

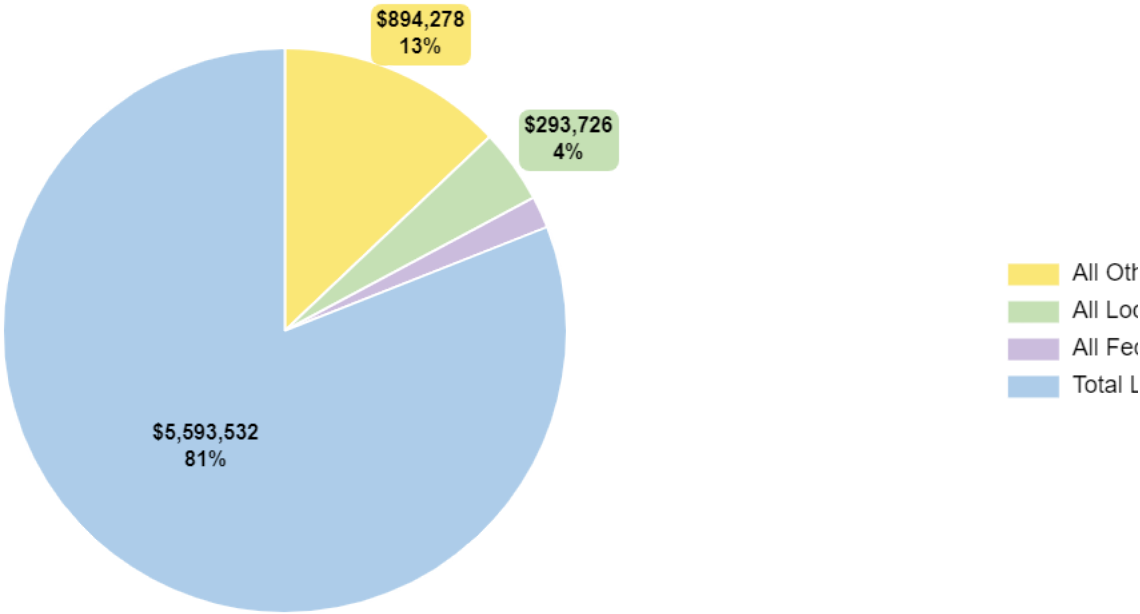
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Montessori Project-Shingle Springs Campus
CDS Code: 09618380111724
School Year: 2023-24
LEA Contact Information: Stephanie Garrettson sgarrettson@cacmp.org 9169712432

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

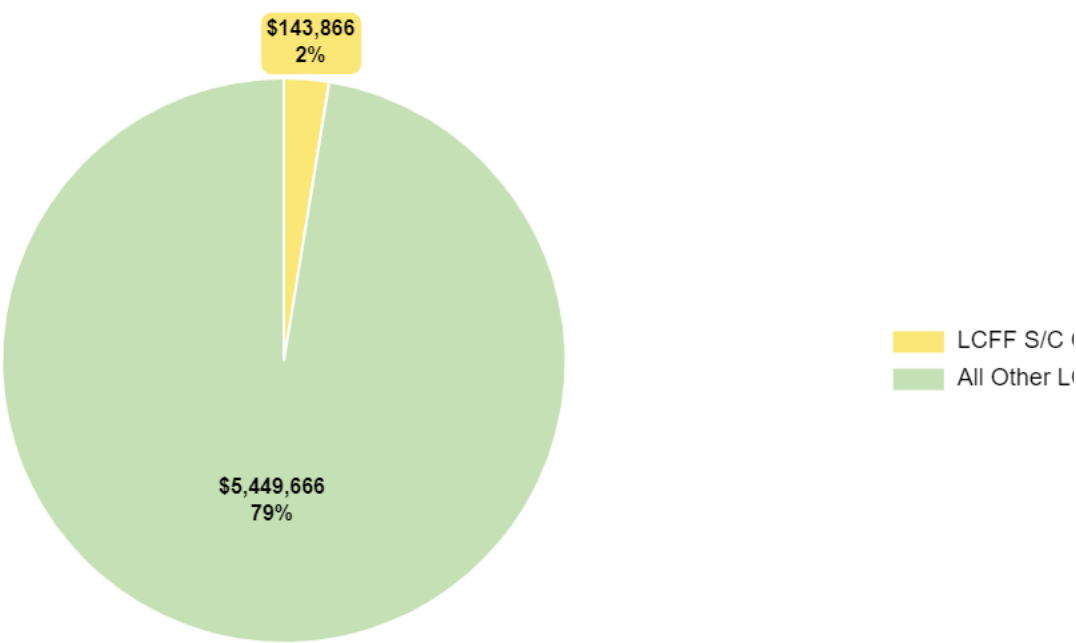
Budget Overview for the 2023-24 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$894,278	13%
All Local Funds	\$293,726	4%
All Federal Funds	\$126,085	2%
Total LCFF Funds	\$5,593,532	81%

Breakdown of Total LCFF Funds



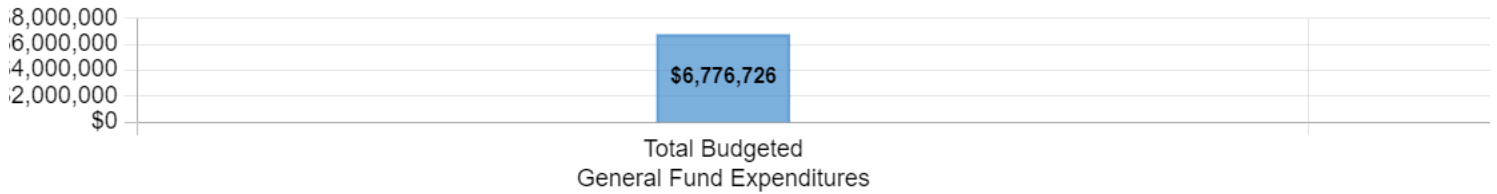
Source	Funds	Percentage
LCFF S/C Grants	\$143,866	2%
All Other LCFF Funds	\$5,449,666	79%

These charts show the total general purpose revenue California Montessori Project-Shingle Springs Campus expects to receive in the coming year from all sources.

The total revenue projected for California Montessori Project-Shingle Springs Campus is \$6,907,621, of which \$5,593,532 is Local Control Funding Formula (LCFF), \$894,278 is other state funds, \$293,726 is local funds, and \$126,085 is federal funds. Of the \$5,593,532 in LCFF Funds, \$143,866 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much California Montessori Project-Shingle Springs Campus plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

California Montessori Project-Shingle Springs Campus plans to spend \$6,776,726 for the 2023-24 school year. Of that amount, \$6,651,972 is tied to actions/services in the LCAP and \$124,754 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

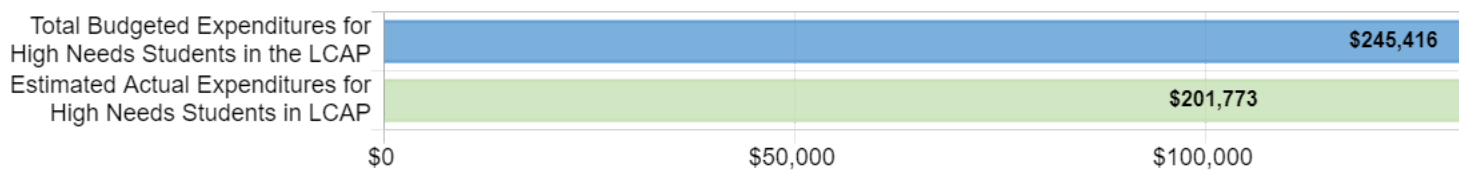
General Fund Budget Expenditures for the school year not included in the LCAP were dedicated to general school operations.

Increase or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, California Montessori Project-Shingle Springs Campus is projecting it will receive \$143,866 based on the enrollment of foster youth, English learner, and low-income students. California Montessori Project-Shingle Springs Campus must describe how it intends to increase or improve services for high needs students in the LCAP. California Montessori Project-Shingle Springs Campus plans to spend \$540,785 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what California Montessori Project-Shingle Springs Campus budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what California Montessori Project-Shingle Springs Campus estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2022-23, California Montessori Project-Shingle Springs Campus's LCAP budgeted \$245,416 for planned actions to increase or improve services for high needs students. California Montessori Project-Shingle Springs Campus actually spent \$201,773 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and estimated actual expenditures of \$43,643 had the following impact on California Montessori Project-Shingle Springs Campus's ability to increase or improve services for high needs students:

In some cases, actual expenditures were less than anticipated due to lower-than-expected materials costs or inability to fill a planned for position. In all instances, CMP students had access to high quality instructional materials and staff dedicated to providing a high quality, 21st century Montessori education.

Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

**NOTE:* The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming School Year: This information is automatically generated.

Current School Year: This information is automatically generated.

Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- *Expenditures Not in the LCAP:* This amount is automatically calculated.
- *Brief description for High Needs Students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" is less than the amount in "LCFF Supplemental & Concentration Grants", a prompt will appear and the LEA must provide a brief description of the additional

actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Expenditures for High Needs Students in the 2021–22 School Year

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.
- *Brief description for actual expenditures for high needs students:* If the amount in “Total Budgeted Expenditures for High Needs Students in the LCAP” for the 2021–22 school year is greater than the amount in “Actual Expenditures for High Needs Students in LCAP”, a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

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 2023-24

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 Transitional 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 after school care, and a conference room/teachers' lounge. The buildings are in very good condition and are maintained on a daily basis by CMP 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 allowed 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 Transitional 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.

California Montessori Project (CMP) saw some great success with overall academics. While the state and CMP's authorizing districts saw a decline in Math and English Language Arts test scores, CMP saw increases in both areas. CMP credits this success to the renewed attention to offering a Montessori education aligned with CA state standards and strong instructional practices.

CMP also went through the process of re-establishing the Positive Behavioral Interventions and Supports system (an evidence-based framework for supporting students' behavioral, academic, social, emotional and mental health needs).

CMP partnered with Sacramento State University for professional development in diversity, equity and inclusion training. This resulted in the drafting of a network-wide 'Acceptance, Belonging and Care'

Statement.

CMP rolled out a new, evidence-based, Tier 1, Science of Reading early literacy program. This program has already shown strong results in its first year of implementation.

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.

Under the Every Student Succeeds Act (ESSA), CMP-Shingle Springs qualified for Additional Targeted Support Identification (ATSI) using Criteria 2: Schools with a student group(s) with all indicators at the lowest status level but one indicator at another status level. The ATSI qualification is based on indicator results shown on the CA School Dashboard.

At CMP-Shingle Springs, the students with 'Two or More Races' student group showed the following results on the CA School Dashboard:

- * Chronic Absenteeism - Very High
- * Suspension - Very Low
- * Academic English Language Arts - No Performance Level
- * Academic Math - No Performance Level

CMP will provide additional supports to the students with 'Two or More Races' student group, particularly surrounding absenteeism.

While the whole school population at CMP saw growth in English Language Arts (ELA) and Math, there is still significant room to improve. CMP will seek growth in ELA and Math through a more defined instructional practice. CMP will seek further improvement with continued work with a dedicated math committee, focus on early literacy and a dedication to continue with high-quality "Tier 1" instruction.

While CMP's suspension rate is very low, there is also room for improvement in addressing student behavior on campus. CMP will provide attention here through a Positive Behavioral Interventions and Supports (PBIS) approach, which is an evidence-based framework for supporting students' behavioral, academic, social, emotional and mental health needs, and with a focus on restorative justice practices.

LCAP Highlights

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

Over the past 3 years, CMP has worked with its educational partners on creating and refining a Strategic Plan that is in alignment with the LCAP goals and actions. These goals have been organized into four strands based on the three main components of Montessori education and a commitment to operational excellence:

- * Student Goals
- * Teacher Goals
- * Environmental Goals
- * Operational Goals

CMP is thankful for the feedback from its educational partners and is grateful for a successful year with continuous improvement.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was

considered before finalizing the LCAP.

The 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 and implementation of the Strategic Plan and Local Control Accountability Plans (LCAP). During the month of May, CMP's Superintendent, Brett Barley, met with 4 distinct groups of educational partners at each site, to receive input. Members of the community (including parent/guardians, credentialed staff, classified staff and students) were invited to meetings where the LCAP, and Strategic Plan goals and action steps were shared. Educational Partners were asked to help prioritize goals for the following year. Following the meeting, a survey was sent to Educational Partners giving an additional opportunity to provide input.

Input from the Educational Partner meetings and the survey input was reviewed for common threads. Considerations of fiscal impact and timeline were considered when reviewing this input. This input contributed to the Strategic Plan and the LCAP Plan.

Under the Every Student Succeeds Act (ESSA), CMP-Shingle Springs qualified for Additional Targeted Support Identification (ATSI) using Criteria 2: Schools with a student group(s) with all indicators at the lowest status level but one indicator at another status level. The ATSI qualification is based on indicator results shown on the CA School Dashboard.

At CMP-Shingle Springs, the 'Two or More Races' subgroup showed the following results on the CA School Dashboard:

- * Chronic Absenteeism - Very High
- * Suspension - Very Low
- * Academic English Language Arts - No Performance Level
- * Academic Math - No Performance Level

During the Educational Partner meetings, this information was shared and feedback was requested on how to serve the 'Two or More Races' subgroup.

A summary of the feedback provided by specific educational partners.

Survey respondents encouraged CMP to continue focus on:

- * All classrooms have full complement of Montessori materials.
- * Maintain a low student to teacher ratio. 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. Provide all Teaching Assistants opportunities to become Montessori trained.
- * Continue to ensure all students have access to a well-rounded education during the traditional school

day, including physical education and engaging, standards-aligned field trips.

- * Research and expand best practices for student leadership opportunities in all grade levels.
- * Hire Math Intervention Teachers and develop additional math support staff to support math interventions at all campuses.
- * Maintain English Language Arts Intervention Teachers and develop additional reading and writing support staff to support interventions at all campuses.
- * Provide cultural competency and responsive teaching, diversity, equity, implicit bias and inclusion Professional Development to all staff to support a diverse population of students.
- * Continue to support Montessori Training for Teachers and Teaching Assistants.
- * Professional Development Plans and processes will be reviewed to ensure Montessori and California standards aligned instructional practices are evaluated.
- * 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.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The input from CMP stakeholders from this LCAP season helped refine the goals and actions in the Strategic Plan and the LCAP. Some of this work included:

- * Continued support for Montessori Training for teachers
- * Dedicated PE Teacher(s) at each campus
- * Fieldtrips occurring at each grade level
- * Growing the CMP Music, Visual and Performing Arts offerings
- * Each classroom has a full complement of Montessori materials, and a process to replenish materials if they are broken and/or depleted
- * Math Committee formed and committee members trained colleagues on GLEAM (Grade-Level, Engaging, Affirming, and Meaningful) Instruction
- * SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)/Heggerty

training to staff and lessons to students in lower elementary; partnered with CORE to implement evidence based early literacy programing; offered Sonday, Wilson, and Barton for students in need; dyslexia program established

Goals and Actions

Goal

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.

CMP needed greater connection between Montessori and state standards so that all students have access to standards aligned instruction and teachers have the resources to provide standards aligned instruction.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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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.	CMP-Shingle Springs has full classroom inventories of Montessori materials.	Deans and classroom teachers conducted inventories of materials. Materials are then ordered throughout the school year or over the summer, based on identified need.	[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	CMP campuses are using a combination of California State Standards aligned programs: Ready, TCI and Digits.	CMP-Shingle Springs is using a combination of California State Standards aligned programs: Ready, Digits and Teacher's Curriculum Institute.	[Intentionally Blank]	CMP will have ELA, Math and Science curriculums that are aligned with Montessori and state standards.

Aligned Scope and Sequence and Student Work Plan Exemplar	CMP does not have aligned Scope and Sequences and Student Work Plan exemplars.	Scope and Sequence and Curriculum guides are in progress. Student Work Plan exemplars have not been created and will be further discussed.	CMP completed aligned scope and sequence curriculum guides.	[Intentionally Blank]	CMP will have a Scope and Sequences and Student Work Plan Exemplars across all grades.
AMS and WASC Accreditations	CMP is accredited through AMS and WASC.	American Montessori Society and Western Association of Schools and Colleges accreditations are approved through 2023.	American Montessori Society and Western Association of Schools and Colleges accreditations received a one-year extension, and are approved through June 2024.	[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.	\$15,450.00	Yes
Action #2	State and Montessori aligned English Language Arts, 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.	\$100,398.22	No
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.	\$28,994.50	No
Action #4	AMS and WASC Accreditations	CMP will maintain accreditation through American Montessori Society and Western Association of Schools and Colleges.	\$28,994.50	No
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.	\$96,185.52	Yes
Action #6	Social Emotional Learning Curriculum	CMP will provide a Social Emotional Learning curriculum to all students.	\$2,060.00	Yes

Goal Analysis 2022-23

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.

CMP is planning to work on the scope and sequence for math in the summer of 2023 and the student work plan exemplar is a future project.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between budgeted expenditures and estimated actual expenditures are due to over budgeting for multi-year subscriptions that were paid for up front, not needing additional expenses each year. There were also elements in the original curricular plan that were not purchased.

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

Specific actions to make progress toward the goal of all students having access to a high quality, 21st Century Montessori education that is California state standards aligned included: an annual audit of classroom Montessori materials; English Language Arts, Math and Science adopted curriculums aligned with California state standards; curriculum guides completed; accreditations with Western Association of Schools and Colleges and American Montessori Society accreditations approved through June 2024.

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.

No changes needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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.

An explanation of why the LEA has developed this goal.

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.	CMP-Shingle Springs is discussing the possibility of installing security cameras.	CMP-Shingle Springs installed security cameras at all main entry points and locks for the Cedar/Mimos a classroom.	[Intentionally Blank]	Updated and/or enhanced campus safety measures.

Student to adult classroom ratios and Montessori trained Teachers and Teaching Assistants.	Current classroom ratio.	CMP continuously made efforts to ensure that each classroom had a Teacher and a Teaching Assistant.	CMP supports Montessori trainings for all teachers and Teacher Assistants. Several Teaching Assistants attended the Super Duper Saturday Montessori training and others completed the week-long introduction course.	[Intentionally Blank]	Maintained classroom ratios.
Sufficient space and resources for learning and working.	Current space configurations and resources.	CMP-Shingle Springs has sufficient space for learning and working.	CMP-Shingle Springs added an additional Transitional Kindergarten/ Kindergarten classroom.	[Intentionally Blank]	Additional space offerings for extra services.
Staff satisfaction with work space ergonomics.	Current work spaces.	CMP addresses requests as they arise. Through ergonomic assessments, supports have been purchased.	CMP is addressing requests as they arise.	[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.	\$7,354.20	No
Action #2	Student to Teacher/Teaching Assistant Ratio and Montessori Training for Teachers and Teaching Assistants	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.	\$2,229,207.37	No
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.	\$849,962.18	No
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.	\$1,030.00	No

Goal Analysis 2022-23

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.

None.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The difference between the budgeted expenditures and the estimated actual expenditures is due to the costs to keep a low student to teacher ratio were higher than anticipated. Also, the security measures taken at the campus (security cameras and classroom locks) and addition of a Transitional Kindergarten/Kindergarten classroom cost less than anticipated.

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

To make progress toward the goal of all students and staff having access to a safe, fully functioning, adequate space for learning and working, CMP conducts annual safety audits; CMP-Shingle Springs installed security cameras for each main entry point and locks for the Cedar/Mimosa classroom; added an additional Transitional Kindergarten/Kindergarten classroom; supports Montessori training for Teachers and Teaching Assistants; and addresses ergonomic needs as they arise.

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.

No changes needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
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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).
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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.	CMP-Shingle Springs had a Performing Arts Teacher serving students in Transitional Kindergarten-8th grade.	CMP-Shingle Springs had a Performing Arts Teacher serving students in Transitional Kindergarten-8th grade.	[Intentionally Blank]	Formalized menu of VAPA options.
CDE PFT scores	Current CDE PFT scores	The Physical Fitness Test was conducted during the spring.	To be determined. Physical fitness testing was conducted in the spring and the results are not available to measure progress.	[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.	\$2,060.00	No
Action #2	Well Rounded Education, including PE and Field Trips	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.	\$12,463.00	No
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.	\$61,027.50	No
Action #4	California Department of Education Physical Fitness Test	CMP students tested on the California Department of Education Physical Fitness Test will increase their proficiency level.	\$80,340.00	No

Goal Analysis 2022-23

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.

CMP is looking to continue to grow its after school and field trip offerings after putting both enrichments on pause during the pandemic. CMP-Shingle Springs currently has a Performing Arts teacher to serve Transitional Kindergarten-8th grade students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in budgeted expenditures and estimated actual expenditures are due to less staff available in enrichment, including library, than originally planned.

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

CMP-Shingle Springs provides a robust Physical Education to all students, participates in multiple sports programs through the local sports league, and field trips have resumed across every grade level.

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.

No changes needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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. The 'Two or More Races' subgroup qualified CMP-Shingle Springs for Additional Targeted Support and Improvement (ATSI), because of Chronic Attendance rating on the California School Dashboard. Although, suspension scores did not factor in to CMP-Shingle Springs' qualification, ATSI does suggest that all other indicators are monitored for the identified subgroup.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Response to Intervention process will incorporate Social Emotional Learning.	RTI in process of including full Social Emotional Learning support.	Social Emotional learning trainings were held during Early Release Days and school Counselors are providing information on the curriculum to our educational partners.	Social Emotional learning trainings were held during Early Release Days and school Counselors are providing information on the curriculum to our educational partners.	[Intentionally Blank]	RTI process updated with Social Emotional Learning
MTSS	Partial implementation of MTSS and PBIS	The Positive Behavioral Interventions and Supports training program is being rebuilt after Distance/Hybrid Learning. CMP received a grant to support Multi Tiered Systems of Support, and training begins in September 2022.	CMP partnered with Multi Tiered Systems of Support (MTSS) Coaches to build a standardized MTSS implementation plan. Positive Behavioral Interventions and Supports (PBIS) program was restarted.	[Intentionally Blank]	Full implementation of MTSS and PBIS

Students chronically absent	Current level of students chronically absent	Absenteeism has been impacted by the pandemic the past three school years. CMP will establish a baseline in the future.	<p>CMP-Shingle Spring's overall chronic absenteeism rate increased from 22.09% in 2021-2022 to 23.69% in 2022-2023. Attendance has been impacted this year by illness and severe weather. Parents are more cautious about sending their children to school after the pandemic. The 'Two or More Races' subgroup fell into the 'very high' category on the California school Dashboard, qualifying CMP-Shingle Springs for Additional Targeted Support and Improvement (ATSI).</p>	[Intentionally Blank]	Maintained or reduced number of students chronically absent
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Student suspension rate	Current student suspension rate	Need to establish a new baseline after three years impacted by the pandemic. Training on restorative practices is underway.	At CMP-Shingle Springs the total number of students suspended increased from 0 students in 2021-2022 to 3 students in 2022-2023. The 'Two or More Races' subgroup fell into the 'very low' category on the California school Dashboard. Because of Chronic Attendance scores, CMP-Shingle Springs qualified for Additional Targeted Support and Improvement (ATSI).	[Intentionally Blank]	Maintained or reduced suspension rate.
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Student leadership opportunities	Current offerings of student leadership opportunities	All campuses are resuming Middle School businesses.	CMP-Shingle Springs resumed Middle School businesses this year. A classroom buddy system was implemented across all grade levels.	[Intentionally Blank]	Expanded offerings of student leadership opportunities
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Actions

Action # Title		Description	Total Funds	Contributing
Action #1	Response to Intervention Process to Include Social Emotional Learning	CMP will continue to update the Response to Intervention process to incorporate Social Emotional Learning.	\$11,381.50	Yes
Action #2	Full Implementation of Positive Behavioral Interventions and Supports	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.	\$28,994.50	Yes
Action #3	Reduction of Chronically Absent Students	CMP will see an annual reduction in the numbers of students chronically absent.	\$28,994.50	Yes
Action #4	Reduction of Student Suspensions and Training on Restorative Alternatives	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.	\$28,994.50	Yes
Action #5	Student Leadership Opportunities	CMP will research and expand best practices for student leadership opportunities in all grade levels.	\$2,060.00	Yes

Goal Analysis 2022-23

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.

The overall chronic absenteeism rate at CMP-Shingle Springs increased. Chronic absenteeism increased from 22.09% in 2021-2022 to 23.69% in 2022-2023. The CA Dashboard classified the subgroup 'Two or More Races' as having a chronic absenteeism rate as very high. We acknowledge the significance of addressing chronic absenteeism and its impact on student success and overall academic outcomes, and will put further focus to this student group to ensure greater attendance rates.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

One of CMP's planned actions was to provide increased student leadership opportunities. While there were not expenses directly related to this action, CMP-Shingle Springs did resume the Middle School business and a classroom buddy system was implemented across all grade levels.

CMP does recognize the importance of student leadership and the benefits it brings to their overall development and the school community.

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

In working toward an increase in student climate and culture satisfaction, CMP-Shingle Springs focused on the following:

- * Social Emotional learning trainings were held during Early Release Days and School Counselors are providing information on the curriculum to our educational partners.
 - * CMP partnered with Multi-Tiered Systems of Support (MTSS) Coaches to build a standardized MTSS implementation plan.
 - * Positive Behavioral Interventions and Supports (PBIS) program was restarted at the campus.
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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.

No changes needed.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goal

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

An explanation of why the LEA has developed this goal.

CMP students' Math CAASPP scores are not as strong as the ELA scores. The 'Two or More Races' subgroup qualified CMP-Shingle Springs for Additional Targeted Support and Improvement (ATSI), because of the Chronic Attendance rating on the California School Dashboard. Although, Math scores did not factor in to CMP-Shingle Springs' qualification, ATSI does require that all other indicators are monitored for the identified subgroup.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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Math CAASPP test scores	Current math CAASPP test scores	CAASPP testing was taken in the spring.	CMP students performed higher than the the state on the statewide assessment for Math. The 'Two or More Races' subgroup qualified CMP-Shingle Springs for Additional Targeted Support and Improvement (ATSI), because of the Chronic Attendance rating on the California School Dashboard. Although, Math scores did not factor in to CMP-Shingle Springs' qualification, ATSI does require that all other indicators are monitored for the identified subgroup.	[Intentionally Blank]	Improved math CAASPP test scores
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Actions

Action # Title		Description	Total Funds	Contributing
Action #1	Response to Intervention 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.	\$14,008.00	Yes
Action #2	Math Interventions	CMP will hire math intervention teachers and develop additional math support staff to support math interventions at all campuses.	\$20,703.00	Yes
Action #3	Math Enrichment and Tutoring	CMP will provide math enrichment and/or tutoring opportunities before and/or after school and during the summer.	\$20,703.00	Yes
Action #4	CAASPP Testing Practice for Math	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.	\$1,751.00	Yes

Goal Analysis 2022-23

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.

None.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None.

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

Students took three diagnostic assessments over the course of the year which provided teachers with data to inform their instruction to meet the unique needs of the students. Students also took the state testing in the spring, and overall scored higher than the state.

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.

No changes needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 6	Student Goal 3: CMP will see an annual improvement in English Language Arts (ELA) 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. The 'Two or More Races' subgroup qualified CMP-Shingle Springs for Additional Targeted Support and Improvement (ATSI), because of the Chronic Attendance rating on the California School Dashboard. Although, ELA scores did not factor in to CMP-Shingle Springs' qualification, ATSI does require that all other indicators are monitored for the identified subgroup.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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ELA CAASPP test scores	Current ELA CAASPP test scores	CAASPP testing was taken in the spring.	CMP students performed higher than the state on the statewide assessment for English Language Arts. The 'Two or More Races' subgroup qualified CMP-Shingle Springs for Additional Targeted Support and Improvement (ATSI), because of the Chronic Attendance rating on the California School Dashboard. Although, ELA scores did not factor in to CMP-Shingle Springs' qualification, ATSI does require that all other indicators are monitored for the identified subgroup.	[Intentionally Blank]	Improved ELA CAASPP test scores
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Actions

Action # Title		Description	Total Funds	Contributing
Action #1	Response to Intervention Process for English Language Arts	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.	\$28,994.50	Yes
Action #2	English Language Arts Interventions	CMP will maintain English Language Arts Intervention teachers and develop additional reading and writing support staff to support interventions at all campuses.	\$50,503.99	Yes
Action #3	English Language Arts Enrichment and Tutoring	CMP will enhance English Language Arts enrichment and/or tutoring opportunities before and/or after school and during the summer.	\$50,503.99	Yes
Action #4	CAASPP Testing Practice for English Language Arts	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.	\$1,751.00	Yes

Goal Analysis 2022-23

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.

There were no substantive differences between the planned actions and their actual implementation. CMP successfully executed the actions outlined, resulting in improvement in English Language Arts performance on CMP and state assessments.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The difference in budgeted expenditures and estimated actual expenditures is due to staffing and benefits costs.

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

Students took three diagnostic assessments over the course of the year which provided teachers with data to inform their instruction to meet the unique needs of the students. Students also took the state testing in the spring, and overall scored higher than the state.

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.

No changes needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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.

An explanation of why the LEA has developed this goal.

CMP needs to continue to enhance supports for a diverse 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	CMP has contracted with Sacramento State University for professional development in diversity, equity, implicit bias and inclusion.	CMP continues work with Sacramento State University for professional development in diversity, equity, implicit bias and inclusion.	[Intentionally Blank]	Professional development opportunities focusing on cultural competency and English learner strategies
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Actions

Action # Title		Description	Total Funds	Contributing
Action #1	Student Recruitment Outreach	CMP will increase outreach to students identifying as a free and reduced lunch, English learner, and foster youth, through defined recruitment efforts.	\$0.00	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.	\$6,726.93	Yes
Action #3	English Learner Oversight and Professional Development	CMP will provide Professional Development for English learner oversight and will provide follow up trainings, lessons and strategies.	\$25,538.85	Yes
Action #4	Summer Tutoring	CMP will explore offering a summertime tutoring program, to unduplicated and/or non-proficient students.	\$19,886.21	Yes

Goal Analysis 2022-23

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.

CMP provided professional development in Diversity Equity and Inclusion work. Professional development for English Learner best practices will be revisited after CMP completes its DEI and Early Literacy training and implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Monies were budgeted for cultural competency professional development, however the contract with Sacramento State University for the Diversity, Equity and Inclusion professional development was paid in the 2021-2022 school year. CMP has not yet paid for the second contract which stretches over both 2022-2023 and 2023-2024 school years.

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

CMP staff had identified trainings on Diversity, Equity, Implicit Bias and Inclusion as a top goal for professional development within CMP. This work should provide progress toward this goal of increasing and improving services to unduplicated pupils (English language learners, low-income students, foster youth and homeless youth).

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.

No changes needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
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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.
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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	Due to the staffing shortage, CMP hired more Teachers with preliminary credentials.	At CMP-Shingle Springs, all teachers who have been teaching with CMP for five years or more have a cleared credential.	[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.	\$11,077.65	No
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".	\$28,994.50	No
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.)	\$20,523.78	No

Goal Analysis 2022-23

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.

CMP Professional Development Plans were reviewed by the Central Administration Team to ensure that were aligned with Strategic Plan Goals. All of CMP-Shingle Springs teachers that have been teaching with CMP for 5 years or more have a cleared credential.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were less teachers needing Montessori training than originally budgeted for.

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

In making progress toward the goal, CMP supported Montessori Trainings for all teachers and offered Montessori Overview and Super Duper Saturday to all TAs.

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.

No changes needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

An explanation of why the LEA has developed this goal.

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	CMP implemented standards based report cards for Transitional Kindergarten-6th Grade.	CMP used standards based report cards for Transitional Kindergarten-6th Grade.	[Intentionally Blank]	Report cards updated to be standards based
Lesson plans	Current lesson plan offerings	CMP Deans of Students are creating exemplar lessons plans.	CMP committee completed a scope and sequence curriculum guide.	[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.	Professional Development Plans (PDPs) are utilized with the teaching staff and site Principal. PDPs contain elements related to California State Standards.	CMP administration team reviewed Professional Development Plans to ensure Montessori and California state standards aligned instructional practices were evaluated.	[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.	\$25,461.60	No
Action #2	Standards Based Report Cards	CMP will develop and implement standards based report cards and aligned rubrics and curriculum guides.	\$28,994.50	No
Action #3	Aligned Scope and Sequence and Student Work Plan Exemplar	CMP will create scope and sequence and exemplar lesson plans.	\$14,497.25	No
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.	\$18,746.00	No

Goal Analysis 2022-23

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.

CMP made progress on each Action.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between budgeted expenditures and estimated actual expenditures are due to staffing and benefits costs.

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

CMP pays for Montessori training costs up front, CMP committee working on a scope and sequence curriculum guide, Teacher Professional Development Plans were reviewed to ensure Montessori and California standards aligned instructional practices were evaluated. These actions supported the goal of CMP teachers being able to effectively combine the California state standards and the Montessori pedagogy.

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.

No changes needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

An explanation of why the LEA has developed this goal.

CMP aims to provide concentrated and targeted professional to staff based on district priorities to best meet the needs of our students and staff.

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	Through education partner feedback sessions, CMP identified professional development in diversity, equity and inclusion as a top priority.	Through education partner feedback sessions, CMP identified professional development in diversity, equity and inclusion as a top priority.	[Intentionally Blank]	Survey of PD needs.
Counselor Montessori training	Number of counselors without Montessori training	The CMP-Shingle Springs School Counselor did not participate in Montessori training.	CMP is working with Counselors to identify training options.	[Intentionally Blank]	Decreased number of counselors without Montessori training

Actions

Action # Title		Description	Total Funds	Contributing
Action #1	Staff Professional Development Needs	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	No
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.	\$16,825.05	No
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.	\$16,825.05	No
Action #4	Montessori Training for Counselors	All CMP Counselors will receive Montessori training opportunities.	\$3,090.00	No
Action #5	Professional Learning Community Meetings	Data Driven Professional Learning Community meetings will be held at all grade levels.	\$14,497.25	No

Action # Title		Description	Total Funds	Contributing
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.	\$181,951.56	Yes

Goal Analysis 2022-23

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.

CMP made progress on each Action.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences between budgeted expenditures and estimated actual expenditures are due to differences in salaries and benefits.

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

CMP staff was offered professional development in diversity, equity and inclusion; professional development in early literacy strategies; opportunities to discuss strategies within smaller professional learning communities; and trainings regarding the Response to Intervention program to support with behavioral challenges. All of these actions support making progress toward the goal of all CMP staff receiving concentrated and targeted Professional Development.

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.

No changes needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing

Goal

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
Growth Plans, Career Ladders Created and Salary Scales Created	No baseline	CMP provides staff with professional growth plans, salary scales and benefits packages with the intention of increasing job satisfaction.	CMP provided staff with professional growth plans and updated salary scales.	[Intentionally Blank]	Growth plans and career ladders created.

Robust stipends and benefits	Current stipends and benefits	CMP provides many different types of stipends and a robust benefit package.	CMP provides many different types of stipends and increased it's contribution to staff benefits.	[Intentionally Blank]	Maintained or increased staff stipend and benefit amounts.
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Actions

Action # Title		Description	Total Funds	Contributing
Action #1	Professional Growth Plans	CMP will develop professional growth plans for all staff.	\$14,806.25	No
Action #2	Career Ladders	CMP will develop a career ladder for all leadership positions.	\$14,806.25	No
Action #3	Recruit Substitutes	CMP will recruit substitutes to adequately support each campus.	\$30,335.56	No
Action #4	Creating Salary Scales	CMP will create salary scales for all positions within CMP.	\$14,806.25	No

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.	\$1,372.99	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.	\$60,512.50	No
Action #7	Human Resources Conflict Mediation	CMP will offer conflict mediation through the Human Resources Department.	\$0.00	No
Action #8	Classified Staff Retention Rate	CMP will increase the classified staff retention rate by offering full time teaching assistant and Club Montessori positions.	\$1,030.00	No
Action #9	Provide Robust Stipends and Benefits	Provide robust stipend (Montessori, Longevity, and continuing education) and benefit programs to increase staff retention and satisfaction.	\$878,317.05	No

Goal Analysis 2022-23

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.

The action of defining career ladder opportunities for staff is in progress.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

All differences in budgeted expenditures and estimated actual expenditures are due to differences in salary and benefits costs.

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

To support the goal of a high level of job satisfaction and an increased retention rate, 100% of teachers had Professional Development Plans and 100 % of Principals had evaluations; the pool of available substitutes increased from 62-179; all CMP staff are now on paycales; Human Resources onboarding is completed through Paylocity; created 9 additional full time to roles to support Teaching Assistants and/or Club M staff; and increased pay, stipends and benefits for many staff members.

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.

No changes needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

An explanation of why the LEA has developed this goal.

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	In 2021-2022, 88% of the network-wide Special Education staff were CMP employees.	In 2022-2023, 90% of the network-wide Special Education staff were CMP employees.	[Intentionally Blank]	95% of Special Education staff as employees

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Human Resources Recruitment Best Practices and Partnerships	CMP will develop recruitment best practices and relationships with credentialing entities.	\$5,922.50	No
Action #2	Special Education Dedicated Space	CMP will have dedicated space offered for special education services.	\$0.00	No
Action #3	Special Education Trainings and Professional Development	CMP will provide specialized training for special education staff and professional development focused on special education practices.	\$16,825.05	No
Action #4	Special Education Administrative Support	CMP will provide administrative support for special education services.	\$361,570.17	No
Action #5	Special Education Recruitment Fairs	CMP will hold special education recruitment fairs to assist with hiring.	\$1,030.00	No

Goal Analysis 2022-23

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.

CMP made progress on each action.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in the budgeted expenditures and the estimated actual expenditures are due to less services needing to be offered through contracted Special Education positions.

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

Recruitment fairs were not as effective as CMP partnering with regional fellowship programs and deepening relationships with credentialing entities.

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.

No changes needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

An explanation of why the LEA has developed this goal.

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	In an effort to increase the number of days of cash on hand, CMP met regularly with the back office service provider to plan and budget. In 2021-2022, CMP-Shingle Springs had 61 days of cash on hand.	In an effort to increase the number of days of cash on hand, CMP met regularly with the back office service provider to plan and budget. In 2022-2023, CMP-Shingle Springs had 85 days of cash on hand.	[Intentionally Blank]	60 days of cash on hand

Actions

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.	\$67,847.13	No
Action #2	Secure Long Term Facility Leases	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	No
Action #3	Enrollment and ADA Projections	CMP will commit to targeted enrollment and ADA projections.	\$0.00	No

Goal Analysis 2022-23

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.

CMP-Shingle Springs Campus had a slightly lower enrollment count and Average Daily Attendance rate than projected.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

None.

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

These actions supported the goal of having a stable operating reserve.

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.

CMP is researching best practices for increasing attendance and will begin a robust attendance campaign.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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	ParentSquare is an online communication system that is adopted and implemented at each site.	ParentSquare is an online communication system that is fully utilized at each site.	[Intentionally Blank]	ParentSquare fully utilized at each site
Departmental review system	Current departmental review system	CMP's current departmental review system is still being utilized.	Principals received 360 feedback from their staff during their evaluations.	[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.	\$6,177.94	No
Action #2	Internal Communication Systems	More streamlined and efficient communication systems within and across CMP Departments and school sites.	\$646,759.66	No
Action #3	360 Degree Departmental Reviews	Conduct 360-degree departmental reviews with the goal of systems improvement.	\$0.00	No
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.	\$11,330.00	No
Action #5	Consistent Processes	Processes will be consistent at each campus.	\$257,262.07	No
Action #6	Student Attendance Processes	Review the current attendance process to determine effectiveness in increasing attendance rate and partner with authorizing school dis-	\$22,753.73	

Action # Title		Description	Total Funds	Contributing
		districts and/or county offices of education to offer wrap around services to support chronically absent students.		No

Goal Analysis 2022-23

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.

There were no substantive differences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Differences in budgeted expenditures and estimated actual expenditures are due to differences in substitute costs and salary scales.

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

CMP now has a technology ticketing system, a general HR email account, a general Student Services email account. CMP is also building out lists within ParentSquare to make communications across schools and departments more seamless. Principals received 360 feedback from their staff during their evaluations.

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.

No changes needed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$5,352,139.00	\$143,866.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3%	0%	\$0.00	4%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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 were considered first, and (2) how these actions are effective in meeting the goals for these students.

CMP will be focusing on reinforcing fundamentals in English Language Arts and Mathematics to continue closing academic gaps.. CMP will provide 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 continue to ensure that our foster youth, English learners and low-income students will have direct access to physical education, visual and performing arts, field trips and Montessori materials in the classroom.

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 continuing its efforts to hire, support, train and equip staff to provide strong Tier One instruction and intervention in reading and math.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	24:487	
Staff-to-student ratio of certified staff providing direct services to students	23:487	

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel	
1	1	Montessori Materials	English Learners, Foster Youth, Low Income	\$15,450.00	\$0.00	\$0.00	\$0.00	\$15,450.00
1	2	State and Montessori aligned English Language Arts, Math and Science Curriculum s	All	\$91,972.82	\$0.00	\$0.00	\$8,425.40	\$100,398.22
1	3	Aligned Scope and Sequence and Student Work Plan Exemplar	All	\$28,994.50	\$0.00	\$0.00	\$0.00	\$28,994.50
1	4	AMS and WASC Accreditati ons	All	\$28,994.50	\$0.00	\$0.00	\$0.00	\$28,994.50

1	5	Personalized Digital Learning Opportunities	English Learners, Foster Youth, Low Income	\$96,185.52	\$0.00	\$0.00	\$0.00	\$96,185.52
1	6	Social Emotional Learning Curriculum	English Learners, Foster Youth, Low Income	\$2,060.00	\$0.00	\$0.00	\$0.00	\$2,060.00
2	1	Campus Safety	All	\$0.00	\$7,354.20	\$0.00	\$0.00	\$7,354.20
2	2	Student to Teacher/Teaching Assistant Ratio and Montessori Training for Teachers and Teaching Assistants	All	\$1,904,963.37	\$103,000.00	\$0.00	\$221,244.00	\$2,229,207.37
2	3	Adequate Facility Space	All	\$849,962.18	\$0.00	\$0.00	\$0.00	\$849,962.18
2	4	Ergonomic Work Environment	All	\$1,030.00	\$0.00	\$0.00	\$0.00	\$1,030.00
3	1	After School Sports	All	\$2,060.00	\$0.00	\$0.00	\$0.00	\$2,060.00

3	2	Well Rounded Education, including PE and Field Trips	All	\$12,463.00	\$0.00	\$0.00	\$0.00	\$12,463.00
3	3	VAPA Enrichment	All	\$61,027.50	\$0.00	\$0.00	\$0.00	\$61,027.50
Goa	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	California Department of Education Physical Fitness Test	All	\$80,340.00	\$0.00	\$0.00	\$0.00	\$80,340.00
4	1	Response to Intervention Process to Include Social Emotional Learning	English Learners, Foster Youth, Low Income	\$11,381.50	\$0.00	\$0.00	\$0.00	\$11,381.50
4	2	Full Implementation of Positive Behavioral Interventions and Supports	English Learners, Foster Youth, Low Income	\$28,994.50	\$0.00	\$0.00	\$0.00	\$28,994.50

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	Chronicall y Absent Students	Foster Youth, Low Income	\$28,994.50	\$0.00	\$0.00	\$0.00	\$28,994.50
4	4	Reduction of Student Suspensions and Training on Restorative Alternatives	English Learners, Foster Youth, Low Income	\$28,994.50	\$0.00	\$0.00	\$0.00	\$28,994.50
4	5	Student Leadership Opportunities	English Learners, Foster Youth, Low Income	\$515.00	\$1,545.00	\$0.00	\$0.00	\$2,060.00
5	1	Response to Intervention Process for Math	English Learners, Foster Youth, Low Income	\$14,008.00	\$0.00	\$0.00	\$0.00	\$14,008.00
5	2	Math Interventions	English Learners, Foster Youth, Low Income	\$20,703.00	\$0.00	\$0.00	\$0.00	\$20,703.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	3	Enrichment and Tutoring	Foster Youth, Low Income	\$20,703.00	\$0.00	\$0.00	\$0.00	\$20,703.00
5	4	CAASPP Testing Practice for Math	English Learners, Foster Youth, Low Income	\$1,751.00	\$0.00	\$0.00	\$0.00	\$1,751.00
6	1	Response to Intervention Process for English Language Arts	English Learners, Foster Youth, Low Income	\$28,994.50	\$0.00	\$0.00	\$0.00	\$28,994.50
6	2	English Language Arts Interventions	English Learners, Foster Youth, Low Income	\$0.00	\$0.00	\$0.00	\$50,503.99	\$50,503.99
6	3	English Language Arts Enrichment and Tutoring	English Learners, Foster Youth, Low Income	\$0.00	\$0.00	\$0.00	\$50,503.99	\$50,503.99
6	4	CAASPP Testing Practice for English Language Arts	English Learners, Foster Youth, Low Income	\$1,751.00	\$0.00	\$0.00	\$0.00	\$1,751.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
7	1	Recruitment Outreach	Foster Youth, Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7	2	Cultural Competency Professional Development	English Learners, Foster Youth, Low Income	\$6,726.93	\$0.00	\$0.00	\$0.00	\$6,726.93
7	3	English Learner Oversight and Professional Development	English Learners	\$25,538.85	\$0.00	\$0.00	\$0.00	\$25,538.85
7	4	Summer Tutoring	English Learners, Foster Youth, Low Income and/or Non-Proficient Students	\$19,886.21	\$0.00	\$0.00	\$0.00	\$19,886.21
8	1	Montessori Training for Teachers and Teaching Assistants	All	\$11,077.65	\$0.00	\$0.00	\$0.00	\$11,077.65

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
8	2	Development Plan Process Review	All	\$28,994.50	\$0.00	\$0.00	\$0.00	\$28,994.50
8	3	Cleared California Teaching Credential	All	\$20,523.78	\$0.00	\$0.00	\$0.00	\$20,523.78
9	1	Professional Development Plan Observations	All	\$25,461.60	\$0.00	\$0.00	\$0.00	\$25,461.60
9	2	Standards Based Report Cards	All	\$28,994.50	\$0.00	\$0.00	\$0.00	\$28,994.50
9	3	Aligned Scope and Sequence and Student Work Plan Exemplar	All	\$14,497.25	\$0.00	\$0.00	\$0.00	\$14,497.25
9	4	Teacher Tuition Assistance	All	\$18,746.00	\$0.00	\$0.00	\$0.00	\$18,746.00
10	1	Staff Professional Development Needs	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goa I #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
10	2	and Curriculum Professional Development	All	\$16,825.05	\$0.00	\$0.00	\$0.00	\$16,825.05
10	3	Classified Staff Professional Development	All	\$16,825.05	\$0.00	\$0.00	\$0.00	\$16,825.05
10	4	Montessori Training for Counselors	All	\$3,090.00	\$0.00	\$0.00	\$0.00	\$3,090.00
10	5	Professional Learning Community Meetings	All	\$14,497.25	\$0.00	\$0.00	\$0.00	\$14,497.25
10	6	Response to Intervention Process Trainings	English Learners, Foster Youth, Low Income	\$181,951.56	\$0.00	\$0.00	\$0.00	\$181,951.56
11	1	Professional Growth Plans	All	\$14,806.25	\$0.00	\$0.00	\$0.00	\$14,806.25
11	2	Career Ladders	All	\$14,806.25	\$0.00	\$0.00	\$0.00	\$14,806.25

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		s						
11	4	Creating Salary Scales	All	\$14,806.25	\$0.00	\$0.00	\$0.00	\$14,806.25
11	5	Recruitment Efforts in Diverse Communities	English Learners, Foster Youth, Low Income	\$1,372.99	\$0.00	\$0.00	\$0.00	\$1,372.99
11	6	HR On-Boarding Process	All	\$60,512.50	\$0.00	\$0.00	\$0.00	\$60,512.50
11	7	Human Resources Conflict Mediation	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11	8	Classified Staff Retention Rate	All	\$0.00	\$1,030.00	\$0.00	\$0.00	\$1,030.00
11	9	Provide Robust Stipends and Benefits	All	\$878,317.05	\$0.00	\$0.00	\$0.00	\$878,317.05
12	1	Human Resources Recruitment Best Practices and Partnerships	All	\$5,922.50	\$0.00	\$0.00	\$0.00	\$5,922.50

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
12	2	Dedicated Space	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12	3	Special Education Trainings and Professional Development	All	\$0.00	\$16,825.05	\$0.00	\$0.00	\$16,825.05
12	4	Special Education Administrative Support	All	\$0.00	\$361,570.17	\$0.00	\$0.00	\$361,570.17
12	5	Special Education Recruitment Fairs	All	\$0.00	\$1,030.00	\$0.00	\$0.00	\$1,030.00
13	1	Regular Finance Meetings	All	\$0.00	\$67,847.13	\$0.00	\$0.00	\$67,847.13
13	2	Secure Long Term Facility Leases	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13	3	Enrollment and ADA Projections	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14	1	Parent Communication System	All	\$0.00	\$6,177.94	\$0.00	\$0.00	\$6,177.94

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
14	2	Information Systems	All	\$0.00	66	\$0.00	\$0.00	66
14	3	360 Degree Departmental Reviews	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
14	4	Procedural Manuals for Central Administration Teams	All	\$0.00	\$11,330.00	\$0.00	\$0.00	\$11,330.00
14	5	Consistent Processes	All	\$160,680.00	\$96,582.07	\$0.00	\$0.00	\$257,262.07
14	6	Student Attendance Processes	All	\$22,753.73	\$0.00	\$0.00	\$0.00	\$22,753.73

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Other State Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Total Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$5,352,139.00	\$143,866.00	2.69%	0.00%	2.69%	\$535,962.56	0.00%	10.01%

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$535,962.56	\$638,515.54
LEA-wide Total:	\$490,537.50	\$593,090.48
Limited Total:	\$45,425.06	\$45,425.06
Schoolwide Total:	\$0.00	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Montessori Materials	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$15,450.00	0%

Goa Action #		Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	5	Personalized Digital Learning Opportunities	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$96,185.52	0%
1	6	Social Emotional Learning Curriculum	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$2,060.00	0%
4	1	Response to Intervention Process to Include Social Emotional Learning	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$11,381.50	0%
4	2	Full Implementation of Positive Behavioral Interventions and Supports	Yes	LEA-wide	English Learners, Foster Youth, Low Income	School Site	\$28,994.50	0%

Goal Action #		Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	3	Reduction of Chronically Absent Students	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$28,994.50	0%
4	4	Reduction of Student Suspensions and Training on Restorative Alternatives	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$28,994.50	0%
4	5	Student Leadership Opportunities	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$515.00	0%
5	1	Response to Intervention Process for Math	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$14,008.00	0%

Goal Action #		Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
5	2	Math Interventions	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$20,703.00	0%
5	3	Math Enrichment and Tutoring	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$20,703.00	0%
5	4	CAASPP Testing Practice for Math	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$1,751.00	0%
6	1	Response to Intervention Process for English Language Arts	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$28,994.50	0%
6	2	English Language Arts Interventions	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools		0%

Goa Action #		Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
6	3	English Language Arts Enrichment and Tutoring	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools		0%
6	4	CAASPP Testing Practice for English Language Arts	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$1,751.00	0%
7	1	Student Recruitment Outreach	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$0.00	0%
7	2	Cultural Competency Professional Development	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$6,726.93	0%
7	3	English Learner Oversight and Professional Development	Yes	Limited	English Learners	All Schools	\$25,538.85	0%

Goal Action #		Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
7	4	Summer Tutoring	Yes	Limited	English Learners, Foster Youth, Low Income and/or Non-Proficient Students	All Schools	\$19,886.21	0%
10	6	Response to Intervention Process Trainings	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$181,951.56	0%
11	5	Recruitment Efforts in Diverse Communities	Yes	LEA-wide	English Learners, Foster Youth, Low Income	All Schools	\$1,372.99	0%

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$6,457,875.00	\$5,999,705.77

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Montessori Materials	No	\$15,000.00	\$424.89
1	2	State and Montessori aligned English Language Arts, Math and Science Curriculums	No	\$97,474.00	\$91,700.34
1	3	Aligned Scope and Sequence and Student Work Plan Exemplar	No	\$28,150.00	\$28,089.20
1	4	AMS and WASC Accreditations	No	\$28,150.00	\$28,089.20
1	5	Personalized Digital Learning Opportunities	No	\$93,384.00	\$42,700.00
1	6	Social Emotional Learning Curriculum	Yes	\$2,000.00	\$0.00
2	1	Campus Safety	No	\$7,140.00	\$8,105.41
2	2	Student to Teacher/Teaching Assistant Ratio and Montessori Training for Teachers and Teaching Assistants	No	\$2,164,279.00	\$2,260,325.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	3	Adequate Facility Space	No	\$825,206.00	\$684,372.00
2	4	Ergonomic Work Environment	No	\$1,000.00	\$0.00
3	1	After School Sports	No	\$2,000.00	\$2,000.00
3	2	Well Rounded Education, including PE and Field Trips	No	\$12,100.00	\$8,203.88
3	3	VAPA Enrichment Menu of Options	No	\$59,250.00	\$59,250.00
3	4	California Department of Education Physical Fitness Test	No	\$78,000.00	\$78,000.00
4	1	Response to Intervention Process to Include Social Emotional Learning	Yes	\$11,050.00	\$11,150.00
4	2	Full Implementation of Positive Behavioral Interventions and Supports	Yes	\$28,150.00	\$28,089.20
4	3	Reduction of Chronically Absent Students	Yes	\$28,150.00	\$28,089.20
4	4	Reduction of Student Suspensions and Training on Restorative Alternatives	Yes	\$28,150.00	\$28,089.20

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	5	Student Leadership Opportunities	No	\$1,000.00	\$0.00
5	1	Response to Intervention Process for Math	No	\$13,600.00	\$13,800.00
5	2	Math Interventions	Yes	\$20,100.00	\$20,100.00
5	3	Math Enrichment and Tutoring	No	\$20,100.00	\$20,100.00
5	4	CAASPP Testing Practice for Math	No	\$1,700.00	\$1,725.00
6	1	Response to Intervention Process for English Language Arts	Yes	\$28,150.00	\$28,089.20
6	2	English Language Arts Interventions	Yes	\$49,033.00	\$19,105.50
6	3	English Language Arts Enrichment and Tutoring	No	\$49,033.00	\$19,105.50
6	4	CAASPP Testing Practice for English Language Arts	No	\$1,700.00	\$1,725.00
7	1	Student Recruitment Outreach	Yes	\$0.00	\$0.00
7	2	Cultural Competency Professional Development	Yes	\$6,531.00	\$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	3	English Learner Oversight and Professional Development	Yes	\$24,795.00	\$22,958.33
7	4	Summer Tutoring	Yes	\$19,307.00	\$16,103.28
8	1	Montessori Training for Teachers and Teaching Assistants	No	\$10,755.00	\$1,420.00
8	2	Professional Development Plan Process Review	No	\$28,150.00	\$28,089.20
8	3	Cleared California Teaching Credential	No	\$19,926.00	\$1,800.00
9	1	Professional Development Plan Observations	No	\$24,720.00	\$28,089.20
9	2	Standards Based Report Cards	No	\$28,150.00	\$28,089.20
9	3	Aligned Scope and Sequence and Student Work Plan Exemplar	No	\$14,705.00	\$14,044.60
9	4	Teacher Tuition Assistance	No	\$18,200.00	\$18,117.00
10	1	Staff Professional Development Needs	No	\$0.00	\$0.00
10	2	New Program and Curriculum Professional Development	No	\$16,335.00	\$16,650.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
10	3	Classified Staff Professional Development	No	\$16,335.00	\$16,650.00
10	4	Montessori Training for Counselors	No	\$3,000.00	\$0.00
10	5	Professional Learning Community Meetings	No	\$14,075.00	\$14,044.60
10	6	Response to Intervention Process Trainings	No	\$176,652.00	\$156,016.26
11	1	Professional Growth Plans	No	\$14,375.00	\$11,115.40
11	2	Career Ladders	No	\$14,375.00	\$11,115.40
11	3	Recruit Substitutes	No	\$29,452.00	\$38,112.25
11	4	Creating Salary Scales	No	\$14,375.00	\$11,115.40
11	5	Recruitment Efforts in Diverse Communities	No	\$1,333.00	\$1,333.00
11	6	HR On-Boarding Process	No	\$58,750.00	\$40,412.65
11	7	Human Resources Conflict Mediation	No	\$0.00	\$0.00
11	8	Classified Staff Retention Rate	No	\$1,000.00	\$95,325.00
11	9	Provide Robust Stipends and Benefits	No	\$852,735.00	\$942,907.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
12	1	Human Resources Recruitment Best Practices and Partnerships	No	\$5,750.00	\$4,446.16
12	2	Special Education Dedicated Space	No	\$0.00	\$0.00
12	3	Special Education Trainings and Professional Development	No	\$16,355.00	\$16,650.00
12	4	Special Education Administrative Support	No	\$351,039.00	\$83,892.00
12	5	Special Education Recruitment Fairs	No	\$1,000.00	\$0.00
13	1	Regular Finance Meetings	No	\$65,871.00	\$65,440.00
13	2	Secure Long Term Facility Leases	No	\$0.00	\$0.00
13	3	Enrollment and ADA Projections	No	\$0.00	\$0.00
14	1	Parent Communication System	No	\$5,998.00	\$1,984.38
14	2	Internal Communication Systems	No	\$627,922.00	\$592,849.74
14	3	360 Degree Departmental Reviews	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
14	4	Procedural Manuals for Central Administration Teams	No	\$11,000.00	\$11,000.00
14	5	Consistent Processes	No	\$249,769.00	\$177,820.00
14	6	Student Attendance Processes	No	\$22,091.00	\$21,688.00

2022-23 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$143,653.00	\$245,416.00	\$201,773.91	\$43,642.09	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	6	Social Emotional Learning Curriculum	Yes	\$2,000.00	\$0.00	0.00%	0.00%
4	1	Response to Intervention Process to Include Social Emotional Learning	Yes	\$11,050.00	\$11,150.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
4	2	Full Implementation of Positive Behavioral Interventions and Supports	Yes	\$28,150.00	\$28,089.20	0.00%	0.00%
4	3	Reduction of Chronically Absent Students	Yes	\$28,150.00	\$28,089.20	0.00%	0.00%
4	4	Reduction of Student Suspensions and Training on Restorative Alternatives	Yes	\$28,150.00	\$28,089.20	0.00%	0.00%
5	2	Math Interventions	Yes	\$20,100.00	\$20,100.00	0.00%	0.00%
6	1	Response to Intervention Process for English Language Arts	Yes	\$28,150.00	\$28,089.20	0.00%	0.00%
6	2	English Language Arts Interventions	Yes	\$49,033.00	\$19,105.50	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
7	1	Student Recruitment Outreach	Yes	\$0.00	\$0.00	0.00%	0.00%
7	2	Cultural Competency Professional Development	Yes	\$6,531.00	\$0.00	0.00%	0.00%
7	3	English Learner Oversight and Professional Development	Yes	\$24,795.00	\$22,958.33	0.00%	0.00%
7	4	Summer Tutoring	Yes	\$19,307.00	\$16,103.28	0.00%	0.00%

2022-23 LCFF Carryover Table

Totals	9. Estimate d Actual LCFF Base Grant (Input Dollar Amount)	6. Estimate d Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover r %)	7. Total Estimate d Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimate d Actual Percentage of Improved Services (%)	11. Estimate d Actual Percentage of Increase d or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	\$4,622, 041.00	\$143,65 3.00	0.00%	3.11%	\$201,77 3.91	0.00%	4.37%	No carry- over	No carry- over

Instructions

- Plan Summary
- Engaging Educational Partners
- 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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 diverse educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 districtlevel goals and actions.

Information and resources that support effective 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Consistently low-performing student group(s) goal requirement:* An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the

“All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Low-performing school(s) goal requirement:* A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- *Goal Description:* Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 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 2021–22. 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 2022–23, 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 2023–24, 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 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 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 2023–24 LCAP year.
-

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 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	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 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

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 2021–24 LCAP from the 2017–2020 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 percent 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 percent attendance rate will benefit. However, because of the significantly lower attendance rate 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 percent 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 percent, 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the

number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024-25 LCAP, 2024-25 will be the coming LCAP Year and will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- *LCAP Year*: Identify the applicable LCAP Year.
- *1. Projected LCFF Base Grant*: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- *2. Projected LCFF Supplemental and/or Concentration Grants*: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the

basis of the number and concentration of unduplicated students for the coming school year.

- *3. Projected Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- *LCFF Carryover — Percentage:* Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- *Total Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

Contributing to Increased or Improved Services?:

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 individual 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 based on information provided in the Total Personnel column and the Total Funds column.

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).

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

Other State Funds:

Enter the total amount of Other State Funds utilized to implement this action, if any.

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:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Planned Percentage of Improved Services:

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- *10. Total Percentage to Increase or Improve Services for the Current School Year:* This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column

8. Total Estimated Actual Percentage of Improved Services (%)

- This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

13. LCFF Carryover — Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).