

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

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

## LEA Name

California Montessori Project-  
Shingle Springs Campus

## Contact Name and Title

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## 2017-20 Plan Summary

### The Story

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.

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.

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 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 - Band
- 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, Montessori Training/Overview
- Supporting Deans of Education through empowerment and leadership training
- Campus specific projects
- Technology
- Play Equipment
- Facilities
- Counselor
- Enrichment

- Writing
- Character Education
- Math
- Safety
- Communications

## 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

CMP is continuing to invest in compensatory packages for credentialed teachers. Teacher salary increases have been implemented, effective beginning July 2016 through December 2019. 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.

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.

Facilities - Additional classrooms were provided at CMP-Orangevale, which will be used for reading intervention.

Dean of Students Passion Projects -

Cherie Cooney-PBIS (Positive Behavior Intervention and Support) training and implementation.

Kris Rogers - Meaningful Teacher Peer Observations to improve student learning

Library - The biggest part of this year involved keeping up the momentum from summer 2017 and finishing up the cataloging of the campus libraries. With the help of volunteers and staff members, CMP libraries are currently on track to have all campuses circulation ready (all the materials and students entered in the library software, Atrium) by the beginning of the August 2018. At that time, there will be approximately 29,000 circulating items across the network.

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

CMP has identified the following areas of need:

1. Science Curriculum
2. Mathematics - Best practices and consistency; Teacher on Special Assignment-Math resource to focus on Middle School math; Focused math intervention by Deans of Students at each campus and the Director of Program

According to the California School Dashboard, the following are areas of need:

1. 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

None.

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.

## Increased or Improved Services

- \* Based on identification, additional support and tutoring will be offered
- \* Based on identification, enrichment activities will be offered

## 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

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.

### DESCRIPTION

### AMOUNT

Total Projected LCFF Revenues for LCAP Year



# Annual Update

**LCAP Year Reviewed:** 2017-18

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

Student Support – Educating the Whole Child

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 2, 5

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

Character Education program(s) formally adopted;  
Admin teams meet to discuss programs; program(s) chosen;  
program(s) implemented

**Actual**

Character Education programs used. Monthly assemblies held,  
according to Scope and Sequence.

**Expected**

Peer Mediation and Conflict Resolution program(s) formally adopted:  
Admin teams meet to discuss programs; program(s) chosen;  
program(s) implemented

Math - Assessments, Professional Learning Communities (PLC)  
discussions, and observational data:  
A minimum of 1% improvement for each subgroup.

Science curriculums and/or programs:  
Science Mentor meetings; extracurricular activities; standard based  
rubric

Writing curriculum:  
Selection of writing curriculums to pilot

RFEP Rates:  
Majority of EL students re-designated after 2 years with CMP

ELA - Status reports given regularly to all stakeholders via faculty  
meetings, newsletters, presentations to the Round Table and the Board:  
A minimum of 1% improvement for each subgroup.

**Actual**

Community resources explored

Improvement was not seen for each subgroup. PLC model introduced.

Curriculum guides compared with requirements of NGSS; trainings  
offered

Selection of writing curriculums to pilot.

Majority of EL students re-designated after 2 years with CMP.

ELA improvement was not seen for each subgroup. CMP utilized SIPPS,  
STAR Reading and Accelerated Reading

**Expected**

Suspension Rate:  
A minimum of .5% improvement

VAPA program:  
Enhancements to VAPA program

Foreign Language Program:  
Enhancements to Foreign Language Program, beyond Rosetta Stone

School library offerings:  
School library enhancements: books, furnishings and/or librarian

Enrichment and extension offerings:  
Enhanced enrichment and extension offerings

Music offerings:  
Plan of articulated music program and/or mentors

**Actual**

CMP-Shingle Springs had a 1.1% suspension rate, reflecting an improvement from the year prior.

VAPA program included drama, musicals, and other performing arts

Enhancements to Foreign Language Program, beyond Rosetta Stone.

School library offerings:  
School library enhancements: books, furnishings and/or librarian

Enrichment and extension offerings:  
Enhanced enrichment and extension offerings

Music offerings:  
Plan of articulated music program and/or mentors

**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**



**Planned Actions/Services**

CMP will use network-wide articulated character education programs:

CMP will explore character education programs, and, will continue to use the following character education programs:

- “The Self-Awakened Child” (J. Wolff) for children 3-9 years old
- “Seven Habits of a Highly Effective Team” (S. Covey) for children 10-14 years old

**Actual Actions/Services**

CMP used network-wide articulated character education programs:

CMP explored character education programs, and, will continue to use the following character education programs:

- “The Self-Awakened Child” (J. Wolff) for children 3-9 years old
- “Seven Habits of a Highly Effective Team” (S. Covey) for children 10-14 years old

Regular character trait assemblies were held, following a scope and sequence, to highlight a specific trait from “The Self-Awakened Child”.

**Budgeted Expenditures**

\$5/student

**Estimated Actual Expenditures**

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

CMP will use network-wide peer mediation and conflict resolution programs:

CMP will explore peer mediation and conflict resolution programs.

CMP hired a counselor to provide direct services at CMP-San Juan and to design a network-wide program to support counseling and conflict resolution. CMP explored community resources for student and family support.

\$10/student

### Action 3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Increase Depth of Knowledge (DOK) and extended mathematical thinking instruction within our existing math curriculum:

- Identify areas of growth in the math curriculum via assessment scores, staff feedback, and teacher survey
- Gather resources to meet needs (trainings, digital, materials, sample extensions, etc.)
- Plan implementations with in grade level PLC and network curriculum teams
- Incorporate DOK and real world problems into curriculum

The PLC model was introduced to staff. CMP began using Ten Marks online math program for 3rd-8th grade students, and created a Ten Marks mentor team to support the program at the campuses. STAR Math continues to be used as an assessment tool. CMP identified areas of growth through CAASPP math claims analysis.

N/A

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

CMP will create a robust science program:

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

CMP created a robust science program:

- Network Curriculum Level Teams reviewed and compared the current curriculum guides to NGSS
- Discussion and implementation of alignment of current curriculum guide to meeting requirements of NGSS - Upper Elementary completed;
- Teacher training was offered on effective instructional strategies regarding NGSS through Early Release Day professional development opportunities, and off site professional development opportunities available throughout the school year.

\$20/student

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

To research and adopt a writing curriculum:

- Establish and convene a writing committee
- Research and collect a pool of potential writing curricula
- Select program(s) to pilot
- Gather teacher and student feedback on pilot

CMP researched and adopted a writing curriculum:

- Established and convened a writing committee
- Reviewed standards
- Researched and collected a pool of potential writing curricula
- Selected program(s) to pilot
- Gathered teacher and student feedback on pilot
- Trainings were provided

\$20/student

### Action 6

#### Planned Actions/Services

CMP will meet the needs of English Language Learners: CMP Admin team will revise the CELDT Process Operations Manual. The Admin Team will also write the process of re-designating students under ELPAC.

#### Actual Actions/Services

CMP will meet the needs of English Language Learners: CMP Admin team has not revised the CELDT Process Operations Manual yet.

#### Budgeted Expenditures

\$(no additional cost)

#### Estimated Actual Expenditures

### Action 7

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Increase student's Smarter Balanced test scores for English-Language Arts and increase reading to analyze and understand a range of literacy texts and informational texts:

CMP will implement SIPPS, a reading intervention program. CMP will continue to have network curriculum leads meet throughout the school year to review curriculum guides, best practices, rubrics, etc. CMP will implement STAR Reading for assessments and Accelerated Reading for a support curriculum.

CMP implemented SIPPS, a reading intervention program. CMP network curriculum leads met throughout the school year to review curriculum guides, best practices, rubrics, etc. CMP used STAR Reading for assessments and Accelerated Reading for a support curriculum.

\$77,000

**Action 8**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

To Improve Student Behavior by creating a Peaceful and Positive Community. Decrease student suspension rate:

CMP staff will emphasize Peace Education to address the majority of disciplinary actions, prior to them becoming larger (suspendable) issues. CMP staff plan to take the following steps:

- Administration survey all stakeholders to gather perception data
- Pre-intervention data collection, disaggregation and analysis
- Professional development on RtI processes and strategies crafted and delivered based on data results
- Develop and present a parent education program
- Post-intervention data collection, disaggregation and analysis

CMP staff emphasized Peace Education to address the majority of disciplinary actions, prior to them becoming larger (suspendable) issues. CMP staff administered a survey of stakeholders to gather perception data on the climate and safety of the school.

\$(no additional cost)

**Action 9**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Visual and Performing Arts (VAPA) will be integrated across the curriculum:  
CMP will provide a VAPA Instruction Mentor and materials to support VAPA instruction.

VAPA was utilized during assemblies with drama, musicals, and other performing arts.

\$11,500

### Action 10

#### Planned Actions/Services

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

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.

#### Actual Actions/Services

CMP provided an articulated Foreign Language program, including multiple languages, for all K-8 students. CMP shifted focus from providing a Foreign Language program to providing a concept of World Language. The concept of World Language is to encourage a greater cultural awareness and to enhance the program beyond an articulated program to include additional resources and guest speakers and/or presenters.

#### Budgeted Expenditures

\$20/student

#### Estimated Actual Expenditures

### Action 11

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures



CMP will provide all students with access to a contemporary school library:

CMP will provide books, furnishings and/librarian.

CMP provided all students with access to a contemporary school library. CMP provided books, furnishings and/or a part time librarian. The part time librarian role is to oversee operations including coordination of part time volunteers. CMP staff and volunteers provided cataloging of the campus libraries and created and attached spine and classification labels to those materials that did not already have them. In general, the classification labels divide the library into distinct sections based on reading ability that can help students and teachers choose the book that is right for them.

\$20/student

## Action 12

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

CMP will provide all students with opportunities for enrichment and extension activities:

CMP will provide opportunities for enrichment and extension activities.

CMP provided opportunities for enrichment and extension activities:

CMP-Shingle Springs added several enrichment and extension activities to our school program offerings:

- Beginning Band
- STEM Club (3rd – 5th grades)
- STEM Club (6th – 8th grades)
- Expanded VAPA Program with Multiple Play Performances:  
Murder Mystery Dinner,  
Shakespeare Star Wars, The 39 Steps
- Supplemental Academic Intervention Programs for Math, Writing, and Reading Support
- Dance: Hula Classes
- Continued with our full complement of sports programs coordinated through the El Dorado County Office of Education

\$20/student

**Action 13**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

CMP will provide an articulated Music Program:

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-Shingle Springs bought the Boomwhackers program and materials for all of the Kindergarten - 1st grade students. CMP-Shingle Springs also started a Band Program for the 4th – 8th graders and started the year with 45 students participating in Beginning Band.

CMP-Shingle Springs assigned the VAPA Mentor to teach the Boomwhackers program to the Kindergarten-1st grade students and Recorders in a rotation for the 2nd-3rd grade students.

\$10/student

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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 continues to place a great deal of importance on this goal "Student Support - Educating the Whole Child". Emphasis was placed into standard curriculum areas (writing, science, math, english-language arts, etc) as well as the socio-emotional side of the student (character education, conflict resolution, etc). One of the greatest areas of implementation seen across the network is the enhanced library systems, hiring of a school counselor and the PLC model.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve the goal of "Student Support - Educating the Whole Child" was measured with mixed results. While CMP received lower CAASPP scores, CMP students received support and guidance in many other socio-emotional areas. CMP is continuing to use the CAASPP scores to further refine and build those programs.

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.

Based on this analysis, CMP defined its greatest needs as Science and Math Curriculum, English Learner Progress and English Language Arts.

# Goal 2

Parent / Community Engagement

## State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

# Annual Measurable Outcomes

## Expected

Parent education offerings:

Monthly Parent Café meetings offered; Montessori Leadership and Communications Consultant

Enhanced communications systems

## Actual

Parent education offerings:

Monthly Parent Café meetings offered; Montessori Leadership and Communications Consultant

Enhanced communications systems

# 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

### Planned Actions/Services

CMP commits to providing parent education opportunities:

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.

### Actual Actions/Services

CMP-Shingle Springs welcomed Master Montessorian, Jonathan Wolff, who provided training sessions for both parents and staff. In addition, a series of three parent education workshops, targeting opportunities for parents to collaborate and learn new strategies was conducted. The most popular of these sessions was the showing of the movie, Screenagers, along with a guided follow-up dialog. Parents thoroughly enjoyed this collaboration opportunity. There were also sessions on Anxiety and Depression with Clinical Psychologist, Dr. Lisa Ware, as well as sessions on Behavior Management with Board Certified Behavior Analyst, Lucinda Heidel.

CMP-Shingle Springs also established Lending Libraries in

### Budgeted Expenditures

\$1500/site – J Wolff

### Estimated Actual Expenditures

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

each of the campus offices, offering books on Montessori Education, Positive Discipline, Love & Logic, and more.

CMP campuses providing parent education opportunities is embedded within the CMP culture. Action complete.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

CMP commits to enhanced parent communications:

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.

CMP committed to enhanced parent communications:

School Administration worked with the parent community to recruit parents to the CAC and the Governing Board via school newsletters and parent meetings. School Administration also offered parent surveys on parent satisfaction and input on the school calendar. CMP explored means of parent communications.

(No Additional Cost)



**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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 overall implementation of the actions/services to achieve the "Parent/Community Engagement" goal was very successful. Parents were provided parent education opportunities and CMP placed focus on enhancing communications with the CMP community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve the "Parent/Community Engagement" were successful. CMP made great progress on each listed action/service.

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.

None.

# Goal 3

Staff Support

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 5

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Nursing Services provided:

CMP Admin team explore different scenarios; proposal made of best scenario

Counseling Services provided:

CMP Admin team explore different scenarios; proposal made of best scenario

### Actual

Nursing services were contracted

CMP-San Juan hired a school counselor, who will develop a network-wide program

**Expected**

New Teachers participate in CMP-sponsored BTSA program

Class size ratio:

Ratio of 24 or less in all K-3 classrooms

Professional Development Agendas and Rosters:

Professional development opportunities for staff will continue; Deans of Education will be offered support in empowerment trainings

Montessori Certifications:

Lead Teachers hold proper Montessori certifications

CTC Payscale:

CTC pay scale will receive dramatic increase to base scale, as well as step and column increases

**Actual**

New Teachers participated in CMP-sponsored BTSA program

Class size ratio:

Ratio of 19 or less in all K-3 classrooms

Professional Development Agendas and Rosters:

Professional development opportunities for staff will continue

Montessori Certifications:

Lead Teachers hold proper Montessori certifications

CTC Payscale:

CTC pay scale received dramatic increase to base scale, as well as step and column increases

**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

**Planned Actions/Services**

CMP to provide services as traditionally provided by a School Nurse and Counselor:

CMP Administration team will engage in the planning process of providing services as traditionally provided by a School Nurse and Counselor.

**Actual Actions/Services**

CMP decided to continue contracting services for a School Nurse. Action complete.

**Budgeted Expenditures**

(No Additional Cost)

**Estimated Actual Expenditures**

### Action 2

**Planned Actions/Services**

New teachers are required to participate in BTSA (Beginning Teacher Support and Assessment) induction:

New teachers will participate in BTSA. CMP will provide stipends for Support Providers for teachers participating in BTSA induction.

**Actual Actions/Services**

New teachers participated in BTSA (Beginning Teacher Support and Assessment) induction:

New teachers participated in BTSA. CMP provided stipends for Support Providers for teachers participating in BTSA induction.

**Budgeted Expenditures**

\$11,250

**Estimated Actual Expenditures**

### Action 3

#### Planned Actions/Services

CMP will maintain small student-to-teacher ratios:

CMP will maintain class size ratios of 24 or less in all K-3 classrooms.

#### Actual Actions/Services

CMP maintained small student-to-teacher ratios:

CMP maintained class size ratios of 24 or less in all K-3 classrooms.

CMP-Shingle Springs averaged a class size of 19 students.

CMP has embedded small student-to-teacher ratios in the school culture. Action complete.

#### Budgeted Expenditures

(no additional cost)

#### Estimated Actual Expenditures

### Action 4

#### Planned Actions/Services

To improve teacher collaboration through structured Professional Learning Communities (PLCs), CMP will provide professional growth opportunities:

To improve teacher collaboration through structured PLCs:

- Administration establishes clear

#### Actual Actions/Services

The PLC model was introduced to improve teacher collaboration. CMP-Elk Grove conducted a Pilot Program for PLC's and the Principal and staff collaborated with a PLC Planning Committee, including representatives from the CMP-Shingle Springs Campus. The PLC Planning

#### Budgeted Expenditures

Deans - \$10/student

#### Estimated Actual Expenditures

**Planned Actions/Services**

protocol and expectations for PLCs

- Curriculum Level Teams establish most pressing challenges
- Administration provides established time and resources for PLCs to be effective
- Monitor and support PLCs and provide constructive feedback

CMP will provide trainings, support and professional development opportunities for all staff, some of which may include:

- Special Education training for General Education CTCs
- Super Duper Saturdays for TAs
- Early Release Professional Days (ERPDs), trainings varied for all campus staff
- External Trainings (AMS, CCSA, CSDC, AERIES, ACSA, etc)
- In-Service Training days, trainings varied for all campus staff
- Empowerment support for Deans of Education to choose a

**Actual Actions/Services**

Committee established protocol and expectations for PLC's and offered a series of resources for each campus to review.

CMP-Shingle Spring's Teaching Assistants took advantage of the Super Duper Saturday trainings - 10 stellar TA's participated in and completed 8 or more of the training dates during the 2017-2018 school year! The feedback from the credentialed teachers who had their TA's attend, was that their colleagues came back with many new skills which benefited their classroom learning communities.

The Early Release Days for the 2017-2018 school year were structured to provide trainings and workshops in the areas of special education, behavior management, addressing student anxiety in the Montessori classroom, and CAASPP training and support.

**Budgeted Expenditures****Estimated Actual Expenditures**

**Planned Actions/Services**

site-based project (includes PD in best budget practices)

**Actual Actions/Services**

Four staff members from CMP-Shingle Springs participated in the AMS Conference in Denver, one team member participated in the CCSA conference, and the Deans of Students participated in several SCOE workshops. In addition, two teachers completed their Montessori Teaching Training programs.

The CMP-Shingle Springs Deans of Students kicked off their site-based projects: MTSS/PBIS and Peer Teacher Observations as a way for teachers to assess their own practices and improve student learning. The projects were approved in 2017-2018.

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

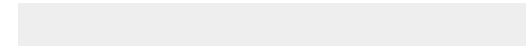
**Estimated Actual Expenditures**

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.

CMP ensured that all lead teachers held a valid Montessori Teaching Certificate, or agreed to enroll and complete certification if employment was offered. If lead teachers needed guidance in obtaining the certification, CMP provided it. Ensuring that lead teachers hold a Montessori Teaching Certificate is a deeply embedded factor in the CMP hiring practices. Action Complete.

(no additional cost)



**Action 6**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**



CMP will provide incremental step and column increases and longevity stipends for Lead Teachers:

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.

CMP honored compensatory packages by providing incremental step and column increases and longevity stipends for Lead Teachers. 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.

\$22,500 (total stipends)

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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 overall implementation of the actions/services to achieve the "Staff Support" goal was successful. Each action/service listed was either partially or fully implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve the "Staff Support" goal was successful. Overall CMP staff satisfaction and retention is good.

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.

Based on this analysis, CMP has placed a focus on professional development and training.

# Goal 4

Network Support

## State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

## Annual Measurable Outcomes

### Expected

Technology Enhancements:

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

Restructure Dean of Program position

### Actual

Technology Enhancements:

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

Restructured responsibilities of Dean of Program

## 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

#### Planned Actions/Services

Incorporate technology as a viable and meaningful experience for the child:

- Survey all stakeholders to gather perception data
- Research developmentally appropriate technology usage in school
- Disaggregate perception data and research to determine next steps
- Identify Library Mentors to facilitate the development of campus libraries
- Incorporate technology into the school library to provide intra-school resource and provide a Media Specialist to manage the CMP libraries

#### Actual Actions/Services

CMP incorporated technology as a viable and meaningful experience for the child. CMP hired a Library Technician with a Master's Degree in Library Sciences. CMP school libraries were improved, catalogue software was purchased and CMP's Libraries were expanded. New policies were developed and implemented and thousands of books were added to the new catalogue software. Staff Summer Orientation and Network Training Day was expanded to include Technology device training on Smartboards, Elmos and other network hardware and software. CMP students play a major role in determining what is done to meet the needs of their

#### Budgeted Expenditures

(no additional cost)

#### Estimated Actual Expenditures

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

technology driven young minds. CMP began introducing Makerspaces and STEM curriculum into the network. Due to the improved Libraries, CMP was able to look at services that offered students the ability to create intellectual and physical materials using technology resources. CMP STEM curriculum is offering students the opportunity to experience interdisciplinary and applied approaches to science, technology, engineering and mathematics. CMP continues to improve its 1:1 computer to student ratio with Chromebooks and Apple iOS devices now being introduced to K-2 grade students.

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

CMP will hire a .5 FTE Network Testing Coordinator, who will track

CMP hired a .5 FTE Network Testing Coordinator, who tracked

\$29,500

**Planned Actions/Services**

the achievement of target subgroups:

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.

**Actual Actions/Services**

the achievement of target subgroups:

- \* Provided targeted interventions for sub groups
- \* Made plan for subgroups, implemented by campus Principals
- \* Kept record of interventions used for subgroups
- \* Monitored progress of supgroups
- \* Local Assessment Trackers used to assist with student's individual academic goals, implemented by campus Deans
- \* CAASPP scores are used to find areas of academic need to support all student achievement
- \* Local assessments and CAASPP used to identify ELLIFoster students to invite to participate in after school tutoring groups

**Budgeted Expenditures****Estimated Actual Expenditures****Action 3**

**Planned Actions/Services**

CMP will restructure the Director of Program position.

**Actual Actions/Services**

CMP restructured the responsibilities of the Director of Program position allowing the Director of Program to focus on prioritized topics related to school program.

**Budgeted Expenditures**

n/a

**Estimated Actual Expenditures**

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## 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 overall implementation of the actions/services to achieve the "Network Support" goal was successful. Every action/service item listed was either partial or fully implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve the "Network Support" goal was successful. Enhancements made to technology and to providing network-wide support staff have lessened the load at the campus level.

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.

Based on this analysis: CMP will continue to restructure network-wide positions to ensure that the positions are fully implemented; CMP will add additional network-wide resources to support areas in which need deeper support (math and reading specialists, etc).



# Goal 5

Facilities

**State and/or Local Priorities addressed by this goal:**

**State Priorities: 1**

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

Specific site improvements:

Facility improvements

Campus beautification efforts:

Facility beautification

CMP-Shingle Springs will provide bathroom facilities.

### Actual

Specific site improvements:

Facility improvements

Campus beautification efforts:

Facility 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

### Planned Actions/Services

CMP will spend monies on projects and/or items for site improvement:

Campus will spend monies on site improvement.

### Actual Actions/Services

CMP spent monies on projects and/or items for site improvement:

The CMP-Shingle Springs campus replaced the decking around one of the larger classrooms on the lower campus, replaced steps leading up to the parking lot at the lower campus, and installed a new retaining wall around one of the lunch patios.

### Budgeted Expenditures

\$20/student

### Estimated Actual Expenditures

## Action 2

### Planned Actions/Services

### Actual Actions/Services

### Budgeted Expenditures

### Estimated Actual Expenditures

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

CMP spent monies on projects and/or items for site beautification:

\$10/student

The campus also purchased a portable stage for our VAPA and Band Programs, outfitted both of our campus libraries with new tables and shelving.

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

CMP-Shingle Springs will provide bathroom facilities:

CMP-Shingle Springs completely remodeled restroom building for lower campus

\$145,000

Bathroom facilities designed and built.

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

## 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 overall implementation of the actions/services to achieve the "Facilities" goal was successful.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve the "Facilities" goal was successful.

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.

Based on this analysis, CMP will modify actions and services to detail new facility improvements to focus on moving forward.

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# Stakeholder Engagement

**LCAP Year:** 2018-19

## 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 five 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), 2017 through 2023. 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 4, 2017. During the months of April and May, CMP's Executive Director, Gary S. Bowman and/or CMP-Carmichael Principal, Laurien Spiller, met with 7 distinct groups of stakeholders, representing the CMP Learning Community, at-large, to receive input on school improvement. On May 2nd, the Executive Director and/or the CMP-San Juan Principal 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 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 2018 LCAP Plan (see 'Impact on LCAP'). The Executive Director will continue to solicit community input for the future 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 2018-2019 school year, CMP leadership 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, CMP leadership 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, CMP leadership 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](mailto:gbowman@cacmp.org)) and/or Development Consultant, Stephanie Garrettson ([sgarrettson@cacmp.org](mailto: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. CMP leadership 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, Student input was found 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, 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. These sessions also identified at each site opportunities for the site Principals to collaborate with their communities. The Principals are cognizant of ideas that have not been incorporated into the formal plan, but can be focused on at the campus level. 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 2018-2019 Budget: • Teacher retention through increased compensation • Contemporary Library • Optimal Technology-Supported Curriculum • Science Curriculum Enrichment • Writing Curriculum • Team Collaboration Time • Site Improvements, including playgrounds • School Counselor Support • Campus Beautification Projects • Teacher Assistant Professional Development Opportunities • Character Education: Peer Mediation and Conflict Resolution Opportunities • Equipping School Leaders – Professional Development and Special Projects • Articulated Music Program • Network Positions – Testing Coordinator and Directors of Program • Visual and Performing Arts - Mentorship Programs • Safety • Communications

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# 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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

# Goal 1

Student Support – Educating the Whole Child

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 5

**Local Priorities:**

## Identified Need:

CMP students' needs will be better served with additional socio-emotional/health services. The California Assessment of Student Performance and Progress scores indicate that CMP-SJ can provide focus on raising ELA scores and on reading. 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. Students can only access their education if the classroom environment is optimal and students are compliant with the school rules and philosophy. Campus administration is looking to reduce the number of classroom/school disruptions, referrals and suspensions. 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Character Education program	Current programs in place	N/A	Implement PBIS throughout network.	Utilize PBIS throughout network.
Peer Mediation and Conflict Resolution program	Current programs in place	N/A	Community resources explored.	School counselor scope of services to include network-wide support
Math - Assessments, Professional Learning Communities (PLC) discussions, and observational data	2017 CAASPP Math Scores: • 55% of students met or exceeded the standard	N/A	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	N/A	Science Mentor meetings; training provided; standard based rubric	Science program piloted
Writing curriculum	Established writing committee	N/A	Adoption of writing committee	n/a



<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
RFEP Rates	Majority of EL students re-designated after 2 years with CMP	N/A	Majority of EL students re-designated after 2 years with CMP; review Operations Manual	Majority of EL students re-designated after 2 years with CMP
English-Language Arts - Status reports given regularly to all stakeholders via faculty meetings, newsletters, presentations to the Round Table and the Board	2017 ELA CAASPP Scores: • 66% of students met or exceeded the standard	N/A	A minimum of 1% improvement for each subgroup.	A minimum of 1% improvement for each subgroup.
Suspension Rate	2017 CA School Dashboard reports a 1.1% suspension rate	N/A	A minimum of .5% improvement	A minimum of .5% improvement
VAPA program	Current VAPA program	N/A	Enhancements to VAPA program	Enhancements to VAPA program

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Foreign Language Program	Current Foreign Language program	N/A	Enhancements to Foreign Language Program, beyond Rosetta Stone, to include focus on World Language	n/a
School library offerings	School library enhancements: books, furnishings and/or librarian	N/A	School library enhancements: books, furnishings, part time librarian and/or digital databases	n/a
Music offerings	No articulated music program and/or music mentors	N/A	Explore music programs	Music program plan implemented
Play equipment purchased for PE and recess	Current play equipment	N/A	Play equipment purchased for PE and recess	n/a

## 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

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

N/A

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP will use network-wide articulated character education programs:

CMP will continue using PBIS.

Phase one of implementation of Positive Behavior Intervention and Support (PBIS) -

CMP will lay the ground work for the whole network to implement the PBIS program. Professional development, workshops and trainings will be offered to implement this program.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$10/student	\$5/student
Source	N/A	LCFF Base Grant	LCFF Base Grant
Budget Reference	N/A	Resource 0000, Object 4300	Resource 0000, Object 4300

### Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP will provide network-wide peer mediation and conflict resolution support. CMP will provide a counselor to introduce network-wide services.

CMP will expand the scope of the counseling services offered.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$20/student	\$20/student
Source	N/A	LCFF Base Grant	LCFF Base Grant

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	Resource 0000, Object 5800	Resource 0000, Object 5800

### Action #3

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A

CMP will increase the Depth of Knowledge (DOK) and extended mathematical thinking instruction within the existing math curriculum.

A .5 FTE Math Specialist will be provided to focus on Upper Elementary and Middle School; prioritizing subgroups; providing push-in and pull-out services; providing advanced work lessons to students

DOK will continue to be discussed within grade levels for the teachers to understand what DOK is and how to utilize it in their instruction.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$10/student	
Source	N/A		
Budget Reference	N/A		

### Action #4

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP will commit to the adoption of a robust science program.

- Discussion and implementation of alignment of current curriculum guide to meeting requirements of NGSS (Lower Elementary alignment to begin Fall 2018; Middle School “pilot” – Amplify to be done 2018-2019 school year)
- Official approval of New Curriculum Guide by CMP Leadership Team
- Develop an action plan for funding new

CMP will commit to the adoption of a robust science program.

CMP will further pilot chosen Science curriculum.



materials needed to align curriculum  
 • Train teachers on effective instructional strategies regarding NGSS

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$20/student	n/a
Source	N/A	LCFF Base Grant	n/a
Budget Reference	N/A	Resource 0000, Object 5800	n/a

### Action #5

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

N/A

CMP commits to adoption of a writing program.

CMP commits to adoption of a writing program.

### Budgeted Expenditures

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

## Action #6

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

LEA-Wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP will meet the needs of English Language Learners using a variety of tools.

CMP will meet the needs of English Language Learners using a variety of tools.

In light of ELPAC implementation, CMP Admin Team will review the Process Operations Manual accordingly.

In light of ELPAC implementation, CMP Admin Team will review the Process Operations Manual accordingly.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$(no additional cost)	\$(no additional cost)
Source	N/A	n/a	n/a
Budget Reference	N/A	n/a	n/a

### Action #7

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP will increase student's Smarter Balanced test scores for English-Language Arts and increase reading to analyze and understand a range of literacy texts and informational texts.

CMP will implement SIPPS, a reading intervention program. CMP PLC representatives will meet throughout the school year to review curriculum guides, best practices, rubrics, etc. CMP will use STAR Reading for assessments and Accelerated Reading for a support curriculum.

CMP will increase student's Smarter Balanced test scores for English-Language Arts and increase reading to analyze and understand a range of literacy texts and informational texts.

CMP will implement SIPPS, a reading intervention program. CMP PLC representatives will meet throughout the school year to review curriculum guides, best practices, rubrics, etc. CMP will use STAR Reading for assessments and Accelerated Reading for a support curriculum.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	TBD	TBD

Year	2017-18	2018-19	2019-20
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

## Action #8

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Unchanged

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

CMP will improve student behavior by creating a peaceful and positive community. The student suspension rate will decrease. CMP staff will emphasize Peace Education to address the majority of disciplinary actions, prior to them becoming larger (suspendable) issues. CMP will provide a .5 FTE Student and Family Services network-wide position. CMP will send staff to the ACSA 'Every Child Counts Symposium', which includes topics on inclusion and diversity. CMP will implement a Multi Tiered Systems of Support (MTSS) program to provide intervention and support student success and socioemotional support through conferences and Early Release Professional Development (ERPD) trainings.

**2019-20 Actions/Services**

CMP will improve student behavior by creating a peaceful and positive community. The student suspension rate will decrease. CMP staff will emphasize Peace Education to address the majority of disciplinary actions, prior to them becoming larger (suspendable) issues. CMP will provide a .5 FTE Student and Family Services network-wide position. CMP will send staff to the ACSA 'Every Child Counts Symposium', which includes topics on inclusion and diversity. CMP will implement a Multi Tiered Systems of Support (MTSS) program to provide intervention and support student success and socioemotional support through conferences and Early Release Professional Development (ERPD) trainings.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$10/student	\$10/student
Source	N/A		

Year	2017-18	2018-19	2019-20
Budget Reference	N/A		

## Action #9

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

Students to be Served	Location(s)
N/A	N/A

**OR**

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

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services



N/A

Visual and Performing Arts will be integrated across the curriculum.

Visual and Performing Arts will be integrated across the curriculum.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$11,500	\$11,500
Source	N/A	LCFF Base Grant	LCFF Base Grant
Budget Reference	N/A	Resource Code 0000, Object 2100	Resource Code 0000, Object 2100

### Action #10

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

N/A

CMP will commit to providing an articulated foreign language program, including multiple languages, for all K-8 students. CMP will explore more opportunities to provide enrichment.

CMP will commit to providing an articulated foreign language program, including multiple languages, for all K-8 students. CMP will explore more opportunities to provide enrichment.

## Budgeted Expenditures

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

# Action #11

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

N/A

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP will provide all students with access to a contemporary school library. CMP will continue to develop the library, furnishings, Maker's Tables and/or books. CMP will be taking advantage of a state program that is

CMP will provide all students with access to a contemporary school library. CMP will continue to develop the library, furnishings, Maker's Tables and/or books. CMP will be taking advantage of a state program that is

providing access to three digital databases (ProQuest, Encyclopedia Britannica, and teachingbooks.net) to any K-12 school that requests access.

providing access to three digital databases (ProQuest, Encyclopedia Britannica, and teachingbooks.net) to any K-12 school that requests access.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$20/student	\$20/student
Source	N/A	LCFF Base Grant	LCFF Base Grant
Budget Reference	N/A	Resource 0000/Object 4300	Resource 0000/Object 4300

### Action #12

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP will provide an articulated Music Program:

CMP-Shingle Springs will continue to expand the Boomwhackers and recorder programs with musical performances. The Band Program will also be expanded to include both a Beginning Band and an Intermediate Band.

CMP will provide an articulated Music Program.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

N/A

n/a

\$10/student

<b>Source</b>	N/A	n/a	
<b>Budget Reference</b>	N/A	n/a	

## Action #13

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Play equipment and organized activities for recess and PE.

Play equipment and organized activities for recess and PE.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	\$5/student	\$5/student
<b>Source</b>	N/A		
<b>Budget Reference</b>	N/A		

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 2

Parent/Community Engagement

### State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

### 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 Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enhanced communications	Current communications	N/A	Piloting parent communication software platforms	Acquiring a parent communication software platform



# 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

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP commits to enhanced parent communications.

CMP will continue to look at platforms of communication to community. This includes the piloting of the software Parent Square, as well as other platforms.

CMP commits to enhanced parent communications.

CMP will acquire a communication platform and implement across the network.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$4/student	\$5/student
Source	N/A		
Budget Reference	N/A		

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

## Goal 3

Staff Support

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 1, 5

**Local Priorities:**

**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. To engage the teaching staff in a continual process of collaborative inquiry and improvement of student learning.

**Expected Annual Measureable Outcomes**

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
---------------------------	-----------------	----------------	----------------	----------------

New teachers participate in CMP-sponsored Teacher Induction program	New teachers participate in CMP-sponsored Teacher Induction program	N/A	New teachers participate in CMP-sponsored Teacher Induction program	New teachers participate in CMP-sponsored Teacher Induction program
Professional growth opportunities	Staff are provided with professional development opportunities	N/A	Professional development opportunities for staff will continue: conferences, Super Saturdays, August In-Service Day, Professional Learning Communities, ERPD, training on Math and Science	Professional development opportunities for staff will continue
CTC pay scale	CTC pay scale received dramatic increases starting in 2016	N/A	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

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

New teachers are required to participate in a Teacher Induction program.

New teachers are required to participate in a Teacher Induction program.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$11,2500	\$11,2500
Source	N/A	LCFF Base Grant	LCFF Base Grant
Budget Reference	N/A	Resource 0000, Object 1150	Resource 0000, Object 1150

## Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP will provide professional growth opportunities:

Conferences: ACSA, CCSA, CSDC, AMS, Technology

CMP will provide professional growth opportunities:

Specific conferences and topics, to be determined.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	\$33/student	\$20/student
<b>Source</b>	N/A	LCFF Base Grant	
<b>Budget Reference</b>	N/A	Resource 0000, Object 1350	

**Action #3**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Credentialed Teacher Support:

CMP will provide incremental step and column increases and longevity stipends for Lead Teachers. CMP significantly increased certificated base salary annually through 2019.

CMP Executive Director will submit to the Governing Board a compensatory plan with incremental increases and longevity stipends

CMP will provide incremental step and column increases and longevity stipends for Lead Teachers. The new proposal will be implemented.



to include 20 year employees from July 1, 2020-December 31, 2022.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	TBD	TBD
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

### Action #4

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

New

### 2017-18 Actions/Services

N/A

### 2018-19 Actions/Services

N/A

### 2019-20 Actions/Services

Classified Staff Support:  
  
Additional income opportunities, to include student tutoring and/or trainings.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	
Source	N/A	N/A	
Budget Reference	N/A	N/A	

## Action #5

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP will provide professional development opportunities for Classified Staff:

Super Duper Saturdays: support classified staff with interventions, classroom management (including Special Education).

CMP will provide professional development opportunities for Classified Staff:

Super Duper Saturdays: support classified staff with interventions, classroom management (including Special Education).

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$10/student	\$10/student
Source	N/A		
Budget Reference	N/A		

## Action #6

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP will offer a full day professional development opportunity for all staff:  
  
August in-service day: focus on positive discipline, to include key note and workshops with Jane Nelson

CMP will offer a full day professional development opportunity for all staff:  
  
August in-service day: focus on positive discipline, to include key note and workshops with Jane Nelson

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5/student	\$5/student
Source	N/A		
Budget Reference	N/A		

**Action #7**

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

New

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

CMP will provide professional development opportunities for all staff, throughout the school year:

Professional Learning Communities (PLCs) model: CMP conducted a Pilot Program for PLC's and the Principal and staff collaborated with a PLC Planning

**2019-20 Actions/Services**

CMP will provide professional development opportunities for all staff, throughout the school year:

Professional Learning Communities (PLCs) model: CMP conducted a Pilot Program for PLC's and the Principal and staff collaborated with a PLC Planning

Committee, including representatives from the CMP campuses. The PLC Planning Committee established protocol and expectations for PLC's and offered a series of resources for each campus to review. CMP campuses will start implementing the PLC model in the 2018-2019 school year with a kick-off training in August 2018. CMP will implement the PLC model to improve teacher collaboration

Early Release Professional Development (ERPD) days: focus on diversity, implicit bias and racial equity; classroom management for behavior and/or Special Education interventions

Committee, including representatives from the CMP campuses. The PLC Planning Committee established protocol and expectations for PLC's and offered a series of resources for each campus to review. CMP campuses will start implementing the PLC model in the 2018-2019 school year with a kick-off training in August 2018. CMP will implement the PLC model to improve teacher collaboration

Early Release Professional Development (ERPD) days: focus on diversity, implicit bias and racial equity; classroom management for behavior and/or Special Education interventions

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5/student	\$5/student
Source	N/A		
Budget Reference	N/A		

## Action #8

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

N/A

New

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP will provide professional development opportunities:

Trainings focused on Math and Science curriculum.

CMP will provide professional development opportunities:

Trainings focused on Math and Science curriculum.



### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5/student	\$5/student
Source	N/A		
Budget Reference	N/A		

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

# Goal 4

Network Support

## State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

## 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 hired a network Testing Coordinator. As an organization, CMP continuously strives to be Montessori-centered.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Technology enhancements	Current technology usage	N/A	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	N/A	.5 FTE Testing Coordinator	.5 FTE Testing Coordinator
Restructured Director of Program position	Director of Program is currently served by one person	N/A	Plan to restructure Director of Program position.	Director of Program position split between two people.
Network-wide Math and/or Reading Specialist	Currently a need for math and/or reading specialist	N/A	.5 FTE Network-wide Math and/or Reading Specialist	1.0 FTE Network-wide Math and/or Reading Specialist
School Counselor	There is currently a need for a School Counselor	N/A	1.0 FTE School Counselor at CMP-San Juan; network-wide support explored	School Counselor services expanded to network-wide support

Safety Plan considerations

Current status of safety elements

N/A

On-site communication devices purchased

n/a

## 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

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP will incorporate technology as a viable and meaningful experience for the child.  
 CMP will:

- Survey all stakeholders to gather perception data
- Research developmentally appropriate technology usage in school
- Disaggregate perception data and research to determine next steps
- Provide Smart Screens and ELMOs

CMP will incorporate technology as a viable and meaningful experience for the child.  
 CMP will:

- Survey all stakeholders to gather perception data
- Research developmentally appropriate technology usage in school
- Disaggregate perception data and research to determine next steps
- Provide Smart Screens and ELMOs

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	N/A	(no additional cost)	(no additional cost)
<b>Source</b>	N/A	n/a	n/a
<b>Budget Reference</b>	N/A	n/a	n/a

## Action #2

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

**Students to be Served**

N/A

**Location(s)**

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

Modified

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

CMP Network Testing Coordinator will track the achievement of subgroups.

Network Testing Coordinator will assist campuses in the addition of programs to

**2019-20 Actions/Services**

CMP Network Testing Coordinator will track the achievement of subgroups.

Network Testing Coordinator will assist campuses in the addition of programs to

serve ELLIFoster students to the fullest capacity.

serve ELLIFoster students to the fullest capacity.

### Budgeted Expenditures

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

### Action #3

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

### 2017-18 Actions/Services

### 2018-19 Actions/Services

### 2019-20 Actions/Services

N/A

CMP will restructure the Director of Program position.

CMP will restructure the Director of Program position into a dual structured position (K-3rd and 4th-8th).

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	n/a	\$40/student
Source	N/A	n/a	LCFF Base Grant
Budget Reference	N/A	n/a	Resource 0000, Object 1300

## Action #4



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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP will provide a network-wide .5FTE Math and/or Reading Specialist.

CMP will provide a network-wide 1.0FTE Math and/or Reading Specialist.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	N/A		
<b>Source</b>	N/A		
<b>Budget Reference</b>	N/A		

## Action #5

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP-San Juan will pilot the position of a 1.0 FTE School Counselor; network-wide support explored

School Counselor scope will expand to network-wide

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A		
Source	N/A		
Budget Reference	N/A		

**Action #6**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged  
for 2017-18

Select from New, Modified, or Unchanged  
for 2018-19

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged

**2017-18 Actions/Services**

N/A

**2018-19 Actions/Services**

As the CMP Safety Plan is reviewed, CMP will explore opportunities to promote higher levels of security.  
CMP Safety Committee will determine needs at each campus.

All campuses: On-site communication devices will be provided and/or upgraded.  
Orangevale: Explore the possibility of inputting fencing.

**2019-20 Actions/Services**

As the CMP Safety Plan is reviewed, CMP will explore opportunities to promote higher levels of security.  
CMP Safety Committee will determine needs at each campus.

All campuses: On-site communication devices will be provided and/or upgraded.  
Orangevale: Explore the possibility of inputting fencing.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	N/A	\$5/student	\$5/student
<b>Source</b>	N/A		
<b>Budget Reference</b>	N/A		

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

# Goal 5

Facilities

## State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

## Identified Need:

Students will benefit from facilities that are clean, safe, secure and beautiful and inviting.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Specific site improvements	Facilities in current state	N/A	Facility improvements	Facility improvements

Site beautification	Site in current state	N/A	Campus projects	Campus projects
Shade structures installed	Not enough shade on playgrounds	N/A	Planning complete	Shade structures installed
Play structure report on current state	Play structures in current state	N/A	Play structure study completed	Plans for new and/or improved play structures, if needed

## 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

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

English Learners, Foster Youth, Low Income

**Scope of Services:**

LEA-Wide

**Location(s)**

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Campus projects and/or items for site improvement:

Campus projects and/or items for site improvement

The CMP-Shingle Springs Campus will be installing additional acoustic tiles in the gymnasium on the upper campus, will replace carpeting in select classrooms on the lower campus and the maintenance team will look into additional safety and security measures for the school.

**Budgeted Expenditures**

Year

2017-18

2018-19

2019-20



<b>Amount</b>	N/A		
<b>Source</b>	N/A		
<b>Budget Reference</b>	N/A		

## Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

CMP-Shingle Springs will spend monies on projects and/or items for site beautification, to include remodeling and replacing fencing on both the upper and lower campuses. The campus will also completely rebuild the garbage and recycling storage areas on the lower campus.

CMP-Shingle Springs will spend monies on projects and/or items for site beautification, to include remodeling and replacing fencing on both the upper and lower campuses. The campus will also completely rebuild the garbage and recycling storage areas on the lower campus.

**Budgeted Expenditures**

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

**Action #3**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Shade structures for campus outdoor areas:  
Planning.

Shade structures for campus outdoor areas:  
Installing.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	N/A	n/a	\$20/student
<b>Source</b>	N/A	n/a	
<b>Budget Reference</b>	N/A	n/a	

## Action #4

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Play structures:

Play structures:

Planning for potential upgrades or additional play equipment to be provided.

To be determined, depending upon planning year.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	N/A	n/a	TBD
Source	N/A	n/a	TBD
Budget Reference	N/A	n/a	TBD

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# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

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.

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

CMP also continues to provide mentoring, one-on-one assistance, tutoring, and additional materials and services to ensure all unduplicated pupils 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.

## LCAP Year: 2018-19

## Estimated Supplemental and Concentration Grant Funds

## Percentage to Increase or Improve Services

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.

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

CMP also continues to provide mentoring, one-on-one assistance, tutoring, and additional materials and services to ensure all unduplicated pupils 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.