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

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|---|---|
| LEA Name | California Montessori Project – Shingle Springs Campus |

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# 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 – Shingle Springs 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-Shingle Springs campus was leased from 2001-2005 and then purchased by CMP in 2005. The school is located in a rural setting on five acres. The campus is configured with 20 classrooms, each uniquely designed to serve the needs of students in Kindergarten through 8th grade. The teachers are experts in the preparation of their classroom environments, designing their classrooms for small and whole group lessons, displaying the many Montessori materials in a way that entices the children to use them, and rotating materials to provide deep learning experiences in thematic units of study. Through guided lessons, students learn to care for each and every component of their classroom

environment.

We also have administrative offices, a resource room, a room for before and after-school care, and a conference room/teachers' lounge. The buildings are in very good condition and are maintained on a daily basis by our custodial and maintenance staff. Custodial and maintenance services are provided through contractual services, as well as paid staff. Additional site improvement activities are provided by staff members, subcontractors, and parent volunteers.

The 15-acre parcel allows us to have extensive room for an outdoor amphitheater, basketball courts, playground structures as well as multiple gardens for our Garden of Learning Program. The school has constructed a large athletic field and track, supported entirely through the efforts of our campus Fundraising Committee.

CMP-Shingle Springs was awarded Charter School Facilities Funds under Proposition 55. The school purchased a 10-acre contiguous parcel and in 2015 built 14 classrooms, a multi-purpose room, and administrative offices. This allowed us to reduce class sizes, establish libraries and science centers, as well as slightly expand our student enrollment.

CMP-Shingle Springs 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**

According to the California School Dashboard, the Suspension Rate for Hispanic Students is two performance levels below the "all student" performance level. The LEA plans to take the following steps to address this performance gap:

- Students with significant behavior issues who may be suspended based on recurring incidents will be given additional support from specialists following regular meetings with parents and classroom teachers.

## 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
3. Push in reading intervention services and hands on Montessori materials will be utilized they are very helpful for working with English learners.

## 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 | $ 3,941,650 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $ |

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 48% of total General Fund expenditures.

| | |
|---|---|
| $ 3,344,267 | 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 <br> COE ☐ 9 ☐ 10 <br> 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 <br> Monies will be allocated to support campus beautification. | ACTUAL <br> Several things were done at the Shingle Springs campus to help with beautification: <br> ·  Office furniture and decorations were purchased for the upper campus <br> ·  Upgrades were made to staff bathrooms were made to make them look beautiful. <br> ·  Teachers were given money to purchase items for their classrooms to enhance the beauty in their rooms.  Many used this to purchase shelving units, lamps, plants, shades, window |
|---|---|---|

| | | coverings, carpets, etc.<br>· Gardens were planted at the upper and lower campuses with irrigations systems installed.<br>· A beautiful garden and walking path was put in at the upper campus in the parking loop. |
|---|---|---|
| Expenditures | BUDGETED<br>$4,450 | ESTIMATED ACTUAL<br>$2,959 |

## 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. | Several things were done at the Shingle Springs campus to help with beautification:<br>· Office furniture and decorations were purchased for the upper campus<br>· Upgrades were made to staff bathrooms were made to make them look beautiful.<br>· Teachers were given money to purchase items for their classrooms to enhance the beauty in their rooms. Many used this to purchase shelving units, lamps, plants, shades, window coverings, carpets, etc.<br>· Gardens were planted at the upper and lower campuses with irrigations systems installed.<br>· A beautiful garden and walking path was put in at the upper campus in the parking loop. |
| 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**

Students will be best served by a Special Education team that has a well-managed case load.

**ACTUAL**

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**<br>Phase One: Leadership Administrative and Special Education Teams will strategize means to achieve this goal. | **ACTUAL**<br>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**<br>(no additional costs) | **ESTIMATED ACTUAL**<br>(no additional costs) |

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 | $8,820 | $2,696 (Shingle Springs pro-rata portion of $15,372 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. | 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 exceeded the budgeted expenditures reflecting the hiring of two Computer Technicians, due to a dramatic increase in inventory of personal technological devices. |
| 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**

CMP student's needs will be better served with additional socio-emotional/health services.

**ACTUAL**

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**<br>CMP will begin the planning process of providing services as traditionally provided regarding the positions of School Nurse and Counselor. | **ACTUAL**<br>CMP Administration Team has begun the planning process of providing services as traditionally provided regarding the positions of School Nurse and Counselor. |
| **Expenditures** | **BUDGETED**<br>$0 | **ESTIMATED ACTUAL**<br>$0 |

### Action 4.2

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>To further meet the needs of the whole child, CMP will deliver a network-wide articulated character education program. Planning curriculum and implementation. | **ACTUAL**<br>CMP continued to use the following character education programs:<br>• "The Self-Awakened Child" (J. Wolff) for children 3-9 years old<br>• "Seven Habits of a Highly Effective Team" (S. Covey) for children 10-14 years old |
| Expenditures | **BUDGETED**<br>$2,225 | **ESTIMATED ACTUAL**<br>$ (no additional costs this year) |

Action **4.3**

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>CMP will support students' philanthropic actions through exploring peer mediation and conflict resolution as well as community service efforts. | **ACTUAL**<br>CMP support students' philanthropic actions through grade-level community service projects. |
| Expenditures | **BUDGETED**<br>$4,450 | **ESTIMATED ACTUAL**<br>$ (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 | ACTUAL |
|---|---|
| Students will be taught by teachers with the highest level of teacher training. | 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

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 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. |
| | **BUDGETED** | **ESTIMATED ACTUAL** |
| Expenditures | $11,250 | $4,626 |

[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

| Actions/Services | PLANNED | ACTUAL |
|---|---|---|
| | 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. |
| Expenditures | BUDGETED $7,750 | ESTIMATED ACTUAL $4,498 |

## 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. | 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**<br>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. | **ACTUAL**<br>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. |
| Expenditures | **BUDGETED**<br>$0 | **ESTIMATED ACTUAL**<br>CMP's commitment to small class size yields a substantial decrease in potential ADA-generated revenue. As an example, at CMP-Shingle Springs projected total revenue in the LCAP year of $9,116 per student, a reduction of 6 students in a single class represents a loss of $54,696 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 CMP-Shingle Springs projected total revenue in the LCAP year of $9,116 per student, a reduction of 6 students in a single class represents a loss of $54,696 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**

**ACTUAL**

| | |
|---|---|
| With more financial incentive to continuously serve the CMP Learning Community, students will have more opportunities to be instructed by experienced staff. | 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** <br> 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. | **ACTUAL** <br> 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** <br> $0 | **ESTIMATED ACTUAL** <br> $44,653 (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 $44,653. |
| 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 _____

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

| |
|---|
| CMP will retain highly-qualified teaching assistants. |

**ACTUAL**

| |
|---|
| 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**

| | |
|---|---|
| **PLANNED**<br>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**<br>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. |
| **BUDGETED**<br>$0 | **ESTIMATED ACTUAL**<br>$16,450 (estimated 2016-17 fiscal impact) |

Actions/Services (label for first table row)

Expenditures (label for second table row)

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 $16,450. |
| 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 _____

## ANNUAL MEASURABLE OUTCOMES

| EXPECTED | ACTUAL |
|---|---|
| Students will benefit by having a second trained guide in the classroom. | 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**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 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. | CMP has supported professional growth opportunities for Teaching Assistants through Super Saturdays, ERPDs, etc. |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | $4,000 | $3,650 |

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 varied due to changes in expenses and 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 _____

## ANNUAL MEASURABLE OUTCOMES

| 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

| Actions/Services | PLANNED | ACTUAL |
| --- | --- | --- |
| | 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 | ESTIMATED ACTUAL |
| --- | --- | --- |
| | $8,900 | $9,185 |

### Action 11.2

| Actions/Services | PLANNED | ACTUAL |
| --- | --- | --- |
| | 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 | ESTIMATED ACTUAL |
| --- | --- | --- |
| | $4,450 | $3,852 |

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

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | Site improvement monies will address facilities including, but not limited to, gardens, shade structures, age-appropriate playgrounds, etc. | Site improvement monies maintained facilities including, but not limited to, gardens, shade structures, age-appropriate playgrounds, etc. Listed below are a couple of the main projects that were completed:<br><br>· A "Loose Parts"/Sandbox area was created for student play at the lower campus.<br><br>· Monkey bars and parallel bars were installed at the upper campus. |
| | **BUDGETED** | **ESTIMATED ACTUAL** |
| Expenditures | $8,900 | $19,645 |

### Action 12.2

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | CMP will provide funds, support and enhance safety and security, including, but not limited to, signage, fencing, communications devices, staff (i.e. safety monitor). | CMP provided funds, support and enhanced safety and security, including purchasing more two-way radios for communication during recess, drop off, and pick up times. |

| | | |
|---|---|---|
| **Expenditures** | **BUDGETED**<br>$4,450 | **ESTIMATED ACTUAL**<br>$4,500 (landscaping) |

**Action** **12.3**

| | PLANNED | ACTUAL |
|---|---|---|
| **Actions/Services** | Campus Discretionary Funds: CMP-Shingle Springs - shade option for the upper campus lunch area, replace some of the wood fencing at the lower campus. | Special Discretionary Projects included:<br><br>• The deck along the Wisteria campus was completely replaced along with the fencing around it.<br><br>• Some of the wood fencing around the lower campus was repaired.<br><br>• New tables and portable shade structures were purchased for the upper campus lunch area. |
| **Expenditures** | **BUDGETED**<br>$8,900 | **ESTIMATED ACTUAL**<br>$12,195 |

**Action** **12.4**

| | | ACTUAL |
|---|---|---|
| **Actions/Services** | CMP Admin will monitor the cleanliness and safety of the school. | CMP staff and contracted custodial staff address any maintenance that needs to be done. A full time and a part time maintenance person were hired to keep the school grounds clean and safe. 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**<br>$4,450 | **ESTIMATED ACTUAL**<br>$19,645 (custodial) |

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. | Site improvement monies maintained facilities including, but not limited to, gardens, shade structures, age-appropriate playgrounds, etc.  Listed below are a couple of the main projects that were completed:<br><br>·      A "Loose Parts"/Sandbox area was created for student play at the lower campus.<br><br>·      Monkey bars and parallel bars were installed at the upper campus.<br>CMP provided funds, support and enhanced safety and security, including purchasing more two-way radios for communication during recess, drop off, and pick up times.<br>Special Discretionary Projects included:<br><br>•   The deck along the Wisteria campus was completely replaced along with the fencing around it.<br><br>•   Some of the wood fencing around the lower campus was repaired.<br><br>•   New tables and portable shade structures were purchased for the upper campus lunch area<br>CMP staff and contracted custodial staff address any maintenance that needs to be done.  A full time and a part time maintenance person were hired to keep the school grounds clean and safe.  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

LOCAL _____

## ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

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.

**ACTUAL**

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, | 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. |

| | emphasizing CTC and TA horizontal and vertical planning meetings will be offered. | |
|---|---|---|
| Expenditures | BUDGETED<br><br>$0 | ESTIMATED ACTUAL<br><br>$(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. | 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 | ACTUAL |
|---|---|
| EL students will be able to gain academic content knowledge through the concrete Montessori materials and implementation of Common Core. | 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 |
|---|---|
| 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<br>$6,675 | ESTIMATED ACTUAL<br>$6,841 (Rosetta Stone) |

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**

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

**ACTUAL**

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**

Actions/Services

| PLANNED | ACTUAL |
|---------|--------|
| 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 could include speakers, parent library, etc.  Specific strategies at CMP-Shingle Springs included: <br>· Jonathan Wolfe was brought in to speak to the parents during a Principal Café <br><br>· All parents are asked to attend the Seven Habits of Highly Effective Volunteers class. <br><br>· Teachers provided parent education nights for all parents new to a grade level in the 2017-2018 school year in the Spring of 2017.  These parent education nights include information on child development, Montessori methodology, and student expectations at the next grade level. <br><br>· A lending library was set up at both the upper and lower offices. <br><br>· Teachers started using online tools such as sign up genius to get parents involved in and off campus.  They found this a very helpful and useful strategy. <br><br>· Parents were invited on campus after hours for the Science |

|  | | |
|---|---|---|
|  |  | Fair, World Fair, and Parent Watch Me Work Nights. |
|  |  | ·    There were two large fundraisers put on by the fundraising committee this year including the Harvest festival and the Parent Gala. Parents are presented with the "why" we do what we do during these events. |
| Expenditures | **BUDGETED**<br>$1,000 | **ESTIMATED ACTUAL**<br>$(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 Leadership Team collaborated on strategies to promote and encourage parental involvement, including more opportunities for participation. Parent education could include speakers, parent library, etc.  Specific strategies at CMP-Shingle Springs included:<br><br>·  Jonathan Wolfe was brought in to speak to the parents during a Principal Café<br><br>·  All parents are asked to attend the Seven Habits of Highly Effective Volunteers class.<br><br>·  Teachers provided parent education nights for all parents new to a grade level in the 2017-2018 school year in the Spring of 2017.  These parent education nights include information on child development, Montessori methodology, and student expectations at the next grade level.<br><br>·  A lending library was set up at both the upper and lower offices.<br><br>·  Teachers started using online tools such as sign up genius to get parents involved in and off campus.  They found this a very helpful and useful strategy.<br><br>·  Parents were invited on campus after hours for the Science Fair, World Fair, and Parent Watch Me Work Nights.<br><br>·  There were two large fundraisers put on by the fundraising committee this year including the Harvest festival and the Parent Gala.  Parents are presented with the "why" we do what we do during these events. |
| 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**

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

**ACTUAL**

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** The Leadership Team promoted parental leadership, and incorporated parental survey tools to inform best practices for School-to-Home communication. CMP-Shingle Springs held monthly Principal Cafes to get parent input in addition to the CAC. |
| Expenditures | **BUDGETED** $3,000 | **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. | The Leadership Team promoted parental leadership, and incorporated parental survey tools to inform best practices for School-to-Home communication. CMP-Shingle Springs held monthly Principal Cafes to get parent input in addition to the CAC. |
| 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 62% 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. | 71% 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.<br>60% 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.<br><br>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.<br><br>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 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 uses a reading intervention program, and next year will be transitioning to SIPPS – Reading Intervention Program.<br><br>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.<br><br>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. | 71% 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.<br>60% 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 | ACTUAL |
|---|---|
| Students will gain knowledge in test taking strategies. | 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**

| | | |
|---|---|---|
| Actions/Services | PLANNED<br>CMP will support Common Core Training and Collaborative Planning Time. Common Core Workshops (as needed). | ACTUAL<br>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. |
| Expenditures | BUDGETED<br>$0 | ESTIMATED ACTUAL<br>$(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 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 | ACTUAL |
|---|---|
| The CELDT Process Operations Manual will be amended, as needed. | 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 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. | 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**

**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 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 | ACTUAL |
|---|---|
| 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. | CMP utilized 'early-release' collaborative planning days, to address student and family engagement strategies. CMP schools will also provide support for Enrichment and Extension activities. Some of the after school programs include:<br><br>• Before and after school tutoring in math and English language arts<br><br>• Art, hula dancing, hip hop dancing, soccer, performance theater, and girl scouts<br><br>• After school sports include: flag football, basketball, volleyball, track, cross country, and wrestling.<br><br>• A Montessori Math and a drama class were offered to students on Early Release Wednesdays<br><br>• Club M offered a variety of choice activities on Early Release Wednesdays including sports, art, yoga, crafts, cooking, etc.<br><br>• Teachers used Early Release Days to collaborate on ways to make the school more engaging for students and families.<br><br>• The safety committee continued to meet and revise policy during the 2016-2017 school year.  The campus Safety Team coordinator |

presented at Early release professional development on how to keep our school safe and how to respond during emergencies.

- Tom Freer attended ALICE training or Active Shooter Training and shared his knowledge with the staff during Early Release Days.

| | |
|---|---|
| **Expenditures** | BUDGETED<br>$4,450 |

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 utilized 'early-release' collaborative planning days, to address student and family engagement strategies. CMP schools will also provide support for Enrichment and Extension activities. Some of the after school programs include:<br>• Before and after school tutoring in math and English language arts<br><br>• Art, hula dancing, hip hop dancing, soccer, performance theater, and girl scouts<br><br>• After school sports include: flag football, basketball, volleyball, track, cross country, and wrestling.<br><br>• A Montessori Math and a drama class were offered to students on Early Release Wednesdays<br><br>• Club M offered a variety of choice activities on Early Release Wednesdays including sports, art, yoga, crafts, cooking, etc.<br><br>• Teachers used Early Release Days to collaborate on ways to make the school more engaging for students and families.<br><br>• The safety committee continued to meet and revise policy during the 2016-2017 school year. The campus Safety Team coordinator presented at Early release professional development on how to keep our school safe and how to respond during emergencies.<br><br>• Tom Freer attended ALICE training or Active Shooter Training and shared his knowledge with the staff during Early Release Days. |
| 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<br>$0 | ESTIMATED ACTUAL<br>$(no additional expense) |
|---|---|---|

<u>ANALYSIS</u>

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.

**ACTUAL**

The site-based and network-wide Middle School teams met regularly to discuss strategies to engage students, and to collaborate on events for middle school students; CMP supported Middle School Training for new staff. Some highlights for the CMP-Shingle Springs Middle School:

· Tom Freer began his MS training summer of 2016.

· Natasha, Bob, and Kim have all already completed their MS training.

· The MS team went on 4 imersion trips this year and participated in a business internship.

· The MS runs several student-run businesses on campus.

· The MS team met 5 times with the network in the 2016-2017 school year. They did not meet via zoom because there were too many new teachers in the network and they wanted to maximize their time together. The MS meetings were held at different campuses allowing the teachers to see other MS classrooms.

|  |  |  |
|---|---|---|
|  |  | ·      All MS teachers except Natasha who was on maternity leave went to the AMS conference in San Diego.<br><br>·      New Smartboards were installed in the MS classrooms in the summer of 2016. |
| Expenditures | BUDGETED<br>$0 | ESTIMATED ACTUAL<br>$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 site-based and network-wide Middle School teams met regularly to discuss strategies to engage students, and to collaborate on events for middle school students; CMP supported Middle School Training for new staff.  Some highlights for the CMP-Shingle Springs Middle School:<br><br>·　　　Tom Freer began his MS training summer of 2016.<br><br>·　　　Natasha, Bob, and Kim have all already completed their MS training.<br><br>·　　　The MS team went on 4 imersion trips this year and participated in a business internship.<br><br>·　　　The MS runs several student-run businesses on campus.<br><br>·　　　The MS team met 5 times with the network in the 2016-2017 school year.  They did not meet via zoom because there were too many new teachers in the network and they wanted to maximize their time together.  The MS meetings were held at different campuses allowing the teachers to see other MS classrooms.<br><br>·　　　All MS teachers except Natasha who was on maternity leave went to the AMS conference in San Diego.<br><br>·　　　New Smartboards were installed in the MS classrooms in the summer of 2016. |
| 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**

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

**ACTUAL**

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**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 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. | 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. |

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## 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**

**ACTUAL**

| 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. | 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<br>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<br>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<br>$0 | ESTIMATED ACTUAL<br>$(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 | ACTUAL |
|---|---|
| By practicing Peace Education and creating a peaceful learning environment, students and staff will feel safe when coming to school. | 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**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to review the Peace Education (Anti-Bullying) Policy. | 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. |

| | BUDGETED | ESTIMATED ACTUAL |
|---|---|---|
| Expenditures | $0 | $(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**

| 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 | ACTUAL |
|---|---|---|
| | 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. | 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<br>CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology. | ACTUAL<br>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<br>$0 | ESTIMATED ACTUAL<br>$(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**<br>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. | **ACTUAL**<br>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**<br>$22,250 | **ESTIMATED ACTUAL**<br>$19,452 |

## 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 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**

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

**ACTUAL**

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**

| | | |
|---|---|---|
| Actions/Services | **PLANNED**<br>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. | **ACTUAL**<br>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. |
| Expenditures | **BUDGETED**<br>$21,250 | **ESTIMATED ACTUAL**<br>$17,540 |

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 _____

## ANNUAL MEASURABLE OUTCOMES

**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 | $44,920 |

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**<br>CMP will provide foreign language access and support to all students, utilizing the technology-based Rosetta Stone Foreign Language program. | **ACTUAL**<br>CMP provided foreign language access and support to all students, utilizing the technology-based Rosetta Stone Foreign Language program. |
| Expenditures | **BUDGETED**<br>$6,675 | **ESTIMATED ACTUAL**<br>$(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 | ACTUAL |
|---|---|
| Monies will be provided to enhance the school library. | The school has maintained the school library. The library was made available for all students. Some of the progress CMP-Shingle Springs made toward the library goal is listed below:<br><br>· Shingle Springs opened two libraries and a K/1 Book Room.<br><br>· There is a library at each the lower and upper campuses. The libraries are in use and students may check out books but it is pretty much on the honesty policy at this point as there is not a true check-out system in place yet.<br><br>· Parent volunteers have done most of the work in labeling books with the AR reading level and quiz number. Parents have also worked to sort the books into different genres.<br><br>· A Library Committee was formed including administration, parents, and a few teachers.<br><br>· The committee held several meetings in the 2016-2017 school year and invited experts from the community to contribute to the discussion of vision for the new libraries.<br><br>· Jordyn Hall, who works in the CMP Technology Department, |

presented to the committee on how the libraries could be improved through technology.  She presented on digital check-out systems, coding corners, and makers tables.  Her vision is to have not only books in the library but other enticing things to bring in more students.

· An interior designer and local furniture retailer who is a parent, came in to present different furniture that could be purchased for the new libraries.

· New shelving and tables were purchased.

| | BUDGETED | ESTIMATED ACTUAL |
|---|---|---|
| Expenditures | $4,450 | $(no additional cost) |

[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 school has maintained the school library.  The library was made available for all students.  Some of the progress CMP-Shingle Springs made toward the library goal is listed below:<br><br>· Shingle Springs opened two libraries and a K/1 Book Room.<br><br>· There is a library at each the lower and upper campuses.  The libraries are in use and students may check out books but it is pretty much on the honesty policy at this point as there is not a true check-out system in place yet.<br><br>· Parent volunteers have done most of the work in labeling books with the AR reading level and quiz number.  Parents have also worked to sort the books into different genres.<br><br>· A Library Committee was formed including administration, parents, and a few teachers.<br><br>· The committee held several meetings in the 2016-2017 school year and invited experts from the community to contribute to the discussion of vision for the new libraries.<br><br>· Jordyn Hall, who works in the CMP Technology Department, presented to the committee on how the libraries could be improved through technology.  She presented on digital check-out systems, coding corners, and makers tables.  Her vision is to have not only books in the library but other enticing things to bring in more students.<br><br>· An interior designer and local furniture retailer who is a parent, came in to present different furniture that could be purchased for the new libraries.<br><br>· New shelving and tables were purchased. |
| 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 | 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 | ACTUAL |
|---|---|
| Classrooms will be more fully equipped with technology to enhance the learning environment. | 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

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | 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). |
| | BUDGETED | ESTIMATED ACTUAL |
| Expenditures | $8,900 | $12,490 |

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-Shingle Springs (CMP-SS) 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 Buckeye Union School District (BUSD). 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 June 6th, the Executive Director met with the CMP-Shingle Springs 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. CMP has decided to put a focus on English Language Arts, specifically, 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:<br>• 60% 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:<br>• 71% 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 2.9% 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 |

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:<br>• "The Self-Awakened Child" (J. Wolff) for children 3-9 years old<br>• "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:_____ | |

ACTIONS/SERVICES

| 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<br>• Gather resources to meet needs (trainings, digital, materials, sample extensions, etc.)<br>• Plan implementations with in grade level PLC and network curriculum teams<br>• incorporate DOK and real world problems into curriculum | | |

BUDGETED EXPENDITURES

**2017-18**

| Amount | $0 (no additional cost) |
|---|---|
| Source | |
| Budget Reference | |

**2018-19**

| Amount | |
|---|---|
| Source | |
| Budget Reference | |

**2019-20**

| Amount | |
|---|---|
| Source | |
| 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 |
|---|---|---|

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

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<br>☐ Research and collect a pool of potential writing curricula<br>☐ Select program(s) to pilot<br>☐ 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.

| 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** English Language Arts: 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 plans to<br>• Survey staff to gather perception data<br>• Gather current resources and strategies from teachers who are seeing success in this area<br>• Research developmentally appropriate resources to utilize in class, as well as after school tutoring<br>• Plan implementations within Grade Level Teams: discuss resources, strategies and frequency | Implement plan. | |

## 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** To Improve Student Behavior and decrease the student suspension rate, primarily for Hispanic Students by creating a Peaceful and Positive Community.

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.  Students with significant behavior issues who may be suspended based on recurring incidents will be given additional support from specialists following regular meetings with parents and classroom teachers. | | |

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 | $20/student | Amount | $20/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 |

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

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. | | |

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-3$^{rd}$_____ |

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 <br> COE ☐ 9 ☐ 10 <br> 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 <br> COE     ☐ 9   ☐ 10 <br> 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:<br><br>• Special Education training for General Education CTCs<br>• Super Duper Saturdays for TAs<br>• Early Release Professional Days (ERPDs), trainings varied for all campus staff | 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. |

| | | |
|---|---|---|
| • External Trainings (AMS, CCSA, CSDC, AERIES, ACSA, etc)<br>• In-Service Training days, trainings varied for all campus staff<br>• 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 |

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<br><br>☐ Research developmentally appropriate technology usage in school<br><br>☐ Disaggregate perception data and research to determine next steps<br><br>☐ Identify Library Mentors to facilitate the development of campus libraries<br><br>☐ 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-3$^{rd}$ and 4$^{th}$ – 8$^{th}$). |

## 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 <br> 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 |
| Campus will spend monies on site improvement. | | |

[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-Shingle Springs will provide bathroom facilities.

| 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 |
| Bathroom facilities designed and built. | 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     X 2017–18  ☐ 2018–19  ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:     $ 72,597     Percentage to Increase or Improve Services:     2.22 %

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 increasing 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.