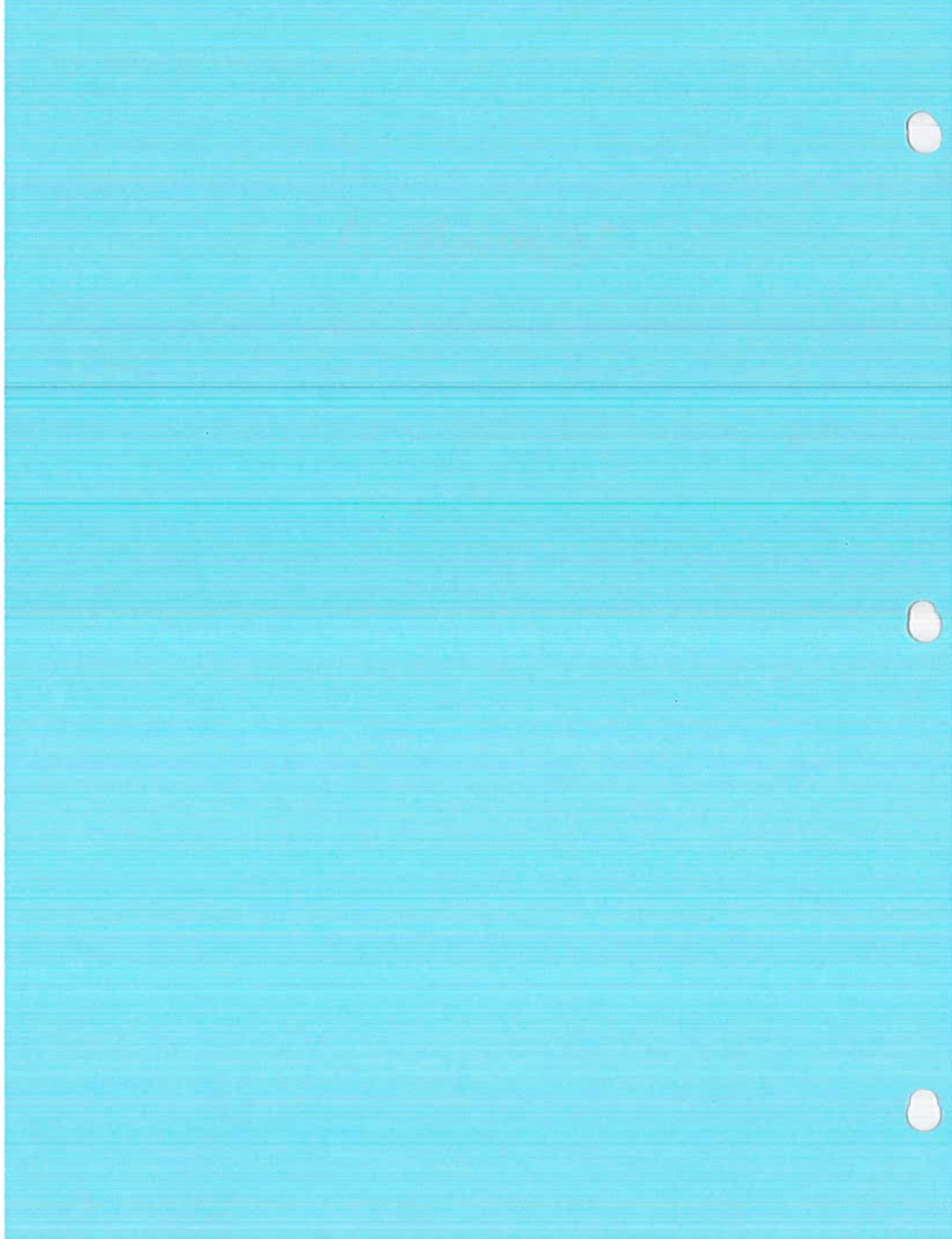


Appendix A



Appendix A1

2010 Base API

2010 -11 Accountability Progress Reporting (APR)

[DataQuest home](#) > [Select School](#) > [School Reports](#) > [Current Page](#)**School Report - Base API, Ranks, and Targets**
2010 Base
Academic Performance Index (API) ReportCalifornia Department of Education
Analysis, Measurement &
Accountability Reporting Division
6/27/2012

School: California Montessori Project-San Juan C

LEA: San Juan Unified

County: Sacramento

CDS Code: 34-67447-0112169

School Type: Elementary

Direct Funded Charter School: Yes

2010 Base API Links:

[School Demographic Characteristics](#)[School Content Area Weights](#)[School Dropout Data](#)[Similar Schools Report](#)[LEA List of Schools](#)[County List of Schools](#)

(An LEA is a school district or county office of education.)

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

2010 Statewide Rank: 6 2010 Similar Schools Rank: 1

	Number of Students Included in 2010 API	Numerically Significant	2010 Base	2010-11 Growth Target	2011 Target
Schoolwide	477		815	A	A
Black or African American	31	No	782		
American Indian or Alaska Native	7	No			
Asian	26	No	917		
Filipino	4	No			
Hispanic or Latino	72	Yes	772	5	777
Native Hawaiian or Pacific Islander	4	No			
White	326	Yes	818	A	A
Two or More Races	7	No			
Socioeconomically Disadvantaged	135	Yes	749	5	754
English Learners	11	No	643		
Students with Disabilities	56	No	598		

Click on column header to view notes.

Note: 2010 Base data are reported for all subgroups with 11 or more students but only numerically significant subgroups receive growth targets. Subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API or (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school or a small local educational agency (LEA), defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school or subgroup scored at or above the statewide performance target of 800 in 2010.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Rank information are not applicable to LEAs and ASAM schools. Growth and target information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"I" means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

Questions: Academic Accountability Team | aauc@cde.ca.gov | 916-319-0863

Appendix A2

2011 Base API

2011 -12 Accountability Progress Reporting (APR)

[DataQuest home](#) > [Select School](#) > [School Reports](#) > [Current Page](#)
School Report - Base API, Ranks, and Targets
 2011 Base
 Academic Performance Index (API) Report

 California Department of Education
 Analysis, Measurement, &
 Accountability Reporting Division
 6/14/2012

School: California Montessori Project-San Juan C
 LEA: San Juan Unified
 County: Sacramento
 CDS Code: 34-67447-0112169
 School Type: Elementary

2011 Base API Links:

[School Demographic Characteristics](#)
[School Content Area Weights](#)
[Similar Schools Report](#)
[LEA List of Schools](#)
[County List of Schools](#)

Direct Funded Charter School: Yes

 (An LEA is a school district, county
 office of education, or statewide
 benefit charter.)

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

2011 Statewide Rank: 6 2011 Similar Schools Rank: 1

	Number of Students Included in 2011 API	Numerically Significant	2011 Base	2011-12 Growth Target	2012 Target
Schoolwide	506		812	A	A
Black or African American	23	No	790		
American Indian or Alaska Native	6	No			
Asian	27	No	913		
Filipino	5	No			
Hispanic or Latino	79	Yes	760	5	765
Native Hawaiian or Pacific Islander	4	No			
White	352	Yes	821	A	A
Two or More Races	10	No			
Socioeconomically Disadvantaged	131	Yes	743	5	748
English Learners	15	No	673		
Students with Disabilities	61	No	638		

Click on column header to view notes.

Note: 2011 Base data are reported for all Student Groups with 11 or more students but only numerically significant Student Groups receive growth targets. Student Groups meeting the

following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API or (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school or a small local educational agency (LEA), defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school or subgroup scored at or above the statewide performance target of 800 in 2011.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Rank information are not applicable to LEAs and ASAM schools. Growth and target information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"I" means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

Questions: Academic Accountability Team | aau@cde.ca.gov | 916-319-0863

Appendix A3

2011 Growth API School Report

[DataQuest home](#) > [Select School](#) > [School Reports](#) > [Current Page](#)

2010 -11 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met

2011 Growth

Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement &
Accountability Reporting Division
8/13/2012

School: California Montessori Project-San Juan C
LEA: San Juan Unified
County: Sacramento
CDS Code: 34-67447-0112169
School Type: Elementary

2011 Growth API Links:

School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county office of education.)

Direct Funded Charter School: Yes

2010-11 APR		2010-11 State API			2011 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide: Yes
All Student Groups: No
All Targets: No

Groups

	Number of Students Included in 2011 API	Numerically Significant in Both Years	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Student Groups Growth Target
Schoolwide	508		812	815	A	-3	
Black or African American	24	No	781	782			
American Indian or Alaska Native	6	No					
Asian	28	No	910	917			
Filipino	5	No					
Hispanic or Latino	79	Yes	760	772	5	-12	No
Native Hawaiian or Pacific Islander	4	No					
White	352	Yes	821	818	A	3	Yes
Two or More Races	10	No					
Socioeconomically Disadvantaged	132	Yes	742	749	5	-7	No
English Learners	15	No	673	643			
Students with Disabilities	62	No	636	598			

Similar Schools Report

Similar Schools

Median API

2011 Growth	2010 Base
866	866

Click on the median value heading to link to the list of 2010 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2010 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2011 Growth API is posted even if a school or LEA had no 2010 Base API or if a school had significant population changes from 2010 to 2011. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

******* means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2010 or 2011. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2010.

"B" means the school did not have a valid 2010 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2011 Growth API of 710 or a one-point increase from the 2010 Base API to 2011 Growth API for a school or LEA.

Missing All Subgroup Data - All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Subgroup Data - Socioeconomically Disadvantaged, English Learners, and Students with Disabilities groups with missing API data and a "No" under the "Met Subgroup Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2010 Base API to the 2011 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in February 2012.

Appendix A4

2012 Base API School Report

2012 -13 Accountability Progress Reporting (APR)

[DataQuest home](#) > [Select School](#) > [School Reports](#) > [Current Page](#)**School Report - Base API, Ranks, and Targets**
2012 Base
Academic Performance Index (API) ReportCalifornia Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/25/2013School: California Montessori Project-San Juan C
LEA: San Juan Unified
County: Sacramento
CDS Code: 34-67447-0112169
School Type: Elementary

Direct Funded Charter School: Yes

2012 Base API Links:

[School Demographic Characteristics](#)[School Content Area Weights](#)[Similar Schools Report](#)[LEA List of Schools](#)[County List of Schools](#)

(An LEA is a school district, county office of education, or statewide benefit charter.)

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

2012 Statewide Rank: 6 2012 Similar Schools Rank: 1

	Number of Students Included in 2012 API	Numerically Significant	2012 Base	2012-13 Growth Target	2013 Target
Schoolwide	549		818	A	A
Black or African American	23	No	725		
American Indian or Alaska Native	6	No			
Asian	31	No	897		
Filipino	12	No	773		
Hispanic or Latino	78	No	774		
Native Hawaiian or Pacific Islander	4	No			
White	374	Yes	827	A	A
Two or More Races	21	No	862		
Socioeconomically Disadvantaged	132	Yes	726	5	731
English Learners	23	No	683		
Students with Disabilities	66	No	616		

Click on column header to view notes.

Note: 2012 Base data are reported for all Student Groups with 11 or more students but only numerically significant Student Groups receive growth targets. Student Groups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API or (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50

students with valid STAR Program scores.

"N/A" means a number is not applicable or not available due to missing data.

" * " means this API is calculated for a small school or a small local educational agency (LEA), defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted. Similar schools ranks are not calculated for small schools.

"A" means the school or subgroup scored at or above the statewide performance target of 800 in 2012.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Rank information are not applicable to LEAs and ASAM schools. Growth and target information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"I" means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.

Questions: Academic Accountability Team | aau@cde.ca.gov | 916-319-0863

Appendix A5

2012 Growth API School Report

[DataQuest home](#) > [Select School](#) > [School Reports](#) > Current Page

2011-12 Accountability Progress Reporting (APR)


School Report - API Growth and Targets Met
2012 Growth
Academic Performance Index (API) Report

 California Department of Education
 Analysis, Measurement, &
 Accountability Reporting Division
 6/25/2013

School: California Montessori Project-San Juan C
 LEA: San Juan Unified
 County: Sacramento
 CDS Code: 34-67447-0112169
 School Type: Elementary

2012 Growth API Links:

School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

2011-12 APR		2011-12 State API			2012 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide: Yes
 All Student Groups: No
 All Targets: No

Groups

	Number of Students Included in 2012 API	Numerically Significant in Both Years	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	Met Growth Target
Schoolwide	549		814	812	A	2	Yes
Black or African American	23	No	723	790			
American Indian or Alaska Native	6	No					
Asian	31	No	899	913			
Filipino	12	No	767				
Hispanic or Latino	78	No	769	760			
Native Hawaiian or Pacific Islander	4	No					
White	374	Yes	823	821	A	2	Yes
Two or More Races	21	No	862				
Socioeconomically Disadvantaged	132	Yes	721	743	5	-22	No
English Learners	23	No	680	673			
Students with Disabilities	66	No	612	638			

Similar Schools Report

Similar Schools

Median API

2012 Growth	2011 Base
887	872

Click on the median value heading to link to the list of 2011 Base API similar schools. This list contains schools which were selected specifically for the reported school for the 2011 Base API Report.

Click on the column header to view notes.

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2012 Growth API is posted even if a school or LEA had no 2011 Base API or if a school had significant population changes from 2011 to 2012. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

""** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2011 or 2012. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.

"A" means the school or Student Groups scored at or above the statewide performance target of 800 in 2012.

"B" means the school did not have a valid 2011 Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2012 Growth API of 740 or a one-point increase from the 2011 Base API to 2012 Growth API for a school or LEA.

Missing All Student Data - All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Student Data - Socioeconomically Disadvantaged and English Learners student groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the group by at least 20 percent from the 2011 Base API to the 2012 Growth API, or the LEA reported a potential data error with one or more these student groups. For that reason API information for that student group is not reported. LEAs that make changes to their data through the testing contractor will have updated API reports released in January 2013.

Appendix A6

2013 Growth API School Report

[DataQuest home](#) > [Select School](#) > [School Reports](#) > [Current Page](#)

2012-13 Accountability Progress Reporting (APR)


School Report - API Growth and Targets Met
2013 Growth
Academic Performance Index (API) Report

 California Department of Education
 Analysis, Measurement, &
 Accountability Reporting Division
 7/29/2014

School: California Montessori Project-San Juan C
 LEA: San Juan Unified
 County: Sacramento
 CDS Code: 34-67447-0112169
 School Type: Elementary

2013 Growth API Links:

3 - Year Average
School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district, county office of education, or statewide benefit charter.)

Direct Funded Charter School: Yes

2012-13 APR		2012-13 State API			2013 Federal AYP and PI		
Summary	Glossary	Base	Guide	Growth	AYP	PI	Guide

Met Growth Targets

Schoolwide: Yes
 All Student Groups: No
 All Targets: No

2013 Statewide Rank: 5 2013 Similar Schools Rank: 1

Groups

	Number of Students Included in 2013 API	Numerically Significant in Both Years	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
Schoolwide	630		802	818	A	-16	Yes
Black or African American	23	No	767	725			
American Indian or Alaska Native	5	No					
Asian	41	No	865	897			
Filipino	9	No		773			
Hispanic or Latino	88	No	735	774			
Native Hawaiian or Pacific Islander	5	No					
White	419	Yes	814	827	A	-13	Yes
Two or More Races	40	No	797	862			
Socioeconomically Disadvantaged	151	Yes	721	726	5	-5	No
English Learners	29	No	692	683			
Students with Disabilities	90	No	596	616			

In order to meet federal requirements of the Elementary and Secondary Education Act (ESEA), a 2013 Growth API is posted even if a school or LEA had no 2012 Base API or if a school had significant population changes from 2012 to 2013. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A"	means a number is not applicable or not available due to missing data.
"**"	means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small in either 2012 or 2013. APIs based on small numbers of students are less reliable and, therefore, should be carefully interpreted.
"A"	means the school or Student Groups scored at or above the statewide performance target of 800 in the 2012 Base.
"B"	means the school did not have a valid 2012 Base API and will not have any growth or target information.
"C"	means the school had significant demographic changes and will not have any growth or target information.
"D"	means this is either an LEA, or a special education school. Target information is not applicable to LEAs or special education schools.
"I"	means the school had some invalid data at the student group level and the California Department of Education cannot calculate a valid rank for this school.

Missing Statewide and Similar Schools Ranks – LEAs, Alternative Schools Accountability Model (ASAM) schools, and special education schools do not receive statewide or similar schools ranks. Schools with less than 100 valid test scores do not receive a similar schools rank.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2013 Growth API of 770 or a one-point increase from the 2012 Base API to 2013 Growth API for a school or LEA.

Two or More Races – "Two or More Races" student group. Assessment results for students without valid Statewide Student Identifiers (SSIDs) were assigned to this student group.

Missing All Student Data – All subgroup data are missing if the LEA informed the CDE of a potential data error in at least one race or ethnicity category.

Missing Special Population Student Data – Socioeconomically Disadvantaged and English Learners students groups with missing API data and a "No" under the "Met Student Growth Target" column indicates that there was a decrease in the number of students in the

group by at least 20 percent from the 2012 Base API to the 2013 Growth API, or the LEA reported a potential data error with one or more these student groups. Demographic data corrections made through the California Longitudinal Pupil Achievement Data System (CALPADS) or assessment-related data corrections (such as statewide student identifiers or fields specific to the testing administration process) made through the testing contractor will be reflected in the updated API reports released in March 2014.

2. The second part of the document focuses on the role of the accounting department in managing the company's finances. It describes how the department is responsible for recording all financial transactions, preparing financial statements, and ensuring that the company's books are balanced. The text also highlights the importance of the accounting department in providing accurate and timely information to management and other stakeholders.

3. The third part of the document discusses the various methods used to collect and analyze financial data. It mentions that this can include reviewing bank statements, invoices, and other financial documents. The text also describes how this data is used to create financial reports and to identify trends and patterns in the company's financial performance.

4. The fourth part of the document focuses on the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial system and for providing a clear audit trail. The text also mentions that this practice helps in identifying any discrepancies or errors early on, which can then be corrected before they become a problem.

5. The fifth part of the document discusses the various methods used to collect and analyze financial data. It mentions that this can include reviewing bank statements, invoices, and other financial documents. The text also describes how this data is used to create financial reports and to identify trends and patterns in the company's financial performance.

6. The sixth part of the document focuses on the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial system and for providing a clear audit trail. The text also mentions that this practice helps in identifying any discrepancies or errors early on, which can then be corrected before they become a problem.

7. The seventh part of the document discusses the various methods used to collect and analyze financial data. It mentions that this can include reviewing bank statements, invoices, and other financial documents. The text also describes how this data is used to create financial reports and to identify trends and patterns in the company's financial performance.

8. The eighth part of the document focuses on the importance of maintaining accurate records of all transactions. It emphasizes that this is crucial for ensuring the integrity of the financial system and for providing a clear audit trail. The text also mentions that this practice helps in identifying any discrepancies or errors early on, which can then be corrected before they become a problem.

Appendix A7

API 3 year Average



California Department of Education
Analysis, Measurement, and Accountability Reporting Division
Academic Accountability Unit

Academic Performance Index (API) Report 3 - Year Average API School Report

School: California Montessori Project-
San Juan C
LEA: San Juan Unified
County: Sacramento
CDS Code: 34674470112169

School Type: Elementary
Charter: Direct Funded Charter

API Links

[LEA List of Schools](#)

[County List of Schools](#)

[Glossary](#)

[3-Year Average Guide](#)

(An LEA is a school district,
county office of education, or
statewide benefit charter.)

Groups	<u>Number of Students Included in 2011 Growth API</u>	<u>2011 Growth API</u>	<u>Number of Students Included in 2012 Growth API</u>	<u>2012 Growth API</u>	<u>Number of Students Included in 2013 Growth API</u>	<u>2013 Growth API</u>	<u>Non- Weighted 3-Year Average API*</u>	<u>Weighted 3-Year Average API*</u>
Schoolwide	508	812	549	814	630	802	809	809
Black or African American	24	781	23	723	23	767	757	757
American Indian or Alaska Native	6		6		5			
Asian	28	910	31	899	41	865	891	888
Filipino	5		12	767	9			
Hispanic or Latino	79	760	78	769	88	735	755	754
Native Hawaiian or Pacific Islander	4		4		5			
White	352	821	374	823	419	814	819	819
Two or More Races	10		21	862	40	797		
Socioeconomically Disadvantaged	132	742	132	721	151	721	728	728
English Learners	15	673	23	680	29	692	682	684
Students with Disabilities	62	636	66	612	90	596	615	612

Blank cell – This indicates that the school or student group did not have a valid 2011, 2012, and/or 2013 Growth API. Therefore, average could not be calculated.

*Assembly Bill (AB) 484 amended California Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have a valid API calculated in 2013–14 and 2014–15 to use one of the following criteria to meet legislative and/or programmatic requirement:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among

groups.

The decision to use one of the above criteria may be made on a program by program basis and is a local decision.

Formula to Calculate Average APIs:

A 3-Year Average API Report was produced if the following criteria were met:

1. The school had a valid API (i.e., the school received an API report) in each of the last three consecutive years;
2. The school had 11 or more valid scores in each of the last three consecutive years. (A valid score is when a student's assessment results are included in the calculation of the API.); and,
3. If the above criteria are met, the 3-Year Average API Report will also include any student group(s) that had 11 or more valid scores in each of the last three consecutive years.

Non-Weighted Average: The formula to calculate the non-weighted average is:

$$\frac{2011 \text{ API} + 2012 \text{ API} + 2013 \text{ API}}{3}$$

Weighted Average: The formula to calculate the weighted average is:

$$\frac{(2011 \text{ API} \times 2011 \text{ Valid Scores}) + (2012 \text{ API} \times 2012 \text{ Valid Scores}) + (2013 \text{ API} \times 2013 \text{ Valid Scores})}{2011 \text{ Valid Scores} + 2012 \text{ Valid Scores} + 2013 \text{ Valid Scores}}$$

Further details about the calculation of the averages and the 3-Year Average API Report can be found in the "Status of the Academic Performance Index and the 3-Year Average Information Guide". This guide can be accessed by selecting the "3-Year Average Guide" within the "API Links" section above.

Web Policy

Appendix A8

CAASPP 2014 Science



2014 CAASPP Test Results

California Montessori Project School

All Students - California Standards Test Scores

County Name: Sacramento County

District Name: California Montessori Project District

School Name: California Montessori Project School

CDS Code: 34-67447-0112169

Total Number Tested: 151

Total Number Tested in Selected Subgroup: 151

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				95			49				
Students with Scores				94			49				
Mean Scale Score				372.6			390.1				
% Advanced				27 %			35 %				
% Proficient				37 %			39 %				
% Basic				29 %			20 %				
% Below Basic				3 %			6 %				
% Far Below Basic				4 %			0 %				

[Print Report](#)

California Department of Education

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Appendix A9

CAASPP 2015 ELA Math



CAASPP 2015 Test Results for English Language Arts/Literacy and Mathematics



Test Results Research Files Science/STS Test Results About CAASPP Contact

Test Results for:

California Montessori Project-San Juan C School

CDS Code: 34-12169-0112169

California Montessori Project-San Juan C District

Sacramento County

[Edit Search Criteria](#)

[Print Test Results](#)

Export Report

Total Number of Students Enrolled in Grades Tested in School: 618
Total Number of Students Tested in School: 613

Select to Review Results by Group/Subgroup:

All Students (Default) ▼ Select

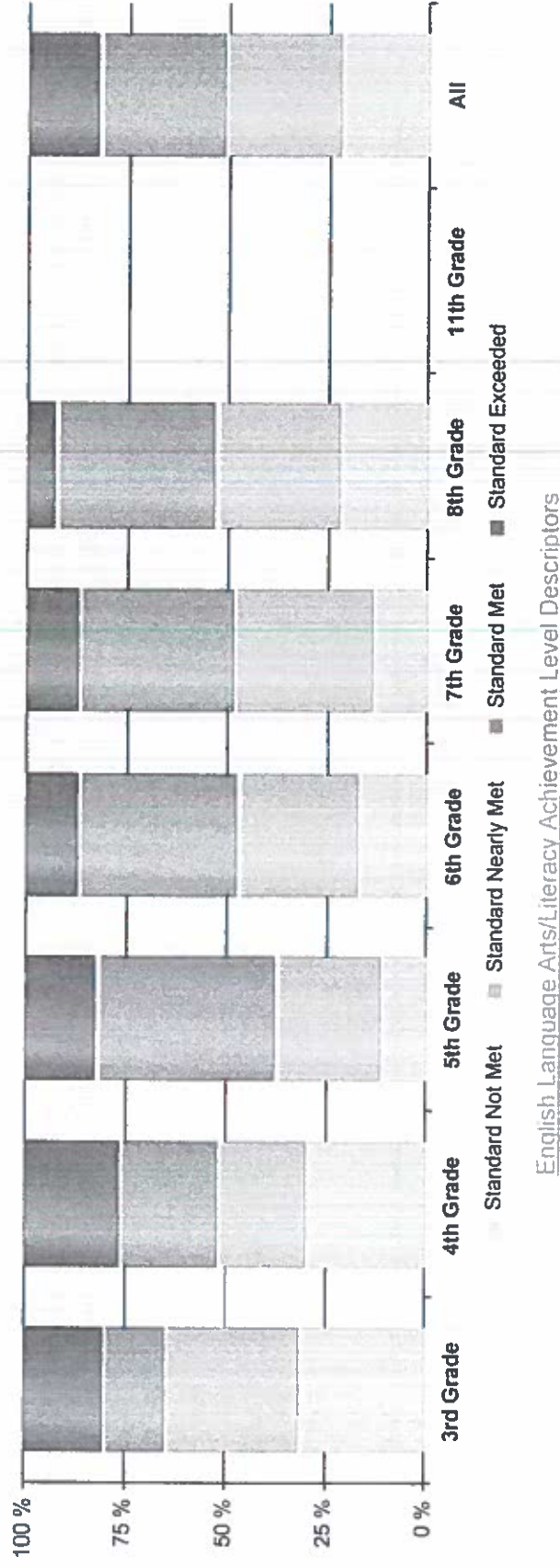
[Export these test results as a Research File](#) for more complex analyses and customized reporting of the data.

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Reports](#).

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

ENGLISH LANGUAGE ARTS/LITERACY

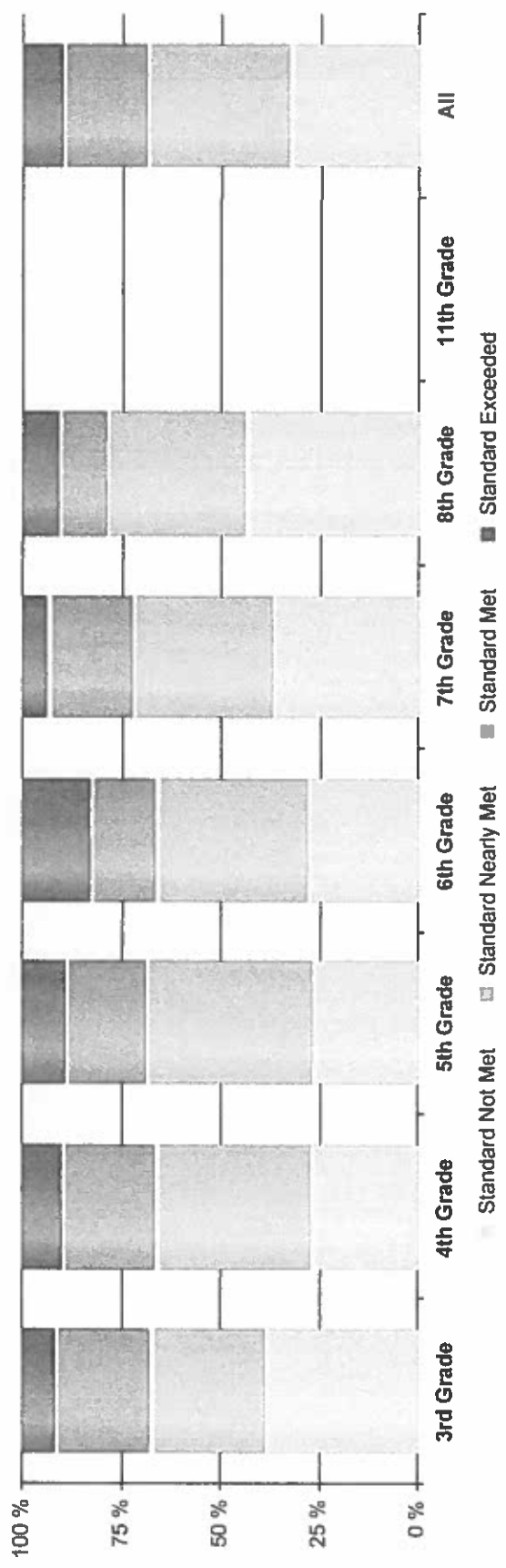
Achievement Level Distribution



All Students

MATHEMATICS

Achievement Level Distribution



Mathematics Achievement Level Descriptors

All Students



Appendix A10

CAASPP 2015 Science



2015 CAASPP Test Results

California Montessori Project- School

All Students - California Standards Test Scores

County Name: Sacramento County

District Name: California Montessori Project- District

School Name: California Montessori Project- School

CDS Code: 34-12169-0112169

Total Enrollment: 618

Total Number Tested: 613

Total Number Tested in Selected Subgroup: 613

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment				120			56			

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested				117			53			
% of Enrollment				97.5 %			94.6 %			
Students with Scores				117			53			
Mean Scale Score				367.6			368.2			
% Advanced				17 %			34 %			
% Proficient				47 %			26 %			
% Basic				30 %			21 %			
% Below Basic				3 %			15 %			
% Far Below Basic				3 %			4 %			

[Print Report](#)

California Department of Education

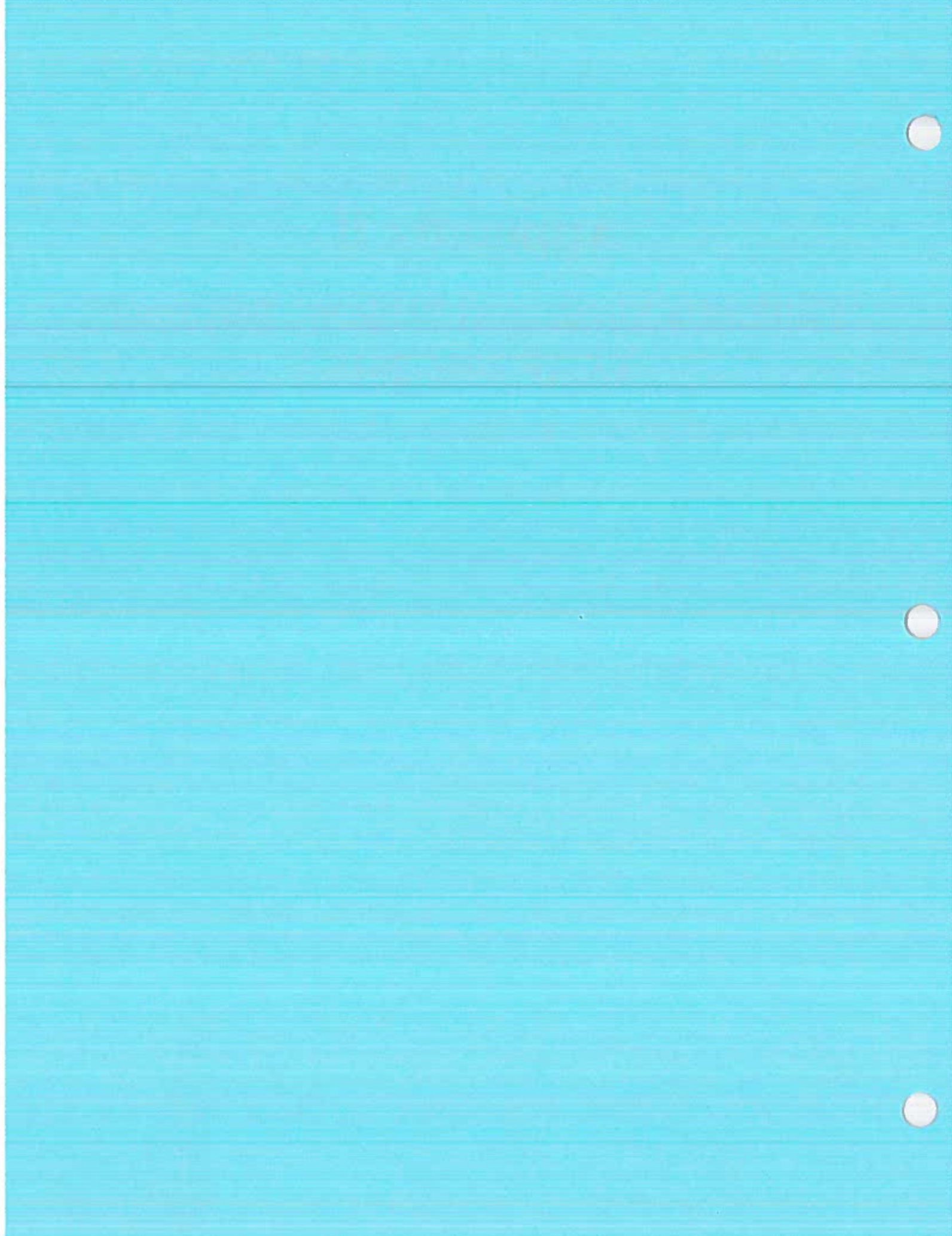
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Appendix B

California Montessori Project – San Juan LCAP 2015-2018



Introduction:

LEA: California Montessori Project Contact: Stephanie Garrettson Email: sgarrettson@cacmp.org
Phone: 916-971-2432 LCAP Year: 2015-18

Local Control and Accountability Plan and Annual Update Template

CMP believes that children are the hope of the future,
and through Our Program,
and with the support of Our Community,
Our Students will have a positive impact in the world.

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.

OUR STUDENTS: CMP is committed to the goal of developing self-motivated, competent, life-long learners, and all staff members are focused on student success.

OUR COMMUNITY: CMP's community is comprised of students, families, staff, administration, CMP board members, and other vested parties.

OUR PROGRAM: CMP provides a quality Montessori academic program that educates the whole child: Intellectually, Socially, Emotionally, and Morally.

OUR ORGANIZATION: CMP embraces Montessori ideals, respect, integrity, and passion, as we serve our students, families, and communities.

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

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

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as

identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52055(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01, community members, local bargaining units, LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
California Montessori Project-San Juan(CMP-SJ) 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 San Juan Unified School District (SJUSD). Over the past three years, there have been numerous occasions where community input was collected to improve the CMP program. Network opportunities have included community participation in the ongoing accreditation processes through the Western Association of Schools and Colleges (WASC) and the American Montessori Society (AMS), 2011 through 2017. In addition, members of the CMP Learning Community, as well as the public-at-large, have been invited to attend monthly meetings of the CMP Governing Board, and to provide input at the Strategic Planning Session at the Board's Annual Retreat. CMP Governing Board Minutes reflect the LCAP being discussed at the following meetings: October 20, 2014; November 8, 2014; February 9, 2015; June 11, 2015. During the months of November, December, March and May, CMP's Executive Director, Gary S. Bowman, met with 16 distinct groups of stakeholders, representing the CMP Learning Community, at-large, to receive input on school improvement. Meetings specific to CMP-SJ included the following: November 20, 2014: Open Forum Meeting with American River Teachers December 1, 2014: Open Forum Meeting with Orangevale Campus Teachers December 2, 2014: Open Forum Meeting with Carmichael Campus Teachers March 24, 2015: Open Forum Meeting with Orangevale Campus Parents May 11, 2015: Open Forum Meeting with Carmichael Campus Parents May 11, 2015: Open Forum Meeting with Carmichael Campus Students May 18, 2015: Open Forum Meeting with American River Campus Parents At the meetings, the Executive Director shared components of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP), including the eight state priorities. Community members present at the meetings were asked for suggestions on how the new LCFF funding could support school improvement. Input from the stakeholders was, subsequently, organized into the eight state priorities and the input was reviewed for common threads. Considerations of fiscal impact and timeline were considered. The stakeholder meetings were well-received, and input was freely shared from the	In developing the LCFF Budget for the 2015-16 school year, the Executive Director sought input from parents, pupils, both classified and certificated staff, and school leaders. In the area of 'Stakeholder Engagement' sessions, CMP sought genuine, unfiltered input. Accordingly, the Executive Director committed to holding the meetings in casual settings, which would allow Stakeholders to feel comfortable while providing candid and honest input. These settings included Principal's Cafés, Campus Advisory Councils, Staff Meetings, and Student Circles. At the meetings, the CMP Executive Director shared information regarding the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP), including the '8 State Priorities.' Participating stakeholders were invited, in a round-robin style, how they would spend LCFF dollars to bring improvement to the CMP program. The length of each meeting was determined by the stakeholders, themselves, as every participant was allowed to contribute his/her input, until such time as all ideas had been exhausted. Stakeholders have also been invited to submit additional input by email to the Executive Director (gbowman@cacmp.org) and/or Development Consultant, Stephanie Garretson (sgarretson@cacmp.org). It is the Executive Director's observation that the stakeholders have been greatly appreciative of the opportunity to have their ideas heard. The CMP Executive Director met with CMP Staff, Parents and Students at the various Stakeholder Engagement Sessions. The Staff and Parents provided valuable (and welcome) input regarding School Improvement. At the same time, the Executive Director found Student input to be especially refreshing and

participants. This input contributed to the 2015-16 LCAP Plan (see 'Impact on LCAP'). The Executive Director will continue to solicit community input for the 2016-17 LCAP revisions.	valuable. While much of the student input was consistent with that of the adults (including the importance of art/music programs, athletics, technology, campus safety, etc), students also provided critical input from their unique point-of-view. These student sessions, including students as young as kindergarten-age, were remarkable and poignant. CMP Leadership considered all of the input to be a great foundation for building the LCFF budget. After the Stakeholder Engagement Sessions, the input provided was organized according to the 8 State Priorities, by site, as well as network. Based on Stakeholder input, the following expenditures were incorporated into the 2015-16 Budget: • Teacher retention through increased compensation • Visual and Performing Arts - Music Instruction • Library • Physical Education • Technology Equipment • Science Instruction • Campus Safety - Furnishings, Playground Asphalt, Fencing In the 2015-2016 school year, the LCFF budget will pilot a new Common Core-aligned Middle School Math Curriculum and in the 2016-2017 school year, the LCFF budget will incorporate adoption of a new Common Core-aligned Science Curriculum.
Annual Update: The Executive Director relished the opportunity to meet with stakeholder groups, including Parents, Staff and Students. The round table format continues to be effective and successful in generating input toward suggested improvements toward CMP. This input was once again used in reviewing goals and creating new goals.	Annual Update: The Executive Director, Development Consultant and site leadership teams routinely re-visit the stakeholder input with the goal of finding creative ways to address and/or implement requested suggestions and potentially incorporate them in to the CMP program.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal.

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	All lead teacher candidates screened for employment will hold a valid CA Teacher Credential with appropriate English Learner authorization (or be allowed to teach using an approved internship)			Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ COE only: 9 ☐ 10 ☐ Local : Specify _____	
Identified Need :	<u>Identified Need:</u> 100% of lead teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing				
Goal Applies to:	<u>Metric:</u> Teacher Misassignment	<u>Schools:</u> All	<u>Applicable Pupil Subgroups:</u> All		
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:	Students will be taught by teachers with the highest level of teacher training				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
New teachers are required to participate in BTSA (Beginning Teacher Support and Assessment) induction. CMP will provide stipends for Support Providers for teachers participating in BTSA induction		LEA-wide	✓All	Est.Cost: \$11,250 Funding Source(s): Base: 11,250	
LCAP Year 2: 2016-17					
Expected Annual Measurable Outcomes:	Students will be taught by teachers with the highest level of teacher training				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
New teachers are required to participate in BTSA (Beginning Teacher Support and Assessment) induction. CMP will provide stipends for Support Providers for teachers participating in BTSA induction		LEA-wide	✓All	Est.Cost: \$11,250 Funding Source(s): Base: 11,250	
LCAP Year 3: 2017-18					
Expected Annual Measurable Outcomes:	Students will be taught by teachers with the highest level of teacher training				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

New teachers are required to participate in BTSA (Beginning Teacher Support and Assessment) induction. CMP will provide stipends for Support Providers for teachers participating in BTSA induction		LEA-wide	✓All	Est. Cost: \$11,250 Funding Source(s): Base: 11,250
GOAL:	All lead teacher candidates screened for employment will hold a valid Montessori Teaching Certificate (or agree to enroll and complete certification if employment is offered)			
Identified Need:	Related State and/or Local Priorities: 1 ✓ 2 3 4 5 6 7 8 COE only: 9 10 Local: Specify _____			
Goal Applies to:	Identified Need: 100% of lead teachers will hold a Montessori Teaching Certificate, authorized through a Montessori-accredited agency Metric: Teacher Misassignment Schools: All Applicable Pupil Subgroups: All			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Students will be taught by teachers who are committed to the Montessori methodology			
Lead teachers are required to hold Montessori Certification. CMP will provide support for training, as needed. Total annual expense will vary, depending on the number of new hires.	Scope of Service LEA-wide	Pupils to be served within identified scope of service	Budgeted Expenditures Est. Cost: \$7,750 Funding Source(s): Base: 7,750	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Students will be taught by teachers who are committed to the Montessori methodology			
Lead teachers are required to hold Montessori Certification. CMP will provide support for training, as needed. Total annual expense will vary, depending on the number of new hires.	Scope of Service LEA-wide	Pupils to be served within identified scope of service	Budgeted Expenditures Est. Cost: \$7,750 Funding Source(s): Base: 7,750	
LCAP Year 3: 2017-18				

Expected Annual Measurable Outcomes:	Students will be taught by teachers who are committed to the Montessori methodology				Budgeted Expenditures
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Est. Cost: \$7,750 Funding Source(s): Base: 7,750
Lead teachers are required to hold Montessori Certification. CMP will provide support for training, as needed. Total annual expense will vary, depending on the number of new hires.		LEA-wide	✓All		
GOAL:	CMP will maintain small student-to-teacher ratios, provide teaching assistants and professional growth opportunities			Related State and/or Local Priorities: 1 ✓ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify ___	
Identified Need :	Identified Need: Lead teachers will be provided qualitative incentive to serve the CMP Learning Community				
Goal Applies to:	Metric: Teacher Misassignment Schools: All Applicable Pupil Subgroups: All				
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:	Students will have more opportunities for one-on-one instruction and teachers will have more support with instructional strategies				Budgeted Expenditures
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Est. Cost: \$0 Funding Source(s):
CMP will maintain Class Size Reduction (CSR) ratios of 24 or less in all K-3 classrooms. Teaching Assistant and CSR impact is dependent on enrollment.		LEA-wide	✓All		
LCAP Year 2: 2016-17					
Expected Annual Measurable Outcomes:	Students will have more opportunities for one-on-one instruction and teachers will have more support with instructional strategies				Budgeted Expenditures
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Est. Cost: \$0 Funding Source(s):
CMP will maintain Class Size Reduction (CSR) ratios of 24 or less in		LEA-wide	✓All		

all K-3 classrooms. Teaching Assistant and CSR impact is dependent on enrollment.				Funding Source(s):	
LCAP Year 3: 2017-18					
Expected Annual Measurable Outcomes:		Students will have more opportunities for one-on-one instruction and teachers will have more support with instructional strategies			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
CMP will maintain Class Size Reduction (CSR) ratios of 24 or less in all K-3 classrooms. Teaching Assistant and CSR impact is dependent on enrollment.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):	
GOAL:	CMP will provide annual increases to the base salary, as well as incremental step and column increases, support for training, and longevity stipends		Related State and/or Local Priorities: 1 ✓ 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify _____		
Identified Need :		Identified Need: Lead teachers will be provided compensatory incentive to serve the CMP Learning Community			
Goal Applies to:		Metric: Teacher Misassignment Schools: All Applicable Pupil Subgroups: All			
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:		With more financial incentive to continuously serve the CMP Learning Community, students will have more opportunities to be instructed by experienced staff			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
As teacher retention is correlated with quality of instruction, especially in a public Montessori program, CMP will increase certificated base salary to \$42,000, in addition to incremental step/column increases. CMP will also provide 'Longevity Stipends' for services to the organization at 5 and 10 year increments. CMP will continue to provide numerous stipend opportunities for instructional staff.		LEA-wide	✓All	Est. Cost: \$250,000 Funding Source(s): Base: 250,000	
LCAP Year 2: 2016-17					

Expected Annual Measurable Outcomes:	With more financial incentive to continuously serve the CMP Learning Community, students will have more opportunities to be instructed by experienced staff							
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures				
As teacher retention is correlated with quality of instruction, especially in a public Montessori program, CMP will increase certificated base salary by \$1000 annually, in addition to incremental step/column. CMP will also provide 'Longevity Stipends' for service to the organization at 5 and 10 year increments. CMP will continue to provide numerous stipend opportunities for instructional staff.	LEA-wide	✓All		Est.Cost: \$60,000 Funding Source(s): Base: 60,000				
LCAP Year 3: 2017-18								
Expected Annual Measurable Outcomes:	With more financial incentive to continuously serve the CMP Learning Community, students will have more opportunities to be instructed by experienced staff							
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures				
As teacher retention is correlated with quality of instruction, especially in a public Montessori program, CMP will increase certificated base salary by \$1000 annually, in addition to incremental step/column. CMP will also provide 'Longevity Stipends' for service to the organization at 5 and 10 year increments. CMP will continue to provide numerous stipend opportunities for instructional staff.	LEA-wide	✓All		Est.Cost: \$60,000 Funding Source(s): Base: 60,000				
GOAL:	CMP will increase classified pay scale, as budget allows, to encourage retention of Teaching Assistants.			Related State and/or Local Priorities: 1 ✓ 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify _____				
Identified Need :	Identified Need: Teaching assistants will be provided additional compensatory incentive to serve the CMP Learning Community							
Goal Applies to:	Metric: Teacher Misassignment Schools: All Applicable Pupil Subgroups: All							
LCAP Year 1: 2015-16								
Expected Annual Measurable Outcomes:	CMP will retain highly-qualified teaching assistants							
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures				

Working collaboratively with the Lead Teacher, Teaching Assistants are vital to the success of the Montessori classroom. CMP-San Juan will increase hourly compensation.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s): Base: 0
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:		CMP will retain highly-qualified teaching assistants		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Working collaboratively with the Lead Teacher, Teaching Assistants are vital to the success of the Montessori classroom. CMP-San Juan will increase hourly compensation. CMP will restructure the Classified Pay Scale.		LEA-wide	✓All	Est. Cost: \$100,000 Funding Source(s): Base: 100,000
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:		CMP will retain highly-qualified teaching assistants		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Working collaboratively with the Lead Teacher, Teaching Assistants are vital to the success of the Montessori classroom. CMP-San Juan will increase hourly compensation. CMP will restructure the Classified Pay Scale.		LEA-wide	✓All	Est. Cost: \$100,000 Funding Source(s): Base: 100,000
GOAL:	CMP will support Montessori Training for eligible teaching assistants, to better assist the Lead Teacher, while serving all students, including all student subgroups		Related State and/or Local Priorities: 1 ✓2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :		Identified Need: Teaching assistants will be provided Montessori Training to equip them to better serve the CMP Learning Community		
Goal Applies to:		Metric: Teacher Misassignment Schools: All Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16				

Expected Annual Measurable Outcomes:	Students will benefit by having a second Montessori-trained guide in the classroom	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Montessori Training will allow the TA to better assist the Lead Teacher, while serving all students, including all student subgroups, unduplicated students, an students with exceptional needs. CMP-San Juan will support Montessori training for Teaching Assistants, based upon eligibility and interest.	LEA-wide	✓All		Est.Cost: \$20,000 Funding Source(s): Base: 20,000
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Students will benefit by having a second Montessori-trained guide in the classroom	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Montessori Training will allow the TA to better assist the Lead Teacher, while serving all students, including all student subgroups, unduplicated students, an students with exceptional needs. CMP-San Juan will support Montessori training for Teaching Assistants, based upon eligibility and interest.	LEA-wide	✓All		Est.Cost: \$20,000 Funding Source(s): Base: 20,000
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Students will benefit by having a second Montessori-trained guide in the classroom	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Montessori Training will allow the TA to better assist the Lead Teacher, while serving all students, including all student subgroups, unduplicated students, an students with exceptional needs. CMP-San Juan will support Montessori training for Teaching Assistants, based upon eligibility and interest.	LEA-wide	✓All		Est.Cost: \$20,000 Funding Source(s): Base: 20,000
GOAL:	Instructional materials and curriculum, including Montessori materials, will be aligned to CA Common Core Standards			Related State and/or Local Priorities: 1 ✓2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Identified Need: 100% of pupils will have access to standards-aligned materials, as well as access to a complete inventory of Montessori materials			
Goal Applies to:	Metric: Standards-aligned Materials			
	Schools:	All	Applicable Pupil Subgroups:	All
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	CMP will align a Middle School Math Curriculum with Common Core and Montessori.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP Director of Program and Dean of Students will continue to work with instructional staff to align Montessori materials with CCSS. CMP Middle School Program will pilot State-adopted Mathematics curriculum. CMP Governing Board will approve a State-adopted Middle School Mathematics Curriculum to be implemented in the 2016-2017 school year.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	CMP will continue to focus on aligning a Middle School Math Curriculum with Common Core and Montessori and will begin the process of aligning a Science Curriculum.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP Director of Program and Dean of Students will continue to work with instructional staff to align Montessori materials with CCSS. CMP will review State-approved Science curriculum. CMP will implement the State-adopted Middle School mathematics Curriculum.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	CMP will continue to focus on aligning a Science Curriculum with Common Core and Montessori.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP Director of Program and Dean of Students will continue to work with instructional staff to align Montessori materials with CCSS. CMP will continue to review and/or adopt State-approved Science curriculum.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):

GOAL:	Facilities will be clean and well-maintained to ensure learning as a priority; CMP will promote the safety and security of the school			Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ COE only: 9 ☐ 10 ☐ Local : Specify _____	
Identified Need :	Identified Need: Students and staff will be housed in facilities which are clean, safe and secure, and conducive to student learning Metric: Facilities in Good Repair				
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:		All		
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:	Students will benefit from facilities that are clean, safe and secure				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
CMP Admin will monitor the cleanliness and safety of the school: American River Campus will direct funding toward updating old classroom furniture; Carmichael Campus will direct funding toward playground asphalt; Orangevale Campus will direct funding toward fencing.		LEA-wide	✓All	Est. Cost: \$12,920 Funding Source(s): Base: 12,920	
LCAP Year 2: 2016-17					
Expected Annual Measurable Outcomes:	Students will benefit from facilities that are clean, safe and secure				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
CMP Admin will monitor the cleanliness and safety of the school.		LEA-wide	✓All	Est. Cost: \$13,000 Funding Source(s): Base: 13,000	
LCAP Year 3: 2017-18					
Expected Annual Measurable Outcomes:	Students will benefit from facilities that are clean, safe and secure				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
CMP Admin will monitor the cleanliness and safety of the school.		LEA-wide	✓All	Est. Cost: \$13,150 Funding Source(s): Base: 13,150	

				Funding Source(s): Base: 13,150	
GOAL:	The Director of Program will work with Principals, Deans of Students and grade level curriculum mentors to review and update the curriculum alignment, as necessary, and identify elements of CA CCSS to guide professional development / trainings			Related State and/or Local Priorities: 1__ 2 ☒ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Identified Need: The CMP Curriculum Guides will be updated to ensure full alignment with the CA Common Core State Standards (CA CCSS) and 100% of teachers will participate in annual professional development on the implementation of CA CCSS Metric: CCSS Implementation				
Goal Applies to:	Schools:	Applicable Pupil Subgroups:			
	All	All			
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:	Teachers will continue instruction using the updated Common-Core aligned CMP Curriculum Guides and will further enhance their skill sets with CMP provided professional development pertaining to the Common Core curriculum				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Facilitated by the CMP Director of Program, the Leadership Team will identify beneficial Common Core trainings and session offerings to be provided at the network's fall in-service, and otherwise, provided for instructional staff. Leadership Team will determine in-service focus and session offerings. This planning will extend to the early-release days as scheduled, beginning in 2015-2016 school year.		LEA-wide	☒ All	Est. Cost: \$0 Funding Source(s):	
LCAP Year 2: 2016-17					
Expected Annual Measurable Outcomes:	Teachers will continue instruction using the updated Common-Core aligned CMP Curriculum Guides and will further enhance their skill sets with CMP provided professional development pertaining to the Common Core curriculum				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Facilitated by the CMP Director of Program, the Leadership Team		LEA-wide	☒ All	Est. Cost: \$0	

will identify beneficial Common Core trainings and session offerings to be provided at the network's fall in-service, and otherwise, provided for instructional staff. Leadership Team will determine in-service focus and session offerings. This planning will extend to the early-release days as scheduled, beginning in 2015-2016 school year.				Funding Source(s):	
LCAP Year 3: 2017-18					
Expected Annual Measurable Outcomes:	Teachers will continue instruction using the updated Common-Core aligned CMP Curriculum Guides and will further enhance their skill sets with CMP provided professional development pertaining to the Common Core curriculum				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Facilitated by the CMP Director of Program, the Leadership Team will identify beneficial Common Core trainings and session offerings to be provided at the network's fall in-service, and otherwise, provided for instructional staff. Leadership Team will determine in-service focus and session offerings. This planning will extend to the early-release days as scheduled, beginning in 2015-2016 school year.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):	
GOAL:	Teachers in CMP classrooms will utilize Montessori materials, within both individual and small group settings, to ensure that English Language Learners will understand the academic content in a concrete manner		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Identified Need :	Identified Need: 100% of EL students will gain academic content knowledge through the implementation of the CA CCSS as CMP will construct and develop a program to be inclusive of student needs especially as it relates to English Language Learners				
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All			
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:	EL students will be able to gain academic content knowledge through the concrete Montessori materials and implantation of Common Core				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
CMP will provide Montessori trained teachers to use Montessori-		LEA-wide	✓All	Est. Cost: \$0	

Common Core-aligned curriculum and materials to ensure that English Language Learners understand the academic content in a concrete manner.				Funding Source(s):
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	EL students will be able to gain academic content knowledge through the concrete Montessori materials and implantation of Common Core			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP will provide Montessori trained teachers to use Montessori-Common Core-aligned curriculum and materials to ensure that English Language Learners understand the academic content in a concrete manner.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	EL students will be able to gain academic content knowledge through the concrete Montessori materials and implantation of Common Core			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP will provide Montessori trained teachers to use Montessori-Common Core-aligned curriculum and materials to ensure that English Language Learners understand the academic content in a concrete manner.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
GOAL:	As part of an English Language Learner's individual academic work plan, the student will be mainstreamed into their classroom, receiving instruction in individual and small group settings using concrete Montessori materials and participating in the Rosetta Stone online language program to support English language acquisition. The richness of the language found in the Montessori program and the Matrix of SDAIE Techniques will assist teachers in moving from the pre-Common Core ELD standards to the anticipated ELD standards		Related State and/or Local Priorities: 1__ 2 ✓3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Identified Need: CMP will construct and develop a program to be inclusive of student needs especially as it relates to EL students using ELD and SDAIE methodologies Metric: CCSS Implementation			
Goal Applies to:	Schools:	Applicable Pupil Subgroups:		
	All	All		
LCAP Year 1: 2015-16				

Expected Annual Measurable Outcomes:		EL students will have access to English within the online Rosetta Stone program to further enhance their acquisition of the English language, which will be included in the student's individualized academic work plans		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP teachers, trained in SDAIE techniques and strategies, will utilize concrete Montessori materials to provide support for English Language Learners; Every ELL student will participate in the Rosetta Stone technology-based Language Program; The CMP teacher of record will monitor the student's progress, and provide additional interventions as appropriate; Instructional staff will explore additional learning materials to support ELL students; Instructional staff will explore training opportunities to strengthen their skills. CMP will continue to hire and train highly-qualified teachers to serve ELL students; CMP will provide student access to the Rosetta Stone Language Program; Materials will be purchased, and staff will attend ELL trainings, as appropriate.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:		EL students will have access to English within the online Rosetta Stone program to further enhance their acquisition of the English language, which will be included in the student's individualized academic work plans		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP teachers, trained in SDAIE techniques and strategies, will utilize concrete Montessori materials to provide support for English Language Learners; Every ELL student will participate in the Rosetta Stone technology-based Language Program; The CMP teacher of record will monitor the student's progress, and provide additional interventions as appropriate; Instructional staff will explore additional learning materials to support ELL students; Instructional staff will explore training opportunities to strengthen their skills. CMP will continue to hire and train highly-qualified teachers to serve ELL students; CMP will provide student access to the Rosetta Stone Language Program; Materials will be purchased, and staff will attend ELL trainings, as appropriate.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:		EL students will have access to English within the online Rosetta Stone program to further enhance their acquisition of the English language, which will be included in the student's individualized academic work plans		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP teachers, trained in SDAIE techniques and strategies, will utilize concrete Montessori materials to provide support for English Language Learners; Every ELL student will participate in the Rosetta Stone technology-based Language Program; The CMP teacher of record will monitor the student's progress, and provide additional interventions as appropriate; Instructional staff will explore additional learning materials to support ELL students; Instructional staff will explore training opportunities to strengthen their skills. CMP will continue to hire and train highly-qualified teachers to serve ELL students; CMP will provide student access to the Rosetta Stone Language Program; Materials will be purchased, and staff will attend ELL trainings, as appropriate.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP teachers, trained in SDAIE techniques and strategies, will utilize concrete Montessori materials to provide support for English Language Learners; Every ELL student will participate in the Rosetta Stone technology-based Language Program; The CMP teacher of record will monitor the student's progress, and provide additional interventions as appropriate; Instructional staff will explore additional learning materials to support ELL students; Instructional staff will explore training opportunities to strengthen their skills. CMP will continue to hire and train highly-qualified teachers to serve ELL students; CMP will provide student access to the Rosetta Stone Language Program; Materials will be purchased, and staff will attend ELL trainings, as appropriate.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
GOAL:	Parents are provided numerous opportunities to serve their community, including both on-site and off-site opportunities		Related State and/or Local Priorities: 1__ 2__ 3 ✓4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Identified Need: As per CMP's Parent Participation Policy, parents are encouraged (and expected) to provide service to the school community			
Goal Applies to:	Metric: Parent Participation Schools: All Applicable Pupil Subgroups: All			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	With parental service to the school community, the school will be able to focus time and resources on other student focused areas			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The CMP Leadership Team will collaborate on strategies to promote and encourage parental involvement, including more opportunities for participation.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	With parental service to the school community, the school will be able to focus time and resources on other student focused areas			

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The CMP Leadership Team will collaborate on strategies to promote and encourage parental involvement, including more opportunities for participation.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:		With parental service to the school community, the school will be able to focus time and resources on other student focused areas		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The CMP Leadership Team will collaborate on strategies to promote and encourage parental involvement, including more opportunities for participation.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
GOAL:	School administration will work with the parent community to recruit parents to the CAC and the Governing Board via school newsletters and communiqués, and through parent meetings/events. CAC and Governing Board Representative elections are held on a regular basis		Related State and/or Local Priorities: 1__ 2__ 3 ✓4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<u>Identified Need:</u> Parents will have the opportunity to provide school site-specific input through the representative body of the Campus Advisory Council (CAC). Further, parents will have the opportunity to provide CMP network-specific input through representation on CMP's Governing Board			
Goal Applies to:	Metric: Parent Input Schools: All Applicable Pupil Subgroups: All		LCAP Year 1: 2015-16	
Expected Annual Measurable Outcomes:		Parents will have the opportunity to have a direct voice in their child's school as well as the CMP network		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Leadership Team will explore strategies to promote parental		LEA-wide	✓All	Est. Cost: \$0

leadership, and will incorporate parental survey tools to inform best practices for School-to-Home communication.				Funding Source(s): Base: 0
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Parents will have the opportunity to have a direct voice in their child's school as well as the CMP network			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Leadership Team will explore strategies to promote parental leadership, and will incorporate parental survey tools to inform best practices for School-to-Home communication. The CMP network will create a Communications position to support this goal.		LEA-wide	✓All	Est. Cost: \$10,000 Funding Source(s): Base: 10,000
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Parents will have the opportunity to have a direct voice in their child's school as well as the CMP network			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Leadership Team will explore strategies to promote parental leadership, and will incorporate parental survey tools to inform best practices for School-to-Home communication. The CMP network will consider the viability of the Communications position.		LEA-wide	✓All	Est. Cost: \$10,000 Funding Source(s): Base: 10,000
GOAL:	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials; use of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning		Related State and/or Local Priorities: 1__ 2__ 3__ 4 ✓5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Identified Need: 57% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts / Literacy and Mathematics			
Goal Applies to:	Metric: Standardized Tests	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16				

Expected Annual Measurable Outcomes:	At least 58% of students will show their mastery of grade appropriate English Language Arts/Literacy and Mathematics by scoring proficient or higher on the Smarter Balanced testing system			Budgeted Expenditures
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Est. Cost: \$0 Funding Source(s):
	The Director of Program will work collaboratively with the Principal, Dean of Students and Mentors to assure that the student learning environment, including delivery of program and course materials, is conducive to learning. The team will further explore Reading Interventions for at-risk students and tech-based Mathematics support; CMP will provide Teacher assistants in all K-6 classrooms.	LEA-wide	✓All	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	At least 59% of students will show their mastery of grade appropriate English Language Arts/Literacy and Mathematics by scoring proficient or higher on the Smarter Balanced testing system			Budgeted Expenditures
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Est. Cost: \$0 Funding Source(s):
	The Director of Program will work collaboratively with the Principal, Dean of Students and Mentors to assure that the student learning environment, including delivery of program and course materials, is conducive to learning. The team will further explore Reading Interventions for at-risk students and tech-based Mathematics support; CMP will provide Teacher assistants in all K-6 classrooms.	LEA-wide	✓All	
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	At least 60% of students will show their mastery of grade appropriate English Language Arts/Literacy and Mathematics by scoring proficient or higher on the Smarter Balanced testing system			Budgeted Expenditures
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Est. Cost: \$0 Funding Source(s):
	The Director of Program will work collaboratively with the Principal, Dean of Students and Mentors to assure that the student learning environment, including delivery of program and course materials, is conducive to learning. The team will further explore Reading Interventions for at-risk students and tech-based Mathematics support; CMP will provide Teacher assistants in all K-6 classrooms.	LEA-wide	✓All	
GOAL:	Classroom instruction will incorporate testing strategies in preparation for the CAASPP			Related State and/or Local Priorities:

1__2__3__4 ☒5__6__7__8__

COE only: 9__10__

Local : Specify _____

Identified Need : Identified Need: 100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education Metric: API Scores				
Goal Applies to: Schools: All Applicable Pupil Subgroups: All		LCAP Year 1: 2015-16 Students will gain knowledge in test taking strategies		
Expected Annual Measurable Outcomes: CMP will support Common Core Training and Collaborative Planning Time. Common Core Workshops (as needed).	Actions/Services	Scope of Service LEA-wide	Pupils to be served within identified scope of service All	Budgeted Expenditures Est. Cost: \$0 Funding Source(s):
LCAP Year 2: 2016-17 Students will gain knowledge in test taking strategies				
Expected Annual Measurable Outcomes: CMP will support Common Core Training and Collaborative Planning Time. Common Core Workshops (as needed).	Actions/Services	Scope of Service LEA-wide	Pupils to be served within identified scope of service All	Budgeted Expenditures Est. Cost: \$0 Funding Source(s):
LCAP Year 3: 2017-18 Students will gain knowledge in test taking strategies				
Expected Annual Measurable Outcomes: CMP will support Common Core Training and Collaborative Planning Time. Common Core Workshops (as needed).	Actions/Services	Scope of Service LEA-wide	Pupils to be served within identified scope of service All	Budgeted Expenditures Est. Cost: \$0

Planning Time. Common Core Workshops (as needed).		Funding Source(s):	
GOAL:	CMP will create a CELDT Process Operations Manual to ensure proper identification, testing and progress monitoring of EL students. Also, EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies	Related State and/or Local Priorities: 1__ 2__ 3__ 4 ☒ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<u>Identified Need:</u> CMP will ensure EL students are properly identified tested and demonstrating progress <u>Metric:</u> EL Reclassification Rate		
Goal Applies to:	Schools: ☒ All Applicable Pupil Subgroups: ☒ All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	School site staff will receive training on the CELDT Process Operations Manual and will begin using it		
Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate	Actions/Services LEA-wide	Pupils to be served within identified scope of service ☒ All	Budgeted Expenditures Est.Cost: \$0 Funding Source(s):
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	The CELDT Process Operations Manual will be amended, as needed		
Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate	Actions/Services LEA-wide	Pupils to be served within identified scope of service ☒ All	Budgeted Expenditures Est.Cost: \$0 Funding Source(s):
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:				The CELDT Process Operations Manual will be amended, as needed			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures			
Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):			
GOAL:	CMP-San Juan will provide a safe and engaging learning environment for students and families, including subgroups			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____			
Identified Need :		Identified Need: CMP-San Juan will maintain a 95% ADA rate					
Metric: School Attendance Rates							
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All				
LCAP Year 1: 2015-16							
Expected Annual Measurable Outcomes:		Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis.					
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures			
CMP will expand the number of 'early-release' collaborative planning days in 2014-15, to address student and family engagement strategies.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):			
LCAP Year 2: 2016-17							
Expected Annual Measurable Outcomes:		Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis					
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures			
CMP will expand the number of 'early-release' collaborative		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):			

planning days in 2014-15, to address student and family engagement strategies.						Funding Source(s):
LCAP Year 3: 2017-18						
Expected Annual Measurable Outcomes:		Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis.				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
CMP will expand the number of 'early-release' collaborative planning days in 2014-15, to address student and family engagement strategies.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):		
GOAL:	Parents will be informed of chronic absences and/or tardys as specified in the CMP Attendance Policy		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ____			
Identified Need :		Identified Need: Students will not have more than three absences or 3 tardys of 30 minutes or more during any one school year				
Goal Applies to:		Metric: School Attendance Rates Schools: ☐ All Applicable Pupil Subgroups: ☐ All				
LCAP Year 1: 2015-16						
Expected Annual Measurable Outcomes:		A Montessori curriculum is difficult to replicate outside of a Montessori classroom, as such, students will have the most benefit in the classroom on a regular basis				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures		
The CMP Student Services coordinator will collaborate with school AA's to track absenteeism rates and enforce the CMP Attendance Policy.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):		
LCAP Year 2: 2016-17						

Expected Annual Measurable Outcomes:	A Montessori curriculum is difficult to replicate outside of a Montessori classroom, as such, students will have the most benefit in the classroom on a regular basis			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	The CMP Student Services coordinator will collaborate with school AA's to track absenteeism rates and enforce the CMP Attendance Policy.	LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	A Montessori curriculum is difficult to replicate outside of a Montessori classroom, as such, students will have the most benefit in the classroom on a regular basis			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	The CMP Student Services coordinator will collaborate with school AA's to track absenteeism rates and enforce the CMP Attendance Policy.	LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
GOAL:	CMP-San Juan will offer an academically engaging learning environment and will build a middle school community that is connected and encouraging, enticing middle school students to continue to be part of the CMP-San Juan middle school community		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify ____	
Identified Need :	Identified Need: CMP-San Juan will retain and promote 98% of its 7th and 8th grade students			
Goal Applies to:	Schools:	Applicable Pupil Subgroups:		
	All	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	The site-based and network-wide Middle School teams will meet	LEA-wide	✓All	Est. Cost: \$0

regularly to discuss strategies to engage students, and to collaborate on events for middle school students; CMP will support Middle School Training for new staff. Some funds may be allocated for substitute coverage for Middle School meetings; Teacher training needs will be finalized during the summer of 2015.					Funding Source(s):
LCAP Year 2: 2016-17					
Expected Annual Measurable Outcomes:	Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
The site-based and network-wide Middle School teams will meet regularly to discuss strategies to engage students, and to collaborate on events for middle school students; CMP will support Middle School Training for new staff. Some funds may be allocated for substitute coverage for Middle School meetings; Teacher training needs will be finalized during the summer of 2016.		LEA-wide	✓All	Est.Cost: \$0 Funding Source(s):	
LCAP Year 3: 2017-18					
Expected Annual Measurable Outcomes:	Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
The site-based and network-wide Middle School teams will meet regularly to discuss strategies to engage students, and to collaborate on events for middle school students; CMP will support Middle School Training for new staff. Some funds may be allocated for substitute coverage for Middle School meetings; Teacher training needs will be finalized during the summer of 2017.		LEA-wide	✓All	Est.Cost: \$0 Funding Source(s):	
GOAL:	Teachers will be trained in positive discipline methods (including Love & Logic and Positive Discipline); Peace Education will be incorporated in the curriculum; the school's BEST team will focus on Safety, Respect and Responsibility; the Principal and Dean of Students will collaborate with teachers and families to develop strategies to manage student behavior issues and concerns			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ ✓7__ 8__ COE only: 9__ 10__ Local : Specify__	
Identified Need :	Identified Need: CMP-San Juan will maintain an annual suspension rate of less than 2% Metric: Suspension Rate				

Goal Applies to:		Schools:	All	Applicable Pupil Subgroups:	All
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:	By emphasizing Peace Education and a Positive Discipline approach, the majority of disciplinary issues will be addressed before they become large issues				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
The Dean of Students will take an active leadership role in the 'Response to Intervention' (RTI) Process; Appropriate training will be provided to staff, including conferences, workshops, and school in-services.		LEA-wide	✓All		Est. Cost: \$0 Funding Source(s):
Staff training, including conferences, workshops, and school in-services.		LEA-wide	✓All		Est. Cost: \$0 Funding Source(s):
LCAP Year 2: 2016-17					
Expected Annual Measurable Outcomes:	By emphasizing Peace Education and a Positive Discipline approach, the majority of disciplinary issues will be addressed before they become large issues				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
The Dean of Students will take an active leadership role in the 'Response to Intervention' (RTI) Process; Appropriate training will be provided to staff, including conferences, workshops, and school in-services.		LEA-wide	✓All		Est. Cost: \$0 Funding Source(s):
Staff training, including conferences, workshops, and school in-services.		LEA-wide	✓All		Est. Cost: \$0 Funding Source(s):
LCAP Year 3: 2017-18					
Expected Annual Measurable Outcomes:	By emphasizing Peace Education and a Positive Discipline approach, the majority of disciplinary issues will be addressed before they become large issues				

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The Dean of Students will take an active leadership role in the 'Response to Intervention' (RTI) Process; Appropriate training will be provided to staff, including conferences, workshops, and school in-services.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
GOAL:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Identified Need :		Identified Need: The CMP-San Juan Learning Community, including staff, students and parents, will adhere to the CMP School Safety Plan Metric: Other Local Measures		
Goal Applies to:		Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	By ensuring that there are proper practices in place and that staff are properly trained, students will be safer in the event of an emergency			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to refine School Safety Plan. Annual review and training on School Safety Plan.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	By ensuring that there are proper practices in place and that staff are properly trained, students will be safer in the event of an emergency			

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to refine School Safety Plan. Annual review and training on School Safety Plan.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:		By ensuring that there are proper practices in place and that staff are properly trained, students will be safer in the event of an emergency		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to refine School Safety Plan. Annual review and training on School Safety Plan.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):
GOAL:	CMP-San Juan will continue to implement the network 'Peace Education' (Anti-Bullying) Policy, and revise, as appropriate, to promote a safe, secure learning environment for all children		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :		Identified Need: CMP-San Juan campus will provide a safe, secure learning environment for all children		
Metric: Other Local Measures				
Schools:		All		
Goal Applies to:		Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:		By practicing Peace Education and creating a peaceful learning environment, students and staff will feel safe when coming to school		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP Safety Coordinator will work collaboratively with the		LEA-wide	✓All	Est. Cost: \$0

Principal, Safety Committee and School Board to refine the Peace Education (Anti-Bullying) Policy.				Funding Source(s):
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	By practicing Peace Education and creating a peaceful learning environment, students and staff will feel safe when coming to school			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to review the Peace Education (Anti-Bullying) Policy.		LEA-wide	✓All	Est.Cost: \$0 Funding Source(s):
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	By practicing Peace Education and creating a peaceful learning environment, students and staff will feel safe when coming to school			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to review the Peace Education (Anti-Bullying) Policy.		LEA-wide	✓All	Est.Cost: \$0 Funding Source(s):
GOAL:	The CMP Director of Program will ensure that the Curriculum Guides for each grade level will provide guidance for the instructional staff as they prepare lessons that cover a broad course of study for all students, including subgroups		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ ✓8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<u>Identified Need:</u> CMP-San Juan instructional staff will ensure that each student, including unduplicated students and students with exceptional needs, will have access to, and enrollment in, a broad course of study, as evidenced in the students' individual work plans <u>Metric:</u> Student Access and Enrollment			
Goal Applies to:	Schools:	Applicable Pupil Subgroups:		
	All	All		
LCAP Year 1: 2015-16				

Expected Annual Measurable Outcomes:		Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
The Director of Program will work collaboratively with the Principal and grade level/subject area mentors to oversee the delivery of curriculum at all grade levels, covering a broad course of study for all students, including subgroups.	LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):	
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:		Students will use state-adopted Common Core materials and curriculum, aligned with Montessori methodology		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
The Director of Program will work collaboratively with the Principal and grade level/subject area mentors to oversee the delivery of curriculum at all grade levels, covering a broad course of study for all students, including subgroups.	LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):	
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:		Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
The Director of Program will work collaboratively with the Principal and grade level/subject area mentors to oversee the delivery of curriculum at all grade levels, covering a broad course of study for all students, including subgroups.	LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):	
GOAL:	CMP-San Juan students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of English and Language Arts, Mathematics, Health and Social Science.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ ✓ COE only: 9__ 10__ Local : Specify _____	

Identified Need :		Identified Need: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts, Mathematics, Health and Social Science.			
Metric: Other Tests					
Schools:		All			
Goal Applies to:		Applicable Pupil Subgroups:			
		All			
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:		Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):	
LCAP Year 2: 2016-17					
Expected Annual Measurable Outcomes:		Students will use state-adopted Common Core materials and curriculum, aligned with Montessori methodology			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology.		LEA-wide	✓All	Est. Cost: \$0 Funding Source(s):	
LCAP Year 3: 2017-18					
Expected Annual Measurable Outcomes:		Students will use state-adopted Common Core materials and curriculum, aligned with Montessori methodology			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
CMP will provide teacher support for professional development,		LEA-wide	✓All	Est. Cost: \$0	

related to Common Core standards and Montessori methodology.		Funding Source(s):	
GOAL:	CMP-San Juan students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Science	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ 9__ 10__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Identified Need: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Science Metric: Other Tests		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
CMP will provide a planning year for the Science Mentor, teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Science. School adoption of curriculum pending.	LEA-wide	✓All	Budgeted Expenditures Est. Cost: \$12,920 Funding Source(s): Base: 12,920
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	Students will use state-adopted CC materials and curriculum, aligned with Montessori methodology		
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service
CMP will provide a Science Mentor, teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Science. School adoption of curriculum pending.	LEA-wide	✓All	Budgeted Expenditures Est. Cost: \$65,000 Funding Source(s): Base: 65,000
LCAP Year 3: 2017-18			

Expected Annual Measurable Outcomes:	Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP will provide a Science Mentor, teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Science. School adoption of curriculum pending.		LEA-wide	✓All	Est. Cost: \$65,750 Funding Source(s): Base: 65,750
GOAL:	Classroom teachers will integrate the arts across the curriculum; CMP-San Juan will coordinate after school Visual and Performing Arts programs and activities			Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 ✓ COE only: 9 10 Local : Specify
Identified Need :	<u>Identified Need:</u> All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have the opportunity to participate in a visual and performing arts program, including music, drama, dance and/or visual arts			
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Students will have greater access to Visual and Performing arts activities during and after school			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP will provide a planning stipend for a Music Instruction mentor; teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Visual and Performing Arts.		LEA-wide	✓All	Est. Cost: \$12,920 Funding Source(s): Base: 12,920
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Students will have greater access to Visual and Performing arts activities during and after school			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP will provide a Music Instruction mentor; teacher support for		LEA-wide	✓All	Est. Cost: \$65,000

professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Visual and Performing Arts.				Funding Source(s): Base: 65,000	
LCAP Year 3: 2017-18					
Expected Annual Measurable Outcomes:		Students will have greater access to Visual and Performing arts activities during and after school			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
CMP will provide a Music Instruction mentor; teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Visual and Performing Arts.		LEA-wide	✓All	Est. Cost: \$65,750 Funding Source(s): Base: 65,750	
GOAL:	CMP-San Juan will provide staff with Physical Education training to provide standards-based, and age-appropriate, activities to all students, including all student subgroups, unduplicated students, and students with exceptional needs		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ ✓ COE only: 9__ 10__ Local : Specify _____		
Identified Need :		Identified Need: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in an articulated, standards-based Physical Education program			
Goal Applies to:		Schools:	All		
		Applicable Pupil Subgroups:			
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:		Students will have greater access to Physical Education activities during the school day			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Physical Education/Playground Materials & Supplies		LEA-wide	✓All	Est. Cost: \$6,460 Funding Source(s):	
LCAP Year 2: 2016-17					

Expected Annual Measurable Outcomes:	Students will have greater access to Physical Education activities during the school day			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP will provide a PE teacher and teacher support for professional development, related to Common Core standards; CMP will provide materials to support Common Core in Physical Education.		LEA-wide	✓All	Est. Cost: \$60,000 Funding Source(s):
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Students will have greater access to Physical Education activities during the school day			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP will provide a PE teacher and teacher support for professional development, related to Common Core standards; CMP will provide materials to support Common Core in Physical Education.		LEA-wide	✓All	Est. Cost: \$60,000 Funding Source(s):
GOAL:	CMP-San Juan will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs, an account to the Rosetta Stone online Foreign Language program, classroom and home usage of the program and after school usage available at school site		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ ✓ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	<u>Identified Need:</u> All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to a Foreign Language program <u>Metric:</u> Other Tests			
Goal Applies to:	<u>Schools:</u> All <u>Applicable Pupil Subgroups:</u> All			
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Students will have greater access to a Foreign Language program, using the Rosetta Stone online application available at school and at home			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CMP will provide foreign language access and support to all		LEA-wide	✓All	Est. Cost: \$18,000

students, utilizing the technology-based Rosetta Stone Foreign Language program.					Funding Source(s): Base: 18,000
LCAP Year 2: 2016-17					
Expected Annual Measurable Outcomes:	Students will have greater access to a Foreign Language program, using the Rosetta Stone online application available at school and at home				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
CMP will provide foreign language access and support to all students, utilizing the technology-based Rosetta Stone Foreign Language program.		LEA-wide	✓All		Est. Cost: \$18,000 Funding Source(s): Base: 18,000
LCAP Year 3: 2017-18					
Expected Annual Measurable Outcomes:	Students will have greater access to a Foreign Language program, using the Rosetta Stone online application available at school and at home				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
CMP will provide foreign language access and support to all students, utilizing the technology-based Rosetta Stone Foreign Language program.		LEA-wide	✓All		Est. Cost: \$18,000 Funding Source(s): Base: 18,000
GOAL:	CMP-San Juan will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs access to a school library.		Related State and/or Local Priorities: 1 ✓ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify ___		
Identified Need :	Identified Need: To further promote literacy, students need access to a school library.				
Goal Applies to:	Metric: Standards-aligned Materials Schools: All Applicable Pupil Subgroups: All				
LCAP Year 1: 2015-16					

Expected Annual Measurable Outcomes:	The school will build and/or enhance a school library.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Monies will be used to build and/or enhance the school library.	LEA-wide	✓All	Est. Cost: \$6,460 Funding Source(s): Base: 6,460
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	The school will maintain the school library.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	The school will maintain the school library.	LEA-wide	✓All	Est. Cost: \$0 Funding Source(s): Base: 0
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	The school will maintain the school library.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	The school will maintain the school library.	LEA-wide	✓All	Est. Cost: \$0 Funding Source(s): Base: 0
GOAL:	Classrooms will receive additional technological equipment to enhance the learning environment.			Related State and/or Local Priorities: 1 ✓ 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify _____

Identified Need :	Identified Need: Classrooms will be fully equipped with appropriate technological equipment to enhance the learning environment.			
Goal Applies to:	Metric: Standards-aligned Materials	Schools: All	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Classrooms will be more fully equipped with technology to enhance the learning environment.			
Classrooms will receive additional technological equipment to enhance the learning environment (ie Smart Boards, Projectors, etc).	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		LEA-wide	✓All	Est.Cost: \$12,920 Funding Source(s): Base: 12,920
LCAP Year 2: 2016-17				
Expected Annual Measurable Outcomes:	Classrooms will be more fully equipped with technology to enhance the learning environment.			
Classrooms will receive additional technological equipment to enhance the learning environment (ie Smart Boards, Projectors, etc).	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		LEA-wide	✓All	Est.Cost: \$13,000 Funding Source(s): Base: 13,000
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Classrooms will be more fully equipped with technology to enhance the learning environment.			
Classrooms will receive additional technological equipment to enhance the learning environment (ie Smart Boards, Projectors, etc).	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		LEA-wide	✓All	Est.Cost: \$13,150 Funding Source(s): Base: 13,150

GOAL:	CMP will hire a .5 Testing Coordinator/Analyst, who will track the achievement of target subgroups, including Low Income, English Learners and Foster Youth.			Related State and/or Local Priorities: 1__ 2__ 3__ 4 ☒ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Identified Need: CMP uses internal and external assessments to track the progress of pupil achievement. The Testing Coordinator/Analyst will ensure that the assessments are used appropriately and the information gathered from them can be used to assist with student's individual academic goals.				
Goal Applies to:	Metric: Standardized Tests, EL Reclassification Rate Schools: ☐ All Applicable Pupil Subgroups: ☐ All				
LCAP Year 1: 2015-16					
Expected Annual Measurable Outcomes:	The Testing Coordinator/Analyst will ensure that the assessments are used appropriately and the information gathered from them can be used to assist with student's individual academic goals.				
CMP will hire the Testing Coordinator/Analyst and provide training.	Actions/Services	Scope of Service LEA-wide	Pupils to be served within identified scope of service ☒ All	Budgeted Expenditures Est. Cost: \$20,000 Funding Source(s): Base: 20,000	
LCAP Year 2: 2016-17					
Expected Annual Measurable Outcomes:	The Testing Coordinator/Analyst will ensure that the assessments are used appropriately and the information gathered from them can be used to assist with student's individual academic goals.				
The CMP Testing Coordinator/Analyst will ensure assessments are used appropriately and gather information to assist student's with academic goals.	Actions/Services	Scope of Service LEA-wide	Pupils to be served within identified scope of service ☒ All	Budgeted Expenditures Est. Cost: \$20,000 Funding Source(s): Base: 20,000	
LCAP Year 3: 2017-18					
Expected Annual Measurable Outcomes:	The Testing Coordinator/Analyst will ensure that the assessments are used appropriately and the information gathered from them can be used to assist with student's individual academic goals.				
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	

The CMP Testing Coordinator/Analyst will ensure assessments are used appropriately and gather information to assist student's with academic goals.	LEA-wide	Est. Cost: \$20,000 Funding Source(s): Base: 20,000
	✓All	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:	- All lead teacher candidates screened for employment will hold a valid CA Teacher Credential with appropriate English Learner authorization (or be allowed to teach using an approved internship)		Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ COE only: 9 ☐ 10 ☐ Local : Specify _____	
Goal Applies to:	Schools: ☐ All	Applicable Pupil Subgroups: ☐ All		
Expected Annual Measurable Outcomes:	All lead teacher candidates screened for employment will hold a valid CA Teacher Credential with appropriate English Learner authorization (or be allowed to teach using an approved internship).		Actual Annual Measurable Outcomes:	All lead teacher candidates screened for employment held a valid CA Teacher Credential with appropriate English Learner authorization (or were allowed to teach using an approved internship).
LCAP Year: 2014-15				
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services	
New teachers are required to participate in BTSA (Beginning Teacher Support and Assessment) induction. CMP will provide stipends for Support Providers for teachers participating in BTSA induction.		\$0	New teachers are required to participate in BTSA (Beginning Teacher Support and Assessment) induction. CMP provided stipends for Support Providers for teachers participating in BTSA induction.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
☒ All			☒ All	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		All lead teacher candidates screened for employment will hold a valid CA Teacher Credential with appropriate English Learner authorization (or be allowed to teach using an approved internship). Going forward, practices will remain the same.		

Original GOAL from prior year LCAP:	- All lead teacher candidates screened for employment will hold a valid Montessori Teaching Certificate (or agree to enroll and complete certification if employment is offered)			Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ COE only: 9 ☐ 10 ☐ Local : Specify _____	
Goal Applies to:	Schools: ☐ All	Applicable Pupil Subgroups: ☐ All			
Expected Annual Measurable Outcomes:	All lead teacher candidates screened for employment will hold a valid Montessori Teaching Certificate (or agree to enroll and complete certification if employment is offered).		Actual Annual Measurable Outcomes:	All lead teacher candidates screened for employment held a valid Montessori Teaching Certificate (or agreed to enroll and complete certification if employment was offered).	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
Budgeted Expenditures			Estimated Actual Annual Expenditures		
Lead teachers are required to hold Montessori Certification. CMP will provide financial support for the training, as needed. Total annual expense will vary, depending on the number of new hires.			Lead teachers are required to hold Montessori Certification. CMP provided financial support for the training, as needed.		
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
☒ All			☒ All		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			All lead teacher candidates screened for employment will hold a valid Montessori Teaching Certificate (or agree to enroll and complete certification if employment is offered). Going forward, the same practices will be in place.		
Original GOAL from prior year LCAP:	- CMP will maintain small student-to-teacher ratios, provide teaching assistants and professional growth opportunities			Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ COE only: 9 ☐ 10 ☐ Local : Specify _____	

Goal Applies to:		Schools: ☐ All		Applicable Pupil Subgroups: ☐ All	
Expected Annual Measurable Outcomes:	CMP's average class size would remain the same, at a minimum.		Actual Annual Measurable Outcomes:	CMP's average class size remained the same.	
LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
Budgeted Expenditures			Estimated Annual Expenditures		
CMP will maintain Class-Size Reduction (CSR) ratios of 24 or less in all K-3 classrooms.			\$0		
Scope of service:	LEA-wide	Scope of service:	LEA-wide		
✓All		✓All			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CMP was able to maintain the current class size and maintained all current Teaching Assistant positions. Going forward, the administration team will review the current student-to-teacher ratios and make adjustments as needed.			
Original GOAL from prior year LCAP:	- CMP will provide annual increases to the certificated base salary, as well as incremental step and column increases, support for training, and longevity stipends		Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ COE only: 9 ☐ 10 ☐ Local : Specify _____		
Goal Applies to:		Schools: ☐ All		Applicable Pupil Subgroups: ☐ All	
Expected Annual Measurable Outcomes:	CMP would provide increases to the base salary of CTC.		Actual Annual Measurable Outcomes:	CMP revised the compensatory package to a base of \$37,750.	
LCAP Year: 2014-15					

Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures
	Budgeted Expenditures			
As teacher retention is correlated with quality of instruction, especially in a public Montessori program, CMP will increase certificated base salary by \$1000 annually, in addition to incremental step/column.	\$0	As teacher retention is correlated with quality of instruction, especially in a public Montessori program, CMP revised the CTC salary schedule to a base salary of \$37,750.		\$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide	
✓All		✓All		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CMP will review the salary schedule annually, and increase the base salary, as appropriate.		
Original GOAL from prior year LCAP:	- CMP will increase classified pay scale, as budget allows, to encourage retention of Teaching Assistants	Related State and/or Local Priorities: 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ COE only: 9 ☐ 10 ☐ Local : Specify _____		
Goal Applies to:	Schools: ☐ All ☐ All			
Expected Annual Measurable Outcomes:	CMP would increase the classified TA pay scale.	Actual Annual Measurable Outcomes:	CMP did not increase the classified TA pay scale.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures	Estimated Actual Annual Expenditures		

Working collaboratively with the Lead Teacher, Teaching Assistants are vital to the success of the Montessori classroom.		\$0		Working collaboratively with the Lead Teacher, Teaching Assistants are vital to the success of the Montessori classroom.		\$0	
Scope of service:		LEA-wide		Scope of service:		LEA-wide	
✓All				✓All			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CMP will design a restructured classified TA scale in 2015-2016 which will be implemented in 2016-2017.					
Original GOAL from prior year LCAP:		- CMP will support Montessori Training for eligible teaching assistants, to better assist the Lead Teacher, while serving all students, including all student subgroups		Related State and/or Local Priorities: 1 ✓2__3__4__5__6__7__8__ COE only: 9__10__ Local : Specify _____			
Goal Applies to:		Schools: All Applicable Pupil Subgroups: All					
Expected Annual Measurable Outcomes:		CMP would support Montessori Training for Teaching Assistants.		Actual Annual Measurable Outcomes:		CMP financially supported Montessori Training for 2 Teaching Assistants in 2014-2015.	
		LCAP Year: 2014-15					
Planned Actions/Services		Actual Actions/Services		Budgeted Expenditures		Estimated Actual Annual Expenditures	
Montessori Training will allow the TA to better assist the Lead Teacher, while serving all students, including all student subgroups, unduplicated students, and students with exceptional needs		\$0		Montessori Training will allow the TA to better assist the Lead Teacher, while serving all students, including all student subgroups, unduplicated students, and students with exceptional needs		\$0	
Scope of service:		LEA-wide		Scope of service:		LEA-wide	

✓All				✓All			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CMP will continue to support Montessori Training for eligible Teaching Assistants, as appropriate.					
Original GOAL from prior year LCAP:	- Instructional materials and curriculum, including Montessori materials, will be aligned to CA Common Core Standards					Related State and/or Local Priorities: 1 ✓ 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify	
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	The CMP administration team would review instructional materials and curriculum to ensure they are aligned with Common Core State Standards, and revise as appropriate.			Actual Annual Measurable Outcomes:	The CMP administration team is in the process of reviewing instructional materials and curriculum to ensure alignment with Common Core State Standards.		
LCAP Year: 2014-15							
Planned Actions/Services				Actual Actions/Services			
Budgeted Expenditures				Estimated Actual Annual Expenditures			
CMP Director of Program and Dean of Students will continue to work with instructional staff to align Montessori materials with CCSS.				CMP Director of Program and Dean of Students continued to work with instructional staff to align Montessori materials with CCSS.			
\$0				\$0			
Scope of service:	LEA-wide			Scope of service:	LEA-wide		
✓All				✓All			

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The CMP administration team will continue to review the instructional materials and curriculum to ensure alignment with Common Core State Standards.							
Original GOAL from prior year LCAP:	- Facilities will be clean and well-maintained to ensure learning as a priority; CMP will promote the safety and security of the school						Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	Applicable Pupil Subgroups: All							
Expected Annual Measurable Outcomes:	Campus will be clean, well-maintained and safe.						Actual Annual Measurable Outcomes:	CMP-San Juan sites were kept clean, well-maintained and safe.	
LCAP Year: 2014-15									
Planned Actions/Services					Actual Actions/Services				
Budgeted Expenditures					Estimated Actual Annual Expenditures				
The Executive Director and Principals will work with San Juan Unified School District to ensure cleanliness and safety/security of the American River and Orangevale Campuses. The Executive Director and Principal will work with the Carmichael Park and Recreation District to ensure cleanliness and safety/security of the Carmichael Campus.					The Executive Director and Principals worked with San Juan Unified School District ensuring cleanliness and safety/security of the American River and Orangevale Campuses. The Executive Director and Principal worked with the Carmichael Park and Recreation District ensuring cleanliness and safety/security of the Carmichael Campus.				
\$0					\$0				
Scope of service:	LEA-wide				Scope of service:		LEA-wide		
✓All					✓All				

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CMP-San Juan(American River and Orangevale Campuses) will work continue to work with San Juan Unified School District to keep the sites clean, well-maintained and safe. CMP-San Juan(Carmichael Campus) will continue to work with the Carmichael Park and Recreation District on keeping the site clean, well-maintained and safe. Both sites will focus on beautification of the campus.			
Original GOAL from prior year LCAP:	- The Director of Program will work with Principals, Deans of Students and grade level curriculum mentors to review and update the curriculum alignment, as necessary, and identify elements of CA CCSS to guide professional development and trainings		Related State and/or Local Priorities: 1__ 2 ☒ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: ☐ All	Applicable Pupil Subgroups: ☐ All			
Expected Annual Measurable Outcomes:	The Director of Program will monitor the review and update of the CMP curriculum guides alignment with CA CCSS and professional development offerings.		Actual Annual Measurable Outcomes:	The Director of Program worked with CMP administration teams to review curriculum guides and plan appropriate professional development offerings.	
LCAP Year: 2014-15					
Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures	
Facilitated by the CMP Director of Program, the Leadership Team will identify beneficial Common Core trainings and session offerings to be provided at the network's fall in-service, and otherwise, provided for instructional staff		Budgeted Expenditures		\$0	
Scope of service: LEA-wide		Scope of service: LEA-wide		\$0	
☒ All		☒ All			

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The Director of Program will continue to work with the CMP administration teams in review of the curriculum guides and professional development planning.	
Original GOAL from prior year LCAP:	- Teachers in CMP classrooms will utilize Montessori materials, within both individual and small group settings, to ensure that English Language Learners will understand the academic content in a concrete manner		Related State and/or Local Priorities: 1__ 2 ☒ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	CMP teachers will utilize the Montessori materials to instruct all learners, including English Language Learners.		Actual Annual Measurable Outcomes: CMP teachers utilized the Montessori materials to instruct all learners, including English Language Learners.
LCAP Year: 2014-15			
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services
CMP will provide highly-qualified, Montessori-trained teachers to use Montessori-Common Core-aligned curriculum and materials to ensure that English Language Learners understand the academic content in a concrete manner		\$0	CMP provided highly-qualified, Montessori-trained teachers who used Montessori-Common Core-aligned curriculum and materials ensuring that English Language Learners understood the academic content in a concrete manner
Scope of service:	LEA-wide		Scope of service: LEA-wide
☒ All			☒ All
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CMP teachers will continue to use Montessori materials to instruct all learners, including English Language Learners.	

Original GOAL from prior year LCAP:	- As part of an English Language Learner's individual academic work plan, the student will be mainstreamed into their classroom, receiving instruction in individual and small group settings using concrete Montessori materials and participating in the Rosetta Stone online language program to support English language acquisition. The richness of the language found in the Montessori program and the Matrix of SDAIE Techniques will assist teachers in moving from the pre-Common Core ELD standards to the upcoming ELD standards			Related State and/or Local Priorities: 1__ 2 ☒ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	Applicable Pupil Subgroups:				
		All				
Expected Annual Measurable Outcomes:	English Language Learners will be mainstreamed into the regular Montessori classroom, having full access to the Montessori language materials and the Rosetta Stone online language program to support English language acquisition.		Actual Annual Measurable Outcomes:	English Language Learners were mainstreamed into the regular Montessori classroom, having full access to the Montessori language materials and the Rosetta Stone online language program to support English language acquisition.		
LCAP Year: 2014-15						
Planned Actions/Services			Actual Actions/Services			
Budgeted Expenditures			Estimated Actual Annual Expenditures			
CMP teachers, trained in SDAIE techniques and strategies, will utilize concrete Montessori materials to provide support for English Language Learners; Every ELL will participate in the Rosetta Stone technology-based Language Program; The CMP teacher of record will monitor the student's progress, and provide additional interventions, as appropriate; Instructional staff will explore additional learning materials to support ELL students; Instructional staff will explore training opportunities to strengthen their skills			CMP teachers, trained in SDAIE techniques and strategies, utilized concrete Montessori materials providing support for English Language Learners; Every ELL participated in the Rosetta Stone technology-based Language Program; The CMP teacher of record monitored the student's progress, and provided additional interventions, as appropriate; Instructional staff explored additional learning materials supporting ELL students; Instructional staff explored training opportunities strengthening their skills		\$0	
Scope of service:	LEA-wide		Scope of service:		LEA-wide	
☒ All			☒ All			

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		English Language Learners will continue to be mainstreamed into the regular Montessori classroom, having full access to the Montessori language materials and the Rosetta Stone online language program to support English language acquisition.	
Original GOAL from prior year LCAP:	- Parents are provided numerous opportunities to serve their community, including both on-site and off-site opportunities		Related State and/or Local Priorities: 1__ 2__ 3 ☒ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ☐ All	Applicable Pupil Subgroups: ☐ All	
Expected Annual Measurable Outcomes:	Parents will be offered volunteer opportunities. Parents were offered volunteer opportunities.		
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
The CMP Leadership Team will collaborate on strategies to promote and encourage parental involvement, including more opportunities for participation		The CMP Leadership Team collaborated on strategies promoting and encouraging parental involvement, including more opportunities for participation	
Scope of service:	LEA-wide	Scope of service:	LEA-wide
☒ All		☒ All	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Parents will continue to be offered volunteer opportunities.	
Original GOAL	- School administration will work with the parent community to recruit parents to the CAC and the		Related State and/or Local Priorities:

from prior year LCAP:	Governing Board via school newsletters and communiqués, and through parent meetings/events. CAC and Governing Board Representative elections are held on a regular basis		1__2__3 ☒ 4__5__6__7__8__ COE only: 9__10__ Local : Specify _____
Goal Applies to:	Schools: ☐ All Applicable Pupil Subgroups: ☐ All		
Expected Annual Measurable Outcomes:	Parents will be notified of the opportunities to serve on the CAC and the Governing Board and will be given the opportunity to vote in the elections of those positions.	Actual Annual Measurable Outcomes:	Parents were notified of the opportunities to serve on the CAC. Parents were also given the opportunity to vote in the Governing Board election for the Parent Representative - CMP San Juan.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
The Leadership Team will explore strategies to promote parental leadership, and will incorporate parental survey tools to inform best practices for School-to-Home communication		The Leadership Team explored strategies promoting parental leadership, and incorporated parental survey tools to inform best practices for School-to-Home communication	
Scope of service:	LEA-wide	Scope of service:	LEA-wide
☒ All		☒ All	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Parents will continue to be notified of the opportunities to serve on the CAC and the Governing Board and will be given the opportunity to vote in the elections of those positions.		
Original GOAL from prior year LCAP:	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials; use of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning		Related State and/or Local Priorities: 1__2__3__4 ☒ 5__6__7__8__ COE only: 9__10__ Local : Specify _____
Goal Applies to:	Schools: ☐ All Applicable Pupil Subgroups: ☐ All		

Expected Annual Measurable Outcomes:		Classroom instruction will be conducive to student learning and will incorporate various strategies to meet student needs.		Actual Annual Measurable Outcomes:		Classroom instruction was conducive to student learning and incorporated various strategies to meet student needs.	
LCAP Year: 2014-15							
Planned Actions/Services				Actual Actions/Services			
		Budgeted Expenditures			Estimated Annual Expenditures		
The Director of Program will work collaboratively with the Principal, Dean of Students and Mentors to assure that the student learning environment, including delivery of program and course materials, is conducive to learning. The team will further explore Reading Interventions for at-risk students and tech-based Mathematics support; CMP will provide Teacher Assistants in all K-6 classrooms		\$0	The Director of Program worked collaboratively with the Principal, Dean of Students and Mentors assuring that the student learning environment, including delivery of program and course materials, were conducive to learning. The team further explored Reading Interventions for at-risk students and tech-based Mathematics support; CMP provided Teacher Assistants in all K-6 classrooms		\$0		
Scope of service: LEA-wide		Scope of service: LEA-wide					
✓ All		✓ All					
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Classroom instruction will continue to be conducive to student learning and will continue to incorporate various strategies to meet student needs.					
Original GOAL from prior year LCAP:		- Classroom instruction will incorporate testing strategies in preparation for the CAASPP				Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 COE only: 9 10 Local : Specify _____	
Goal Applies to:		Schools: All		Applicable Pupil Subgroups: All			

Expected Annual Measurable Outcomes:	Classroom instruction will incorporate testing strategies to prepare students to be successful at the CAASPP.	Actual Annual Measurable Outcomes:	Classroom instruction was provided to students to help prepare them for CAASPP.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Annual Expenditures
CMP will support Common Core Training and Collaborative Planning Time	\$0	CMP supported Common Core Training and Collaborative Planning Time	\$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
✓All		✓All	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Classroom instruction will continue to be provided to prepare students for the CAASPP.	
Original GOAL from prior year LCAP:	- CMP will create a CELDT Process Operations Manual to ensure proper identification, testing and progress monitoring of EL students. Also, EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, and/or usage of SDAIE and ELD instructional strategies		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ ✓5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	CMP will create the CELDT Process Operations Manual. EL Students will receive appropriate instruction	Actual Annual Measurable Outcomes:	CMP created the CELDT Process Operations Manual. EL Students received appropriate instruction.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures	Estimated Actual Annual Expenditures
Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate		\$0	\$0
Scope of service:	LEA-wide		
✓All	LEA-wide		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CMP administration teams will review the CELDT Process Operations Manual. EL Students will continue to receive appropriate instruction.	
Original GOAL from prior year LCAP:	- CMP-San Juan will provide a safe and engaging learning environment for students and families, including subgroups		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 ✓6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	CMP-San Juan will provide a safe and engaging learning environment.	Actual Annual Measurable Outcomes:	CMP-San Juan provided a safe and engaging learning environment.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures

CMP will expand the number of 'early-release' collaborative planning days in 2014-15, to address student and family engagement strategies		\$0		CMP designed a calendar to expand the number of 'early-release' collaborative planning days in 2015-2016, to address student and family engagement strategies		\$0	
Scope of service:		LEA-wide		Scope of service:		LEA-wide	
✓All				✓All			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				CMP-San Juan will continue to provide a safe and engaging learning environment.			
Original GOAL from prior year LCAP:		- Parents will be informed of chronic absences and/or tardys as specified in the CMP Attendance Policy		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____			
Goal Applies to:		Schools: All		Applicable Pupil Subgroups:		All	
Expected Annual Measurable Outcomes:		Parents will be informed of chronic absences and/or tardys as specified in the CMP Attendance Policy.		Actual Annual Measurable Outcomes:		Parents were informed of chronic absences and/or tardys as specified in the CMP Attendance Policy.	
LCAP Year: 2014-15							
Planned Actions/Services				Actual Actions/Services			
		Budgeted Expenditures				Estimated Actual Annual Expenditures	
The CMP Student Services coordinator will collaborate with school AA's to track absenteeism rates and enforce the CMP Attendance Policy		\$0		The CMP Student Services coordinator collaborated with school AA's tracking absenteeism rates and enforced the CMP Attendance Policy		\$0	
Scope of service:		LEA-wide		Scope of service:		LEA-wide	

✓All		✓All	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Parents will continue to be informed of chronic absences and/or tardys as specified in the CMP Attendance Policy.	
Original GOAL from prior year LCAP:	- CMP-San Juan will offer an academically engaging learning environment and will build a middle school community that is connected and encouraging, enticing middle school students to continue to be part of the CMP-San Juan Middle School community	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5 ✓6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	CMP-San Juan will create an environment to encourage Middle School students to remain involved in the middle school community.	Actual Annual Measurable Outcomes:	CMP-San Juan created an environment that encouraged Middle School students to remain involved in the Middle School community.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The site-based and network-wide Middle School teams will meet regularly to discuss strategies to engage students, and to collaborate on events for middle school students; CMP will support Middle School Training for new staff	\$0	The site-based and network-wide Middle School teams met regularly discussing strategies to engage students, and collaborating on events for Middle School students	\$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
✓All		✓All	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CMP-San Juan will strive to maintain an environment to encourage Middle School students to remain involved in the Middle School community.					
Original GOAL from prior year LCAP:	Teachers will be trained in positive discipline methods (including Love & Logic and Positive Discipline); Peace Education will be incorporated in the curriculum; the school's BEST team will focus on Safety, Respect and Responsibility; the Principal and Dean of Students will collaborate with teachers and families to develop strategies to manage student behavior issues and concerns			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____			
Goal Applies to:	Schools: ☐ All Applicable Pupil Subgroups: ☐ All						
Expected Annual Measurable Outcomes:	Teachers will be provided with professional development opportunities to include positive discipline, Love and Logic and peace education.			Actual Annual Measurable Outcomes:	Teachers were provided with professional development opportunities to include positive discipline, Love and Logic and peace education.		
LCAP Year: 2014-15							
Planned Actions/Services		Budgeted Expenditures		Actual Actions/Services		Estimated Actual Annual Expenditures	
The Dean of Students will take an active leadership role in the 'Response to Intervention' (RtI) Process; Appropriate training will be provided to staff, including conferences, workshops, and school in-services		\$0		The Dean of Students took an active leadership role in the 'Response to Intervention' (RtI) Process; Appropriate training was provided to staff, including conferences, workshops, and school in-services		\$0	
Scope of service:		LEA-wide		Scope of service:		LEA-wide	
✓All				✓All			

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		On Early Release Days, Teachers will continue to be provided with professional development opportunities to include positive discipline, Love and Logic and peace education.	
Original GOAL from prior year LCAP:	- CMP-San Juan staff will be trained on the School Safety Plan, on an annual basis, and will conduct monthly fire, earthquake, lockdown and safety drills		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 ☒ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: ☐ All Applicable Pupil Subgroups: ☐ All		
Expected Annual Measurable Outcomes:	CMP-San Juan staff will be trained on the School Safety Plan.		
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to refine School Safety Plan	\$0	CMP Safety Coordinator worked collaboratively with the Principal, Safety Committee and School Board refining the School Safety Plan	\$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
☒ All		☒ All	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CMP-San Juan staff will continue to be trained on the School Safety Plan on an annual basis. The network-wide CMP Safety Team will continue to update the Safety Plan to align with current standards and train the campus on any updates.	
Original GOAL	- CMP-San Juan will continue to implement the network 'Peace Education' (Anti-Bullying) Policy, and		Related State and/or Local Priorities:

from prior year LCAP:	revise, as appropriate, to promote a safe, secure learning environment for all children			1__2__3__4__5__6__7__8__ COE only: 9__10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	CMP-San Juan will continue to implement the network 'Peace Education' Policy.	Actual Annual Measurable Outcomes:	CMP-San Juan continued to implement the network 'Peace Education' Policy.	
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures			Estimated Actual Annual Expenditures
CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to refine and implement Peace Education (Anti-Bullying) Policy	\$0		CMP Safety Coordinator worked collaboratively with the Principal, Safety Committee and School Board refining and implementing the Peace Education (Anti-Bullying) Policy	\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide
✓All			✓All	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CMP-San Juan will continue to implement the network 'Peace Education' Policy.		
Original GOAL from prior year LCAP:	- The CMP Director of Program will ensure that the Curriculum Guides for each grade level will provide guidance for the instructional staff as they prepare lessons that cover a broad course of study for all students, including subgroups			Related State and/or Local Priorities: 1__2__3__4__5__6__7__8__ COE only: 9__10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All			

Expected Annual Measurable Outcomes:	The CMP Director of Program will ensure that the Curriculum Guides provide guidance for the instructional staff to prepare appropriate lessons.	Actual Annual Measurable Outcomes:	The CMP Director of Program provided guidance for instructional staff to prepare appropriate lessons.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Annual Expenditures
The Director of Program will work collaboratively with the Principal and grade level/subject area mentors to oversee the delivery of curriculum at all grade levels, covering a broad course of study for all students, including subgroups	\$0	The Director of Program worked collaboratively with the Principal and grade level/subject area mentors overseeing the delivery of curriculum at all grade levels, covering a broad course of study for all students, including subgroups	\$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide
✓All		✓All	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The CMP Director of Program will continue to ensure that the Curriculum Guides provide guidance for instructional staff to prepare appropriate lessons, including English Language Arts, Mathematics, Health and Social Science.	
Original GOAL from prior year LCAP:	- CMP-San Juan students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of English and Language Arts/Literacy	Related State and/or Local Priorities: 1 2 3 4 5 6 7 8 ✓ COE only: 9 10 Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	CMP-San Juan students will utilize Common Core and Montessori-aligned curricula and resources in the study of English and Language Arts/Literacy.	Actual Annual Measurable Outcomes:	CMP-San Juan students utilized Common Core and Montessori-aligned curricula and resources in the study of English and Language Arts/Literacy.
LCAP Year: 2014-15			

Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures
Budgeted Expenditures				
CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in English and Language Arts		CMP provided teacher support for professional development, relating to Common Core standards and Montessori methodology; CMP provided materials supporting Common Core in English and Language Arts		\$0
Scope of service:	LEA-wide	Scope of service:	LEA-wide	
✓All		✓All		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The CMP Director of Program will continue to ensure that the Curriculum Guides provide guidance for instructional staff to prepare appropriate lessons, including English Language Arts, Mathematics, Health and Social Science.		
Original GOAL from prior year LCAP:	- CMP-San Juan students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Mathematics		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ ✓ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All			
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups: All			
CMP-San Juan students will utilize Common Core and Montessori-aligned curricula and resources in the study of Mathematics.	Actual Annual Measurable Outcomes: CMP-San Juan students utilized Common Core and Montessori-aligned curricula and resources in the study of Mathematics.	LCAP Year: 2014-15		
Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures
Budgeted Expenditures				

CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Mathematics		\$0		CMP provided teacher support for professional development, relating to Common Core standards and Montessori methodology; CMP provided materials supporting Common Core in Mathematics		\$0	
Scope of service:		LEA-wide		Scope of service:		LEA-wide	
✓All				✓All			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The CMP Director of Program will continue to ensure that the Curriculum Guides provide guidance for instructional staff to prepare appropriate lessons, including English Language Arts, Mathematics, Health and Social Science.					
Original GOAL from prior year LCAP:		- CMP-San Juan students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of History, Civics and Social Science				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 ✓ COE only: 9 _ 10 _ Local : Specify _____	
Goal Applies to:		Schools: All		Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:		CMP-San Juan will utilize Common Core and Montessori-aligned curricula and resources in the study of History, Civics and Social Science.		Actual Annual Measurable Outcomes:		CMP-San Juan students utilized Common Core and Montessori-aligned curricula and resources in the study of History, Civics and Social Science.	
LCAP Year: 2014-15							
Planned Actions/Services				Actual Actions/Services			
Budgeted Expenditures				Estimated Actual Annual Expenditures			

CMP will provide teacher support for professional development, relating to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Social Science		\$0		CMP provided teacher support for professional development, relating to Common Core standards and Montessori methodology; CMP provided materials to support Common Core in Social Science		\$0	
Scope of service:		LEA-wide		Scope of service:		LEA-wide	
✓All				✓All			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The CMP Director of Program will continue to ensure that the Curriculum Guides provide guidance for instructional staff to prepare appropriate lessons, including English Language Arts, Mathematics, Health and Social Science.					
Original GOAL from prior year LCAP:		- CMP-San Juan students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Science				Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 ✓ COE only: 9 _ 10 _ Local : Specify _____	
Goal Applies to:		Schools: All		Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:		CMP-San Juan students will utilize Common Core and Montessori-aligned curricula and resources in the study of Science.		Actual Annual Measurable Outcomes:		CMP-San Juan students utilized Common Core and Montessori-aligned curricula and resources in the study of Science.	
LCAP Year: 2014-15							
Planned Actions/Services				Actual Actions/Services			
Budgeted Expenditures				Estimated Actual Annual Expenditures			

CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Science		\$0		CMP provided teacher support for professional development, relating to Common Core standards and Montessori methodology; CMP provided materials to support Common Core in Science		\$0	
Scope of service:		LEA-wide		Scope of service:		LEA-wide	
✓All				✓All			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CMP-San Juan students will continue to utilize Common Core and Montessori-aligned curricula and resources in the study of Science. CMP-San Juan will also begin the process of providing support for a Science Mentor.					
Original GOAL from prior year LCAP:		- Classroom teachers will integrate the arts across the curriculum; CMP-San Juan will coordinate after school Visual and Performing Arts (VAPA) programs and activities		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ ✓ COE only: 9__ 10__ Local : Specify _____			
Goal Applies to:		Schools: All Applicable Pupil Subgroups: All					
Expected Annual Measurable Outcomes:		CMP teachers will integrate arts into the curriculum and CMP-San Juan will coordinate after school Visual and Performing Arts programs and activities.		Actual Annual Measurable Outcomes:		CMP teachers integrated arts into the curriculum (Art Walk, Variety Show, Art Docent Program) and CMP-San Juan coordinated after school Visual and Performing Arts programs and activities (Violin, Choir, Piano, Ukulele, Drama, Hip Hop, Ballet, Drawing).	
LCAP Year: 2014-15							
Planned Actions/Services				Actual Actions/Services			
Budgeted Expenditures				Estimated Actual Annual Expenditures			

CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Visual and Performing Arts		\$0	CMP provided teacher support for professional development, relating to Common Core standards and Montessori methodology; CMP provided materials to support Common Core in Visual and Performing Arts		\$0
Scope of service: LEA-wide			Scope of service: LEA-wide		
✓All			✓All		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CMP teachers will continue to integrate arts into the curriculum and CMP-San Juan will continue to coordinate after school Visual and Performing Arts programs and activities. CMP will also begin the process of providing support for a site-based Music Mentor.			
Original GOAL from prior year LCAP:	- CMP-San Juan will provide staff with Physical Education training to provide standards-based, and age-appropriate, activities to all students, including all student subgroups, unduplicated students, and students with exceptional needs		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ ✓ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	CMP-San Juan will provide a Physical Education Teacher.		Actual Annual Measurable Outcomes:	CMP-San Juan did not provide a Physical Education teacher. However, physical education lessons were provided with the lead teacher.	
LCAP Year: 2014-15					
Planned Actions/Services		Actual Actions/Services			
Budgeted Expenditures		Estimated Actual Annual Expenditures			
CMP will provide teacher support for professional development, related to Common Core standards; CMP will provide materials to support of Common Core in Physical Education		\$0	CMP provided teacher support for professional development, relating to Common Core standards; CMP provided materials to support of Common Core in Physical Education		

Scope of service:	LEA-wide	Scope of service:	LEA-wide
✓All		✓All	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		CMP-San Juan will provide resources for playground equipment. CMP-San Juan will also provide support for a Physical Education teacher, beginning in 2016-2017.	
Original GOAL from prior year LCAP:	- CMP-San Juan will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs access to written materials, direct instruction, and family participation activities related to the health content standards	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ ✓ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	CMP-San Juan will provide all students access to instruction and activities related to health content standards.	Actual Annual Measurable Outcomes:	CMP-San Juan provided all students access to instruction and activities related to health content standards.
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
CMP will provide materials and resources to support Health Education in Grades 1-6; School adoption of curriculum pending \$0		\$0	
Scope of service:	LEA-wide	Scope of service:	LEA-wide
✓All		✓All	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The CMP Director of Program will continue to ensure that the Curriculum Guides provide guidance for instructional staff to prepare appropriate lessons, including English Language Arts, Mathematics, Health and Social Science.					
Original GOAL from prior year LCAP:	- CMP-San Juan will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs, an account to the Rosetta Stone online Foreign Language program, classroom and home usage of the program and after school usage available at school site				Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ ✓ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	Applicable Pupil Subgroups:		All			
Expected Annual Measurable Outcomes:	CMP-San Juan will provide all students an account to the Rosetta Stone online Foreign Language Program.		Actual Annual Measurable Outcomes:	CMP-San Juan provided all students an account to the Rosetta Stone online Foreign Language Program.			
LCAP Year: 2014-15							
Planned Actions/Services		Actual Actions/Services		Estimated Actual Annual Expenditures			
CMP will provide foreign language access and support to all students, utilizing the technology-based Rosetta Stone Foreign Language program		\$0		CMP provided foreign language access and support to all students, utilizing the technology-based Rosetta Stone Foreign Language program		\$0	
Scope of service:	LEA-wide		Scope of service:	LEA-wide			
✓All			✓All				

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	CMP-San Juan will continue to provide all students an account to the Rosetta Stone online Foreign Language Program.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$0.00
CMP-San Juan receives Supplemental Grant funding, however does not meet the threshold for Concentration Grant funds. Through the Supplemental Grant funds, CMP-San Juan will provide on-going interventions for English Learners, RFEP, Low-income, and/or Foster Youth. Technology-based interventions will be provided through the use of Rosetta Stone (for English Learners) and Accelerated Reader/Accelerated Math. In addition, 'unduplicated count' students will have access to after-school intervention programs, including 'STAR Power'. In preparation for the CASSPP testing, CMP-San Juan has purchased additional tablets, which will result in a higher computer-to-student ratio, benefiting all students. These interventions and resources, coupled with the LEA-wide implementation of the LCAP, will improve student learning	

for low socio-economic students, English Learners, and Foster Youth. In response to stakeholder input, CMP has established a calendar which includes early-release days commencing with the 2015-2016 school year. This will provide CMP the opportunity to offer a 3 hour extended block period of tutoring, especially designed to serve the unduplicated pupil population.

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

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

3.00	%
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CMP-San Juan receives Supplemental Grant funding, however does not meet the threshold for Concentration Grant funds. Through the Supplemental Grant funds, CMP-San Juan will provide on-going interventions for English Learners, RFEP, Low-income, and/or Foster Youth. Technology-based interventions will be provided through the use of Rosetta Stone (for English Learners) and Accelerated Reader/Accelerated Math. In addition, 'unduplicated count' students will have access to after-school intervention programs, including 'STAR Power'. In preparation for the CASSPP testing, CMP-San Juan has purchased additional tablets, which will result in a higher computer-to-student ratio, benefitting all students. These interventions and resources, coupled with the LEA-wide implementation of the LCAP, will improve student learning for low socio-economic students, English Learners, and Foster Youth. In response to stakeholder input, CMP has established a calendar which includes early-release days commencing with the 2015-2016 school year. This will provide CMP the opportunity to offer a 3 hour extended block period of tutoring, especially designed to serve the unduplicated pupil population.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

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

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

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

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

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

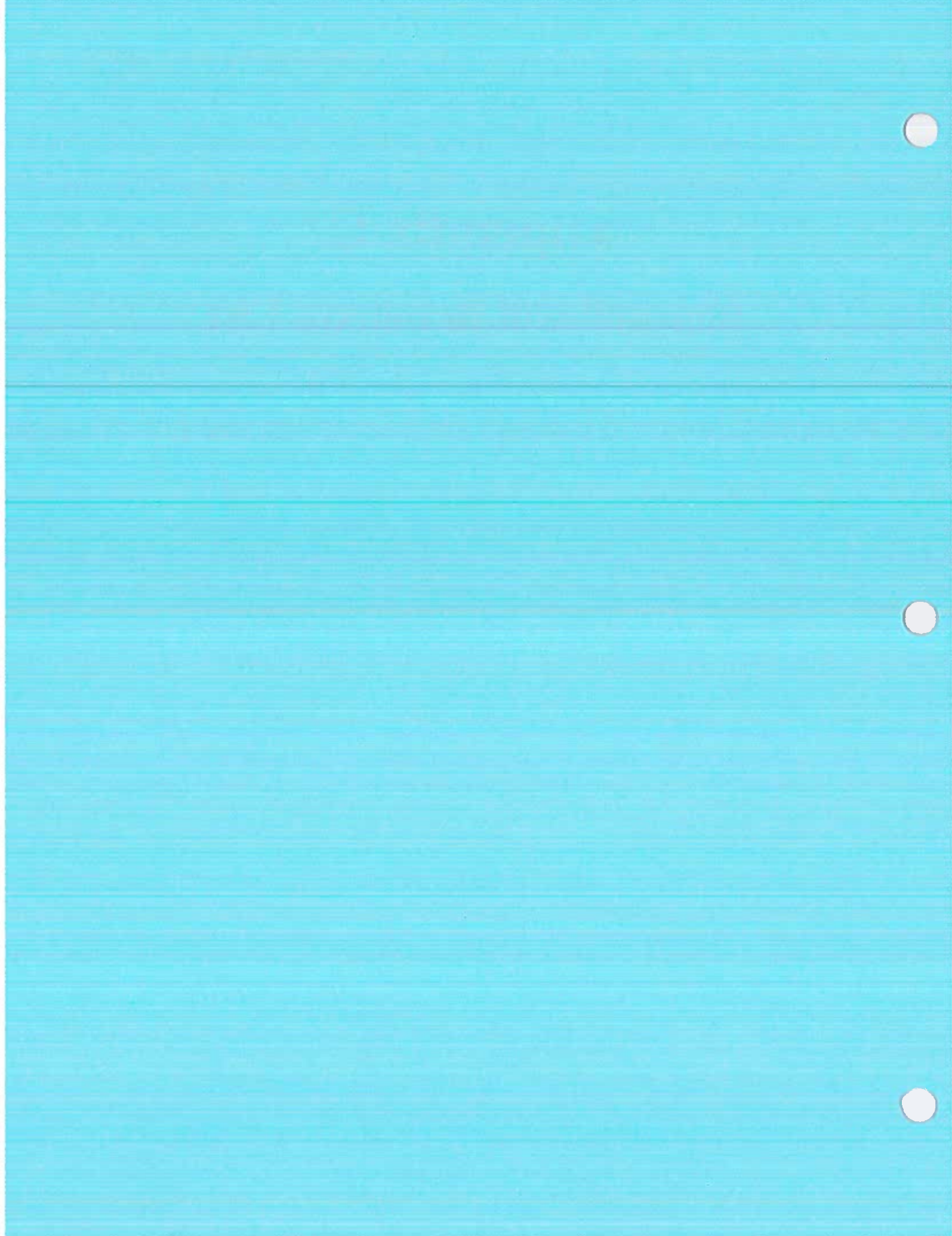
(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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

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

Appendix C

Instructional Resources List

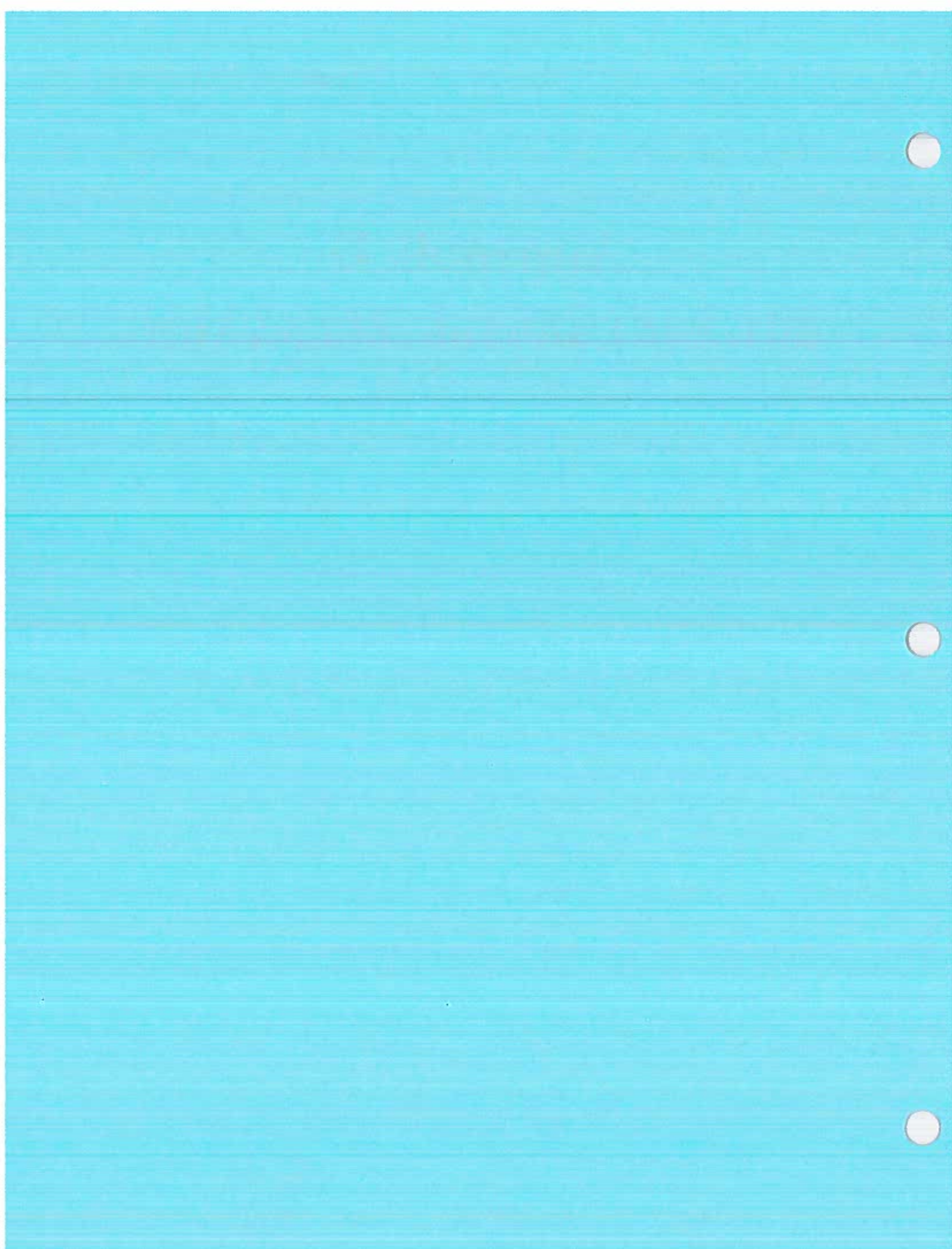


CMP-San Juan Instructional Resources List

Subject	Textbooks and Instructional Materials
English Language Arts K-3 rd	Montessori Word Building Program Montessori Albanesi Language Arts Curriculum Primary Phonics, Modern Curriculum Press, Houghton Mifflin Accelerated Reader McGraw Hill SRA Reading Laboratory Instructional Level Spelling Program Handwriting Without Tears 6+1 Scholastic Writing Trait Crates
English Language Arts 4 th -6 th	Montessori Albanesi Language Arts Curriculum Houston Montessori Reproducible Materials Historic Literature Novels Literature Circles Novels Accelerated Reader McGraw Hill SRA Reading Laboratory Instructional Level Spelling Program Handwriting Without Tears 6+1 Scholastic Writing Trait Crates
English Language Arts 7 th -8 th	Houston Montessori Reproducible Materials Historic Literature Novels Literature Circles Novels Accelerated Reader
Mathematics K-3 rd	Montessori Albanesi Math Curriculum Accelerated Math Math Facts in a Flash
Mathematics 4 th -6 th	Montessori Albanesi Math Curriculum Harcourt Brace, Key To Workbook Series Accelerated Math Math Facts in a Flash
Mathematics 7 th -8 th	American River – Houghton Mifflin – California Math * Carmichael – Houghton Mifflin – Go Math * Accelerated Math Math Facts in a Flash * The Middle School teams are piloting Math programs for future adoption.
Science 4 th – 5 th	Montessori Science Curriculum McGraw Hill SRA Science Reading Laboratory
Science 6 th -8 th	Pearson Prentice Hall: Science Explorer: Physical Science Pearson Prentice Hall: Science Explorer: Life Science
History-Social Science	3 rd : Houghton-Mifflin: From Sea to Shining Sea 4 th : Houghton-Mifflin: Oh California 5 th -8 th : Teacher's Curriculum Institute: History Alive!

Appendix D

2011-2016 CMP-Yuba SELPA MOU



**2011-2016
Memorandum of Understanding**

**Governing Special Education and Related Services
Between
California Montessori Project Charter-American River/Carmichael/Orangevale
and
Yuba County Special Education Local Plan Area**

Recitals

A. Education Code Section 47641 provides that under certain conditions charter schools may participate as a local education agency (LEA) for special education purposes. California Montessori Project Consortium (CMP) was approved by the governance councils of Yuba County Special Education Local Plan Area (hereinafter "the SELPA") as a LEA effective 7/1/06. Beginning 7/1/07 the charter school members of California Montessori Project Charter Consortium are approved LEA members of the Yuba County SELPA. For purposes of governance and development of MOUs, the LEA members of California Montessori Project Consortium, may continue to act as a consortium for special education services.

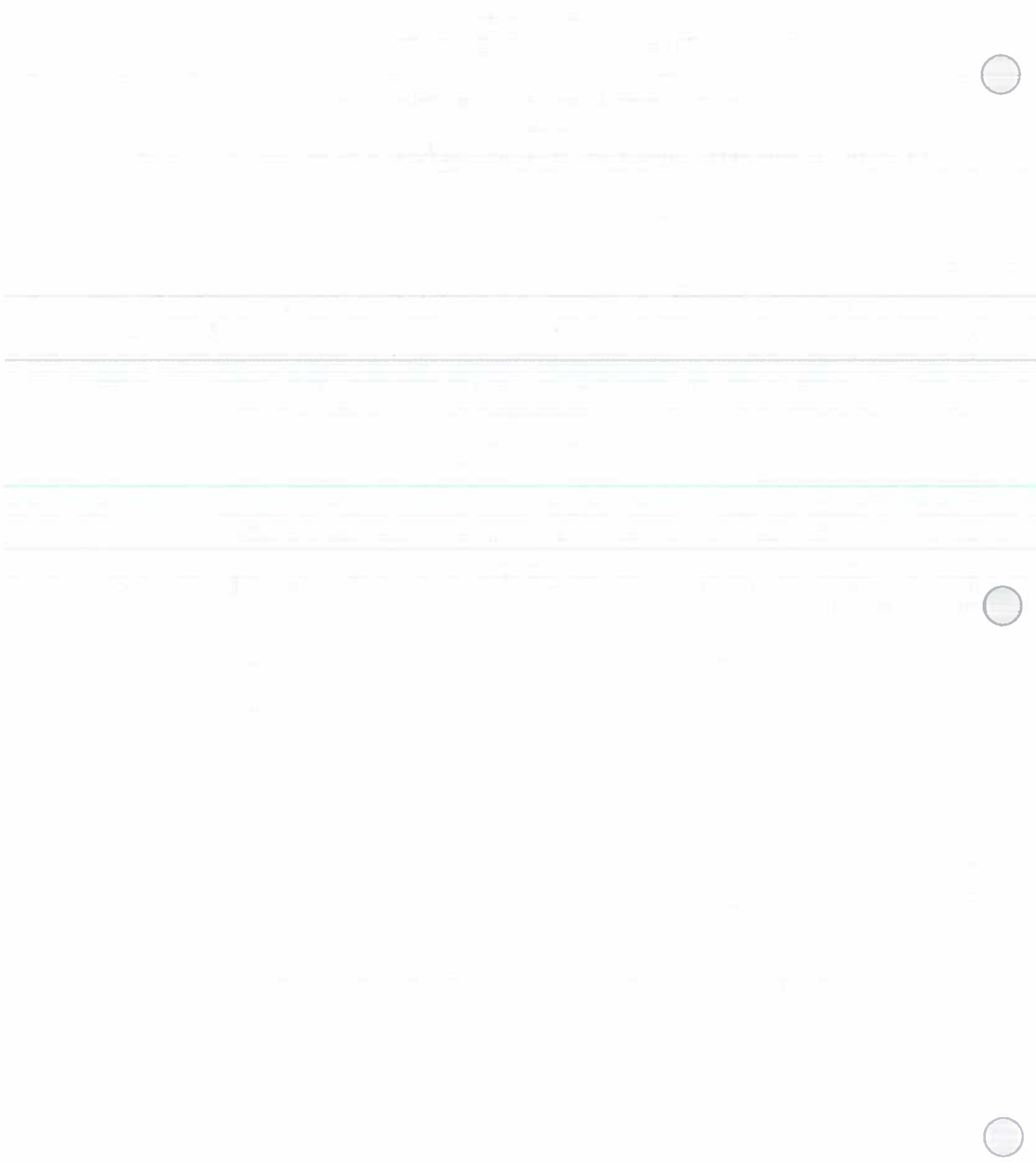
B. As a LEA, California Montessori Project-American River/Carmichael/Orangevale ensures that all students with exceptional needs attending schools operated by the LEA members are provided with a free and appropriate education in compliance with the Individuals with Disabilities in Education Act; 20 U.S.C. Sec 1400 et, seq.

C. As a LEA, California Montessori Project-American River/Carmichael/Orangevale, assures it will comply with all provisions of the Yuba County Special Education Local plan Area (SELPA) policies and federal laws regardless of the student's district of residence prior to enrollment in the CMP-American River/Carmichael/Orangevale. When a student enrolls in CMP-American River/Carmichael/Orangevale, the district of residence for special education becomes **San Juan School District. CMP-American River is the district of service.**

D. Education Code Section 47646 requires that local education agencies provide charter schools with an "equitable" share of funds or services, or a combination of both, to support the educational needs of students with disabilities enrolled in the charter school. California Montessori Project-American River/Carmichael/Orangevale is a charter school LEA.

E. As an LEA, California Montessori Project-American River/Carmichael/Orangevale assures that each certificated employee is appropriately credentialed to serve in his/her assignment.

Now therefore, in consideration of the premises and agreements set forth herein, the LEA and SELPA agree as follows:



Article 1: Term

This agreement shall take effect on July 1, 2011 and shall expire on June 30, 2016 close of business. This MOU will be reviewed by each party's representative on a yearly basis. If any revisions are needed, the party initiating the change will notify the other party at least 30 days prior. Upon agreement of the revisions, the SELPA governing board and the Board of Directors CMP must approve before the changes are in effect.

Article 2: Special Education Services and Funding

A. Division and Coordination of Responsibility - It is agreed that this agreement covers only the delivery of special education services under IDEA and does not cover services or accommodations required under Section 504 of the Rehabilitation Act nor Disabilities Act. California Montessori Project Consortium member LEAs agree to assume responsibility for the items as specified in this Article for all students who are enrolled in their LEA charter school. The designated representative for the California Montessori Project-American River/Carmichael/Orangevale in SELPA governance shall be the CMP Consortium Superintendent or Special Education Director. Within the Consortium, each LEA shall be represented by the School Administrator who shall have the authority to act on behalf of the LEA/Charter School.

B. Identification and Referral of Students with or Who May Have Exceptional Needs - California Montessori Project-American River/Carmichael/Orangevale has the responsibility to make referrals of any students enrolled in the charter school who are believed to be eligible for special education assessment and/or services. Prior to making such referral, the School staff shall conduct a Student Study Team (SST) or other pre-referral review to determine if alternative interventions are appropriate.

C. Pre-placement Evaluation and Assessment - The referring team from each school, in collaboration with the parent will determine what assessments, if any, are necessary. As an LEA, California Montessori Project-American River/Carmichael/Orangevale will arrange for such assessments for all referred students, for annual assessments and for triennial assessments. The Consortium and/or the SELPA will assist LEA members with specialized assessments if requested.

D. Individual Education Program Development - Administrators and special education providers of each LEA in California Montessori Project Consortium shall be responsible for arranging the necessary individual education program (hereinafter "IEPs") meetings in accord with all applicable federal law. The LEA charter schools shall be responsible for the documentation of IEP meetings, the provision of statement of parent rights, and for having the designated School representative of the School in attendance at the IEP meetings. All IEPs shall be developed, maintained, and reviewed in a form and format as required by the Yuba County SELPA.

Decisions regarding eligibility, goals/objectives, program, placement and exit from special education shall be the decision of the IEP team. Team membership shall be in compliance with state and federal law and shall include CMP-American River/Carmichael/Orangevale LEA representative (or designee).



Services and placement shall be provided to all eligible charter school students in accordance with the policies, procedures and requirements of the LEA, Consortium and the Yuba County SELPA.

For students who enroll in CMP-American River/Carmichael/Orangevale LEA with a current IEP, it is the responsibility of the LEA to implement the existing IEP to the extent possible within existing resources, until the IEP is reviewed within 30 days.

E. Provision of Special Education and Related Services – CMP-American River/Carmichael/Orangevale as an LEA shall provide or contract for the provision of all special education and related services that are contained within or required by the terms of the IEP of any student who is enrolled in the charter LEA. The charter LEA will also provide appropriate and timely interim placements for students who are new to the school. The LEA as a member of the California Montessori Project Consortium will maintain, or contract for services, with a provider of CASEMIS data entry in Yuba County SELPA. The LEA School in coordination with the LEA Consortium shall be responsible for notifying the CASEMIS provider of incoming special education students and referrals in a timely manner (no more than 3 business days), obtaining special and general education records and for completing the interim IEP paperwork. The LEA charter school will provide or contract for services in order to provide for student services listed in IEPs, including transportation.

F. Parent/Guardian Concerns – CMP-American River/Carmichael/Orangevale as an LEA shall direct parent/guardian concerns regarding special education services, related services and rights to the designated administrative representative of the school site, then to the Consortium School's Executive Director, and if not satisfied, then to Program Specialist or SELPA resources within Yuba County.

G. Complaints - In consultation with chartering districts and Yuba County SELPA, the CMP-American River/Carmichael/Orangevale administrator shall address/respond/investigate all complaints received under the Uniform Complaint procedure involving special education.

H. Due Process Hearings – California Montessori Project-American River/Carmichael/Orangevale as an LEA may initiate a due process hearing on behalf of a student enrolled in the LEA charter School. The LEA administrator may consult with the LEA Consortium and LEA Consortium special education director to determine resources available. The LEA shall obtain its own counsel, or coordinate for representation through California Montessori Project Consortium. The LEA shall be responsible for all legal costs.

I. SELPA Representation - As part of district representation duties at Yuba County SELPA meetings, the LEA Consortium Superintendent/Director or designee shall represent the member LEA charter schools. Reports to the Charter LEAs regarding SELPA decision, policies, etc. shall be communicated to the LEA Directors. To the extent that the SELPA provides training opportunities and/or information regarding special education to site staff, such opportunities and/or information shall be made available to the LEA Directors, staff, and interested parents. To the extent that site staff has the opportunity to participate in committee meetings of the SELPA as representatives of their LEA, such opportunities shall be made available to the School staff.

J. Finance - The LEA shall work cooperatively with other LEAs in Yuba County SELPA to develop and adopt allocation of funds from the YCOE SELPA. The LEA shall be financially responsible for

the provision of all necessary Special Education Services and responsibilities, as set forth above, to the students enrolled in the LEA.

K. Charter School "Site" Financial Responsibility - CMP Consortium will monitor the financial status of all LEA sites comprising the charter consortium. If CMP Consortium, in consultation with the LEA, and the Chartering district determine that an LEA charter school is not able to meet financial obligations, that LEA is responsible to establishing a process to forward student records, including special education records, to the student's next district of service, or to the student's former district of residence. CMP Consortium and/or Yuba County SELPA will assist with the distribution of student records.

Agreements and Ratifications

The LEA and SELPA have executed this Memorandum of Understanding as of this day and year and agree to all of its terms as written above.

Witnessed:

By: Gary L. Bowman
(Authorized Charter School Representative)

Date: 4-11-2011

By: Rusty Gln
As approved by SELPA governance council
(Authorized SELPA Representative)

Date: 4-11-2011

