

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions – 1 misassignment of teachers of EL
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home - 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) - 0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Based on feedback from the American Montessori Society and the Western Association of Schools and Colleges, CMP convened a group to investigate programs that would allow CMP to track students’ progress in standards mastery and provide a personalized digital learning experience for students. As a result of this work, CMP began using the Curriculum Associates i-Ready Diagnostic Grade-Level Placements and State Test Proficiency Assessment in the 2019-2020 school year. CMP teachers administer an online placement assessment in the fall of each school year. Additional assessments are administered in the winter and spring to track student growth over the course of the year. The i-Ready assessments are highly correlated to the CAASPP and the assessments give CMP teachers and school leaders opportunities to come together several times throughout the school year to adjust instruction based on student need. The assessments also allow CMP and its teachers to see which standards students have mastered and which standards students are still working on which allows CMP to target instruction to support students’ standards mastery. CMP has integrated Curriculum Associates resources into its Montessori Curriculum Guides so that teachers can have access to multiple methods (Montessori material/lesson, Curriculum Associates resource, etc.) to teach the specific standard.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA

| Subject | Textbooks and Instructional Materials |
|---|---|
| <p>English Language Arts K-3rd</p> | <p>As a public Montessori school, CMP utilizes both Montessori Materials and state standards aligned instructional materials. Over the past several years, CMP has worked to build Montessori Curriculum Guides aligned to the California State Standards that identify which Montessori materials/lessons correspond to each state standard and points to supplemental materials that allow for deeper exploration of the standard. The content included in the Montessori Curriculum Guides include:</p> <ul style="list-style-type: none"> • Montessori Curriculum • WASECA Montessori Phonics Program |

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| | <ul style="list-style-type: none"> • Curriculum Associates Resources <p>Over the past several years, CMP has been deepening its work in Phonics and Phonemic Awareness to provide reading interventions to students through the use of the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and Soday System Reading Intervention programs. Next school year CMP will make the SIPPS program available to all students in K-3rd Grade and intends to focus on providing teachers and teaching assistants professional development on best practices for these materials specifically and early literacy generally.</p> |
| <p>English Language Arts 4th-6th</p> | <p>As a public Montessori school, CMP utilizes both Montessori Materials and state standards aligned instructional materials. Over the past several years, CMP has worked to build Montessori Curriculum Guides aligned to the California State Standards that identify which Montessori materials/lessons correspond to each state standard and points to supplemental materials that allow for deeper exploration of the standard. The content included in the Montessori Curriculum Guides include:</p> <ul style="list-style-type: none"> • Montessori Curriculum • Curriculum Associates Resources • Novel Study <p>Over the past several years, CMP has been deepening its work in reading support in the upper elementary grades through the use of Read Naturally Live and Soday System Reading Intervention for students in need of additional support.</p> |
| <p>English Language Arts 7th-8th</p> | <p>As a public Montessori school, CMP utilizes both Montessori Materials and state standards aligned instructional materials. Over the past several years, CMP has worked to build Montessori Curriculum Guides aligned to the California State Standards that identify which Montessori materials/lessons correspond to each state standard and points to supplemental materials that allow for deeper exploration of the standard. The content included in the Montessori Curriculum Guides include:</p> <ul style="list-style-type: none"> • Montessori Curriculum • Curriculum Associates Resources • Novel Study |

- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)

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|---------|---------------------------------------|
| Subject | Textbooks and Instructional Materials |
|---------|---------------------------------------|

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| <p>English Language Development</p> | <p>CMP recognizes that it needs to further develop its implementation of the English Language Development standards. In its Strategic Plan, CMP commits to providing professional development for English Learner oversight as well as follow up trainings, lessons, and strategies. CMP currently uses the following for English Language Development:</p> <ul style="list-style-type: none"> • Montessori Language Arts Curriculum • WASECA Montessori Phonics Program • Curriculum Associates Resources • Systematic Instruction in Phonological Awareness, Phonics, and Sight (SIPPS) • Read Naturally Live • Sonday System Reading Intervention (Tier 2/3) <p>CMP is looking to partner with a professional development provider in the coming year(s) to continue to strengthen the implementation of the English Language Development Standards</p> |
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- Mathematics – Common Core State Standards for Mathematics

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| <p>Mathematics K-3rd</p> | <p>As a public Montessori school, CMP utilizes both Montessori Materials and state standards aligned instructional materials. Over the past several years, CMP has worked to build Montessori Curriculum Guides aligned to the California State Standards that identify which Montessori materials/lessons correspond to each state standard and points to supplemental materials that allow for deeper exploration of the standard. The content included in the Montessori Curriculum Guides include:</p> <ul style="list-style-type: none"> • Montessori Math Curriculum • Curriculum Associates Resources <p>CMP has a committee of teachers, deans, and principals working to strengthen the delivery of our Montessori and standards aligned instructional materials.</p> |
| <p>Mathematics 4th-6th</p> | <p>As a public Montessori school, CMP utilizes both Montessori Materials and state standards aligned instructional materials. Over the past several years, CMP has worked to build Montessori Curriculum Guides aligned to the California State Standards that identify which Montessori materials/lessons correspond to each state standard and points to supplemental materials that allow for deeper</p> |

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| | <p>exploration of the standard. The content included in the Montessori Curriculum Guides include:</p> <ul style="list-style-type: none"> • Montessori Math Curriculum • Curriculum Associates Resources <p>CMP has a committee of teachers, deans, and principals working to strengthen the delivery of our Montessori and standards aligned instructional materials.</p> |
| <p>Mathematics 7th-8th</p> | <p>As a public Montessori school, CMP utilizes both Montessori Materials and state standards aligned instructional materials. Over the past several years, CMP has worked to build Montessori Curriculum Guides aligned to the California State Standards that identify which Montessori materials/lessons correspond to each state standard and points to supplemental materials that allow for deeper exploration of the standard. The content included in the Montessori Curriculum Guides include:</p> <ul style="list-style-type: none"> • Curriculum Associates Resources <p>CMP has a committee of teachers, deans, and principals working to strengthen the delivery of our Montessori and standards aligned instructional materials.</p> |

- Next Generation Science Standards

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| <p>Science 4th – 5th</p> | <p>As a public Montessori school, CMP utilizes both Montessori Materials and state standards aligned instructional materials. Over the past several years, CMP has worked to align its instruction with the Next Generation Science Standards through the use of:</p> <ul style="list-style-type: none"> • Montessori Science Curriculum • Science Studies Weekly • Teacher’s Curriculum Institute (TCI) |
| <p>Science 6th-8th</p> | <p>As a public Montessori school, CMP utilizes both Montessori Materials and state standards aligned instructional materials. Over the past several years, CMP has worked to align its instruction with the Next Generation Science Standards through the use of:</p> <ul style="list-style-type: none"> • Montessori Science Curriculum (6th) • Science Studies Weekly • Teacher’s Curriculum Institute (TCI) |

- History-Social Science

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| History-Social Science | <p>As a public Montessori school, CMP utilizes both Montessori Materials and state standards aligned instructional materials. Over the past several years, CMP has worked to align its instruction with the California state standards through the use of:</p> <ul style="list-style-type: none">• Montessori History Curriculum• 4th -6th Teacher’s Curriculum Institute: Social Studies Alive! California’s Promise• 4th -6th Teacher’s Curriculum Institute: Social Studies Alive! America’s Past• 4th -6th Teacher’s Curriculum Institute: History Alive! Ancient World• 7th-8th Teacher’s Curriculum Institute: History Alive! The United States Through Industrialism• 7th-8th Teacher’s Curriculum Institute: History Alive! The Medieval World and Beyond |
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Parent and Family Engagement (LCFF Priority 3)

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| Building Relationships | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| 1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | | | | 4 | |
| 2. Rate the LEA’s progress in creating welcoming environments for all families in the community. | | | | | 5 |
| 3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children. | | | | 4 | |
| 4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | | | | | 5 |

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The CMP community encourages direct communication through regular parent-student-teacher conferences. CMP also holds regular “Principal Cafes” and “Campus Advisory Council” meeting opportunities to learn about and provide input into school activities.

In addition, the school utilizes a Parent Communication app, ParentSquare, which reaches 99% of families as a vehicle to share information and respond to inquiries/requests between all parents and staff. Through ParentSquare, the school can message families through a preferred phone number, email, etc. The school’s website allows parents to translate content to a preferred language to ensure effective communication.

CMP administration meets with students, families and staff each year to inform the LCAP. Through an open discussion format, stakeholders are encouraged to share feedback, ask questions and make suggestions for improvement regarding any school related topic. CMP also provides an online survey available to all families and staff to share feedback on LCAP. The LCAP process provides for the opportunity to practice a shared level of decision making, increasing the voice of all stakeholders.

In the fall of 2021, in alignment with its Strategic Plan, CMP partnered with Sacramento State University to provide Diversity, Equity, Inclusion, and Belonging professional development to all CMP schools. That partnership will continue into the 2022-23 school year.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| Building Partnerships | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| 1. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families. | | | | | 5 |

| Building Partnerships | 1 | 2 | 3 | 4 | 5 |
|---|----------|----------|----------|----------|----------|
| 2. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home. | | | | | 5 |
| 3. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | | | | | 5 |
| 4. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | | | | | 5 |

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

CMP has placed a focus on increasing effective communication between the parent/guardian and teaching/administrative communities. Teachers meet with parents multiple times throughout the school year (Initial Parent Meeting and Parent/Teacher Conferences) to provide an opportunity to discuss goals, objectives, progress on academic plans and discuss any issues or concerns that may be present. To ensure parents stay informed of their child’s progress throughout the school year, CMP regularly communicates via ParentSquare, email and phone calls. Parents can log in to Aeries and/or Google Classroom to see student work and grades. Campus administration will send home campus and classroom newsletters as another means of communication for families who prefer to not receive electronic communications.

CMP seeks to engage underrepresented families by first being present and visible in the school community. If campus administration feels that a family is not being reached through the normal modes of communication, direct phone calls and/or home visits will

be made to ensure the family is receiving the support that is needed. CMP also provides on campus services for families in need, including computer access, translators, meals, etc.

CMP also has an English Language Advisory Council that support engagement with our English Learner families and students.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

| Seeking Input | 1 | 2 | 3 | 4 | 5 |
|--|----------|----------|----------|----------|----------|
| 1. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | | | | 4 | |
| 2. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | | | | | 5 |
| 3. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | | | | | 5 |

| Seeking Input | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 4. Rate the LEA’s progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | | | | 4 | |

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The California Montessori Project (CMP) seeks to improve and promote partner involvement and collaboration through various pathways. For our families, CMP hosts regularly scheduled “Principal Cafes” in order to facilitate communication between families and school administration as well as an established Campus Advisory Council (CAC) composed of parent, teacher and administrative representation that is designed to provide a forum for stakeholder input. Additionally, CMP embraces an “Open Door Policy” in order to develop a culture of collaboration and common purpose.

The CMP campuses have fully implemented the communications tool, ParentSquare. Through ParentSquare, CMP administration is able to reach 99% of the family community. CMP wants to ensure that communication is readily available to all families, including underrepresented families without access to computers and/or the internet.

CMP encourages parent participation at school and sees parents as educational partners in their child’s learning.

In the fall of 2021, in alignment with its Strategic Plan, CMP partnered with Sacramento State University to provide Diversity, Equity, Inclusion, and Belonging professional development to all CMP schools. That partnership will continue into the 2022-23 school year. CMP hopes to improve our engagement and targeted outreach as a result of this training.

CMP continuously seeks input from various groups of stakeholders, especially as it relates to the LCAP process. LCAP meetings are held at each school, where students,

staff, and families are encouraged to provide input as a guide to help set goals and priorities.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

CMP continuously explores and develops methods, including surveys, for the learning community to provide feedback to the school administration. CMP encourages all members of its learning community (staff, parents, students) to provide feedback to ensure that CMP administration knows the impact of changes made to the program. Feedback opportunities are often provided anonymously in order to encourage open and honest communication.

CMP spent two years working with its education partners to develop its new Strategic Plan, which was adopted in June of 2021. During that time, CMP met with students, staff, and families from all six of its campuses. Additionally, annually during the LCAP process, CMP administration invites all community groups, including students, parents, credentialed staff and classified staff, to provide input regarding perceptions of the CMP program and seeking priorities for future work. These meetings are an integral part of the LCAP process as the gathering of community input sets forth the priorities for the upcoming years. In many stakeholder meetings, areas of school climate are brought up and feedback is provided on different manners to make improvements. These perspectives on the CMP program are greatly valued and inform our work.

CMP has a School Climate survey that is modeled off of the Health Kids Survey that students participate in. CMP will begin administering this survey again in school year 2022/23.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

As a Montessori public school, all of CMP's teachers are Montessori trained. This training includes English Language Arts, Math, Zoology, Botany, Social Studies, Geography, Physical Education, and Science to name a few of the subject matters. All CMP classrooms are equipped with the full suite of Montessori materials which in and of itself exposes students to a broad course of study.

Additionally, CMP has identified and currently utilizes several tools to articulate the expected schoolwide learner outcomes for students. In connection and alignment with California State Standards, CMP has created and implements a curriculum guide that outlines the specific content areas to be addressed. Further, CMP employs several assessment tools in order to measure progress towards meeting these articulated outcomes. One of the assessment tools utilized by CMP is the Curriculum Associates i-Ready diagnostic assessments in reading and math. This measure of progress provides the data necessary to uncover areas of need and drive appropriate instruction and interventions.

CMP is also making steady progress against goals within its Strategic Plan to ensure that all CMP students have access to enrichment programs, during the school day and outside of traditional school hours including sports, physical education, standards aligned field trips, academics, visual and performing arts, and STEM.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All CMP students have access to the following program components:

- Comprehensive academic and social skills development using Montessori-based curriculum aligned to the California State Standards
- Highly qualified, dynamic, California State Credentialed and Montessori-trained/certified teachers (dual certification)
- Low student-to-teacher ratios
- Quality didactic Montessori learning materials
- State standards aligned instructional materials

- Personalized technology based (Curriculum Associates i-Ready) reading and math program that provide targeted on-line instruction and data to teachers to inform their instruction.
- Full implementation of Response to Intervention (RTI) model with academic intervention programs
- PBIS Practices, positive behavioral support program, and Social Emotional Learning program to support appropriate school behavior
- Dean of Students to support implementation of RTI, PBIS Behavior support, curriculum alignment/ implementation and accreditations
- Monthly Principal’s Café or designated time for parents and community members to meet with and talk to the Principal

As a part of its Strategic Plan, CMP made a commitment to implement California standards aligned instructional materials for English/Language Arts and Math (including for students in need of intervention and remediation), and Next Generation Science Standards instructional materials for science which will be in alignment with the core Montessori curriculum and has been successful in achieving that goal. CMP has adopted and provides a Social Emotional Learning Curriculum to all students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

During the course of the COVID-19 pandemic the primary barriers to providing a broad course of study for all students has been two-fold. First, the ability to participate in some of standards aligned field trips, assemblies, and after school programs we have historically offered were unavailable due to public health precautions and requirements. We are now able to revisit offering some of those activities. Second, staffing challenges resulted in some positions being unfilled and other staff who would otherwise have been dedicated to offering a broad course of study filling in for other essential roles.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The following steps have been or are being taken to increase access and opportunity for all CMP students:

- CMP restarted its before and after school program
- CMP will be offering an Expanded Learning Opportunity Program during the 2022-23 school year
- CMP began offering field trips again in 2022
- CMP began offering sports again in 2022
- CMP developed new strategies and relationships to recruit staff
- CMP expanded the use of the TCI Science Curriculum.

- Local and state assessments have shown that CMP would benefit from further training in early literacy and English Language Development best practices. As a result, CMP has built out its intervention systems and plans to partner with a high-quality professional development provider.
- Local and state assessments have shown that CMP would benefit from further training in math instruction best practices. As a result, CMP has formed a committee of teachers, deans, and principals to work on strengthening CMP's Montessori Math and state standards aligned math scope and sequence.
- CMP utilizes its diagnostic math and reading assessments (i-Ready, DIBELS, etc.) to identify student need and target instruction appropriately.
- CMP is working to achieve the goals articulated in its Strategic Plan to have dedicated staff for math intervention, reading intervention, physical education, and other enrichments (VAPA, Music, Art, Outdoor Learning, etc.) at each school site.
- Restarted in 2021-22 our Positive Behavioral Interventions and Supports (PBIS) team which is responsible for the implementation of the PBIS behavior program with the purpose of supporting all students with a peaceful learning environment through the reduction of minor incidents, office discipline referrals, suspensions, and expulsions.
- Provided Social Emotional Professional Development for school staff to best support student and staff mental health following the pandemic.