Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	California Montessori Project – Elk Grove Campus

Contact Name and Title	Stephanie Garrettson, Development Coordinator	Email and Phone	sgarrettson@cacmp.org 916-971-2432

2017-20 Plan Summary

THE STORY

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

The Mission of the California Montessori Project is to offer a quality, tuition-free Montessori Education that challenges our students to reach their full potential.

The Vision of the California Montessori Project – Elk Grove Campus is to provide a comprehensive education that supports the academics and development of every child, facilitates a relationship with the environment, while empowering every student to be an agent of change for life.

CMP offers an environment which has the programs, resources and school climate to enable students to become educated to high academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world.

This mission is achieved through the dedication and commitment of the CMP Learning Community: parents, teachers, community groups, the legislature, CMP Governing Board, Campus Advisory Committee (CAC), and, most importantly, the individual child.

CMP is committed to small class size, highly-qualified Teaching Assistants and highly-qualified, dual-certified Teachers (California Teacher Credential and age-appropriate Montessori Certification) in every class.

The CMP—Elk Grove Campus is comprised of two sites. The original facility located on Elk Grove Blvd is a former public school campus leased through the Cosumnes Community Services District. The facility houses an office and five traditional classrooms. This site serves students in Kindergarten thru 3rd grade. The school grounds include a spacious field, a playground, and a large asphalt play area with a basketball court. Our second facility is located just 2.2 miles from the original site on Bradshaw Road. Ten acres of land houses school offices, 16 classrooms, a library/Club M room, Learning Center and a large multipurpose room. This site serves students in Kindergarten thru 8th grade. The school

grounds include a separate Kindergarten play area, a large asphalt play area, and a large play field. Custodial and maintenance services are provided in the late afternoon and evening through contractual services and parent volunteers.

CMP-Elk Grove Campus serves students in Kindergarten through Eighth grade. As a public charter school, there is an open enrollment policy.

LCAP HIGHLIGHTS

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

California Montessori Project will focus on:
- Visual and Performing Arts – Mentorship programs
- Articulated Music Program
- Science – Hands-on-Science activities and Next Generation Science Standards (NGSS)
- Library – Furnishings, Increasing inventory of books, Electronic inventory management system
- Supporting Teachers through significant, on-going salary increases
- Supporting Teacher Assistants with professional growth opportunities - Super Duper Saturdays, Early Release Professional Development Days, etc
- Supporting Deans of Education through empowerment and leadership training
- Campus specific projects

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Teacher salary increases have been implemented, effective beginning July 2016. CMP anticipates an increased teacher retention rate, based on the Governing Board-approved annual CTC salary hikes over the next three years. CMP believes that this increased stability in teaching staff will result in more effective instruction to all students, especially low-income, English-learners and foster youth.

During the 2016-2017 school year, the CMP network offered monthly professional development opportunities (Super Duper Saturdays) for Teaching Assistants. These opportunities were designed to increase the level of competence and confidence of the TAs as they provide support to both students and teachers in the classroom.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

> Pending the release of the release of the 2017 Dashboard, CMP has identified the following areas for potential improvement:
> - Suspension Rate

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

> California Montessori Project – Elk Grove Campus had no student group that was two or more performance levels below the "all student" performance.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

1. Increase participation of low-income students, English learners and foster youth in afterschool tutoring programs
2. Increase participation of low-income students, English learners and foster youth in extracurricular activities

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$ 4,078,298
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 329,075

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

CMP uses a targeted approach for funding specific LCAP Planned Actions/Services, showing only the specific additional costs for that Planned Action/Service rather than the total schoolwide expenditures. The costs for these specific LCAP goals are approximately 8% of total General Fund expenditures.

$ 3,546,701	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2017-2020

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

Goal 1	CMP Campuses will be beautiful and inviting, including classrooms, multi-purpose room, outdoor areas, bathrooms, etc.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Monies will be spent toward campus beautification.	Monies were spent toward campus beautification.

ACTIONS / SERVICES

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

Action 1.1

Actions/Services	PLANNED Monies will be allocated to support campus beautification.	ACTUAL Monies were used to purchase new office furniture at the EG site, new student cubbies, baskets and plants for the classrooms, some new area rugs, and other small incidentals that were used to create a beautiful environment as preparation for the AMS/WASC reaccreditation.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Monies were used to purchase new office furniture at the EG site, new student cubbies, baskets and plants for the classrooms, some new area rugs, and other small incidentals that were used to create a beautiful environment as preparation for the AMS/WASC reaccreditation.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Monies were spent toward campus beautification.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	CMP has made significant progress and satisfied this goal. As such, this goal will be omitted from future LCAPs unless deemed necessary.

Goal 2

CMP Special Education staff will have manageable case loads, reflecting ratios and levels of interventions.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Students will be best served by a Special Education team that has a well-managed case load.	Effective, July 1, 2017, CMP has increased the network caseload management/oversight team by 1 full-time network Special Education Coordinator.

ACTIONS / SERVICES

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

Action 2.1

Actions/Services	**PLANNED** Phase One: Leadership Administrative and Special Education Teams will strategize means to achieve this goal.	**ACTUAL** Leadership Administrative and Special Education Teams strategized means to achieve this goal. Effective July 1, 2017, a full-time network Special Education Coordinator will be added to the team.
Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $0

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Leadership Administrative and Special Education Teams strategized means to achieve this goal. Effective July 1, 2017, a full-time network Special Education Coordinator will be added to the team.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	As this strategy is implemented as of July 1, 2017, the effectiveness will be reviewed in the 2018-2019 LCAP.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	CMP has made significant progress and satisfied this goal. As such, this goal will be omitted from future LCAPs unless deemed necessary.

Goal 3

CMP will hire additional network resource in Technology Department.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
CMP campus sites will be served most efficiently and effectively by a fully-staffed network IT Department.	CMP campus sites were served most efficiently and effectively by a fully-staffed network IT Department. The CMP network hired two Computer Technicians to serve the campuses.

ACTIONS / SERVICES

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

Action **3.1**

	PLANNED	ACTUAL
Actions/Services	Additional personnel in Technology Department will provide support with setup and training.	The CMP network hired two Computer Technicians to serve the campuses.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$9,700	$2,838 (Elk Grove pro-rata portion of $15,372 expense)

[ANALYSIS](#)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The CMP network hired two Computer Technicians to serve the campuses.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	CMP campus sites were served most efficiently and effectively by a fully-staffed network IT Department.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Actual expenditures were less than the budgeted expenditures after applying the pro-rata split across all four CMP campuses..
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Technology staffing may be adjusted, as appropriate, to reflect the network and campus IT needs. CMP currently employs 4 fulltime network-based Technology Specialists (including a .5 Library Technician) to serve network and site-based needs. At this time, CMP has determined that its Technology Department is fully staffed.

Goal 4

CMP will provide support services to meet the socio-emotional/health needs of the students.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
CMP student's needs will be better served with additional socio-emotional/health services.	CMP is continuing to focus on better servicing the students' needs with additional socio-emotional/health services.

ACTIONS / SERVICES

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

Action	4.1	
Actions/Services	**PLANNED** CMP will begin the planning process of providing services as traditionally provided regarding the positions of School Nurse and Counselor.	**ACTUAL** CMP Administration Team has begun the planning process of providing services as traditionally provided regarding the positions of School Nurse and Counselor.
Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $0

Action	4.2

Actions/Services	PLANNED	ACTUAL
	To further meet the needs of the whole child, CMP will deliver a network-wide articulated character education program. Planning curriculum and implementation.	CMP continued to use the following character education programs: • "The Self-Awakened Child" (J. Wolff) for children 3-9 years old • "Seven Habits of a Highly Effective Team" (S. Covey) for children 10-14 years old
Expenditures	BUDGETED $2,375	ESTIMATED ACTUAL $ (no additional costs this year)

Action 4.3

Actions/Services	PLANNED	ACTUAL
	CMP will support students' philanthropic actions through exploring peer mediation and conflict resolution as well as community service efforts.	CMP support students' philanthropic actions through grade-level community service projects.
Expenditures	BUDGETED $3,380	ESTIMATED ACTUAL $ (no additional costs this year)

[ANALYSIS](#)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP Administration Team has begun the planning process of providing services as traditionally provided regarding the positions of School Nurse and Counselor. CMP continued to use character education programs. CMP supported students' philanthropic actions through grade-level community service projects.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	CMP is continuing to focus on better servicing the students' needs with additional socio-emotional/health services.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	CMP is in the planning stages of implementing programs, and budgeted expenditures will be carried over, as appropriate.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	CMP will continue to explore strategies to address the socio-emotional/health needs of the students through the potential staffing of School Nurse and/or Counselor. CMP will continue to utilize the current character education programs. CMP-Capitol will continue with community service projects and will put focus to peer mediation and conflict resolution in the next school year.

Goal 5

All lead teacher candidates screened for employment will hold a valid CA Teacher Credential with appropriate English Learner authorization (or be allowed to teach using an approved internship).

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Students will be taught by teachers with the highest level of teacher training.

ACTUAL

Students were taught by teachers with the highest level of teacher training.

ACTIONS / SERVICES

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

Action **5.1**

Actions/Services	PLANNED	ACTUAL
	New teachers are required to participate in BTSA (Beginning Teacher Support and Assessment) induction. CMP will provide stipends for Support Providers for teachers participating in BTSA induction.	New teachers participated in BTSA (Beginning Teacher Support and Assessment) induction. CMP provided stipends for Support Providers for teachers participating in BTSA induction.
Expenditures	BUDGETED $11,250	ESTIMATED ACTUAL $10,794

[ANALYSIS](#)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	New teachers participated in BTSA (Beginning Teacher Support and Assessment) induction. CMP provided stipends for Support Providers for teachers participating in BTSA induction.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students were taught by teachers with the highest level of teacher training.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Any differences in expenditures can be attributed to the number of newly-hired CTC staff, in need of BTSA support.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	With CMP's history of hiring highly-qualified CTC instructional staff, satisfaction of this goal is assumed in the foreseeable future.

Goal 6

All lead teacher candidates screened for employment will hold a valid Montessori Teaching Certificate (or agree to enroll and complete certification if employment is offered).

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Students will be taught by teachers who are committed to the Montessori methodology.	Students were taught by teachers who are committed to the Montessori methodology, and who held certifications appropriate to their assigned grade levels.

ACTIONS / SERVICES

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

Action **6.1**

	PLANNED	ACTUAL
Actions/Services	Lead teachers are required to hold Montessori Certification. CMP will provide financial support for the training, as needed. Total annual expense will vary, depending on the number of new hires.	Lead teachers are required to hold Montessori Certification. CMP provided financial support for the training, as needed. Total annual expense will vary, depending on the number of new hires.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$7,750	$1,285

[ANALYSIS]{.underline}

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students were taught by teachers who are committed to the Montessori methodology, and who held certifications appropriate to their assigned grade levels.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Lead teachers are required to hold Montessori Certification. CMP provided financial support for the training, as needed. Total annual expense will vary, depending on the number of new hires.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Any differences in expenditures can be attributed to the number of newly-hired CTC staff, in need of Montessori certifications.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	With CMP's history of hiring highly-qualified CTC instructional staff and with the oversight of the American Montessori Society accreditation process, satisfaction of this goal is assumed in the foreseeable future. As such, this goal will be omitted from future LCAPs.

Goal 7

CMP will maintain small student-to-teacher ratios, provide teaching assistants and professional growth opportunities.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Students will have more opportunities for one-on-one instruction and teachers will have more support with instructional strategies.	Students have had more opportunities for one-on-one instruction and teachers have had more support with instructional strategies.

ACTIONS / SERVICES

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

Action 7.1

Actions/Services	PLANNED	ACTUAL
	CMP will maintain Class Size Reduction (CSR) ratios of 24 or less in all K-3 classrooms. Teaching Assistant and CSR impact is dependent on enrollment.	CMP maintained an average ratio of 24 or less in all K-3 classrooms. CMP provided professional development opportunities (Super Duper Saturdays/ERPD) for Teaching Assistants.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	CMP's commitment to small class size yields a substantial decrease in potential ADA-generated revenue. As an example, at $9,268 per student, a reduction of 6 students in a single class represents a loss of $55,609 for that class alone.

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students have had more opportunities for one-on-one instruction and teachers have had more support with instructional strategies.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	CMP maintained an average ratio of 24 or less in all K-3 classrooms. CMP provided professional development opportunities (Super Duper Saturdays/ERPD) for Teaching Assistants.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	CMP's commitment to small class size yields a substantial decrease in potential ADA-generated revenue. As an example, at $9,268 per student, a reduction of 6 students in a single class represents a loss of $55,609 for that class alone.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None.

Goal 8	CMP will provide annual increases to the base salary, as well as incremental step and column increases, support for training, and longevity stipends.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

With more financial incentive to continuously serve the CMP Learning Community, students will have more opportunities to be instructed by experienced staff.

ACTUAL

With more financial incentive to continuously serve the CMP Learning Community, students have had more opportunities to be instructed by experienced and knowledgeable staff.

ACTIONS / SERVICES

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

Action **8.1**

Actions/Services	PLANNED	ACTUAL
	As teacher retention is correlated with quality of instruction, especially in a public Montessori program, CMP will significantly increase certificated base salary annually, in addition to incremental step/column. CMP will also provide 'Longevity Stipends' for service to the organization at 5 and 10 year increments. CMP will continue to provide numerous stipend opportunities for instructional staff.	As teacher retention is correlated with quality of instruction, especially in a public Montessori program, CMP significantly increased certificated base salary annually through 2019, in addition to an increase to the incremental step/column. CMP also provides 'Longevity Stipends' for service to the organization at 5, 10 and 15 year increments. CMP will continue to provide numerous stipend opportunities for instructional staff.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$0	$35,659 (combined fiscal impact in 2016-17 of Certificated Salary changes)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	As teacher retention is correlated with quality of instruction, especially in a public Montessori program, CMP significantly increased certificated base salary annually through 2019, in addition to an increase to the incremental step/column. CMP also provides 'Longevity Stipends' for service to the organization at 5, 10 and 15 year increments. CMP will continue to provide numerous stipend opportunities for instructional staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	With more financial incentive to continuously serve the CMP Learning Community, students have had more opportunities to be instructed by experienced and knowledgeable staff.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The original LCAP goal did not ascribe a dollar amount to these changes, but estimated 2016-17 actual increased expenditures for this increased certificated staffing is $35,659.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None.

Goal 9   CMP will increase classified pay scale, as budget allows, encouraging retention of Teaching Assistants.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

EXPECTED	ACTUAL
CMP will retain highly-qualified teaching assistants.	CMP retained highly-qualified teaching assistants.

ACTIONS / SERVICES

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

Action **9.1**

Actions/Services	**PLANNED** Working collaboratively with the Lead Teacher, Teaching Assistants are vital to the success of the Montessori classroom. CMP will increase hourly compensation. CMP will restructure the Classified Pay Scale.	**ACTUAL** Working collaboratively with the Lead Teacher, Teaching Assistants are vital to the success of the Montessori classroom. CMP has restructured the Classified Pay Scale and continues to honor step and column advancement.
Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $17,195 (estimated 2016-17 fiscal impact)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Working collaboratively with the Lead Teacher, Teaching Assistants are vital to the success of the Montessori classroom. CMP has restructured the Classified Pay Scale and continues to honor step and column advancement.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	CMP retained highly-qualified teaching assistants.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The original LCAP goal did not ascribe a dollar amount to these changes, but estimated 2016-17 actual increased expenditures for this increased classified staffing is $17,195.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	CMP will continue to honor step and column advancement on the Classified Pay Scale. CMP will review providing increases to the Classified Pay Scale in 2020, upon completion of the Classified Pay Scale increases. As such, this goal will be omitted from future LCAPs.

Goal 10	CMP will support Montessori Training, or otherwise related, for eligible Teaching Assistants, to better assist the Lead Teacher, while serving all students, including all student subgroups.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

EXPECTED

Students will benefit by having a second trained guide in the classroom.

ACTUAL

Students have benefited by having a second trained guide in the classroom.

ACTIONS / SERVICES

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

Action **10.1**

Actions/Services	**PLANNED** Montessori Training will allow the TA to better assist the Lead Teacher, while serving all students, including all student subgroups, unduplicated students, and students with exceptional needs. CMP will support Montessori training for 1-2 Teaching Assistants, based upon eligibility and interest. CMP will offer a series of Saturday trainings targeted toward TAs, focusing on topics designed to increase the effectiveness of the TAs in the classroom.	**ACTUAL** CMP has supported professional growth opportunities for Teaching Assistants through Super Saturdays, ERPDs, etc.
Expenditures	**BUDGETED** $4,000	**ESTIMATED ACTUAL** $3,800

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP has supported professional growth opportunities for Teaching Assistants through Super Saturdays, ERPDs, etc.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students have benefited by having a second trained guide in the classroom.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Total expenses will vary depending on total number of Teaching Assistants.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	CMP will shift the focus of the Teaching Assistants' professional development opportunities away from Montessori Training and focus more on professional development that will better support the competence and confidence of the TA to support the students and the Teacher in the classroom.

Goal 11

Instructional materials and curriculum, including Montessori materials, will be aligned to CA Common Core Standards.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

EXPECTED	ACTUAL
CMP will continue to focus on aligning a Middle School Math Curriculum with Common Core and Montessori and will begin the process of aligning Science and Writing Curriculum.	CMP continued to work on aligning curriculum and ensured that classrooms were fully equipped with Montessori materials.

ACTIONS / SERVICES

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

Action **11.1**

	PLANNED	ACTUAL
Actions/Services	CMP Director of Program and Dean of Students will continue to work with instructional staff to align Montessori materials with CCSS. CMP will review State-approved Science curriculum. CMP will implement the State-adopted Middle School Mathematics Curriculum. CMP will form a Writing Committee that will formulate a plan on addressing the needs of a Writing Curriculum.	CMP implemented a Common Core and Montessori aligned Middle School Math Curriculum. CMP established a Writing Committee to work on aligning the Writing Curriculum with Common Core and Montessori. CMP continued to focus on aligning the Science Curriculum and sent staff to NGSS trainings.
Expenditures	BUDGETED $9,500	ESTIMATED ACTUAL $8,950

Action **11.2**

	PLANNED	ACTUAL
Actions/Services	Principals, Deans and staff will work collaboratively to determine the Montessori materials needs. Campuses will purchase materials as appropriate.	Principals, Deans and staff worked collaboratively to ensure that each classroom had a full complement of Montessori materials.
Expenditures	BUDGETED $4,750	ESTIMATED ACTUAL $4,012

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP implemented a Common Core and Montessori aligned Middle School Math Curriculum. CMP established a Writing Committee to work on aligning the Writing Curriculum with Common Core and Montessori. CMP continued to focus on aligning the Science Curriculum and sent staff to NGSS trainings. Principals, Deans and staff worked collaboratively to ensure that each classroom had a full complement of Montessori materials.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	CMP continued to work on aligning curriculum and ensured that classrooms were fully equipped with Montessori materials.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Adjusted to reflect changes in actual spending.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	CMP will continue to focus on aligning the Writing and Science curriculums. Based on success last year, the goal of Montessori materials in the classroom has been completed.

Goal 12   Facilities will be clean and well-maintained to ensure learning as a priority; CMP will promote the safety and security of the school.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Students will benefit from facilities that are clean, safe and secure.	Students benefited from facilities that are clean, safe and secure.

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

ACTIONS / SERVICES

Action **12.1**

Actions/Services	**PLANNED** Campus Discretionary Funds: CMP-Elk Grove @ Bradshaw - Water Filling Station; CMP-Elk Grove @ Elk Grove Blvd - Picnic Tables	**ACTUAL** CMP-EG is still in the process of obtaining the water filling stations. According to the bids received this year, there is a need for additional monies. Six picnic tables were purchased for the Elk Grove Blvd site.
Expenditures	**BUDGETED** $4,750	**ESTIMATED ACTUAL** $6,750

Action **12.2**

Actions/Services	**PLANNED** CMP will provide funds, support and enhance safety and security, including, but not limited to, signage, fencing, communications devices, staff (i.e. safety monitor).	**ACTUAL** Funds were put toward a staff person to help support safety.
Expenditures	**BUDGETED** $4,750	**ESTIMATED ACTUAL** $4,725

Action 12.3

Actions/Services	PLANNED Site improvement monies will address facilities including, but not limited to, gardens, shade structures, age-appropriate playgrounds, etc.	ACTUAL A middle school complex was added. Funds are also being used toward a playground at the Bradshaw site.
Expenditures	BUDGETED $9,500	ESTIMATED ACTUAL $19,450

Action 12.4

Actions/Services	CMP Admin will monitor the cleanliness and safety of the school.	ACTUAL CMP staff and contracted custodial staff address any maintenance that needs to be done. Each site has a safety coordinator who works closely with student services, principal, and campus staff on updating and maintaining our safety plan.
Expenditures	BUDGETED $4,750	ESTIMATED ACTUAL $12,192

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP-EG is still in the process of obtaining the water filling stations. According to the bids received this year, there is a need for additional monies. Six picnic tables were purchased for the Elk Grove Blvd site. Funds were put toward a staff person to help support safety. A middle school complex was added. Funds are also being used toward a playground at the Bradshaw site. CMP staff and contracted custodial staff address any maintenance that needs to be done. Each site has a safety coordinator who works closely with student services, principal, and campus staff on updating and maintaining our safety plan.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students benefited from facilities that are clean, safe and secure.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be listed under the action item under the facilities goal.

Goal 13	The Director of Program will work with Principals, Deans of Students and grade level curriculum mentors to review and update the curriculum alignment, as necessary, and identify elements of CA CCSS to guide professional development/trainings.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Teachers will continue instruction using the updated Common-Core aligned CMP Curriculum Guides and will further enhance their skill sets with CMP provided professional development pertaining to the Common Core curriculum.	Teachers continued instruction using the updated Common-Core aligned CMP Curriculum Guides and further enhanced their skill sets with CMP provided professional development pertaining to the Common Core curriculum.

ACTIONS / SERVICES

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

Action **13.1**

	PLANNED	ACTUAL
Actions/Services	Facilitated by the CMP Director of Program, the Leadership Team will identify beneficial Common Core trainings and session offerings to be provided at the network's fall in-service, and otherwise, provided for instructional staff. Leadership Team will determine in-service focus and session offerings. This planning will extend to the early-release days as scheduled. Early Release Days will provide collaborative opportunities for staff. Additional collaboration opportunities, emphasizing CTC and TA horizontal and vertical planning meetings will be offered.	Facilitated by the CMP Director of Program, the Leadership Team identified beneficial Common Core trainings and session offerings to be provided at the network's fall in-service, and otherwise, provided for instructional staff. Leadership Team determined in-service focus and session offerings. This planning extended to the early-release days as scheduled. Early Release Days provided collaborative opportunities for staff.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$(no additional expenditure)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Facilitated by the CMP Director of Program, the Leadership Team identified beneficial Common Core trainings and session offerings to be provided at the network's fall in-service, and otherwise, provided for instructional staff. Leadership Team determined in-service focus and session offerings. This planning extended to the early-release days as scheduled. Early Release Days provided collaborative opportunities for staff.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Teachers continued instruction using the updated Common-Core aligned CMP Curriculum Guides and further enhanced their skill sets with CMP provided professional development pertaining to the Common Core curriculum.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be listed under the action item under the student support goal, pertaining to the appropriate subject.

Goal 14	Teachers in CMP classrooms will utilize Montessori materials, within both individual and small group settings, to ensure that English Language Learners will understand the academic content in a concrete manner.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

EL students will be able to gain academic content knowledge through the concrete Montessori materials and implementation of Common Core.

ACTUAL

EL students were able to gain academic content knowledge through the concrete Montessori materials and implementation of Common Core.

ACTIONS / SERVICES

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

Action **14.1**

	PLANNED	ACTUAL
Actions/Services	CMP will provide highly qualified, Montessori trained teachers to use Montessori-Common Core aligned curriculum and materials to ensure that English Language Learners understand the academic content in a concrete manner.	CMP provided highly qualified, Montessori trained teachers to use Montessori-Common Core aligned curriculum and materials to ensure that English Language Learners understand the academic content in a concrete manner.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$(no additional expenditure)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP provided highly qualified, Montessori trained teachers to use Montessori-Common Core aligned curriculum and materials to ensure that English Language Learners understand the academic content in a concrete manner.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	EL students were able to gain academic content knowledge through the concrete Montessori materials and implementation of Common Core.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be listed under the action item under the student support goal, pertaining to the appropriate subject.

Goal 15	As part of an English Language Learner's individual academic work plan, the student will be mainstreamed into their classroom, receiving instruction in individual and small group settings using concrete Montessori materials and participating in the Rosetta Stone online language program to support English language acquisition. The richness of the language found in the Montessori program and the Matrix of SDAIE Techniques will assist teachers in moving from the pre-Common Core ELD standards to the anticipated ELD standards.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

EXPECTED	ACTUAL
EL students will have access to English within the online Rosetta Stone program to further enhance their acquisition of the English language, which will be included in the student's individualized academic work plans.	EL students had access to English within the online Rosetta Stone program to further enhance their acquisition of the English language, which were included in the student's individualized academic work plans.

ACTIONS / SERVICES

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

Action **15.1**

	PLANNED	ACTUAL
Actions/Services	CMP teachers, trained in SDAIE techniques and strategies, will utilize concrete Montessori materials to provide support for English Language Learners; Every ELL student will participate in the Rosetta Stone technology-based Language Program; The CMP teacher of record will monitor the student's progress, and provide additional interventions as appropriate; Instructional staff will explore additional learning materials to support ELL students; Instructional staff will explore training opportunities to strengthen their skills. CMP will continue to hire and train highly-qualified teachers to serve ELL students; CMP will provide student access to the Rosetta Stone Language Program; Materials will be purchased, and staff will attend ELL trainings, as appropriate.	CMP teachers, trained in SDAIE techniques and strategies, utilized concrete Montessori materials to provide support for English Language Learners; Every ELL student participated in the Rosetta Stone technology-based Language Program; The CMP teacher of record monitored the student's progress, and provided additional interventions as appropriate; Instructional staff explored additional learning materials to support ELL students; Instructional staff explored training opportunities to strengthen their skills. CMP continues to hire and train highly-qualified teachers to serve ELL students; CMP provided student access to the Rosetta Stone Language Program; Materials were purchased, and staff attended ELL trainings, as appropriate.
Expenditures	**BUDGETED** $7,125	**ESTIMATED ACTUAL** $7,195 (Rosetta Stone)

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP teachers, trained in SDAIE techniques and strategies, utilized concrete Montessori materials to provide support for English Language Learners; Every ELL student participated in the Rosetta Stone technology-based Language Program; The CMP teacher of record monitored the student's progress, and provided additional interventions as appropriate; Instructional staff explored additional learning materials to support ELL students; Instructional staff explored training opportunities to strengthen their skills. CMP continues to hire and train highly-qualified teachers to serve ELL students; CMP provided student access to the Rosetta Stone Language Program; Materials were purchased, and staff attended ELL trainings, as appropriate.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	EL students had access to English within the online Rosetta Stone program to further enhance their acquisition of the English language, which were included in the student's individualized academic work plans.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal has been re-written and will be listed as an action item under the Student Support goal.

Goal 16	CMP will commit to providing parent education opportunities as well as numerous opportunities to serve their community, including both on-site and off-site opportunities.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
With parental services to the school community, the school will be able to focus time and resources on other student focused areas.	With parental services to the school community, the school was able to focus time and resources on other student focused areas.

ACTIONS / SERVICES

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

Action **16.1**

	PLANNED	ACTUAL
Actions/Services	The CMP Leadership Team will collaborate on strategies to promote and encourage parental involvement, including more opportunities for participation. Parent education could include speakers, parent library, etc.	The CMP Leadership Team collaborated on strategies to promote and encourage parental involvement, including more opportunities for participation. Parent education included speakers, parent library, etc. The Elk Grove campus offered monthly Principal Café's with guest speakers, including but not limited to the topics of Montessori 101, CAASPP Testing, Love and Logic, WASC/AMS Accreditation, as well as a parent education evening with Jonathan Wolff on Bridging Montessori and Home. A parent lending library is available for parents in the school office reception area. Parents may check out books on Montessori philosophy, Love and Logic, Positive Discipline, and other parenting skills. In addition to classroom fieldtrips, creating materials, and assisting in the classroom, parents were also invited to participate in the Science Fair, Art Walk, FunRun, monthly Trait Assemblies, quarter Benchmark Bashes, and supervising morning carline.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$1,000	$(no additional expenditure)

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The CMP Leadership Team collaborated on strategies to promote and encourage parental involvement, including more opportunities for participation. Parent education included speakers, parent library, etc. The Elk Grove campus offered monthly Principal Café's with guest speakers, including but not limited to the topics of Montessori 101, CAASPP Testing, Love and Logic, WASC/AMS Accreditation, as well as a parent education evening with Jonathan Wolff on Bridging Montessori and Home. A parent lending library is available for parents in the school office reception area. Parents may check out books on Montessori philosophy, Love and Logic, Positive Discipline, and other parenting skills. In addition to classroom fieldtrips, creating materials, and assisting in the classroom, parents were also invited to participate in the Science Fair, Art Walk, FunRun, monthly Trait Assemblies, quarter Benchmark Bashes, and supervising morning carline.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	With parental services to the school community, the school was able to focus time and resources on other student focused areas.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be listed as an action item under the parent/community engagement goal.

Goal 17	School administration will work with the parent community to recruit parents to the CAC and the Governing Board via school newsletters and communiques, and through parent meetings/events. CAC and Governing Board Representative elections are held on a regular basis.

State and/or Local Priorities Addressed by this goal: STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The CMP Leadership Team collaborated on strategies to promote and encourage parental involvement, including more opportunities for participation. Parent education included speakers, parent library, etc. The Elk Grove campus offered monthly Principal Café's with guest speakers, including but not limited to the topics of Montessori 101, CAASPP Testing, Love and Logic, WASC/AMS Accreditation, as well as a parent education evening with Jonathan Wolff on Bridging Montessori and Home. A parent lending library is available for parents in the school office reception area. Parents may check out books on Montessori philosophy, Love and Logic, Positive Discipline, and other parenting skills. In addition to classroom fieldtrips, creating materials, and assisting in the classroom, parents were also invited to participate in the Science Fair, Art Walk, FunRun, monthly Trait Assemblies, quarter Benchmark Bashes, and supervising morning carline.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	With parental services to the school community, the school was able to focus time and resources on other student focused areas.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be listed as an action item under the parent/community engagement goal.

Goal 17	School administration will work with the parent community to recruit parents to the CAC and the Governing Board via school newsletters and communiques, and through parent meetings/events. CAC and Governing Board Representative elections are held on a regular basis.

State and/or Local Priorities Addressed by this goal: STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE	☐ 9 ☐ 10
LOCAL	_____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Parents will have the opportunity to have a direct voice in their child's school as well as the CMP network.	Parents had the opportunity to have a direct voice in their child's school as well as the CMP network.

ACTIONS / SERVICES

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

Action **17.1**

Actions/Services	**PLANNED** The Leadership Team will explore strategies to promote parental leadership, and will incorporate parental survey tools to inform best practices for School-to-Home communication. The CMP network will create a Communications position to support this goal.	**ACTUAL** CMP-EG uses weekly communications to the home through the school newsletter (the Montessorigram) in addition to bi-weekly classroom newsletters. CMP-EG also utilizes the website to share information, either though the posting of the Montessorigram and classroom newsletters, or directly on the front page of the school website.
Expenditures	**BUDGETED** $3,000	**ESTIMATED ACTUAL** $(no additional expenditure)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP-EG uses weekly communications to the home through the school newsletter (the Montessorigram) in addition to bi-weekly classroom newsletters. CMP-EG also utilizes the website to share information, either though the posting of the Montessorigram and classroom newsletters, or directly on the front page of the school website.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Parents had the opportunity to have a direct voice in their child's school as well as the CMP network.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be written as an action item under parent/community engagement goal.

Goal 18	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials; use of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
At least 64% of students will show their mastery of grade appropriate English Language Arts/Literacy and Mathematics by scoring proficient or higher on the Smarter Balanced testing system.	51% of students showed their mastery of grade appropriate English Language Arts/Literacy by scoring 'Standard Met' or 'Standard Exceeded' on the 2015-2016 Smarter Balanced testing report. 30% of students showed their mastery of grade appropriate Mathematics by scoring 'Standard Met' or 'Standard Exceeded' on the 2015-2016 Smarter Balanced testing report.

ACTIONS / SERVICES

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

Action **18.1**

	PLANNED	ACTUAL
Actions/Services	The Director of Program will work collaboratively with the Principal, Dean of Students and Mentors to assure that the student learning environment, including delivery of program and course materials, is conducive to learning. The team will further explore Reading Interventions for at-risk students and tech-based Mathematics support; CMP will provide Teacher Assistants in all K-6 classrooms.	CMP uses a reading intervention program, and next year will be transitioning to SIPPS – Reading Intervention Program. CMP continually has the network curriculum level leads meet two to three times a year to review curriculum guide, best practices in curricular areas, review of rubrics, etc. Network wide CMP is implementing STAR MATH and STAR Reading (on-line programs) for assessments and Accelerated Math and Accelerated Reading as support curriculum.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$(no additional expenditure)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP uses a reading intervention program, and next year will be transitioning to SIPPS – Reading Intervention Program. CMP continually has the network curriculum level leads meet two to three times a year to review curriculum guide, best practices in curricular areas, review of rubrics, etc. Network wide CMP is implementing STAR MATH and STAR Reading (on-line programs) for assessments and Accelerated Math and Accelerated Reading as support curriculum.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	51% of students showed their mastery of grade appropriate English Language Arts/Literacy by scoring 'Standard Met' or 'Standard Exceeded' on the 2015-2016 Smarter Balanced testing report. 30% of students showed their mastery of grade appropriate Mathematics by scoring 'Standard Met' or 'Standard Exceeded' on the 2015-2016 Smarter Balanced testing report.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be written as action items under a student support goal.

Goal 19

Classroom instruction will incorporate testing strategies in preparation for the CAASPP.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE	☐ 9 ☐ 10
LOCAL	_____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Students will gain knowledge in test taking strategies.

ACTUAL

Students gained knowledge in test taking strategies. CMP used interim assessments in preparation for CASSPP training.

ACTIONS / SERVICES

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

Action **19.1**

	PLANNED	ACTUAL
Actions/Services	CMP will support Common Core Training and Collaborative Planning Time. Common Core Workshops (as needed).	CMP supported Common Core Training and Collaborative Planning Time. CMP provided time at the August in-service and early in April at an ERPD day for network program level collaborative time. This coming school year CMP will be scheduling three network program level meetings for collaboration.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$(no additional expenditure)

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP supported Common Core Training and Collaborative Planning Time. CMP provided time at the August in-service and early in April at an ERPD day for network program level collaborative time. This coming school year CMP will be scheduling three network program level meetings for collaboration.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students gained knowledge in test taking strategies. CMP used interim assessments in preparation for CASSPP training.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	CMP has created a process in which students get test taking strategies and staff get opportunities to collaborate on the best way to prepare their students. As such, CMP will omit this goal from future LCAPs until deemed necessary.

Goal 20	CMP will create a CELDT Process Operations Manual to ensure proper identification, testing and progress monitoring of EL students. Also, EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The CELDT Process Operations Manual will be amended, as needed.

ACTUAL

CMP has a completed CELDT Process Operations Manual.

ACTIONS / SERVICES

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

Action **20.1**

Actions/Services	PLANNED	ACTUAL
	Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate.	EL students received in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work and usage of SDAIE and ELD instructional strategies. The CELDT Process Operations Manual will be revised prior to the 2017-2018 school year to include the new process for redesignating EL Students due to the transition of CELDT to ELPAC.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$0	$(no additional expenditure)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	EL students received in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work and usage of SDAIE and ELD instructional strategies. The CELDT Process Operations Manual will be revised prior to the 2017-2018 school year to include the new process for redesignating EL Students due to the transition of CELDT to ELPAC.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	CMP has a completed CELDT Process Operations Manual.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be written as an action step under the English Language Learners goal.

Goal 21	CMP will provide a safe and engaging learning environment for students and families, including subgroups.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis.

ACTUAL

By creating a safe and engaging learning environment, students want to be at school on a regular basis.

ACTIONS / SERVICES

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

Action **21.1**

Actions/Services	**PLANNED** CMP will utilize 'early-release' collaborative planning days, to address student and family engagement strategies. CMP schools will also provide support for Enrichment and Extension activities.	**ACTUAL** Teachers attended ERD staff development to collaborate, plan and hear guest speakers for professional development. During the Early Release Professional Development days, CMP-Elk Grove offered guitar, Lego Builder's club, art, Hip Hop Dance, cheer, Mad Science, ukulele, and volleyball activities. Club M offered crochet, Spanish, French, Double-Dutch lessons, card making, and soccer as part of their enrichment opportunities.
Expenditures	**BUDGETED** $4,750	**ESTIMATED ACTUAL** $(no additional expense)

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Teachers attended ERD staff development to collaborate, plan and hear guest speakers for professional development. During the Early Release Professional Development days, CMP-Elk Grove offered guitar, Lego Builder's club, art, Hip Hop Dance, cheer, Mad Science, ukulele, and volleyball activities. Club M offered crochet, Spanish, French, Double-Dutch lessons, card making, and soccer as part of their enrichment opportunities.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	By creating a safe and engaging learning environment, students want to be at school on a regular basis.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be listed as an action item under Staff Support.

Goal 22

Parents will be informed of chronic absences and/or tardys as specified in the CMP Attendance Policy.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A Montessori curriculum is difficult to replicate outside of a Montessori classroom, as such, students will have the most benefit in the classroom on a regular basis.

ACTUAL

A Montessori curriculum is difficult to replicate outside of a Montessori classroom, as such, students have the most benefit in the classroom on a regular basis. All parents of new enrollees receive & sign-off that they have read our attendance policy which spells out our expectation for students attending school, the state's compulsory education law & truancy criteria.

ACTIONS / SERVICES

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

Action **22.1**

Actions/Services	**PLANNED** CMP Student Services Team will collaborate with school AA's to track absenteeism rates and enforce the CMP Attendance Policy.	**ACTUAL** CMP Student Services Team collaborated with school AA's to track absenteeism rates and enforce the CMP Attendance Policy. Starting the 2nd week of school, campus' generate weekly attendance letters that inform parents when their student has crossed one of the attendance thresholds. If students are found have chronic attendance (now defined by the state to be absent 10% or more) Campus Administrators can contact our Student Services Coordinator and request a Student Attendance Review Team (SART) meeting to formally address the implications of the student missing so much school and enforce our attendance policy.
Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $(no additional expense)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP Student Services Team collaborated with school AA's to track absenteeism rates and enforce the CMP Attendance Policy. Starting the 2nd week of school, campus' generate weekly attendance letters that inform parents when their student has crossed one of the attendance thresholds. If students are found have chronic attendance (now defined by the state to be absent 10% or more) Campus Administrators can contact our Student Services Coordinator and request a Student Attendance Review Team (SART) meeting to formally address the implications of the student missing so much school and enforce our attendance policy.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	A Montessori curriculum is difficult to replicate outside of a Montessori classroom, as such, students have the most benefit in the classroom on a regular basis. All parents of new enrollees receive & sign-off that they have read our attendance policy which spells out our expectation for students attending school, the state's compulsory education law & truancy criteria.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	For the past 5 years, all CMP schools have averaged between 95%-97% attendance rates. As such, CMP will omit this goal from future LCAPs unless deemed necessary.

Goal 23	CMP will offer an academically engaging learning environment and will build a middle school community that is connected and encouraging, enticing middle school students to continue to be part of the CMP middle school community.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis.	By creating a safe and engaging learning environment, students wanted to be at school on a regular basis.

ACTIONS / SERVICES

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

Action **23.1**

Actions/Services	**PLANNED** The site-based and network-wide Middle School teams will meet regularly to discuss strategies to engage students, and to collaborate on events for middle school students; CMP will support Middle School Training for new staff. CMP network will provide access to Zoom meetings to reduce the need for substitute coverage for Middle School meetings. Classrooms will be added at EG-BR to support the Middle School complex.	**ACTUAL** The middle school team met regularly to discuss strategies to engage students, and to collaborate on events for middle school students. CMP also supported the training for both new and experienced staff by providing financial assistance and release time. One teacher attended Montessori middle school training and both teachers attended the AMS Conference. The addition of a Middle School Complex added four additional classrooms to the school.
Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $1,985 (network access)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The middle school team met regularly to discuss strategies to engage students, and to collaborate on events for middle school students. CMP also supported the training for both new and experienced staff by providing financial assistance and release time. One teacher attended Montessori middle school training and both teachers attended the AMS Conference. The addition of a Middle School Complex added four additional classrooms to the school.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	By creating a safe and engaging learning environment, students wanted to be at school on a regular basis.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	CMP Middle School values have been well embedded within the CMP culture. As such, CMP will omit this goal from future LCAPs, unless deemed necessary.

Goal 24	Teachers will be trained in positive discipline methods (including Love and Logic and Positive Discipline); Peace Education will be incorporated in the curriculum; the school's BEST team will focus on Safety, Respect and Responsibility; the Principal and Dean of Students will collaborate with teachers and families to develop strategies to manage student behavior issues and concerns.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
By emphasizing Peace Education and a Positive Discipline approach, the majority of disciplinary issues will be addressed before they become large issues.	By emphasizing Peace Education and a Positive Discipline approach, the majority of disciplinary issues were addressed before they became large issues.

ACTIONS / SERVICES

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

Action **24.1**

Actions/Services	**PLANNED** The Dean of Students will take an active leadership role in the 'Response to Intervention' (RTI) Process; Appropriate training will be provided to staff, including conferences, workshops, and school in-service. Staff training, including conferences, workshops, and school in-services.	**ACTUAL** The Dean of Students took an active leadership role in the 'Response to Intervention' (RTI) Process; Appropriate training was provided to staff, including conferences, workshops, and school in-service. Staff training, including conferences, workshops, and school in-services.
Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $(no additional cost)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	By emphasizing Peace Education and a Positive Discipline approach, the majority of disciplinary issues were addressed before they became large issues.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The Dean of Students took an active leadership role in the 'Response to Intervention' (RTI) Process; Appropriate training was provided to staff, including conferences, workshops, and school in-service. Staff training, including conferences, workshops, and school in-services.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be listed under the student services goal as an action.

Goal 25 — CMP staff will be trained on the School Safety Plan, on an annual basis, and will conduct monthly fire, earthquake, lockdown and safety drills.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

By ensuring that there are proper practices in place and that staff are properly trained, students will be safer in the event of an emergency.

ACTUAL

By ensuring that there are proper practices in place and that staff are properly trained, students would have been safer in the event of an emergency.

ACTIONS / SERVICES

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

Action **25.1**

Actions/Services	**PLANNED** CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to refine School Safety Plan. Annual review and training on School Safety Plan.	**ACTUAL** Each CMP campus has a Site Safety Coordinator, who is part of the network safety committee along with two Deans of Education and two Principals. The safety committee meets quarterly to discuss current safety topics and to review protocols and the Safety Operations Plan. In the Fall the Site Safety Coordinator, along with the campus Principal, manages a Site Safety Committee to review and update the template that the Network Safety Committee has put together and submits it annually at the February Governing Board meeting.
Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $(no additional cost)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP trains staff on the safety plan every year during the August in-service days. CMP also conducts monthly fire drills, and quarterly earthquake and lockdown drills. Each year, one of the Early Release Days is dedicated to a campus wide emergency drill. CMP Administration releases the Site Emergency Response Teams (SERT) with parent volunteers and students who are "missing" and have incurred an "injury" to practice search and rescue, first aid, and release teams and protocols.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	By ensuring that there are proper practices in place and that staff are properly trained, students would have been safer in the event of an emergency.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	CMP has implemented a Board approved Safety Plan which is reviewed on annual basis. As such, CMP will omit this goal from future LCAPS unless deemed necessary.

Goal 26	CMP will continue to implement the network 'Peace Education' (Anti-Bullying) Policy, and revise, as appropriate, to promote a safe, secure learning environment for all children.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

By practicing Peace Education and creating a peaceful learning environment, students and staff will feel safe when coming to school.

ACTUAL

By practicing Peace Education and creating a peaceful learning environment, students and staff feel safe when coming to school.

ACTIONS / SERVICES

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

Action **26.1**

Actions/Services	**PLANNED** CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to review the Peace Education (Anti-Bullying) Policy.	**ACTUAL** CMP Safety Coordinator worked collaboratively with the Principal, Safety Committee and School Board to review the Peace Education (Anti-Bullying) Policy. Updating the Anti-Bullying Policy is a part of the annual review that is done every fall with the network safety committee and submit to the board in February.
Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $(no additional cost)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP Safety Coordinator worked collaboratively with the Principal, Safety Committee and School Board to review the Peace Education (Anti-Bullying) Policy. Updating the Anti-Bullying Policy is a part of the annual review that is done every fall with the network safety committee and submitted to the board in February. Recently CMP updated the Suspected Bully Incident Report Form and trained the Deans and the RT on the reporting and investigation process.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	By practicing Peace Education and creating a peaceful learning environment, students and staff feel safe when coming to school.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal has been re-written and will be listed as an action item under the Student Support goal.

Goal 27

The CMP Director of Program will ensure that the Curriculum Guides for each grade level will provide guidance for the instructional staff as they prepare lessons that cover a broad course of study for all students, including subgroups.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

EXPECTED	ACTUAL
Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology.	Students used state-adopted Common Core materials & curriculum, aligned with Montessori methodology.

ACTIONS / SERVICES

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

Action **27.1**

Actions/Services	**PLANNED** The Director of Program will work collaboratively with the Principal and grade level/subject area mentors to oversee the delivery of curriculum at all grade levels, covering a broad course of study for all students, including subgroups.	**ACTUAL** The Director of Program worked collaboratively with the Principal and grade level/subject area mentors to oversee the delivery of curriculum at all grade levels, covering a broad course of study for all students, including subgroups.
Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $(no additional cost)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students used state-adopted Common Core materials & curriculum, aligned with Montessori methodology.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The Director of Program worked collaboratively with the Principal and grade level/subject area mentors to oversee the delivery of curriculum at all grade levels, covering a broad course of study for all students, including subgroups.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	CMP's Administrative Team has reviewed and implemented Curriculum Guides at the different grade levels. As such, CMP will omit this goal from future LCAPs unless deemed necessary.

Goal 28

CMP students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of English and Language Arts, Mathematics, Health and Social Science.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology.

ACTUAL

Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology.

ACTIONS / SERVICES

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

Action **28.1**

Actions/Services	**PLANNED** CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology.	**ACTUAL** Each CMP campus provided a variety of Professional Development during the Early Release Professional Development Days. The CMP Network Technology Department trained the middle school staff on the increasing technology devices and programs, including Go Guardian and Smart Boards. There will also be a Technology strand at the August In-service this year.
Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $(no additional cost)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Each CMP campus provided a variety of Professional Development during the Early Release Professional Development Days. The CMP Network Technology Department trained the middle school staff on the increasing technology devices and programs, including Go Guardian and Smart Boards. There will also be a Technology strand at the August In-service this year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	CMP has successfully utilized Common Core and Montessori aligned curriculum. As such, CMP will omit this goal from future LCAPs unless deemed necessary.

Goal 29   CMP students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Science.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology.

ACTUAL

Students used state-adopted Common Core materials & curriculum, aligned with Montessori methodology.

ACTIONS / SERVICES

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

Action **29.1**

Actions/Services	PLANNED	ACTUAL
	CMP will provide a Science Mentor, teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Science. School adoption of curriculum pending.	CMP provided a Science Mentor at every campus, teacher support for professional development, related to Common Core standards and Montessori methodology; CMP provided materials to support Common Core in Science. The Science Mentor at each CMP campus met as a group this year, and plans to meet regularly next year to share best practices and innovative ideas. The Science Mentors will primarily focus on students in upper elementary next year.
Expenditures	BUDGETED $23,750	ESTIMATED ACTUAL $21,040

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP provided a Science Mentor at every campus, teacher support for professional development, related to Common Core standards and Montessori methodology; CMP provided materials to support Common Core in Science. The Science Mentor at each CMP campus met as a group this year, and plans to meet regularly next year to share best practices and innovative ideas. The Science Mentors will primarily focus on students in upper elementary next year.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students used state-adopted Common Core materials & curriculum, aligned with Montessori methodology.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be an action item under the student support goal.

Goal 30	Classroom teachers will integrate the arts across the curriculum; CMP will coordinate after school Visual and Performing Arts programs and activities.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Students will have greater access to Visual and Performing arts activities during and after school.	Students will have greater access to Visual and Performing arts activities during and after school.

ACTIONS / SERVICES

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

Action **30.1**

	PLANNED	ACTUAL
Actions/Services	CMP will provide a VAPA Instruction mentor; teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Visual and Performing Arts.	CMP provided a VAPA Instruction mentor; teacher support for professional development, related to Common Core standards and Montessori methodology; CMP provided materials to support Common Core in Visual and Performing Arts.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$24,250	$19,890

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students will have greater access to Visual and Performing arts activities during and after school.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	CMP provided a VAPA Instruction mentor; teacher support for professional development, related to Common Core standards and Montessori methodology; CMP provided materials to support Common Core in Visual and Performing Arts.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be an action item under the student support goal.

Goal 31	CMP will provide a Physical Education teacher and materials to provide standards-based, and age-appropriate, activities to all students, including all student subgroups, unduplicated students, and students with exceptional needs.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

EXPECTED

Students will have greater access to Physical Education activities during the school day.

ACTUAL

Students had greater access to Physical Education activities during the school day.

ACTIONS / SERVICES

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

Action **31.1**

	PLANNED	ACTUAL
Actions/Services	CMP will provide a PE teacher and teacher support for professional development, related to Common Core standards; CMP will provide materials to support Common Core in Physical Education.	A full time PE teacher was hired and PE supplies and materials were purchased. The PE teacher met with the other CMP PE teachers and discussed best practices, common core and PFT.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$60,000	$39.295

[ANALYSIS](#)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	A full time PE teacher was hired and PE supplies and materials were purchased. The PE teacher met with the other CMP PE teachers and discussed best practices, common core and PFT.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students had greater access to Physical Education activities during the school day.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	CMP has successfully completed this goal. As such, this goal will be omitted from future LCAPs unless deemed necessary.

Goal 32 — CMP will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs, an account to the Rosetta Stone online Foreign Language program, classroom and home usage of the program and after school usage available at school site.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Students will have greater access to a Foreign Language program, using the Rosetta Stone online application available at school and at home.	Students have greater access to a Foreign Language program, using the Rosetta Stone online application available at school and at home.

ACTIONS / SERVICES

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

Action **32.1**

Actions/Services	**PLANNED** CMP will provide foreign language access and support to all students, utilizing the technology-based Rosetta Stone Foreign Language program.	**ACTUAL** CMP provided foreign language access and support to all students, utilizing the technology-based Rosetta Stone Foreign Language program.
Expenditures	**BUDGETED** $7,125	**ESTIMATED ACTUAL** $(Rosetta Stone cost shown above)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	CMP provided foreign language access and support to all students, utilizing the technology-based Rosetta Stone Foreign Language program.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Students have greater access to a Foreign Language program, using the Rosetta Stone online application available at school and at home. EL students use the Rosetta Stone Online Classroom program as well using English (US) to assist them with their English Language learning.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be listed as an Action under the student support goal.

Goal 33

CMP will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs access to a school library.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
The school will maintain the school library.	The school has maintained the school library. The library was made available for all students.

ACTIONS / SERVICES

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

Action **33.1**

Actions/Services	**PLANNED** Monies will be provided to enhance the school library.	**ACTUAL** This was the first year with a designated school library. Using existing shelving, LCAP funds were used to purchase an area rug and all of the supplies necessary to create a card catalog system for checking out books. $9,000 worth of new books for the library was purchased using Scholastic funds. All students and teachers had access to the school library and the opportunity to check out books.
Expenditures	**BUDGETED** $4,750	**ESTIMATED ACTUAL** $(no additional cost)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	This was the first year with a designated school library. Using existing shelving, LCAP funds were used to purchase an area rug and all of the supplies necessary to create a card catalog system for checking out books. $9,000 worth of new books for the library was purchased using Scholastic funds. All students and teachers had access to the school library and the opportunity to check out books.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The library was made available for all students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal will be listed as an action item under Student Support.

Goal 34	Classrooms will receive additional technological equipment to enhance the learning environment.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Classrooms will be more fully equipped with technology to enhance the learning environment.

ACTUAL

Classrooms were more fully equipped with technology to enhance the learning environment.

ACTIONS / SERVICES

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

Action **34.1**

Actions/Services	PLANNED	ACTUAL
	Classrooms will receive additional technological equipment to enhance the learning environment (ie Smart Boards, Projectors, etc).	Classrooms received additional technological equipment to enhance the learning environment (ie Smart Boards, Projectors, etc).
Expenditures	BUDGETED $9,500	ESTIMATED ACTUAL $6,250

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Classrooms were more fully equipped with technology to enhance the learning environment.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Classrooms received additional technological equipment to enhance the learning environment (ie Smart Boards, Projectors, etc).
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	CMP schools have full inventories of technological equipment and peripheral devices. CMP will use grants and fundraising events to provide funding for replacement equipment and devices. As such, this goal will be omitted from future LCAPs unless deemed necessary.

Goal 35	CMP will hire a .5 Testing Coordinator/Analyst, who will track the achievement of target subgroups, including Low Income, English Learners and Foster Youth.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
The Testing Coordinator/Analyst will ensure that the assessments are used appropriately and the information gathered from them can be used to assist with student's individual academic goals.	The Testing Coordinator/Analyst ensured that the assessments are used appropriately and the information gathered from them can be used to assist with student's individual academic goals.

ACTIONS / SERVICES

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

Action **35.1**

	PLANNED	ACTUAL
Actions/Services	The CMP Testing Coordinator/Analyst will ensure assessments are used appropriately and gather information to assist student's with individual academic goals.	The CMP Testing Coordinator worked with the Deans of Education to ensure assessments are used appropriately and gather information to assist student's with individual academic goals. Based on the assessments, Low Income, English Language Learners and/or Foster Youth students were invited to participate in after school tutoring groups.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$7,000	$(no additional cost)

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The CMP Testing Coordinator worked with the Deans of Education to ensure assessments are used appropriately and gather information to assist student's with individual academic goals. Based on the assessments, Low Income, English Language Learners and/or Foster Youth students were invited to participate in after school tutoring groups.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The Testing Coordinator/Analyst ensured that the assessments are used appropriately and the information gathered from them can be used to assist with student's individual academic goals.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	In future LCAPs, this goal is being transitioned to an action step under the Network Support goal.

Stakeholder Engagement

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

California Montessori Project-Elk Grove (CMP-EG) has provided numerous opportunities for stakeholder engagement, as part of the greater California Montessori Project (CMP) 7-campus network, as well as an individual charter school within the Elk Grove Unified School District (EGUSD). Over the past four years, there have been numerous occasions where community input was collected to improve the CMP program. Network opportunities have included community participation in the ongoing accreditation processes through the Western Association of Schools and Colleges (WASC) and the American Montessori Society (AMS), 2011 through 2017. In addition, members of the CMP Learning Community, as well as the public-at-large, have been invited to attend monthly meetings of the CMP Governing Board, and to provide input at the Strategic Planning Session at the Board's Annual Retreat. CMP Governing Board Minutes reflect the LCAP being discussed at the Annual Meeting on November 5, 2016. During the months of April, May and June, CMP's Executive Director, Gary S. Bowman, met with 7 distinct groups of stakeholders, representing the CMP Learning Community, at-large, to receive input on school improvement. On May 30th, the Executive Director met with the CMP-Elk Grove community sharing components of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP), including the eight state priorities. Community members present at the meetings were asked for suggestions on how the new LCFF funding could support school improvement. Input from the stakeholders was, subsequently, organized into the eight state priorities and the input was reviewed for common threads. Considerations of fiscal impact and timeline were considered. The stakeholder meetings were well-received, and input was freely shared from the participants. This input contributed to the 2017-2018 LCAP Plan (see 'Impact on LCAP'). The Executive Director will continue to solicit community input for the 2018-2019 LCAP revisions.

IMPACT ON LCAP AND ANNUAL UPDATE

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

In developing the LCFF Budget for the 2017-2018 school year, the Executive Director sought input from parents, pupils, both classified and certificated staff, and school leaders. In the area of 'Stakeholder Engagement' sessions, CMP sought genuine, unfiltered input. Accordingly, the Executive Director committed to holding the meetings in casual settings, which would allow Stakeholders to feel comfortable while providing candid and honest input. These settings included Principal's Cafés, Campus Advisory Councils, Staff Meetings, and Student Circles. At the meetings, the CMP Executive Director shared information regarding the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP), including the '8 State Priorities.' Participating stakeholders were invited, in a round-robin style, how they would spend LCFF dollars to bring improvement to the CMP program. The length of each meeting was determined by the stakeholders, themselves, as every participant was allowed to contribute his/her input, until such time as all ideas had been exhausted. Stakeholders have also been invited to submit additional input by email to the Executive Director (gbowman@cacmp.org) and/or Development Consultant, Stephanie Garrettson (sgarrettson@cacmp.org). It is the Executive Director's observation that the stakeholders have been greatly appreciative of the opportunity to have their ideas heard. The CMP Executive Director met with CMP Staff, Parents and Students at the various Stakeholder Engagement Sessions. The Staff and Parents provided valuable (and welcome) input regarding School Improvement. At the same time, the Executive Director found Student input to be especially refreshing and valuable. While much of the student input was consistent with that of the adults (including the importance of art/music programs, athletics, technology, campus beautification, etc), students also provided critical input from their unique point-of-view. These student sessions, including students as young as kindergarten-age, were remarkable and poignant. CMP Leadership considered all of the input to be a great foundation for building the LCFF budget. After the Stakeholder Engagement Sessions, the input provided was organized according to the 8 State Priorities, by site, as well as network. Based on Stakeholder input, the following expenditures were incorporated into the 2017-2018 Budget: • Teacher retention through increased compensation • Contemporary Library • Optimal Technology-Supported Curriculum • Science Curriculum Enrichment • Special Education Support for General Education Staff • Writing Curriculum • Team Collaboration Time • Site Improvements, including playgrounds • School Nurse and Counselor Support • Campus Beautification Projects • Teacher Assistant Professional Development Opportunities • Character Education: Peer Mediation and Conflict Resolution Opportunities • Parent Education •Equipping School Leaders – Professional Development and Special Projects •Articulated Music Program • Network Positions – Testing Coordinator and Directors of Program

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 1	Student Support – Educating the Whole Child

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

CMP students' needs will be better served with additional socio-emotional/health services. The California Assessment of Student Performance and Progress scores indicate that there is a need at CMP-EG to focus on how to read closely and analytically to understand a range of literacy texts and informational texts across the curriculum. There is a need to support student achievement in mathematical thinking and application. CMP Science curriculum needs to be examined to align and incorporate the NGSS to provide our students with a more contemporary and competitive curriculum. The most recent California Assessment of Student Performance and Progress scores indicate that there is a need for the school to address writing in a systematic way. English Language Learners need to have multiple support tools made available in order to become re-designated and to understand academic content in a concrete manner. The CMP Peace Education Policy needs further focus, in order for students to feel safe coming to school and for student's behavioral concerns to be addressed prior to suspension. Students need to have greater access to Visual and Performing Arts, Foreign Language and Music. CMP students need access to a contemporary school library. CMP students are looking for enrichment and extension activities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Character Education program(s) formally adopted	Current programs in place	Admin teams meet to discuss programs; program(s) chosen; program(s) implemented	Chosen programs used throughout network.	Chosen programs used throughout network.

Peer Mediation and Conflict Resolution program(s) formally adopted	Current programs in place	Admin teams meet to discuss programs; program(s) chosen; program(s) implemented	Chosen programs used throughout network.	Chosen programs used throughout network.
Assessments, Professional Learning Communities (PLC) discussions, and observational data	2016 CAASPP Math Scores: • 30% of students met or exceeded the standard	A minimum of 1% improvement for each subgroup.	A minimum of 1% improvement for each subgroup.	A minimum of 1% improvement for each subgroup.
Science curriculums and/or programs	Staff trained in NGSS; Science Mentor hired;	Science Mentor meetings; extracurricular activities; standard based rubric	Science Mentor meetings; extracurricular activities; standard based rubric	Science Mentor meetings; extracurricular activities; standard based rubric
Writing curriculum	Established writing committee	Selection of writing curriculums to pilot	Pilot writing curriculums	Implement writing curriculum
RFEP Rates	Majority of EL students re-designated after 2 years with CMP	Majority of EL students re-designated after 2 years with CMP	Majority of EL students re-designated after 2 years with CMP	Majority of EL students re-designated after 2 years with CMP
Status reports given regularly to all stakeholders via faculty meetings, newsletters, presentations to the Round Table and the Board	2016 ELA CAASPP Scores: • 51% of students met or exceeded the standard	A minimum of 1% improvement for each subgroup.	A minimum of 1% improvement for each subgroup.	A minimum of 1% improvement for each subgroup.
Suspension Rate	2016 CA School Dashboard reports a 1.8% suspension rate	A minimum of .5% improvement	A minimum of .5% improvement	A minimum of .5% improvement
VAPA program	Current VAPA program	Enhancements to VAPA program	Enhancements to VAPA program	Enhancements to VAPA program
Foreign Language Program	Current Foreign Language program	Enhancements to Foreign Language Program, beyond Rosetta Stone	Enhancements to Foreign Language Program, beyond Rosetta Stone	Enhancements to Foreign Language Program, beyond Rosetta Stone

School library offerings	School library enhancements: books, furnishings and/or librarian	School library enhancements: books, furnishings and/or librarian	School library enhancements: books, furnishings and/or librarian	School library enhancements: books, furnishings and/or librarian
Enrichment and extension offerings	Current enrichment and extension offerings	Enhanced enrichment and extension offerings	Enhanced enrichment and extension offerings	Enhanced enrichment and extension offerings
Music offerings	No articulated music program and/or music mentors	Plan of articulated music program and/or mentors	Implementation of music program plan	Music program plan fully implemented

PLANNED ACTIONS / SERVICES

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

Action **1** CMP will use network-wide articulated character education programs.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools	☐ Specific Schools:_____	☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
CMP will explore character education programs, and, will continue to use the following character education programs: • "The Self-Awakened Child" (J. Wolff) for children 3-9 years old • "Seven Habits of a Highly Effective Team" (S. Covey) for children 10-14 years old	CMP will utilize the character education program(s) that best matches the CMP program. Goal completed.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5/student	Amount	$5/student	Amount	
Source	LCFF Base Grant	Source	LCFF Base Grant	Source	
Budget Reference	Resource 0000, Object 4300	Budget Reference	Resource 0000, Object 4300	Budget Reference	

Action   **2**   CMP will use network-wide peer mediation and conflict resolution programs.

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
CMP will explore peer mediation and conflict resolution programs.	CMP will utilize the peer mediation and conflict resolution program(s) that best matches the CMP program. Goal completed.	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$10/student	Amount	$10/student	Amount	
Source	LCFF Base Grant	Source	LCFF Base Grant	Source	
Budget Reference	Resource 0000, Object 5800	Budget Reference	Resource 0000, Object 5800	Budget Reference	

Action   **3**   Increase Depth of Knowledge (DOK) and extended mathematical thinking instruction within our existing math curriculum.

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Identify areas of growth in the math curriculum via assessment scores, staff feedback, and teacher survey • Gather resources to meet needs (trainings, digital, materials, sample extensions, etc.) • Plan implementations with in grade level PLC and network curriculum teams • incorporate DOK and real world problems into curriculum		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$0 (no additional cost)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action	**4**	CMP will create a robust science program.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☒ Modified ☐ Unchanged
Network Curriculum Level Teams will review and compare the current curriculum guides to NGSS ☐ Discussion and implementation of alignment of current curriculum guide to meeting requirements of NGSS ☐ Identify Science Mentors whom will facilitate the expansion of the Montessori science program at each campus ☐ Official approval of New Curriculum Guide by CMP Leadership Team ☐ Develop an action plan for funding new materials needed to align curriculum ☐ Train teachers on effective instructional strategies regarding NGSS.		Begin implementation of newly aligned curriculum guide into classroom instruction.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	$20/student	Amount	$20/student	Amount	$20/student
Source	LCFF Base Grant	Source	LCFF Base Grant	Source	LCFF Base Grant
Budget Reference	Resource 0000, Object 5800	Budget Reference	Resource 0000, Object 5800	Budget Reference	Resource 0000, Object 5800

Action   **5**   To research and adopt a writing curriculum.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
☐ Establish and convene a writing committee ☐ Research and collect a pool of potential writing curricula ☐ Select program(s) to pilot ☐ Gather teacher and student feedback on pilot	Program Adoption	

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	$20/student	Amount	$10/student	Amount	$5/student
Source	LCFF Base Grant	Source	LCFF Base Grant	Source	LCFF Base Grant
Budget Reference	Resource 0000, Object 5800	Budget Reference	Resource 0000, Object 5800	Budget Reference	Resource 0000, Object 5800

Action **6** CMP will meet the needs of English Language Learners.

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☒ English Learners ☐ Foster Youth ☐ Low Income
[Scope of Services](#)	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged

CMP Admin team will revise the CELDT Process Operations Manual. The Admin Team will also write the process of re-designating students under ELPAC.	CMP will meet the needs of English Language Learners using a variety of tools, including: Montessori/Common Core aligned curriculum, teaching assistants in the classrooms, small class sizes, Rosetta Stone, etc.	

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$(no additional cost)	Amount	$(no additional cost)	Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **7** **Reading to analyze and understand a range of literacy texts and informational texts.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
CMP-Elk Grove plans to • Survey staff to gather perception data • Gather current resources and strategies from teachers who are seeing success in this area • Research developmentally appropriate resources to utilize in class, as well as after	Implement plan.	

- school tutoring
- Plan implementations within Grade Level Teams: discuss resources, strategies and frequency

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$(no additional cost)	Amount	$(no additional cost)	Amount	$(no additional cost)
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **8** Decrease student suspension rate.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
CMP staff will emphasize Peace Education to address the majority of disciplinary actions, prior to them becoming larger (suspendable) issues.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$(no additional cost)	Amount		Amount	

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **9** Visual and Performing Arts will be integrated across the curriculum.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
CMP will provide a VAPA Instruction Mentor and materials to support VAPA instruction.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$11,500	Amount	$11,500	Amount	$11,500
Source	LCFF Base Grant	Source	LCFF Base Grant	Source	LCFF Base Grant
Budget Reference	Resource 0000, Object 2100	Budget Reference	Resource 0000, Object 2100	Budget Reference	Resource 0000, Object 2100

Action **10** CMP will commit to providing an articulated foreign language program, including multiple languages, for all K-8 students.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
CMP will explore additional cultural enrichment opportunities related to foreign language, either after school electives or in-school activities. A Foreign Language Mentor (Rosetta Stone Mentor) will be offered at each site.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20/student	Amount		Amount	
Source	LCFF Base Grant	Source		Source	
Budget Reference	Resource 0000, Object 2100	Budget Reference		Budget Reference	

Action **11** CMP will provide all students with access to a contemporary school library.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
CMP will provide books, furnishings and/librarian.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$20/student	Amount		Amount	
Source	LCFF Base Grant	Source		Source	
Budget Reference	Resource 0000, Object 4300	Budget Reference		Budget Reference	

Action **12**   CMP will provide all students with opportunities for enrichment and extension activities.

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served ☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services ☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s) ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
CMP will provide opportunities for enrichment and extension activities. CMP-EG will try to increase participation in these programs from English Learners, Foster Youth and Low Income Students. To do this, CMP-EG will send out targeted invitations to these students. Administration will also look into the services/opportunities being provided, the time they are provided, and the location (which site) where they are offered to try and increase participation.		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$20/student	Amount	$20/student	Amount	$20/student
Source	LCFF Supp./Conc. Grant	Source	LCFF Supp./Conc. Grant	Source	LCFF Supp./Conc. Grant
Budget Reference	Resource 0060, Object 2100	Budget Reference	Resource 0060, Object 2100	Budget Reference	Resource 0060, Object 2100

Action **13**   CMP will provide an articulated Music Program.

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☒ Specific Grade spans:_____K-3rd_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
CMP will begin the process of offering an articulated music program including rhythm at the lowest grades; recorder and note reading at 3rd grade. CMP will provide a Music Mentor at each campus to provide support to the classrooms and after school music activities for small groups. Year 1 will be a planning year and purchasing of recorders.	CMP will begin the process of offering an articulated music program including rhythm at the lowest grades; recorder and note reading at 3rd grade. CMP will provide a Music Mentor at each campus to provide support to the classrooms and after school music activities for small groups. Year 2 will be an implementation year.	CMP will begin the process of offering an articulated music program including rhythm at the lowest grades; recorder and note reading at 3rd grade. CMP will provide a Music Mentor at each campus to provide support to the classrooms and after school music activities for small groups. Year 3 will be a full implementation year.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10/student	Amount	$10/student	Amount	$10/student
Source	LCFF Base Grant	Source	LCFF Base Grant	Source	LCFF Base Grant
Budget Reference	Resource 0000, Object 2100	Budget Reference	Resource 0000, Object 2100	Budget Reference	Resource 0000, Object 2100

	New	☒ Modified		☐ Unchanged

Goal 2

Parent / Community Engagement

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

With parental services to the school community, the school can focus time and resource on other student focused areas. Parents should have the opportunity to have a direct voice in their child's school as well as the CMP network.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent education offerings	Monthly Parent Café meetings offered; Montessori Leadership and Communications Consultant	Monthly Parent Café meetings offered; Montessori Leadership and Communications Consultant	Monthly Parent Café meetings offered; Montessori Leadership and Communications Consultant	Monthly Parent Café meetings offered; Montessori Leadership and Communications Consultant
Enhanced communications systems	Current communications systems	Enhanced communications systems	Enhanced communications systems	Enhanced communications systems

PLANNED ACTIONS / SERVICES

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

Action **1** CMP commits to providing parent education opportunities.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
CMP is committed to bringing in Montessori Leadership and Communications Consultant, Jonathan Wolff to provide sessions on grace and courtesy, effective communications and establishing a positive climate and culture. CMP will also offer a parent library with books on Montessori and parenting skills.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1500/site – J Wolff	Amount		Amount	
Source	LCFF Base Grant	Source		Source	
Budget Reference	Resource 0000, Object 5800	Budget Reference		Budget Reference	

Action **2** CMP commits to enhanced parent communications.

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

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
School Administration will work with the parent community to recruit parents to the CAC and the Governing Board via school newsletters and parent meetings. School Administration will also offer a parent survey on an annual basis. CMP will explore social networking as a means of parent communications.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	(No Additional Cost)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

☐ New   ☒ Modified   ☐ Unchanged

Goal 3	Staff Support

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL _____

[Identified Need](#)

Students will be taught by teachers with the highest level of teacher training, including training in Montessori methodology. With more financial incentive to continuously serve the CMP Learning Community, students will have more opportunities to be instructed by experienced staff. Teachers will have better focus on teaching the students within the classroom if there is additional staff support to assist with additional needs. With small class ratios, students will have more opportunities for one-on-one instruction.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Nursing Services provided	Contracted as necessary	CMP Admin team explore different scenarios; proposal made of best scenario	CMP to move forward with best scenario	TBD
Counseling Services provided	Contracted as necessary	CMP Admin team explore different scenarios; proposal made of best scenario	CMP to move forward with best scenario	TBD
New Teachers participate in CMP-sponsored BTSA program	New Teachers participate in CMP-sponsored BTSA program	New Teachers participate in CMP-sponsored BTSA program	New Teachers participate in CMP-sponsored BTSA program	New Teachers participate in CMP-sponsored BTSA program
Class size ratio	Ratio of 24 or less in all K-3 classrooms	Ratio of 24 or less in all K-3 classrooms	Ratio of 24 or less in all K-3 classrooms	Ratio of 24 or less in all K-3 classrooms
Professional Development Agendas and Rosters	Staff are provided with professional development opportunities	Professional development opportunities for staff will continue; Deans of Education will be offered support in empowerment trainings	Professional development opportunities for staff will continue	Professional development opportunities for staff will continue
Montessori Certifications	Lead Teachers hold proper Montessori certifications	Lead Teachers hold proper Montessori certifications	Lead Teachers hold proper Montessori certifications	Lead Teachers hold proper Montessori certifications
CTC Payscale	CTC pay scale received dramatic increases starting in 2016.	CTC pay scale will receive dramatic increase to base scale, as well as step and column increases	CTC pay scale will receive dramatic increase to base scale, as well as step and column increases	CTC pay scale will receive dramatic increase to base scale, as well as step and column increases

PLANNED ACTIONS / SERVICES

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

Action **1** CMP to provide services as traditionally provided by a School Nurse and Counselor.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
CMP Administration team will engage in the planning process of providing services as traditionally provided by a School Nurse and Counselor.	TBD	TBD

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(No Additional Cost)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action **2** | New teachers are required to participate in BTSA (Beginning Teacher Support and Assessment) induction.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
New teachers will participate in BTSA. CMP will provide stipends for Support Providers for teachers participating in BTSA induction.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$11,250	Amount	$11,250	Amount	$11,250
Source	LCFF Base Grant	Source	LCFF Base Grant	Source	LCFF Base Grant
Budget Reference	Resource 0000, Object 1150	Budget Reference	Resource 0000, Object 1150	Budget Reference	Resource 0000, Object 1150

Action **3** | CMP will maintain small student-to-teacher ratios.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20

☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
CMP will maintain class size ratios of 24 or less in all K-3 classrooms.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	(no additional cost)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **4**   CMP will provide professional growth opportunities.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
CMP will provide trainings, support and professional development opportunities for all staff, some of which may include: • Special Education training for General Education CTCs • Super Duper Saturdays for TAs • Early Release Professional Days (ERPDs), trainings varied for all campus staff • External Trainings (AMS, CCSA,	CMP will provide trainings, support and professional development opportunities for all staff. Specific trainings will be determined at a later date.	CMP will provide trainings, support and professional development opportunities for all staff. Specific trainings will be determined at a later date.

- CSDC, AERIES, ACSA, etc)
- In-Service Training days, trainings varied for all campus staff
- Empowerment support for Deans of Education to choose a site-based project (includes PD in best budget practices)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Deans - $10/student	Amount		Amount	
Source	LCFF Base Grant	Source		Source	
Budget Reference	Resource 0000, Object 1350	Budget Reference		Budget Reference	

Action **5** CMP will ensure that all lead teachers hold a valid Montessori Teaching Certificate, or agree to enroll and complete certification if employment is offered.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
CMP will ensure that all lead teachers hold a valid Montessori Teaching Certificate, or agree to enroll and complete certification if employment is offered. If lead teachers need guidance in obtaining the certification, CMP will provide.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(no additional cost)	Amount		Amount	

Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Action   **6**   CMP will provide incremental step and column increases and longevity stipends for Lead Teachers.

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

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____

Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
As teacher retention is correlated with quality of instruction, especially in a public Montessori program, CMP significantly increased certificated base salary annually through 2019, in addition to an increase to the incremental step/column. CMP also provides 'Longevity Stipends' for service to the organization at 5, 10 and 15 year increments. CMP will continue to provide numerous stipend opportunities for instructional staff.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$22,500 (total stipends)	Amount		Amount	
Source	LCFF Base Grant	Source		Source	
Budget Reference	Resource 0000, Object 1150/2150	Budget Reference		Budget Reference	

☐ New	☒ Modified	☐ Unchanged

Goal 4	Network Support

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

To support stakeholder requests for more technology in the classroom as well as to provide structured and developmentally appropriate learning opportunities in extension of Montessori Philosophy. To ensure students are served appropriately, CMP will hire a network Testing Coordinator. As an organization, CMP continuously strives to be Montessori-centered.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Technology Enhancements	Current technology usage	Status reports given regularly to all stakeholders via faculty meetings, newsletters, presentations to the Round Table and the Board.	Status reports given regularly to all stakeholders via faculty meetings, newsletters, presentations to the Round Table and the Board.	Status reports given regularly to all stakeholders via faculty meetings, newsletters, presentations to the Round Table and the Board.
Network Testing Coordinator Position	.5 FTE Testing Coordinator	.5 FTE Testing Coordinator	.5 FTE Testing Coordinator	.5 FTE Testing Coordinator

PLANNED ACTIONS / SERVICES

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

Action   **1**   Incorporate technology as a viable and meaningful experience for the child.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
☐ Survey all stakeholders to gather perception data ☐ Research developmentally appropriate technology usage in school ☐ Disaggregate perception data and research to determine next steps ☐ Identify Library Mentors to facilitate the development of campus libraries ☐ Incorporate technology into the school library to provide intra-school resource and provide a Media Specialist to manage the CMP libraries		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	(no additional cost)	Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

| Action | 2 | CMP will hire a .5 FTE Network Testing Coordinator, who will track the achievement of target subgroups. |

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

| Students to be Served | ☒ English Learners | ☒ Foster Youth | ☒ Low Income |

| Scope of Services | ☒ LEA-wide | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☒ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The Testing Coordinator will ensure that assessments are used appropriately and the information gathered from them can be used to assist with student's individual academic goals. The CMP Testing Coordinator will analyze student testing data, working with the Director of Program to focus on student groups that need support. Based on the assessments, Low Income, English Language Learners and/or Foster Youth students are invited to participate in after school tutoring groups.		

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$29,500	Amount		Amount	
Source	LCFF Supp/Conc Grant	Source		Source	
Budget Reference	Resource 0060, Obj 2200	Budget Reference		Budget Reference	

Action   **3**   CMP will restructure the Director of Program position.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☒ New ☐ Modified ☐ Unchanged
		CMP will restructure the Director of Program position into a dual structured position (K-3rd and 4th – 8th).

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount		Amount		Amount	$40/student
Source		Source		Source	LCFF Base Grant
Budget Reference		Budget Reference		Budget Reference	Resource 0000, Object 1300

☐ New	☒ Modified	☐ Unchanged

Goal 5	Facilities

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10

	LOCAL _____
[Identified Need](#)	Students will benefit from facilities that are clean, safe, secure and beautiful and inviting.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Specific site improvements	Facilities in its current state	Facility improvements	Facility improvements	Facility improvements
Campus beautification efforts	Facilities in its current state	Facility beautifications	Facility beautifications	Facility beautifications

[PLANNED ACTIONS / SERVICES](#)

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

Action **1** CMP will spend monies on projects and/or items for site improvement.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
CMP-Elk Grove will purchase water bottle filling stations.		

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	$20/student	Amount		Amount	
Source	LCFF Base Grant	Source		Source	
Budget Reference	Resource 0000, Object 4400/5500	Budget Reference		Budget Reference	

Action **2** CMP will spend monies on projects and/or items for site beautification.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
[Students to be Served](#)	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____	
[Location(s)](#)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____	

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Campus will spend monies on site beautification.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10/student	Amount		Amount	
Source	LCFF Base Grant	Source		Source	
Budget Reference	Resource 0000, Object 4400/5500	Budget Reference		Budget Reference	

Action   **3**   CMP-Elk Grove will provide a playground.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served   ☒ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
Location(s)   ☒ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Plan development and playground construction.	Action complete.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$145,000	Amount		Amount	
Source	LCFF Base Grant	Source		Source	

Budget Reference	Resource 0000, Object 4400	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $ 132,198   Percentage to Increase or Improve Services: 3.87 %

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

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

We continue to substantially increase overall certificated and classified staffing to provide increased services for unduplicated pupils. Dedicated instruction in ELD is expected to increase the number of EL students being re-designated, to increase EL student performance, and to reduce the amount of time students spend as EL students before re-designating. Additional support and mentoring is also provided to students eligible for free/reduced lunch and foster students.

We are also continually dedicated to providing mentoring, one-on-one assistance, tutoring, and additional materials and services to ensure all of our unduplicated pupil population are fully served and that all Supplemental and Concentration Grant funds are expended on increased or improved services to unduplicated pupils on a schoolwide basis.