Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Student Support – Educating the Whole Child

State and/or Local Priorities addressed by this goal:

State Priorities: 2
5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Utilize PBIS throughout network.	Implemented PBIS.

Expected	Actual
School counselor scope of services to include network-wide support	CMP-Shingle Springs hired a full-time School Counselor. The Second Step program for both Elementary and Middle School grades levels was purchased and are fully implemented at the school.
A minimum of 1 point improvement	The Smarter Balanced tests were not conducted in the Spring of 2020 due to the COVID pandemic.
Science program piloted	The TCI Science Curriculum in the Middle School program was fully implemented. TCI Science materials were purchased for the Upper Elementary program.
Creation of writing committee	Writing Committee was created and they prepared a curriculum guide, pacing guide, and sample graphic organizers for each teacher.
ELPAC processes reviewed and implemented	ELAC was formed, and will review processes.
A minimum of 1 point improvement	The Smarter Balanced tests were not conducted in the Spring of 2020 due to the COVID pandemic.
Maintain or decrease Suspension Rate percentage.	CMP-Shingle Springs has reduced the student suspension rate due to the implementation of several programs.
Enhancements to VAPA program	CMP-Shingle Springs hired a Visual and Performing Arts Teacher to implement music and drama programs at the school.
Enhancements to Foreign Language Program, beyond Rosetta Stone, to include focus on World Language	CMP continues to provide world language support through Rosetta Stone. Due to the COVID pandemic, many students and parents are reporting an increase in their use of this program.
Play equipment purchased for PE and recess	CMP-Shingle Springs continues to purchase additional playground equipment and PE equipment for student use. Due to the COVID pandemic, each classroom has been outfitted with their own buckets of equipment.
Increased nutrition services offered to students.	CMP-Shingle Springs implemented a Before the Bell Breakfast program. During the COVID pandemic, parents were able to schedule a time to pick up breakfasts for students to take home.
Continued assistance with field trip assistance	Field Trips have been solely virtual during the COVID pandemic.
Establishment of STEM Club and STEM League	CMP-Shingle Springs established two STEM Club programs and a Robotics League. These programs were put on hold due to the COVID pandemic.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
CMP will use network-wide articulated character education programs: Phase 2 Training with Placer County Office of Education. Each campus is in various stages of implementation of Tier 1 and plan to have complete implementation by 2020. Training for PBIS Tier 2 will continue in the 2019-2020 school year. In addition, all classified staff will receive professional development training in PBIS Active Supervision at the Network In-Service in August 2019.	$12.50/Student LCFF Base Grant Resource 0000, Object 4300	$11,316.66
The CMP Network will provide for 2 additional counselors and provide the 2nd Step Curriculum for peer mediation and conflict resolution support.	$20/Student for Counselor; $5/Student for materials and curriculum LCFF Base Grant Resource 0000, Object 5800	$60,500.00
CMP will increase the Depth of Knowledge (DOK) and extended mathematical thinking. CMP will begin using the extended learning software program i-Ready. CMP will provide a 0.5FTE Middle School Specialist to look at the academic rigor of the program with emphasis on Math and will use state test scores to inform interventions.	$10/Student TBD TBD	$30,750
CMP will implement the TCI curriculum.	TCI $10,000 n/a n/a	$3,917.25
Each grade level will determine when they will study specific genres to correlate with the other areas of study; we believe this will better support teachers in implementing writing across the curriculum. There is a distinct need to review all styles of writing before beginning CAASPP testing, specifically writing based on a non-fiction text, as well as comparing/contrasting two informational texts for third through sixth grade. The committee also discussed creating a pacing guide for lessons, which would also include essential pre-writing skills such as implementing color coding and guided writing, graphic organizers, paraphrasing and summarizing that are necessary to support strong writing skills. The Writing Committee requested that Administration include writing during Early Release Professional Development vertical planning time and grade level and PLC meeting agendas. Each campus may purchase more Lucy Calkins' "Writing Pathways" for each grade level.	$300 TBD TBD	$0 - Piloted program
CMP will meet the needs of English Language Learners using a variety of tools. In light of ELPAC implementation, CMP Admin Team will review the Process Operations Manual accordingly.	$(no additional cost) n/a n/a	N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
CMP will increase students Smarter Balanced test scores for English-Language Arts and increase reading to analyze and understand a range of literacy texts and informational texts. The i-Ready program was purchased in the 2018-2019 school year for implementation in the 2019-2020 school year. Among other services, the program will replace STAR Reading. The Special Education Director and Program Specialist are researching curriculum to address students with dyslexia characteristics and other significant reading issues. An in-service session on Structured Word Inquiry is scheduled for August 8, 2019.	$10/Student TBD TBD	$3,655.00
CMP will improve student behavior by creating a peaceful and positive community. The student suspension rate will decrease. CMP staff will emphasize Peace Education to address the majority of disciplinary actions, prior to them becoming larger (suspendable) issues. CMP will continue utilizing a Multi Tiered Systems of Support (MTSS) program to provide intervention and support student success and socioemotional support through conferences and Early Release Professional Development (ERPD) trainings. School counselors and a clinical psychologist are on staff to support needs and provide consultation. PBIS implementation will continue at all schools to support positive discipline and help all students be successful. Staff meetings and meetings with parents are scheduled to address and talk about how to meet student's needs. The August 8, 2019 in-service has sessions related on how to help students be behaviorally successful in school. The Second Step curriculum is being used at various grade levels to support social-emotional learning. The CPI trainers schedule new and repeat trainings three times a year to teach staff how to help de-escalate students.	$10/Student TBD TBD	$2,305.00
CMP-SS has hired a VAPA teacher for the 2019-20 school year. Recorders will be provided for students in the 6/9 classrooms. CMP will support further additions to VAPA and will offer matching funds to donations gained for additional resources.	$12/Student TBD TBD	$52,750.00
CMP will commit to providing an articulated foreign language program, including multiple languages for all K-8 students, through Rosetta Stone. CMP will also explore more opportunities to provide enrichment through grant opportunities.	$25/Student TBD TBD	Prepaid in 2018-2019 for a 3 year period.
CMP will support further additions to the library and will offer matching funds to donations gained for additional resources for the library. A Network Library Support person will be offered.	$5/Student-Books; $10/Student-Library Support TBD TBD	$13,000
Play equipment and organized activities for recess and PE.	$5/student TBD TBD	$2,700

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
In response to AB 1871, a breakfast will be provided for those who qualify for free and reduced lunch at 7:30 am (before school). CMP-Shingle Springs will be providing and servicing the meal.	$20,000 TBD TBD	$6,438.86
Funds will be used to provide assistance for families who cannot otherwise afford Field Trip costs.	$10/Student TBD TBD	$0 - Paid through fundraising
CMP will begin a STEM Club and STEM League. Initially, there will be a focus on engineering activities, introductions to robotics, 3D printing and coding.	$5/Student TBD TBD	$1,019.02

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

CMP made progress on each Action/Service under the Student Support Goal. Due to the COVID pandemic, some Actions/Services were not fully implemented. Funds that were not expended on the budgeted Action/Service were used to meet the new needs of students due to the COVID pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Despite CMP needing to immediately shift its learning model due to the COVID pandemic, CMP was able to make progress on the Actions/Services under the Student Support goal. The COVID pandemic made progress slower than initially anticipated and altered the manner in which the Actions/Services were able to be implemented. CMP looks forward to continuing work on these areas as we are safely allowed to do so.

Goal 2

Parent/Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Full implementation of parent communication software platform	CMP fully implemented ParentSquare, a parent communication software platform.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
CMP will fully implement the ParentSquare platform Network-wide to enhance parent communications.	$4/student TBD TBD	$1,788.66

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

CMP-Shingle Springs fully implemented the budgeted Actions/Services for the Parent/Community Engagement goal.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

CMP-Shingle Springs was able to implement the ParentSquare communication tool. This tool became increasingly important and effective as the COVID pandemic altered the normal communication patterns.

Goal 3

Staff Support

State and/or Local Priorities addressed by this goal:

State Priorities: 1
5

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
New teachers participate in CMP-sponsored Teacher Induction program	New teachers participated in CMP sponsored Teacher Induction program.

Expected	Actual
Professional development opportunities for staff will continue	Trainings and professional development opportunities were provided to staff and Montessori training videos created, as well as training videos for usage of technology to support Distance Learning.
CTC pay scale will receive step and column increases	CTC pay scale received step and column increases.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
New teachers are required to participate in a Teacher Induction program.	$11,2500 LCFF Base Grant Resource 0000, Object 1150	$14,700
Trainings offered to staff: CETPA, SCOE, YCOE, SSDA, CSDC, CCSA, ACSA, AMS, MACAR, PBIS. CMP will create training videos to equip personnel with Monessori practices for Classified and Credentialed staff. Personnel stipends will be offered to those making the videos.	Conferences: $33/student Training Videos: $2,500/Charter TBD TBD	$2,097
Credentialed Teacher Support: CMP provided incremental step and column increases and longevity stipends for Lead Teachers. CMP significantly increased certificated base salary annually through 2019. CMP Executive Director submitted to the Governing Board a compensatory plan with incremental increases and longevity stipends to include 20 year employees from July 1, 2020-December 31, 2022.	TBD TBD TBD	$1,771,971.99
Classified Staff Support: Additional income opportunities, to include student tutoring and/or trainings.	TBD TBD TBD	Trainings expenses included in other Action Items.
CMP will provide professional development opportunities for Classified Staff: Super Duper Saturdays: support classified staff with interventions, classroom management (including Special Education). CMP will also offer a week long training on the Montessori Overview in the summer of 2019 for all interested teaching assistants.	$10/Student TBD TBD	$2,928.00
CMP will offer a full day professional development opportunity for all staff. August in-service day: focusing on STEAM, MACAR Training with Joyce Pickering, Technology use and application, continued focus on MTSS and PBIS.	$5/Student TBD TBD	$2,097

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
CMP will provide professional development opportunities for all staff, throughout the school year through the Professional Learning Communities (PLCs) model. Early Release Professional Development (ERPD) days will focus on diversity, implicit bias and racial equity; classroom management for behavior, Special Education interventions, Math, Science, Writing and Mental Health.	$5/Student TBD TBD	$2,097
CMP will provide professional development opportunities regarding new programs, such as i-Ready supplemental program and TCI Science Curriculum.	$5/Student TBD TBD	$8,090
CMP will pay up front for Montessori training for newly hired Credentialed Teachers.	$10,000 TBD TBD	$12,157

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

CMP continued to support teachers through Teacher Induction programs, annual in-service trainings, PLCs, Super Duper Saturdays, Early Release Professional Development days, Montessori Training, and curriculum training (i-Ready, etc.). Despite the pandemic and the uncertainty around the state budget CMP was able to maintain its Board approved increases to the teacher salary schedule.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The pandemic made external professional development difficult. CMP did have success with its local professional development and Zoom based professional development. CMP is very proud of its ability to increase the teacher salary schedule over the past several years.

Goal 4

Network Support

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Status reports given regularly to all stakeholders via faculty meetings, newsletters, presentations to the Round Table and the Board.	Due to the COVID pandemic, CMP enhanced the technology available to students. The enhanced technology components were different that initially anticipated. CMP continued updating Safety Operations.
.5 FTE Testing Coordinator	CMP used a Network Testing Coordinator to assist campuses.
Director of Program position restructured	Director of Program position was restructured.
1.0 FTE Network-wide Math and/or Reading Specialist	CMP-Shingle Springs hired a Math Specialist to coach teachers on implementation, data analysis and remediation and provided Reading Specialists to provide literacy intervention.
School Counselor services expanded to network-wide support	CMP-Shingle Springs continued to provide school counselors to provide direct service to students and deliver social emotional curriculum.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
CMP will incorporate technology as a viable and meaningful experience for the child. CMP will: Survey all stakeholders to gather perception data; Research developmentally appropriate technology usage in school; Disaggregate perception data and research to determine next steps; Provide Smart Screens and ELMOs. Technology support will be offered across the CMP Network.	$10/Student for Tech Support TBD TBD	$5,287.24
CMP Network Testing Coordinator will track the achievement of subgroups. Network Testing Coordinator will assist campuses in the addition of programs to serve English learners, low income students and foster youth to the fullest capacity.	$29,500 LCFF Supp/Conc Grant Resource 0060, Obj 2200	$18,000.00
The Network Director of Program position will be restructured to have an increased emphasis on grades K-6 with the hiring of a Middle School Specialist to focus on grades 7-8.	$40/student LCFF Base Grant Resource 0000, Object 1300	$29,000.00
CMP-Shingle Springs will continue to provide a Math Coach and a Reading Intervention Teacher.	TBD TBD TBD	$116,099.00
CMP-Shingle Springs hired a 0.8 FTE capacity 504 Coordinator at Shingle Springs, who also serves as a 0.2 FTE network resource serving, starting in August 2019.	TBD TBD TBD	$58,500.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The CMP Safety Committee conducts an annual safety audit of the campuses and identify any areas of concerns, reviews safety logs, and discuss any challenges each site might be having. The SOP is updated annually and policies added as necessary. As the CMP Safety Plan is reviewed, CMP will explore opportunities to promote higher levels of security. CMP Safety Committee will determine needs at each campus. All campuses: AED (De-Fib units) will be purchased and available at school sites.	$6,000 TBD TBD	$1,340.42
Operational Software Support	$2/Student TBD TBD	$32,362.32

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

CMP made progress on the Actions/Services under the Network Support Goal. Due to the COVID pandemic, some Actions/Services were not fully implemented. Funds that were not expended on the budgeted Action/Service were used to further strengthen network practices. CMP continued to support the technology purchases, school safety plans and required supplies, fund the Network Testing Coordinator and Middle School Specialist position, Math Coach and Reading Intervention positions, and school counselor position.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Despite CMP needing to immediately shift it's learning model due to the COVID pandemic, CMP was able to make progress on the Actions/Services under the Network Support goal. The COVID pandemic altered the manner in which the Actions/Services were able to be implemented. The pandemic required CMP to spend more on technology than anticipated. CMP did have success with the positions that were funded through these goals. The Counselor, Math Coach, Reading Intervention Teacher, and Testing Coordinator/Middle School Specialist were invaluable to the school.

Goal 5

Facilities

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Facility improvements	Facility improvements were made.

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The CMP-Shingle Springs Campus will provide for campus fencing and a campus fitness center	$40,000 TBD TBD	$5,200 - fencing Fitness center was postponed.
CMP-Shingle Springs will provide campus upkeep and maintenance.	$30,000 TBD TBD	$64,500.00
CMP-Shingle Springs will install one shade structure for student usage.	$30,000 TBD TBD	$1,544.34
Play structures: Planning for potential upgrades or additional play equipment to be provided.	n/a n/a n/a	n/a

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

CMP made progress on the Actions/Services under the Facilities Goal. Due to the COVID pandemic, some Actions/Services were not fully implemented. Funds that were not expended on the budgeted Action/Service were used to further strengthen network practices. CMP spent more than expected on cleaning, sanitizing, disinfecting, and ensuring a clean facility. CMP also spent funds on supplies to expand learning outdoors, support strong air flow through classrooms, and comply with COVID-19 related physical distancing requirements.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Despite CMP needing to immediately shift it's learning model due to the COVID pandemic, CMP was able to make progress on the Actions/Services under the Facilities goal. The COVID pandemic altered the manner in which the Actions/Services were able to be implemented. The work CMP did ensured that CMP was a safe place to learn and work this past year.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Janitorial Services	$ 20, 265	$ 20, 265	Y
Educational Software	$5,790	$5,790	Y
Instructional Aides	$128,888	$128,888	Y
Non-Capitalized Equipment	$26,373	$26,373	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

None.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

CMP-Shingle Springs campus was able to safely serve students through in-person instruction. Staff and students adapted to the ever changing health guidelines with amazing resiliency. The main challenges to serving students in-person were the logistics of ensuring that all safety protocols were followed appropriately.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Materials and Supplies	$12,920	$12,920	Y
Computers	$14,733	$14,733	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Educational Software	$5,790	$5,790	Y
Administrators	$34,964	$34,964	Y
Classified SPED Salaries	$21,091	$21,091	Y
Instructional Aides	$128,888	$128,888	Y
Textbooks and Core Curriculum	$21,090	$21,090	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

None.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: CMP was very successful in ensuring that students continued to receive a robust education throughout the COVID pandemic. Access to Devices and Connectivity: The CMP Technology Department ensured that every student had access to a chromebook and/or a hot spot upon request. Pupil Participation and Progress: The CMP teaching staff, parents and students collaborated as a learning community to ensure that CMP students continued to engage in their lessons and meetings during the time of Distance Learning. CMP utilized participation trackers to ensure that every student was engaging as they were planning to do. Distance Learning Professional Development: During the 2020-2021 school year, any PD offered to staff was centered around a component of Distance Learning. Staff Roles and Responsibilities: While the majority of staff roles and responsibilities remained the same, some staff took on different roles than previously anticipated. For example, a Club Montessori after school staff person may have taken a role as a tutor to support reading. Supports for Pupils with Unique Needs: The CMP team remained open to feedback and flexible to shifting practices to ensure that the needs of all students were being met.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Educational Software	$5,790	$5,790	Y
Materials and Supports	$12,920	$12,920	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Aides	$128,888	$128,888	Y
Classified SPED Salaries	$21,091	$21,091	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

None.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

CMP continued to offer daily live instruction either in person or via Zoom throughout the school year. CMP also continued to deliver reading and math intervention support in person or via Zoom throughout the school year. CMP students took beginning, middle, and end of the year i-Ready diagnostics. CMP students outperformed the state in every tested grade level (1st - 8th) in both reading and mathematics and performed at or above the pre-pandemic historical CA average in reading in all tested grades and in math in all but two of the tested grades.

Pupils that were in need of additional support were invited to a summer academic program.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

CMP staff worked diligently throughout the year, offering multiple opportunities for support, predominantly in reading and in math. For students who have experienced learning loss, CMP will be offering expanded learning opportunities. Our end of the year diagnostics show that CMP students performed better than the state average in math and English Language Arts.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

CMP teachers took daily attendance and measured student engagement through the CDE provided template. If campus staff noticed that a student was not engaging, CMP followed a re-engagement process. CMP teachers

evaluated student assignments and provided daily live interactions. Teachers were available for student or family office hours to remain connected with students and families and support engagement.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

CMP partnered with it's authorizing District in providing access to meals for students. Through the CMP Distance Learning webpage and ParentSquare communications, parents were provided information on how to access these meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributir
N/A	N/A	N/A	N/A	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The CMP learning community learned many lessons from experiencing an educational environment in the COVID pandemic. Some of the areas that we have heard from staff as a need include trainings in diversity, equity and inclusion. CMP also learned over the course of the pandemic how important our investments in our counseling program and focus on Social Emotional Learning are to our community.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will be assessed and addressed. CMP will proactively address this with students with unique needs. In the summer of 2021, CMP will begin offering expanded learning opportunities for students who have

demonstrated the most severe learning loss. CMP will continue to offer supports to these students and will monitor progress through a variety of assessments, including the i-Ready diagnostic program. CMP will continue to offer the reading intervention programs and CMP has hired additional math educators to support with math intervention.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

None.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Prior to the COVID pandemic, the CMP learning community focused on the creation of a Strategic Plan. The formalization of this Strategic Plan was put on hold due to the COVID pandemic. A year later, discussions and engagement was once again held regarding the goals and actions embedded within the Strategic Plan. A vast majority of the goals and actions still remain of importance to the community, even after the COVID pandemic. There were, however, a few of the actions that seemed of greater importance post-pandemic than pre-pandemic. Some of these actions are listed below:

* Staff Trainings, primarily in areas that have been identified as a need by staff (diversity, equity, inclusion)
* Counselors and Social Emotional Learning embedded into the CMP classrooms and community

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov. (mailto:lcff@cde.ca.gov)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add

additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or

expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Montessori Project-Shingle Springs Campus	Stephanie Garrettson Director of Charter Compliance	sgarrettson@cacmp.org 9169712432

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

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

The Vision of the California Montessori Project is to provide a Montessori education that supports the intellectual, social and emotional development of every child. This will be achieved by:
* Promoting independence
* Teaching respect for oneself and others
* Building confidence
* Creating a sense of social responsibility, and
* Empowering every student to be a global citizen.

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

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

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

The CMP-Shingle Springs campus was leased from 2001-2005 and then purchased by CMP in 2005. The school is located in a rural setting on five acres. The campus is configured with 20 classrooms, each uniquely designed to serve the needs of students in Kindergarten through 8th grade. The teachers

are experts in the preparation of their classroom environments, designing their classrooms for small and whole group lessons, displaying the many Montessori materials in a way that entices the children to use them, and rotating materials to provide deep learning experiences in thematic units of study. Through guided lessons, students learn to care for each and every component of their classroom environment.

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

CMP-Shingle Springs was awarded Charter School Facilities Funds under Proposition 55. The school purchased a 10 acre contiguous parcel and in 2015 built 14 classrooms, a multipurpose room, and administrative offices. This allowed for reduced class sizes, established libraries and science centers, as well as slightly expanded student enrollment. The 15 acre parcel allows for extensive room for an outdoor amphitheater, basketball courts, playground structures as well as multiple gardens for the Garden of Learning Program. The school has constructed a large athletic field and track, supported entirely through the efforts of the campus Fundraising Committee. CMP-Shingle Springs Campus serves students in Kindergarten through Eighth grade. As a public charter school, there is an open enrollment policy.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

CMP has spent over two years creating a Strategic Plan with multiple goals and actions that align directly with the LCAP. A majority of these goals and actions were developed prior to the COVID pandemic, and CMP staff sought further stakeholder input to ensure that they still resonated with the community and/or needing revising. These goals have been organized into 4 strands based on the three main components of Montessori education and a commitment to operational excellence:

* Student Goals
* Teacher Goals
* Environment Goals
* Operational Goals

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

California Montessori Project-Shingle Springs Campus has provided numerous opportunities for stakeholder engagement, as part of the greater California Montessori Project (CMP), as well as an individual charter school within the Buckeye Union School District (BUSD). 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 regarding the creation of the Strategic Plan and Local Control Accountability Plans (LCAP). During the month of May, CMP's Superintendent, Brett Barley and CMP-Carmichael Principal, Laurien Spiller, met with 7 distinct groups of stakeholders, representing the individual campuses and the English Learning Advisory Committee, to receive input. On May 18th the CMP-Shingle Springs community (including parent/guardians, staff and students) were invited to meetings where components of the Local Control Funding Formula (LCFF) including the eight state priorities, LCAP, and Strategic Plan goals and action steps were shared. Community members present at the meetings were given the opportunity to provide verbal input into the how the drafted goals and actions could support school improvement. Following the meeting, a survey was sent to all stakeholders giving an additional opportunity for stakeholders to provide input. Input from the stakeholder meetings and the survey input was, subsequently, reviewed for common threads. Considerations of fiscal impact and timeline were considered when reviewing stakeholder input. This input contributed to the Strategic Plan and the LCAP Plan.

A summary of the feedback provided by specific stakeholder groups.

Survey respondents encouraged CMP to continue focus on:

* Staff retention and satisfaction
* Staff training
* Outdoor play area improvements
* Counseling services
* Extracurricular activities
* Community Engagement

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The input from CMP stakeholders from this LCAP season and last helped refine the goals and actions in the Strategic Plan and the LCAP. The pre-pandemic goals and actions still resonate with the post-pandemic CMP learning community.

Goals and Actions

Goals

Goal #	Description
Goal 1	Environmental Goal 1: All students will have access to a high quality, 21st Century Montessori education that is California state standards aligned.

An explanation of why the LEA has developed this goal.

The CMP community needs to have a greater connectivity between Montessori and state-aligned curriculums to better prepare students for success on state testing and to provide teachers with more resources when learning new and/or updated programs.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Montessori materials classroom inventory	Special Education classrooms do not have complete inventory of Montessori materials. General Education classrooms require periodic Montessori material purchases as materials break, are lost, or need to be replaced.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	All classrooms, including SPED classrooms, will have a complete inventory of Montessori materials.

CMP needs to ensure that all grade levels, K-8, have ELA, Math and Science curriculums that are aligned with Montessori and state standards.	Current CMP curriculums	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	CMP will have ELA, Math and Science curriculums that are aligned with Montessori and state standards.
Student Work Plan exemplar	CMP does not have a Student Work Plan exemplar.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	CMP will have a Student Work Plan Exemplar
AMS and WASC accreditations	CMP is accredited through AMS and WASC.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	CMP will continue to be accredited through AMS and WASC.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Montessori Materials	CMP will continue to ensure that all classrooms have a full complement of Montessori materials and will ensure that Special Education classrooms and Learning Centers will have access to Montessori materials available for student use.	$10,000.00	Yes
Action #2	State and Montessori aligned ELA, Math and Science Curriculums	CMP will adopt California standards aligned curriculum for English/Language Arts and Math (including curriculum for students in need of intervention and remediation), and Next Generation Science Standards curriculum for Science which will be in alignment with the core Montessori curriculum.	$68,692.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	Aligned Scope and Sequence and Student Work Plan Exemplar	Adopt an aligned scope and sequence across all grade levels and develop a rigorous Student Work Plan exemplar.	$24,720.00	Yes
Action #4	AMS and WASC Accreditations	CMP will maintain accreditation through American Montessori Society and Western Association of Schools and Colleges.	$24,720.00	Yes
Action #5	Personalized Digital Learning Opportunities	CMP will continue to offer all students access to evidence based, personalized digital learning opportunities that follow the unique needs of the student and the technology need to run those programs.	$31,575.00	Yes
Action #6	Social Emotional Learning Curriculum	CMP will provide a Social Emotional Learning curriculum to all students.	$2,000.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

[Intentionally Blank]

[Intentionally Blank]

Goal #	Description
Goal 2	Environmental Goal 2: All students and staff will have access to a safe, fully functioning, adequate space for learning and working.

The CMP community needs to have spaces that are fully functioning to ensure optimal learning opportunities.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Completed campus projects focused on campus safety	Current campus safety measures.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Updated and/or enhanced campus safety measures.
Student to adult classroom ratios.	Current classroom ratio.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintained classroom ratios.
Sufficient space and resources for learning and working.	Current space configurations and resources.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Additional space offerings for extra services.

Staff satisfaction with work space ergonomics.	Current work spaces.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Updated and/or enhanced work spaces.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Campus Safety	CMP will focus on campus safety by ensuring each campus is housed in an enclosed facility; by researching and implementing best practices in regards to security camera installations on school grounds, focusing on the main entry points; by continuing to maintain safety committees at each campus and inviting local law enforcement and safety agencies to participate in the annual update of the safety plan.	$50,000.00	Yes
Action #2	Student to Teacher/Teaching Assistant Ratio	CMP will maintain a low student to teacher ratio. CMP will commit to maintaining a credentialed, Montessori trained teacher as well as a trained teaching assistant in every classroom, lowering the overall student to adult ratio. CMP will provide all teaching assistants opportunities to become Montessori trained.	$2,186,330.00	Yes
Action #3	Adequate Facility Space	Based on school optimal Kindergarten enrollment, there will be proper facilities and resources to account for the student's full TK/K-8 continuum and each CMP campus will have adequate, dedicated space and resources to run enrichment, special education testing, IEP testing and counseling programs.	$721,426.00	Yes
Action #4	Ergonomic Work Environment	CMP will consult with staff to address proper seating and ergonomic screens to ensure a working environment that is designed for efficiency and comfort.	$1,000.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 3	Environmental Goal 3: All students will have access to enrichment programs, during the school day and outside of traditional school hours (i.e. sports, academics, visual and performing arts,STEM).

An explanation of why the LEA has developed this goal.

The CMP community is asking for additional opportunities for enrichment activities.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

VAPA enrichment menu of options	Currently, CMP does not have a formalized menu of VAPA options.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Formalized menu of VAPA options.
CDE PFT scores	Current CDE PFT scores	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintained or increased CDE PFT scores

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	After School Sports	CMP will continue to offer after-school multi-sport opportunities.	$4,896.00	Yes
Action #2	Well Rounded Education	CMP will continue to ensure that all students have access to a well-rounded education during the traditional school day, including physical education and engaging, standards-aligned field trips.	$8,023.00	Yes
Action #3	VAPA Enrichment Menu of Options	CMP will offer an articulated, rotating and universal visual and performing arts enrichment menu of options, broken out by grade level.	$58,500.00	Yes
Action #4	CDE PFT	CMP students tested on the California Department of Education Physical Fitness Test will increase their proficiency level.	$67,500.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 4	Student Goal 1: CMP will see an annual increase in student climate and culture satisfaction.

An explanation of why the LEA has developed this goal.

CMP wants to continue to be a school where students are excited about school.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Annual increase in student climate and culture	RTI in process of including full Social Emotional Learning support.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	RTI process updated with Social Emotional Learning
MTSS	Partial implementation of MTSS and PBIS	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Full implementation of MTSS and PBIS
Students chronically absent	Current level of students chronically absent	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintained or reduced number of students chronically absent
Student suspension rate	Current student suspension rate	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintained or reduced suspension rate.
Student leadership opportunities	Current offerings of student leadership opportunities	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Expanded offerings of student leadership opportunities

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	RTI Process to Include SEL	CMP will continue to update the Response to Intervention process to incorporate Social Emotional Learning.	$10,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	Full Implementation of PBIS	CMP will continue with the full implementation of Multi-Tiered Systems of Support and the Positive Behavioral Interventions and Supports training program, including standard processes and incentives at all campuses by 2025.	$24,720.00	Yes
Action #3	Chronically Absent Students	CMP will see an annual reduction in the numbers of students chronically absent.	$24,720.00	Yes
Action #4	Student Suspensions	CMP will see an annual reduction in the numbers of students suspended. CMP will clearly define and train staff on restorative practices as alternatives to suspensions.	$24,720.00	Yes
Action #5	Student Leadership Opportunities	CMP will research and expand best practices for student leadership opportunities in all grade levels.	$1,000.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

[Intentionally Blank]

[Intentionally Blank]

Goal #	Description
Goal 5	Student Goal 2: CMP will see an annual improvement in math performance on CMP and state assessments.

CMP students math CAASPP scores are not as strong as the ELA scores.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Math CAASPP test scores	Current math CAASPP test scores	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Improved math CAASPP test scores

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	RTI Process for Math	CMP will utilize a Response to Intervention process for students not proficient in math that builds upon and utilizes individualized math support.	$13,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	Math Interventions	CMP will hire math intervention teachers and develop additional math support staff to support math interventions at all campuses.	$33,250.00	Yes
Action #3	Math Enrichment	CMP will provide math enrichment and/or tutoring opportunities before and/or after school and during the summer.	$33,250.00	Yes
Action #4	CAASPP Testing Practice	CMP students will have opportunities to practice CAASPP testing and CASPP like questions via interim testing prior to the summative test and will have opportunities to become familiar with any testing accommodations prior to the summative test.	$1,700.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

[Intentionally Blank]

Goal #	Description
Goal 6	Student Goal 3: CMP will see an annual improvement in English Language Arts performance on CMP and state assessments.

An explanation of why the LEA has developed this goal.

CMP students CAASPP scores show that while ELA performance is strong for many students there are still students that would benefit from additional reading support.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
ELA CAASPP test scores	Current ELA CAASPP test scores	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Improved ELA CAASPP test scores

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	RTI Process for ELA	CMP will utilize a Response to Intervention process for students not proficient in English Language Arts that builds upon and utilizes an individualized English Language Arts support plan.	$24,720.00	Yes
Action #2	ELA Interventions	CMP will maintain English Language Arts Intervention teachers and develop additional reading and writing support staff to support interventions at all campuses.	$9,435.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	ELA Enrichment	CMP will enhance English Language Arts enrichment and/or tutoring opportunities before and/or after school and during the summer.	$9,435.00	Yes
Action #4	CAASPP Testing Practice	CMP students will have opportunities to practice CAASPP testing and CASPP like questions via interim testing prior to the summative test and will have opportunities to become familiar with any testing accommodations prior to the summative test.	$1,700.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description

Goal 7	Student Goal 4: CMP will increase and improve services to unduplicated pupils: English language learners, low-income students, foster youth and homeless youth.

CMP needs to continue to enhance supports for a diversified population of students.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Enhanced Services and Support	Current professional development offerings	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Professional development opportunities focusing on cultural competency and English learner strategies

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Student Outreach	CMP will increase outreach to students identifying as a free and reduced lunch, English learner, and foster youth, through defined recruitment efforts.	$4,573.00	Yes
Action #2	Cultural Competency Professional Development	Provide cultural competency, culturally responsive teaching, diversity, equity, implicit bias and inclusion Professional Development to all staff to support a diverse population of students. Provide Professional Development for English learner oversight and will provide follow up trainings, lessons and strategies.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	English Learners	CMP will provide Professional Development for English learner oversight and will provide follow up trainings, lessons and strategies.	$2,000.00	Yes
Action #4	Summer Tutoring	CMP will explore offering a summertime tutoring program, to unduplicated and/or non-proficient students.	$19,307.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description

Goal 8	Teacher Goal 1: 100% of CMP teachers will be considered "Highly Qualified" by state and federal standards (within 3 years of employment at CMP) and 50% of CMP teachers will be considered a "Montessori Mentor" by CMP standards.

An explanation of why the LEA has developed this goal.

CMP teachers need to be provided with support, trainings and professional development to ensure they are providing the best service to the CMP learning community.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percent of highly qualified teachers and Montessori mentors	Current percent of qualified teachers and Montessori mentors	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Higher percentage of highly qualified teachers and Montessori mentors

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Montessori Training for Teachers and Teaching Assistants	CMP will continue to support Montessori training for teachers and teaching assistants.	$9,006.00	Yes
Action #2	Professional Development Plan Process Review	CMP's Professional Development Plan processes will be reviewed, refined and updated to include a definition and a rating system for "CMP Montessori Mentor".	$24,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	Cleared California Teaching Credential	100% of CMP Teachers will have a cleared California Teaching Credential, within 5 years of employment of CMP. (Please note that as a public school, CMP can offer employment to teachers holding their preliminary California Teaching Credential, allowing them time to complete the requirements to finalize their Credential.)	$1,837.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 9	Teacher Goal 2: 80% of CMP teachers will be rated effective in combining Montessori and California standards aligned curriculums.

CMP students need to be instructed using the Montessori methodology in alignment with state standards.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Report cards	Current report cards	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Report cards updated to be standards based
Lesson plans	Current lesson plan offerings	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Exemplar lesson plans created
Teachers rated effective in combining Montessori and California state standards.	CMP will create a system of evaluating teacher effectiveness in combining Montessori and California state standards.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80% of teachers rated effective in combining Montessori and California state standards.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Professional Development Plan Observations	Professional Development Plans and processes will be reviewed to ensure Montessori and California standards aligned instructional practices are evaluated. Observations will evaluate whether the teacher is effective and provide support and guidance to becoming effective.	$24,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	Standards Based Report Cards	CMP will develop and implement standards based report cards and aligned rubrics and curriculum guides.	$24,720.00	Yes
Action #3	Exemplar Lesson Plans	CMP will create exemplar lesson plans.	$12,360.00	Yes
Action #4	Teacher Tuition Assistance	CMP will offer a tuition assistance program to teachers who commit to a certain length of teaching time at CMP.	$13,428.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

[Intentionally Blank]

Goal #	Description
Goal 10	Teacher Goal 3: All CMP staff will receive concentrated and targeted Professional Development.

CMP staff need Professional Development to support their professional goals within the CMP network.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Professional Development survey	Current status of Professional Development options	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Survey of PD needs.
Counselor Montessori training	Number of counselors without Montessori training	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Decreased number of counselors without Montessori training

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Staff Professional Development Survey	CMP will conduct a survey of the needs of all instructional staff for input into the professional development offered, to determine concentrated and targeted needs and will align professional development for instructional staff to academic targets.	$0.00	Yes
Action #2	New Program and Curriculum Professional Development	CMP will provide sustained, job embedded professional development to all teachers for any and all programs and curriculum adoptions.	$1,043.00	Yes
Action #3	Classified Staff Professional Development	All non-instructional staff will receive professional development to guide them in supporting and improving the CMP instructional core.	$1,043.00	Yes
Action #4	Montessori Training for Counselors	All CMP counselors will receive Montessori training opportunities.	$3,000.00	Yes
Action #5	Professional Learning Community Meetings	"Data Driven Professional Learning Community" meetings will be held at all grade levels.	$12,360.00	Yes
Action #6	Response to Intervention Process Trainings	The CMP Special Education, Counseling, and Behavior Departments will develop and provide training regarding the Response to Intervention process to support teachers with students showing behavioral challenges.	$121,916.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 11	Operational Goal 1: 95% of CMP staff will report a high level of job satisfaction and CMP will see an increased staff retention rate.

An explanation of why the LEA has developed this goal.

Happy and satisfied staff are critical for having a learning environment where students can thrive. Experienced staff are more likely to effectively support student learning.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Job satisfaction rate	No baseline	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	95% job satisfaction rate
Staff retention rate	Current staff retention rate.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Maintained or increased staff retention rate

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Professional Growth Plans	CMP will develop professional growth plans for all staff.	$10,000.00	Yes
Action #2	Career Ladders	CMP will develop a career ladder for all leadership positions.	$10,000.00	Yes
Action #3	Substitutes	CMP will recruit substitutes to adequately support each campus.	$29,160.00	Yes
Action #4	Creating Salary Scales	CMP will create salary scales for all positions within CMP.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #5	Recruitment Efforts in Diverse Communities	CMP will create a recruitment plan that considers diverse communities and increases recruitment efforts in diverse communities.	$4,573.00	Yes
Action #6	HR On-Boarding Process	CMP will refine the year round induction process of staff, as well as the creation of a training video and/or template to track the campus and Human Resource on-boarding.	$1,000.00	Yes
Action #7	Human Resources Conflict Mediation	CMP will offer conflict mediation through the Human Resources Department.	$0.00	Yes
Action #8	Classified Staff Retention Rate	CMP will increase the classified staff retention rate by offering full time teaching assistant and Club Montessori positions.	$0.00	Yes
Action #9	Stipends and Benefits	Provide robust stipend (Montessori, Longevity, and continuing education) and benefit programs to increase staff retention and satisfaction.	$634,182.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

[Intentionally Blank]

[Intentionally Blank]

[Intentionally Blank]

Goal #	Description
Goal 12	Operational Goal 2: 95% of CMP Special Education staff will be CMP employees.

In house special education staff can provide a better learning experience for students, compared to contracted staff.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Percentage of in house Special Education employees	Current number of Special Education employees	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	95% of Special Education staff as employees

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Recruitment Best Practices	CMP will develop recruitment best practices and relationships with credentialing entities.	$5,000.00	Yes
Action #2	Special Education Dedicated Space	CMP will have dedicated space offered for special education services.	$0.00	Yes
Action #3	Special Education Trainings	CMP will provide specialized training for special education staff and professional development focused on special education practices.	$1,043.00	Yes
Action #4	Special Education Administrative Support	CMP will provide administrative support for special education services.	$91,138.00	Yes
Action #5	Special Education Recruitment Fairs	CMP will hold special education recruitment fairs to assist with hiring.	$1,000.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

[Intentionally Blank]

[Intentionally Blank]

[Intentionally Blank]

Goal #	Description
Goal 13	Operational Goal 3: CMP will create an operating reserve that includes 60 days cash on hand.

Having a sufficient cash on hand allows the organization to focus its attention on teaching and learning rather than financial sustainability.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Number of days of cash on hand	Current number of days of cash on hand	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	60 days of cash on hand

Actions

Action #	Title	Description	Total Funds	Contributing

Action #	Title	Description	Total Funds	Contributing
Action #1	Regular Finance Meetings	CMP will hold monthly school and/or department level, Board and Finance Committee, budgets-to-actuals meetings coordinated with a back office service provider.	$61,298.00	Yes
Action #2	Secure long term leases for all campuses in non-CMP owned facilities.	CMP will secure long term leases for all campuses in non-CMP owned facilities. CMP-Shingle Springs is in a CMP owned facility.	$0.00	Yes
Action #3	Enrollment and ADA Projections	CMP will commit to targeted enrollment and ADA projections.	$0.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Goal #	Description
Goal 14	Operational Goal 4: CMP's central office and site administration teams will work to build stronger systems and processes across the network.

An explanation of why the LEA has developed this goal.

CMP needs to have cohesive systems to ensure the administration teams are able to provide the highest level of support. Efficient systems allow for campus staff to focus their time and attention on teaching and learning.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Online parent communication system	ParentSquare fully utilized at each site	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	ParentSquare fully utilized at each site
Departmental review system	Current departmental review system	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Departmental review system that includes 360 departmental reviews

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Parent Communication System	More streamlined and efficient communication systems with families through an online parent communication system.	$1,789.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	Streamlined and Efficient Communication Systems	More streamlined and efficient communication systems within and across CMP Departments and school sites.	$397,651.00	Yes
Action #3	360 Degree Departmental Reviews	Conduct 360-degree departmental reviews with the goal of systems improvement.	$0.00	Yes
Action #4	Procedural Manuals for Central Administration Teams	Create procedural manuals for every department within the central administration team to ensure systems are seamless, accessible and accurate. Proper training and education on administration systems and processes will be provided to pertinent staff.	$11,000.00	Yes
Action #5	Consistent Processes	Processes will be consistent at each campus.	$232,436.00	Yes
Action #6	Best Attendance Practices	Review the current attendance process to determine effectiveness in increasing attendance rate and partner with authorizing school districts and/or county offices of education to offer wrap around services to support chronically absent students.	$18,500.00	Yes

Goal Analysis 2021-22

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
3.5%	$41,204.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students

CMP will be focusing on reinforcing fundamentals in English Language Arts and Mathematics to continue closing academic and achievement gaps after a year of pandemic learning. After testing students schoolwide, it is clear that there will be a need to teach and re-teach fundamental math, English language arts and Montessori principles. CMP also knows that it's students will require more social emotional support as they return to a more traditional school day and school year after more than a year of pandemic learning.

Additional funding will be spent as needed on pupil support by way of math and English language arts specialists to help improve achievement of pupils within low income, foster youth, and English Learner designations. CMP will also be providing summer academic programs for students for the first time to address potential learning loss. Within the MPP constraints, the LEA will be working to make at least the minimum proportionality percentage increase specifically in support services and materials supplied to students with low income, foster youth, and English Learners designations.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

CMP is hiring new staff to support reading and math, core instruction and intervention. CMP is also providing free academic summer programs to students that would benefit, prioritizing foster youth, English learners and low-income students.

Data Entry Table

Goal #	Action #	Action Title	Student Group(s)	Increased / Improved	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Montessori Materials		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
1	2	State and Montessori aligned ELA, Math and Science Curriculums		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing

1	3	Aligned Scope and Sequence and Student Work Plan Exemplar		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
1	4	AMS and WASC Accreditations		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
1	5	Personalized Digital Learning Opportunities		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
1	6	Social Emotional Learning Curriculum		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
2	1	Campus Safety		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
2	2	Student to Teacher/Teaching Assistant Ratio		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
2	3	Adequate Facility Space		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing

2	4	Ergonomic Work Environment		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
3	1	After School Sports		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
3	2	Well Rounded Education		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
3	3	VAPA Enrichment Menu of Options		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
3	4	CDE PFT		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
4	1	RTI Process to Include SEL		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
4	2	Full Implementation of PBIS		Yes	LEA-wide	English Learners, Foster Youth, Low Income	School Site	Ongoing

4	3	Chronically Absent Students		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
4	4	Student Suspensions		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
4	5	Student Leadership Opportunities		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
5	1	RTI Process for Math		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
5	2	Math Interventions		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
5	3	Math Enrichment		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
5	4	CAASPP Testing Practice		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing

6	1	RTI Process for ELA		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
6	2	ELA Interventions		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
6	3	ELA Enrichment		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
6	4	CAASPP Testing Practice		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
7	1	Student Outreach		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
7	2	Cultural Competency Professional Development		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
7	3	English Learners		Yes	Limited	English Learners	All Schools	Ongoing

7	4	Summer Tutoring		Yes	Limited	English Learners, Foster Youth, Low Income and/or Non-Proficient Students	All Schools	Ongoing
8	1	Montessori Training for Teachers and Teaching Assistants		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
8	2	Professional Development Plan Process Review		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
8	3	Cleared California Teaching Credential		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
9	1	Professional Development Plan Observations		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
9	2	Standards Based Report Cards		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing

9	3	Exemplar Lesson Plans		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
9	4	Teacher Tuition Assistance		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
10	1	Staff Professional Development Survey		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
10	2	New Program and Curriculum Professional Development		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
10	3	Classified Staff Professional Development		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
10	4	Montessori Training for Counselors		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
10	5	Professional Learning Community Meetings		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing

10	6	Response to Intervention Process Trainings		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
11	1	Professional Growth Plans		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
11	2	Career Ladders		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
11	3	Substitutes		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
11	4	Creating Salary Scales		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
11	5	Recruitment Efforts in Diverse Communities		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
11	6	HR On-Boarding Process		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing

11	7	Human Resources Conflict Mediation		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
11	8	Classified Staff Retention Rate		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
11	9	Stipends and Benefits		Yes	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	Ongoing
12	1	Recruitment Best Practices		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
12	2	Special Education Dedicated Space		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
12	3	Special Education Trainings		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
12	4	Special Education Administrative Support		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing

12	5	Special Education Recruitment Fairs		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
13	1	Regular Finance Meetings		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
13	2	Secure long term leases for all campuses in non-CMP owned facilities.		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
13	3	Enrollment and ADA Projections		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
14	1	Parent Communication System		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
14	2	Streamlined and Efficient Communication Systems		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing

14	3	360 Degree Departmental Reviews		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
14	4	Procedural Manuals for Central Administration Teams		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
14	5	Consistent Processes		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
14	6	Best Attendance Practices		Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing

Data Entry Table

Personnel Expense	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
0%			$10,000.00				
0%			$21,235.00				
100.00%			$24,720.00				
100.00%			$24,720.00				
0%			$31,575.00				
0%			$2,000.00				
0%			$0.00				
100.00%			$1,811,663.00				
9.66%			$721,426.00				

0%			$1,000.00				
100.00%			$4,896.00				
100.00%			$0.00				
100.00%			$33,618.00				
100.00%			$67,500.00				
100.00%			$10,300.00				
100.00%			$24,720.00				
100.00%			$24,720.00				
100.00%			$24,720.00				
100.00%			$1,000.00				
100.00%			$0.00				
100.00%			$28,262.00				
100.00%			$33,250.00				
100.00%			$1,700.00				
100.00%			$24,720.00				
100.00%			$0.00				
100.00%			$9,435.00				
100.00%			$1,700.00				
0%			$4,573.00				
0%			$5,000.00				
0%			$2,000.00				
82.76%			$0.00				
0%			$9,006.00				
100.00%			$0.00				
0%			$1,837.00				
100.00%			$24,720.00				
100.00%			$24,720.00				
100.00%			$12,360.00				
0%			$13,428.00				
0%			$0.00				
0%			$1,043.00				
0%			$1,043.00				

0%				$3,000.00				
100.00%				$0.00				
100.00%				$114,601.00				
100.00%				$0.00				
100.00%				$0.00				
100.00%				$0.00				
100.00%				$10,000.00				
0%				$4,573.00				
0%				$0.00				
0%				$0.00				
0%				$0.00				
100.00%				$634,182.00				
0%				$0.00				
0%				$0.00				
100.00%				$0.00				
100.00%				$0.00				
0%				$0.00				
0%				$0.00				
0%				$0.00				
0%				$0.00				
0%				$1,419.00				
100.00%				$397,651.00				
0%				$0.00				
100.00%				$0.00				
93.80%				$232,436.00				
100.00%				$0.00				

Total Expenditures Table

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Montessori Materials		$10,000.00	$0.00	$0.00	$0.00	$10,000.00

1	2	State and Montessori aligned ELA, Math and Science Curriculums		$21,235.00	$14,693.00	$0.00	$32,764.00	$68,692.00
1	3	Aligned Scope and Sequence and Student Work Plan Exemplar		$24,720.00	$0.00	$0.00	$0.00	$24,720.00
1	4	AMS and WASC Accreditations		$24,720.00	$0.00	$0.00	$0.00	$24,720.00
1	5	Personalized Digital Learning Opportunities		$31,575.00	$0.00	$0.00	$0.00	$31,575.00
1	6	Social Emotional Learning Curriculum		$2,000.00	$0.00	$0.00	$0.00	$2,000.00
2	1	Campus Safety		$0.00	$50,000.00	$0.00	$0.00	$50,000.00
2	2	Student to Teacher/Teaching Assistant Ratio		$1,811,663.00	$283,902.00	$0.00	$90,765.00	$2,186,330.00
2	3	Adequate Facility Space		$721,426.00	$0.00	$0.00	$0.00	$721,426.00
2	4	Ergonomic Work Environment		$1,000.00	$0.00	$0.00	$0.00	$1,000.00
3	1	After School Sports		$4,896.00	$0.00	$0.00	$0.00	$4,896.00

3	2	Well Rounded Education		$0.00	$0.00	$0.00	$8,023.00	$8,023.00
3	3	VAPA Enrichment Menu of Options		$33,618.00	$0.00	$0.00	$24,882.00	$58,500.00
3	4	CDE PFT		$67,500.00	$0.00	$0.00	$0.00	$67,500.00
4	1	RTI Process to Include SEL		$10,300.00	$0.00	$0.00	$0.00	$10,300.00
4	2	Full Implementation of PBIS		$24,720.00	$0.00	$0.00	$0.00	$24,720.00
4	3	Chronically Absent Students		$24,720.00	$0.00	$0.00	$0.00	$24,720.00
4	4	Student Suspensions		$24,720.00	$0.00	$0.00	$0.00	$24,720.00
4	5	Student Leadership Opportunities		$1,000.00	$0.00	$0.00	$0.00	$1,000.00
5	1	RTI Process for Math		$0.00	$0.00	$0.00	$13,600.00	$13,600.00
5	2	Math Interventions		$28,262.00	$0.00	$0.00	$4,988.00	$33,250.00
5	3	Math Enrichment		$33,250.00	$0.00	$0.00	$0.00	$33,250.00
5	4	CAASPP Testing Practice		$1,700.00	$0.00	$0.00	$0.00	$1,700.00
6	1	RTI Process for ELA		$24,720.00	$0.00	$0.00	$0.00	$24,720.00
6	2	ELA Interventions		$0.00	$0.00	$0.00	$9,435.00	$9,435.00
6	3	ELA Enrichment		$9,435.00	$0.00	$0.00	$0.00	$9,435.00

6	4	CAASPP Testing Practice		$1,700.00	$0.00	$0.00	$0.00	$1,700.00
7	1	Student Outreach		$4,573.00	$0.00	$0.00	$0.00	$4,573.00
7	2	Cultural Competency Professional Development		$5,000.00	$0.00	$0.00	$0.00	$5,000.00
7	3	English Learners		$2,000.00	$0.00	$0.00	$0.00	$2,000.00
7	4	Summer Tutoring		$0.00	$19,307.00	$0.00	$0.00	$19,307.00
8	1	Montessori Training for Teachers and Teaching Assistants		$9,006.00	$0.00	$0.00	$0.00	$9,006.00
8	2	Professional Development Plan Process Review		$0.00	$24,720.00	$0.00	$0.00	$24,720.00
8	3	Cleared California Teaching Credential		$1,837.00	$0.00	$0.00	$0.00	$1,837.00
9	1	Professional Development Plan Observations		$24,720.00	$0.00	$0.00	$0.00	$24,720.00
9	2	Standards Based Report Cards		$24,720.00	$0.00	$0.00	$0.00	$24,720.00
9	3	Exemplar Lesson Plans		$12,360.00	$0.00	$0.00	$0.00	$12,360.00
9	4	Teacher Tuition Assistance		$13,428.00	$0.00	$0.00	$0.00	$13,428.00

10	1	Staff Professional Development Survey		$0.00	$0.00	$0.00	$0.00	$0.00
10	2	New Program and Curriculum Professional Development		$1,043.00	$0.00	$0.00	$0.00	$1,043.00
10	3	Classified Staff Professional Development		$1,043.00	$0.00	$0.00	$0.00	$1,043.00
10	4	Montessori Training for Counselors		$3,000.00	$0.00	$0.00	$0.00	$3,000.00
10	5	Professional Learning Community Meetings		$0.00	$12,360.00	$0.00	$0.00	$12,360.00
10	6	Response to Intervention Process Trainings		$114,601.00	$7,315.00	$0.00	$0.00	$121,916.00
11	1	Professional Growth Plans		$0.00	$10,000.00	$0.00	$0.00	$10,000.00
11	2	Career Ladders		$0.00	$10,000.00	$0.00	$0.00	$10,000.00
11	3	Substitutes		$0.00	$29,160.00	$0.00	$0.00	$29,160.00
11	4	Creating Salary Scales		$10,000.00	$0.00	$0.00	$0.00	$10,000.00
11	5	Recruitment Efforts in Diverse Communities		$4,573.00	$0.00	$0.00	$0.00	$4,573.00
11	6	HR On-Boarding Process		$0.00	$1,000.00	$0.00	$0.00	$1,000.00

11	7	Human Resources Conflict Mediation		$0.00	$0.00	$0.00	$0.00	$0.00
11	8	Classified Staff Retention Rate		$0.00	$0.00	$0.00	$0.00	$0.00
11	9	Stipends and Benefits		$634,182.00	$0.00	$0.00	$0.00	$634,182.00
12	1	Recruitment Best Practices		$0.00	$5,000.00	$0.00	$0.00	$5,000.00
12	2	Special Education Dedicated Space		$0.00	$0.00	$0.00	$0.00	$0.00
12	3	Special Education Trainings		$0.00	$1,043.00	$0.00	$0.00	$1,043.00
12	4	Special Education Administrative Support		$0.00	$91,138.00	$0.00	$0.00	$91,138.00
12	5	Special Education Recruitment Fairs		$0.00	$1,000.00	$0.00	$0.00	$1,000.00
13	1	Regular Finance Meetings		$0.00	$61,298.00	$0.00	$0.00	$61,298.00
13	2	Secure long term leases for all campuses in non-CMP owned facilities.		$0.00	$0.00	$0.00	$0.00	$0.00

13	3	Enrollment and ADA Projections		$0.00	$0.00	$0.00	$0.00	$0.00
14	1	Parent Communication System		$1,419.00	$370.00	$0.00	$0.00	$1,789.00
14	2	Streamlined and Efficient Communication Systems		$397,651.00	$0.00	$0.00	$0.00	$397,651.00
14	3	360 Degree Departmental Reviews		$0.00	$0.00	$0.00	$0.00	$0.00
14	4	Procedural Manuals for Central Administration Teams		$0.00	$11,000.00	$0.00	$0.00	$11,000.00
14	5	Consistent Processes		$232,436.00	$0.00	$0.00	$0.00	$232,436.00
14	6	Best Attendance Practices		$0.00	$18,500.00	$0.00	$0.00	$18,500.00

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$4,436,472.00	$651,806.00	$0.00	$184,457.00	$5,272,735.00

Total Personnel	Total Non-Personnel
$4,324,421.00	$948,314.00

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds

1	1	Montessori Materials	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$10,000.00	$10,000.00
1	2	State and Montessori aligned ELA, Math and Science Curriculums	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$21,235.00	$68,692.00
1	3	Aligned Scope and Sequence and Student Work Plan Exemplar	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$24,720.00	$24,720.00
1	4	AMS and WASC Accreditations	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$24,720.00	$24,720.00
1	5	Personalized Digital Learning Opportunities	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$31,575.00	$31,575.00
1	6	Social Emotional Learning Curriculum	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$2,000.00	$2,000.00
2	1	Campus Safety	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$50,000.00
2	2	Student to Teacher/Teaching Assistant Ratio	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,811,663.00	$2,186,330.00
2	3	Adequate Facility Space	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$721,426.00	$721,426.00

2	4	Ergonomic Work Environment	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,000.00	$1,000.00
3	1	After School Sports	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$4,896.00	$4,896.00
3	2	Well Rounded Education	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$8,023.00
3	3	VAPA Enrichment Menu of Options	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$33,618.00	$58,500.00
3	4	CDE PFT	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$67,500.00	$67,500.00
4	1	RTI Process to Include SEL	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$10,300.00	$10,300.00
4	2	Full Implementation of PBIS	LEA-wide	English Learners, Foster Youth, Low Income	School Site	$24,720.00	$24,720.00
4	3	Chronically Absent Students	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$24,720.00	$24,720.00
4	4	Student Suspensions	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$24,720.00	$24,720.00
4	5	Student Leadership Opportunities	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,000.00	$1,000.00

5	1	RTI Process for Math	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$13,600.00
5	2	Math Interventions	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$28,262.00	$33,250.00
5	3	Math Enrichment	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$33,250.00	$33,250.00
5	4	CAASPP Testing Practice	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,700.00	$1,700.00
6	1	RTI Process for ELA	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$24,720.00	$24,720.00
6	2	ELA Interventions	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$9,435.00
6	3	ELA Enrichment	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$9,435.00	$9,435.00
6	4	CAASPP Testing Practice	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,700.00	$1,700.00
7	1	Student Outreach	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$4,573.00	$4,573.00
7	2	Cultural Competency Professional Development	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$5,000.00	$5,000.00
7	3	English Learners	Limited	English Learners	All Schools	$2,000.00	$2,000.00

7	4	Summer Tutoring	Limited	English Learners, Foster Youth, Low Income and/or Non-Proficient Students	All Schools	$0.00	$19,307.00
8	1	Montessori Training for Teachers and Teaching Assistants	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$9,006.00	$9,006.00
8	2	Professional Development Plan Process Review	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$24,720.00
8	3	Cleared California Teaching Credential	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,837.00	$1,837.00
9	1	Professional Development Plan Observations	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$24,720.00	$24,720.00
9	2	Standards Based Report Cards	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$24,720.00	$24,720.00
9	3	Exemplar Lesson Plans	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$12,360.00	$12,360.00
9	4	Teacher Tuition Assistance	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$13,428.00	$13,428.00
10	1	Staff Professional Development Survey	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$0.00

10	2	New Program and Curriculum Professional Development	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,043.00	$1,043.00
10	3	Classified Staff Professional Development	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,043.00	$1,043.00
10	4	Montessori Training for Counselors	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$3,000.00	$3,000.00
10	5	Professional Learning Community Meetings	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$12,360.00
10	6	Response to Intervention Process Trainings	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$114,601.00	$121,916.00
11	1	Professional Growth Plans	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$10,000.00
11	2	Career Ladders	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$10,000.00
11	3	Substitutes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$29,160.00
11	4	Creating Salary Scales	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$10,000.00	$10,000.00
11	5	Recruitment Efforts in Diverse Communities	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$4,573.00	$4,573.00

11	6	HR On-Boarding Process	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$1,000.00
11	7	Human Resources Conflict Mediation	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$0.00
11	8	Classified Staff Retention Rate	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$0.00
11	9	Stipends and Benefits	LEA-wide	English Learner, Foster Youth, Low Income	All Schools	$634,182.00	$634,182.00
12	1	Recruitment Best Practices	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$5,000.00
12	2	Special Education Dedicated Space	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$0.00
12	3	Special Education Trainings	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$1,043.00
12	4	Special Education Administrative Support	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$91,138.00
12	5	Special Education Recruitment Fairs	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$1,000.00
13	1	Regular Finance Meetings	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$61,298.00

13	2	Secure long term leases for all campuses in non-CMP owned facilities.	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$0.00
13	3	Enrollment and ADA Projections	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$0.00
14	1	Parent Communication System	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$1,419.00	$1,789.00
14	2	Streamlined and Efficient Communication Systems	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$397,651.00	$397,651.00
14	3	360 Degree Departmental Reviews	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$0.00
14	4	Procedural Manuals for Central Administration Teams	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$11,000.00
14	5	Consistent Processes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$232,436.00	$232,436.00
14	6	Best Attendance Practices	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	$0.00	$18,500.00

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$4,434,472.00	$5,251,428.00

| Limited Total: | $2,000.00 | $21,307.00 |
| Schoolwide Total: | $0.00 | $0.00 |

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State

Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included

within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's perse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information - Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need - Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange"

performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement - An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**:Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the

state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to

highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."
Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process

- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with

the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with

the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP. Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)

Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2020–21**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations* , Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners*: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).
Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:
Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.
Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rsate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

*Unduplicated Percentage > 55%:*For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local

priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**; Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school.

An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the inpidual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".
- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-personnel**: This amount will be automatically calculated.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.