majority of CMI's enrollment and participate in college-going culture activities, Career Fair Day, scholarship education, family communication, and JROTC programming alongside their peers; college-going culture must be experienced as a	College and Career Indicator (CCI) – overall and by subgroup Number of students attending CCR workshops or counseling sessions Completion of college applications and personal statements FAFSA/CADAA workshops and verification support CCR-related survey results (e.g., student confidence in post-secondary planning)

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	admission), limiting visibility into whether unduplicated pupils are benefiting from the investment. Career Fair Day, a planned event connecting students to local industry, postsecondary institutions, and CTE pathway representatives, was not held in 2025–26. These students need a restored Career Fair Day with strengthened pathway recruitment, dedicated scholarship and sponsorship education, expanded English/Spanish family communication on college and vocational planning, and documented JROTC pathway tracking that makes their postsecondary trajectory visible. **Scope:** LEA-wide	universal feature of the CMI environment, not as a categorical service for selected students.	
3.1	**Action:** Universal Support Services **Need:** CMI's unduplicated pupils — English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students — need a consistent, schoolwide climate of belonging, behavioral expectations, and adult support to access the academic and engagement opportunities described elsewhere in the LCAP. 2025 Dashboard data show that universal Tier I supports are reaching most unduplicated pupils effectively: English Learner suspension at 0.6% (Blue, -1.1), Long-Term English Learner suspension at 0.8% (Blue, -0.6), Hispanic suspension at 1.2% (Green), and	Action 3.1 provides the universal Tier I climate infrastructure — PBIS, restorative practices, the California Cadet Corps structure of expectations and accountability, schoolwide SEL-infused classroom practices, and universal Wellness Center access — that has produced the cycle-long suspension decline from 4.7% to 1.2% (Green), 0% expulsions across the cycle, and the African American suspension decline from 9.7% (Orange) to 2.9% (Yellow). For 2026–27, the action is strengthened by (a) restoring and protecting the Consultants line at $50,000 with explicit allocation to equity-focused PBIS, restorative practice, and trauma-informed PD that reaches Students with Disabilities and Homeless Youth; (b) adding a schoolwide anti-bullying programming component in response to LCAP Parent Input Survey feedback and the CHKS harassment/bullying	CA Dashboard Suspension Rate CA Dashboard Expulsion Rate (Local Indicator), sustained at 0% CHKS and CSPS School Connectedness scale LCAP Parent Input Survey rating on awareness of bullying prevention strategies (year-over-year trend)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Socioeconomically Disadvantaged suspension at 1.4% (Green). However, two unduplicated cohorts experience the Tier I climate unevenly: Students with Disabilities suspension rose to 5.6% (Orange, +3.0 pts) and Homeless Youth suspension rose to 5.0% (+3.1 pts) in 2024–25. CHKS 2025–26 data show that meaningful participation — students' sense of having a real voice and meaningful role at school — is persistently low across grades (29% Grade 7, 23% Grade 9, 23% Grade 11), and 25%/22%/15% of students reported harassment or bullying experience in the past 12 months. Student feedback from the Superintendent's Student Advisory Committee identified that less stress and more meaningful engagement opportunities would improve their school experience, and CMI parents specifically asked for stronger anti-bullying programming on the LCAP Parent Input Survey, where awareness of bullying prevention strategies received the weakest rating among the seven Goal 3 items (78.7% positive). These students need consistent schoolwide PBIS, restorative practices, the California Cadet Corps culture of expectations, and Wellness Center access — together with equity-focused PD that ensures the Tier I climate reaches Students with Disabilities and Homeless Youth at the intensity their needs require. **Scope:** LEA-wide	findings; and (c) strengthening department-level consistency of SEL integration and classroom routines through a formalized PD calendar and walk-through cycle. The action is provided schoolwide because unduplicated pupils make up the majority of CMI's enrollment (90.6% Hispanic, 90.2% Socioeconomically Disadvantaged, with English Learners and LTELs distributed across middle and high school grades) and participate in PBIS, restorative practices, the Cadet Corps culture, schoolwide SEL, and Wellness Center supports alongside their peers; a categorical or pull-out approach would not reach them where climate is actually experienced — in every classroom, every hallway, and every Cadet Corps formation.	

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3.2	**Action:** Targeted and Intensive Support Services **Need:** CMI's unduplicated pupils need targeted and intensive supports for the students whose academic, behavioral, or social-emotional needs exceed what Tier I universal supports can address. 2025 Dashboard data and CHKS 2025–26 results identify the cohorts and the needs: Students with Disabilities chronic absenteeism at 20.0% (Gray, +3.3 pts), Students with Disabilities suspension at 5.6% (Orange, +3.0 pts), Homeless Youth suspension at 5.0% (+3.1 pts), and considered-suicide indicators at Grade 9 rising to 11% in 2026 (peak grade level). Social-emotional distress on CHKS sits at 15%/20%/19% across grades 7/9/11, and chronic sadness sits at 23%/26%/20%. The school's own 2024 Dashboard Local Climate Survey narrative identified limited availability of Tier III mental health services, inconsistent coordination of supports across departments, and referral and follow-up systems requiring refinement. CMI parents specifically requested evening mental wellness programming so working families can attend, and the LCAP Parent Input Survey shows access to SEL/mental health supports at 80.9% positive (second-weakest Goal 3 item). These students need expanded Tier III mental health capacity, formalized Tier II/III referral and follow-up protocols, dedicated bullying-prevention curriculum and small-group support materials, and family-facing mental wellness	Action 3.2 provides the targeted and intensive support infrastructure that translates universal Tier I climate into individualized intervention for unduplicated pupils with the highest needs — the MTSS Counselor, Site Social Worker, Educationally Related Mental Health Services (ERMHS) team, small-group counseling, behavior contracts, individualized check-ins, and Wellness Center referrals. The action has supported substantial cycle gains for unduplicated EL pupils (EL chronic absenteeism 3.6% Green, -7.5 pts; LTEL chronic absenteeism 3.6% Green, -9.3 pts) and schoolwide mental health gains (social-emotional distress declined from 27% to 15% at Grade 7; California Student Wellness Index at or above the statewide average across all three secondary grades). For 2026–27, the action is strengthened by (a) restoring the PBIS / Positive Solutions / Student Support / Bullying line at $10,000 for dedicated Tier II/III bullying-prevention curriculum and small-group materials; (b) formalizing the Tier II/III referral, documentation, and follow-up protocol; (c) expanding Tier III mental health capacity with priority outreach to Students with Disabilities, Homeless Youth, and Grade 9 students experiencing the connectedness and considered-suicide indicators identified in CHKS; and (d) adding evening mental wellness programming options (after 5:30 pm). The expansion of Tier III mental health capacity in 2026–27 will be funded first through the Children and Youth Behavioral Health Initiative (CYBHI) grant — restricted, one-time funding dedicated to student mental health and wellness — before LCFF base, supplemental/concentration, or LREBG funds, in order to preserve ongoing	CHKS and CSPS School LCAP Parent Input Survey (year-over-year trend) CA Dashboard Chronic Absenteeism Rate CHKS Social and Emotional Distress scale and Chronic Sadness item, grades 7, 9, 11 Tier II/III referral, documentation, and follow-up protocol

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	programming that fits working-family schedules. **Scope:** LEA-wide	funding capacity for the post-CYBHI period. The action is provided schoolwide because unduplicated pupils experience targeted mental health and behavioral support needs across every grade and every cohort, and because referral pathways, Wellness Center access, and MTSS protocols must operate as universal infrastructure even though individual services are delivered to identified students; restricting Tier II/III access to a categorical subset of unduplicated pupils would create referral inequities and break the early-warning indicator pipeline that triggers timely follow-up.	
3.3	**Action:** Student Engagement and Participation **Need:** CMI's unduplicated pupils need consistent attendance support, early-warning identification, and re-engagement infrastructure that closes the engagement gap between their daily attendance and the academic and postsecondary opportunities described elsewhere in the LCAP. 2025 Dashboard data show that the engagement infrastructure is reaching most unduplicated pupils: schoolwide attendance reached 94.64% with ADA-to-Enrollment at 96.5% (+2.56 pts from 92.08% baseline); schoolwide chronic absenteeism declined 13.9 points to 10.6% (Yellow); English Learner chronic absenteeism reached 3.6% (Green, -7.5 pts), Long-Term English Learner reached 3.6% (Green, -9.3 pts), Socioeconomically Disadvantaged reached 11.0% (Yellow, -7.7	Action 3.3 provides the engagement and attendance infrastructure that has produced the cycle's strongest schoolwide gains — the coordinated attendance team (counselors, Site Social Worker, MTSS Counselor, Parent/Community Liaison, campus administrators, attendance support staff), the Infinite Campus early-warning system, the Student-Cadet Handbook, attendance contracts, family home visits, and athletic and extracurricular engagement programming. For 2026–27, the action is strengthened by (a) activating the internal weekly attendance monitoring metric for high-risk students, with quarterly Leadership Team review and subgroup disaggregation for SWD, Homeless Youth, Foster Youth, Hispanic, and SED students; (b) right-sizing the Athletics and Athletics Transportation lines upward to match the actual demand documented in 2025–26 execution; (c) placing the Program Lead, Attendance Recovery Admin Designee, and Summer School lines on the original Goal 3 LCFF budget rather than absorbing	LEA Attendance Rate (year-over-year trend) ADA to Enrollment (year-over-year trend) CA Dashboard Chronic Absenteeism Rate (% chronically absent, color, year-over-year change), Middle School Dropout Rate and High School Dropout Rate, sustained at 0% Internal weekly attendance monitoring metric Athletic and extracurricular participation

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	pts), and Hispanic reached 10.9% (Yellow, -6.6 pts). However, Students with Disabilities chronic absenteeism increased to 20.0% (+3.3 pts), and Homeless Youth and Foster Youth data were suppressed at small-n levels but identified as elevated in the prior year. Student feedback from the Superintendent's Student Advisory Committee identified that more reasons to come to school — including more meaningful athletic, extracurricular, and academic opportunities — would improve attendance. CMI parents are aware of and support the work, with 86.5% agreeing they are aware of efforts to address chronic absenteeism and 91.0% agreeing the school communicates clearly when students have attendance or behavior concerns. These students need a sustained coordinated attendance team, Infinite Campus early-warning, attendance contracts, family home visits, and right-sized athletic and extracurricular engagement opportunities — together with the internal weekly attendance monitoring metric for high-risk students that the prior-year reflection identified but did not yet consistently implement. **Scope:** LEA-wide	them through mid-year realignment; and (d) restoring the Attendance Support incentive and recognition line to original scope to support student attendance contracts, family home visits, and re-engagement campaigns at full intensity for high-risk subgroups. The action is provided schoolwide because unduplicated pupils make up the majority of CMI's enrollment and participate in the daily attendance system, athletic and extracurricular programming, and early-warning infrastructure alongside their peers; a categorical attendance system limited to a subset of students would create gaps in the early-warning pipeline and would not reach the students whose engagement risk is identified through the daily attendance pattern.	LCAP Parent Input Survey ratings
3.4	**Action:** Safety and Security **Need:**	Action 3.4 provides the safety operations and security infrastructure that has produced the cycle's strongest compliance outcomes — the Library Clerk and Campus Safety Officer positions, Athletic Trainers for student-safety coverage at	Annual Williams Report CA Dashboard Basics Local Indicator

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	CMI's unduplicated pupils need a safe, well-maintained physical campus and consistent safety operations that translate Williams compliance into the daily experience of safety they and their families perceive. 2025 Dashboard data confirm that the safety compliance infrastructure operates effectively — 0 deficiencies on the Annual Williams Report, Standard Met on the Basics Local Indicator, 100% staff completion of required Safe School training, on-time annual review of the Comprehensive School Safety Plan by March 1, and required fire, earthquake, lockdown, and other safety drills conducted at the required frequency. However, student and family perception data show a gap between compliance and daily experience: CHKS facilities upkeep ratings sit at 59%/50%/55% across grades 7/9/11, only 32% of CMI parents Strongly Agree that facilities are clean and well-maintained (84% Agree or Strongly Agree overall), and CSSS staff agreement that facilities are clean and well-maintained declined from 75% (2022) to 60% (2025). CMI parent open-response comments specifically requested a new field, remodeled office and cafeteria not exposed to the elements, and safety fencing around parking lots. Grade 9 perception of school as very safe or safe (63%) is the lowest of the three grades and aligns with the Grade 9 dip in connectedness, considered-suicide, and seen-a-weapon-on-campus indicators. Student feedback from the Superintendent's Student Advisory Committee added the need for safer parking-lot access and improved physical environment. These	athletic events, required staff safety training, the Comprehensive School Safety Plan annual review, all required fire/earthquake/lockdown drills, and the Williams Settlement quarterly compliance review. For 2026–27, the action is strengthened by (a) re-protecting the Materials & Supplies line for student-safety-related procurement including signage, parking-lot safety improvements, anti-bullying programming materials, and emergency response items; (b) strengthening Grade 9 transition supports — coordinated across Actions 3.1, 3.2, and 3.4 — including dedicated Grade 9 advisory programming, structured Grade 9 check-ins through the Wellness Center, and Grade 9-focused safety walks and orientation; and (c) partnering with PUHSD Maintenance and Operations to develop a multi-year facilities improvement plan addressing the specific requests documented in CMI parent open-response comments (field upgrades, office and cafeteria modernization, parking lot safety fencing), with the plan made visible to families through Coffee with the Principal and ParentSquare communications. The action is provided schoolwide because unduplicated pupils experience the campus's physical safety, drill protocols, and safety operations alongside their peers in every period of every day; a categorical safety program limited to a subset of students would be neither feasible nor appropriate, and the Grade 9 transition climate gap that disproportionately affects unduplicated pupils (the majority of every grade) requires a schoolwide rather than categorical response.	CHKS and CSPS Facilities Upkeep ratings Comprehensive School Safety Plan annual review Required safety drills: 100% completion at required frequency Staff Safe School training: 100% completion Multi-year facilities improvement plan with PUHSD M&O: documented progress milestones, communicated to families

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students need sustained safety operations, re-protected materials and supplies capacity, Grade 9 transition supports, and a multi-year facilities improvement plan that is visible to families. **Scope:** LEA-wide		
4.1	**Action:** Effective Two-Way Communication **Need:** CMI's unduplicated pupils — English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students — need consistent, bilingual, two-way communication that connects their families to academic progress, school decisions, and the LCAP priorities that shape their educational program. CMI's family population is 90.6% Hispanic with 12.8% English Learners, making bilingual (English/Spanish) communication a core access requirement rather than an optional accommodation. 2025–26 data show that CMI is delivering communication breadth effectively for unduplicated pupil families: 94.4% of CMI parents agree the school provides communication in their home language and 92.1% feel welcomed at school. Notably, English Learner families rate the school's engagement work above schoolwide on multiple items (+24 pp on "school actively	Action 4.1 provides the two-way communication infrastructure — ParentSquare, the school website, social media, school newsletters, and bilingual (English/Spanish) family communications — that connects unduplicated pupil families to their child's school experience. For 2026–27, the action is strengthened by restoring and protecting the ParentSquare and Materials/Supplies lines, building LCAP and decision-making transparency into the regular communication cadence through a bilingual LCAP-at-a-glance summary, advance event notice (2+ weeks for working parents), and ParentSquare communications that explicitly invite parent input on school decisions. The action is provided schoolwide because unduplicated pupils make up the majority of CMI's enrollment (90.6% Hispanic, 90.2% Socioeconomically Disadvantaged, 12.8% English Learners), and two-way communication infrastructure must reach every family to function. A categorical approach would create communication inequities and break the bilingual access pathway that is currently reaching unduplicated cohorts.	LCAP Parent Input Survey CSPS ratings CA Dashboard Parent and Family Engagement Local Indicator ParentSquare delivery and open-rate analytics: bilingual message reach, by language preference Advance event notice compliance

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	seeks parent input," +14 pp on "student learning environment"), indicating that the bilingual communication infrastructure is reaching this unduplicated cohort. However, CMI parent ratings on the depth dimensions of communication lag — 76.4% understand the goals of the PUHSD LCAP, 73.0% have been given opportunities to provide input on LCAP/programs, and only 26% Strongly Agree on the CSPS that the school actively seeks parent input before important decisions. CMI parents specifically requested greater transparency, more bilingual teacher communication, and earlier event notice. Unduplicated pupil families need the depth dimensions strengthened so breadth of contact becomes substantive partnership in the educational decisions that affect their children. **Scope:** LEA-wide		
4.2	**Action:** Parent Leadership **Need:** CMI's unduplicated pupils — English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students — need their families to have the knowledge, skills, and confidence to support their academic achievement at	Action 4.2 provides parent training, workshops, advisory committee meetings (ELAC, AAPAC, SSC, Military Advisory Committee, Love 4 Life Association), parent-staff engagement events, and parent conference/training attendance (CABE, AAPAC) that build family capacity to support student academic achievement and exercise leadership in school decisions. For 2026–27, the action is strengthened by right-sizing the Parent Events, Parent Training/Conferences, and Parent Materials/Catering lines to match the actual cost of	Parent Engagement Attendance LCAP Parent Input Survey CSPS Advisory committee meeting attendance: ELAC, AAPAC, SSC,

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	home, navigate school systems (Infinite Campus, ParentSquare, A–G requirements, FAFSA, college and career planning), and exercise leadership in school decisions. 2025–26 data show that CMI's parent training and engagement programming is reaching these families: 84.3% of CMI parents report opportunities to participate in events, and English Learner families rate the school's engagement work above schoolwide on multiple items (+16 pp on "school motivates students to learn"). However, CMI parents identified specific capacity-building needs that were not fully met during 2025–26 — including evening programming for working families (mental wellness workshops after 5:30 pm), advance event notice, expanded culturally responsive programming, and deeper parent leadership pathways through CABE, and AAPAC. Unduplicated pupil families need sustained access to capacity-building programming, scheduling that accommodates working-family realities, and leadership development pathways that translate participation into substantive school decision-making influence. **Scope:** LEA-wide	the 4,846-touch program; expanding evening programming (mental wellness workshops after 5:30 pm) for working families; sustaining culturally responsive programming; and building deeper parent input channels into existing advisory committees so the structures families already attend become the venues where they shape decisions. The action is provided schoolwide because unduplicated pupils make up the majority of CMI's enrollment, and family capacity-building programming must operate as universal infrastructure that any family can access. Restricting parent training and leadership pathways to a categorical subset would break the advisory committee structures and create access inequities for the unduplicated families currently rating the engagement work most positively.	Military Advisory Committee, CA Dashboard Parent and Family Engagement Local Indicator
4.3	**Action:** Community Engagement and Outreach **Need:**	Action 4.3 integrates community resources and partnerships into CMI's parent and family engagement program through culturally responsive events (Black History Family Night, Veterans Family Day Breakfast, Ruby Bridges	Parent Engagement Attendance LCAP Parent Input Survey

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	CMI's unduplicated pupils — English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students — need community resources, partnerships, and culturally responsive programming that extend the reach of the school's academic and social-emotional supports into the broader community. Many of these students come from families where parents may be navigating school systems in a second language, balancing multiple jobs, or working through housing or foster-placement transitions. 2025–26 data show that CMI's community engagement work is reaching these families effectively — 4,846 cumulative participant touches across the year, Standard Met sustained on the Parent and Family Engagement Local Indicator with all 12 self-reflection items at "Full Implementation," and English Learner families rating the engagement work above schoolwide on multiple CSPS items. Culturally responsive programming (Black History Family Night, Veterans Family Day Breakfast, Ruby Bridges Education Equity Family Night, Asian and Pacific Islander Family Night) directly reached CMI's diverse family population. Unduplicated pupil families need sustained community partnerships, culturally responsive programming, and the coordinator capacity that translates community resources into accessible programming for their children. **Scope:**	Education Equity Family Night, Asian and Pacific Islander Family Night), partnerships with military and civic organizations, and the Family Outreach Coordinator (Bilingual) position that serves as the operational coordinator of all community engagement work. For 2026–27, the action is strengthened by protecting and sustaining the Family Outreach Coordinator (Bilingual) position with 2025–26 salary and health/welfare adjustments fully incorporated; sustaining culturally responsive programming that reaches CMI's diverse family population; and pairing the position with strengthened Action 4.1 and Action 4.2 budget lines so the coordinator is supported by — rather than substituting for — dedicated programmatic infrastructure. The action is provided schoolwide because unduplicated pupils make up the majority of CMI's enrollment, and community partnerships, culturally responsive events, and the Family Outreach Coordinator's bilingual coordination capacity must operate as universal infrastructure that reaches every family. Restricting community engagement to a categorical subset would break the culturally responsive programming that is currently reaching CMI's diverse unduplicated cohorts most effectively.	CSPS Advisory committee meeting attendance: ELAC, AAPAC, SSC, Military Advisory Committee CA Dashboard Parent and Family Engagement Local Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

California Military Institute is a dependent charter school within Perris Union High School District (PUHSD), with a 2025–26 unduplicated pupil percentage of approximately 88% (90.2% Socioeconomically Disadvantaged, 12.8% English Learner, 0.2% Foster Youth). CMI is projected to receive a $591,404 additional 15% LCFF concentration grant add-on in 2026–27, based on its enrollment of unduplicated students above the 55% threshold.

All schools operated by PUHSD, including CMI, have an unduplicated pupil enrollment greater than 55%. Because PUHSD has no schools at or below the 55% threshold to use as comparison sites, this response is provided under the third bullet of the California Department of Education guidance for LEAs without comparison schools. It describes (1) how the concentration grant add-on is used to increase and retain certificated and classified staff who provide direct services to students at CMI, (2) the criteria CMI uses to determine which staffing supports are prioritized, and (3) the specific LCAP actions through which the add-on is applied.

Criteria for staffing decisions. CMI applies the following criteria, reviewed annually during LCAP and budget development, to determine which direct-service staffing positions to increase or retain with concentration grant add-on funding:

California School Dashboard performance for unduplicated student groups, with priority for indicators at the Red or Orange performance level. For 2026–27, this prioritizes Long-Term English Learner Mathematics (Red, –165.1 DFS) and the College/Career Indicator (Orange, 47.0% Prepared) as the highest-need areas, with continued attention to Students with Disabilities chronic absenteeism (20.0%) and suspension (5.6% Orange).

Subgroup performance gaps identified in the Equity Report and the Plan Summary Reflections, including absolute CCI Prepared rates for English Learners (24.4%) and Long-Term English Learners (21.1%).
MTSS coordination capacity requirements for Tier I, II, and III academic, behavioral, and wellness supports, including attendance recovery for high-need cohorts.

Bilingual access requirements driven by CMI's 90.6% Hispanic and 12.8% English Learner enrollment, which require dedicated bilingual community outreach and translation capacity at the site level.
Educational partner input from the LCAP Parent Input Survey, the California School Parent Survey (CSPS), the California Healthy Kids Survey (CHKS), ELAC, AAPAC, SSC, the Military Advisory Committee, and the Superintendent's Student Advisory Committee.

Use of funds to increase and retain direct-service staff. Because the $591,404 add-on is not sufficient on its own to substantially expand CMI's site staffing above its current scale (a 1:20 certificated and 1:48 classified direct-service staff-to-student ratio), CMI is using the add-on primarily to retain certificated and classified positions that provide direct services to unduplicated students, while incrementally expanding capacity where Dashboard and local data demand it. The concentration grant add-on contributes to the following LCAP actions:

Action 2.1 — Student Support and Interventions ($725,327). Retains counseling capacity providing individual senior conferences, A–G monitoring, CCI status checks, CSU/UC eligibility review, dual enrollment placement, and FAFSA / California Dream Act application support. These services have produced 100% graduation and 100% A–G completion across all reported subgroups, including English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students.
Action 2.2 — Post-Secondary Opportunities ($733,948). Retains CTE pathway teachers (PLTW Biomedical Science, Engineering, Robotics, E-Sports) and JROTC sections, which collectively deliver hands-on college and career preparation to unduplicated pupils across CMI's middle and high school grades. Sustains dual enrollment placement capacity with Mt. San Jacinto Community College.
Action 3.3 — Student Engagement and Participation ($483,042). Retains attendance support staff and MTSS coordination capacity directly serving students at risk of chronic absenteeism, with priority for Students with Disabilities, Homeless Youth, and English Learners. These positions directly contributed to the 7.0-point decline in schoolwide chronic absenteeism reflected on the 2025 Dashboard.
Action 3.5 — LREBG: Student Wellness and MTSS Support ($402,765). Maintains the LREBG-funded Assistant Principal, classroom teacher, and clerical positions through 2027–28. The concentration grant add-on is being used to plan for sustainability of these direct-service positions once LREBG funds expire.
Action 4.3 — Community Engagement and Outreach ($106,413). Retains the Family Outreach Coordinator (Bilingual) — the single position most directly responsible for translating community resources into accessible programming for CMI's unduplicated pupil families and for sustaining culturally responsive engagement events (Black History Family Night, Veterans Family Day, Ruby Bridges Education Equity Family Night, Asian and Pacific Islander Family Night).

Together, the certificated and classified positions sustained or expanded through these actions represent the direct-service infrastructure on which CMI's outcomes for unduplicated pupils depend. Retention of these positions in 2026–27, with the concentration grant add-on as a contributing funding source, is the primary mechanism through which CMI translates its concentration of unduplicated pupils into direct services for those students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:48
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:20

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$16,857,302.00	4,731,883.00	28.070%	9.113%	37.183%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,731,883.00	$402,765.00	$0.00	$0.00	$5,134,648.00	$2,310,825.00	$2,823,823.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	All	No Yes	LEA-wide		All Schools	July 1, 2026 to June 30, 2027	$368,891.00	$362,024.00	$730,915.00				$730,915.00	
1	1.2	Targeted Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	$0.00	$53,500.00	$53,500.00				$53,500.00	
1	1.3	Instructional Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	$0.00	$447,631.00	$447,631.00				$447,631.00	
2	2.1	Student Support and Interventions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	$185,718.00	$539,609.00	$725,327.00				$725,327.00	
2	2.2	Post-Secondary Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	$127,880.00	$606,068.00	$733,948.00				$733,948.00	
2	2.3	College and Career Readiness	Low Income	Yes	LEA-wide	Low Income	All Schools	July 1, 2026 to June 30, 2027	$882,308.00	$171,200.00	$1,053,508.00				$1,053,508.00	
3	3.1	Universal Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	$0.00	$53,500.00	$53,500.00				$53,500.00	
3	3.2	Targeted and Intensive Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	$0.00	$10,700.00	$10,700.00				$10,700.00	
3	3.3	Student Engagement and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	$80,821.00	$402,221.00	$483,042.00				$483,042.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.4	Safety and Security	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	$156,029.00	$59,643.00	$215,672.00				$215,672.00	
3	3.5	LREBG: Student Wellness and MTSS Support	All	No				July 1, 2026 to June 30, 2027	$402,765.00	$0.00		$402,765.00			$402,765.00	
4	4.1	Effective Two-Way Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	$0.00	$48,177.00	$48,177.00				$48,177.00	
4	4.2	Parent Leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	$0.00	$69,550.00	$69,550.00				$69,550.00	
4	4.3	Community Engagement and Outreach	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	July 1, 2026 to June 30, 2027	$106,413.00	$0.00	$106,413.00				$106,413.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$16,857,302.00	4,731,883.00	28.070%	9.113%	37.183%	$4,731,883.00	0.000%	28.070 %	**Total:**	$4,731,883.00
								LEA-wide Total:	$4,731,883.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	Yes	LEA-wide			$730,915.00	
1	1.2	Targeted Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,500.00	
1	1.3	Instructional Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$447,631.00	
2	2.1	Student Support and Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$725,327.00	
2	2.2	Post-Secondary Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$733,948.00	
2	2.3	College and Career Readiness	Yes	LEA-wide	Low Income	All Schools	$1,053,508.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Universal Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,500.00	
3	3.2	Targeted and Intensive Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,700.00	
3	3.3	Student Engagement and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$483,042.00	
3	3.4	Safety and Security	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$215,672.00	
4	4.1	Effective Two-Way Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,177.00	
4	4.2	Parent Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,550.00	
4	4.3	Community Engagement and Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$106,413.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,143,632.00	$4,280,567.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	No Yes	$970,685.00	$682,050.00
1	**1.2**	Targeted Support Services	Yes	$53,500.00	$1,904.00
1	**1.3**	Instructional Technology	Yes	$420,510.00	$262,437.00
2	**2.1**	Student Support and Interventions	Yes	$539,608.00	$690,716.00
2	**2.2**	Post-Secondary Opportunities	Yes	$534,599.00	$362,550.00
2	**2.3**	College and Career Readiness	Yes	$1,058,193.00	$1,022,036.00
3	**3.1**	Universal Support Services	Yes	$53,500.00	$8,188.00
3	**3.2**	Targeted and Intensive Support Services	Yes	$10,700.00	$0.00
3	**3.3**	Student Engagement and Participation	Yes	$469,051.00	$275,805.00
3	**3.4**	Safety and Security	Yes	$330,921.00	$316,182.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.5**	LREBG: Student Wellness and MTSS Support	No	$481,938.00	$526,817.00
4	**4.1**	Effective Two-Way Communication	Yes	$48,178.00	$14,218.00
4	**4.2**	Parent Leadership	Yes	$69,550.00	$9,735.00
4	**4.3**	Community Engagement and Outreach	Yes	$102,699.00	$107,929.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$4,586,489.00	$4,661,694.00	$3,753,750.00	$907,944.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Literacy Across the Curriculum and Enhancement of the Core Curriculum.	Yes	$970,685.00	$682,050.00		
1	1.2	Targeted Support Services	Yes	$53,500.00	$1,904.00		
1	1.3	Instructional Technology	Yes	$420,510.00	$262,437.00		
2	2.1	Student Support and Interventions	Yes	$539,608.00	$690,716.00		
2	2.2	Post-Secondary Opportunities	Yes	$534,599.00	$362,550.00		
2	2.3	College and Career Readiness	Yes	$1,058,193.00	$1,022,036.00		
3	3.1	Universal Support Services	Yes	$53,500.00	$8,188.00		
3	3.2	Targeted and Intensive Support Services	Yes	$10,700.00	$0.00		
3	3.3	Student Engagement and Participation	Yes	$469,051.00	$275,805.00		
3	3.4	Safety and Security	Yes	$330,921.00	$316,182.00		
4	4.1	Effective Two-Way Communication	Yes	$48,178.00	$14,218.00		
4	4.2	Parent Leadership	Yes	$69,550.00	$9,735.00		
4	4.3	Community Engagement and Outreach	Yes	$102,699.00	$107,929.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$16,190,215.00	$4,586,489.00	3.970%	32.299%	$3,753,750.00	0.000%	23.185%	$1,475,490.54	9.113%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **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.
    - **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.
    - **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 transitional kindergarten through grade five), 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."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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