

2023–24 Local Control and Accountability Plan Annual Update

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

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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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.	Deans and classroom teachers conducted inventories of materials. Materials are then ordered throughout the school year or over the summer, based on identified need.	All classrooms, including SPED classrooms, will have a complete inventory of Montessori materials.

2	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.	Campuses utilize the Montessori method along with a blend of programs aligned with California State Standards, including Ready Classroom Mathematics and Teachers Curriculum Institute (TCI).	CMP will have ELA, Math and Science curriculums that are aligned with Montessori and state standards.
3	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.	The scope and sequence curriculum guide for Math was updated for 2023/24 and has continued to be refined for the 2024-2025 school year. All other guides and Student Work Plan Exemplars are future projects.	CMP will have a Scope and Sequences and Student Work Plan Exemplars across all grades.
4	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.	CMP-Shingle Springs was re-accredited by WASC in 2024 for another six-year term. There was an AMS accreditation visit in 2023/24 but the results of that visit have not yet been received.	CMP will continue to be accredited through AMS and WASC.

Goal Analysis

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.

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

CMP's action have been effective. We are making progress in all areas reported on the California School Dashboard (ELA, Math, Chronic Absenteeism, and Suspension Rates).

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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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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.	CMP purchased ergonomic equipment when necessary.	Updated and/or enhanced work spaces.
2	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.	The CMP-Shingle Springs campus is moving through the permitting process on a shade structure project for the summer of 2024 to provide a more shaded space for lunch.	Additional space offerings for extra services.
3	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.	All CMP-Shingle Springs teachers possess or are in progress of obtaining their Montessori certification. All classrooms have a TA. Average student to teacher ratio is 1 to 24.	Maintained classroom ratios.
4	Completed campus projects focused on	Current campus safety measures.	CMP-Shingle Springs is	CMP-Shingle Springs installed	The CMP-Shingle Springs upper	Updated and/or enhanced campus

	campus safety.		discussing the possibility of installing security cameras.	installed security cameras at all main entry points and locks for the Cedar/Mimosa classroom.	campus is housed in an enclosed facility and efforts are underway to fully enclose the lower campus; CMP maintains safety committees at each campus and invites local law enforcement and safety agencies to participate in the annual update of the safety plan.	safety measures.
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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).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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.	CMP-Shingle Springs Campus students completed the PFT in Spring of 2024. 98%-100% of 5th and 7th grade students participated in the 5 test components.	Maintained or increased CDE PFT scores
2	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.	CMP-Shingle Springs campus has a staff member providing performing arts instruction to students and has added Dancing	Formalized menu of VAPA options.

					Daisies dance program as an after school enrichment. But, the campus is not offering the full menu that our strategic plan strives for.	
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Goal #	Description
Goal 4	Student Goal 1: CMP will see an annual increase in student climate and culture satisfaction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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.	CMP-Shingle Springs continued with leadership opportunities started in the 22/23 school year. This year, the campus started the SOAR leadership program: "Student Outreach Advocacy Representatives" and a middle school business.	Expanded offerings of student leadership opportunities
2	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 CMP-Shingle Springs campus decreased their 2022-2023 suspension rate of 0.6% to 0.2% for the 2023-2024 school year. The CMP Student Services Department is developing a	Maintained or reduced suspension rate.

				the California school Dashboard. Because of Chronic Attendance scores, CMP-Shingle Springs qualified for Additional Targeted Support and Improvement (ATSI).	Behavior Playbook to help define practices when behavioral challenges arise.	
3	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.	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	The chronic absenteeism rate at the end of the year for CMP-Shingle Springs reduced from 23.7% in 22-23 to 7.2% in 23-24.	Maintained or reduced number of students chronically absent

				Improvement (ATSI).		
4	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.	MTSS Coaches are supporting CMP in implementing MTSS. CMP demonstrated growth on the self assessment. Placer County Office of Education is supporting CMP in the implementation of PBIS. CMP visited a PBIS platinum site and a few campuses applied for bronze/silver status.	Full implementation of MTSS and PBIS
5	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.	A new SST procedure manual was created and sent to all staff. This includes RTI and Social Emotional Learning. Includes information on Tier 1 and Tier 2 strategies.	RTI process updated with Social Emotional Learning

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Goal

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Math CAASPP test scores	Current math CAASPP test scores	CAASPP testing was taken in the spring.	CMP students performed higher than the the state	CMP students took the CAASPP test in the spring of 2024,	Improved math CAASPP test scores

			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.	however the scores have not been made available yet. CMP students also took iReady assessments three times throughout the school year. These assessments are an indicator as to how students will perform on the state standardized testing. CMP students saw the highest growth they have ever seen on the iReady diagnostics, and CMP expects that growth will also be seen on CAASPP test.	
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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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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'	CMP students took the CAASPP test in the spring of 2024, however the scores have not been made available yet. CMP students also took iReady	Improved ELA CAASPP test scores

				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.	assessments three times throughout the school year. These assessments are an indicator as to how students will perform on the state standardized testing. CMP students saw the highest growth they have ever seen on the iReady diagnostics, and CMP expects that growth will also be seen on CAASPP test.	
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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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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.	CMP continues work with Sacramento State University for professional development in diversity, equity, implicit bias and inclusion. Acceptance, Belonging, and	Professional development opportunities focusing on cultural competency and English learner strategies

					Care Teams were created at each campus to lead DEI work at the campus level.	
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Goal #	Description
Goal 8	Teacher Goal 1: 100% of CMP teachers will be considered “Highly Qualified” by state and federal standards (within 3 years of employment at CMP) and 50% of CMP teachers will be considered a “Montessori Mentor” by CMP standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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.	There are no CMP teachers who have been with CMP for more than five years that have not yet cleared their credential.	Higher percentage of highly qualified teachers and Montessori mentors

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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.	A committee has been formed to refine this process. The committee met twice and has evaluated options for teacher evaluation systems, will make recommendations on a system and develop a plan for implementation in the 2025-2026 school year. When reviewing teacher	80% of teachers rated effective in combining Montessori and California state standards.

					evaluation systems, the committee is looking for a system that is evidence-based and supports the Montessori methodology. The committee is hopeful the chosen teacher evaluation system will also work well for SPED teaching staff.	
2	Lesson plans	Current lesson plan offerings	CMP Deans of Students are creating exemplar lessons plans.	CMP committee completed a scope and sequence curriculum guide.	CMP Deans of Education have begun to develop the exemplar lesson plans.	Exemplar lesson plans created
3	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.	The Middle School Professional Learning Community reviewed the Middle School Report Card and updated, as needed, to a standards based model. The team is now reviewing and updating curriculum guides for all grade levels, as needed.	Report cards updated to be standards based

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

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1	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.	The CMP-Shingle Springs Counselor did not participate in Montessori training. CMP is investigating the National Center for Montessori in the Public Sector for opportunities for counselors.	Decreased number of counselors without Montessori training
2	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.	Survey was sent out to staff in February. Feedback was received and reviewed with administration and informed Professional Development for the upcoming year.	Survey of PD needs.

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In some cases, actual expenditures were more or less than anticipated due to higher or lower-than-expected materials costs or inability to fill a planned for position. In other cases, the planned expenditure was made at the Network level and then provide to the school and paid through the CMO fee rather than the line item originally articulated in the LCAP. In all instances, CMP students had access to high quality instructional materials and staff dedicated to providing a high quality, 21st century Montessori education.

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

CMP's action have been effective. We are making progress in all areas reported on the California School Dashboard (ELA, Math, Chronic Absenteeism, and Suspension Rates).

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.

With the introduction of the new three-year cycle for the LCAP, CMP is reorganizing the structure of its goals, metrics, and actions. However, no goals, metrics, or actions have been removed.

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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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.	CMP has performance evaluations that incorporates growth goals for all staff. Salary Scales have been created for all positions. CMP's HR Team has identified staff who are interested	Growth plans and career ladders created.

					in different roles and have connected these staff with their next steps to pursue their goal.	
2	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 its contribution to staff benefits.	CMP continues to offer a robust stipend structure on all pay scales for staff. CMP changed its benefit contribution structure that increases the total amount CMP invests in staff benefits each year and will weather increases in benefit costs along with staff. CMP has also adopted a robust mental health, nutrition, and finance support program that offers virtual services for staff.	Maintained or increased staff stipend and benefit amounts.

Goal Analysis

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 continues to make progress on its LCAP and Strategic Plan Goals. Each year CMP works with its educational partners to prioritize its LCAP and Strategic Plan Goals. Goals that were not worked on this year were those that did not rise to the highest priority level through our educational partner feedback sessions.

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.

In some cases, actual expenditures were more or less than anticipated due to higher or lower-than-expected materials costs or inability to fill a planned for position. In other cases, the planned expenditure was made at the Network level and then provide to the school and paid through the CMO fee rather than the line item originally articulated in the LCAP. In all instances, CMP students had access to high quality instructional materials and staff dedicated to providing a high quality, 21st century Montessori education.

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

CMP's action have been effective. We are making progress in all areas reported on the California School Dashboard (ELA, Math, Chronic Absenteeism, and Suspension Rates).

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.

With the introduction of the new three-year cycle for the LCAP, CMP is reorganizing the structure of its goals, metrics, and actions. However, no goals, metrics, or actions have been removed.

Goal

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of in house Special Education employees	Current number of Special Education employees	In 2021-2022, 88% of the network-wide Special Education	In 2022-2023, 90% of the network-wide Special Education	In 2023-2024, 84% of the network-wide Special Education	95% of Special Education staff as employees

staff were CMP
employees.staff were CMP
employees.staff were CMP
employees.

Goal Analysis

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 continues to make progress on its LCAP and Strategic Plan Goals. Each year CMP works with its educational partners to prioritize its LCAP and Strategic Plan Goals. Goals that were not worked on this year were those that did not rise to the highest priority level through our educational partner feedback sessions.

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.

In some cases, actual expenditures were more or less than anticipated due to higher or lower-than-expected materials costs or inability to fill a planned for position. In other cases, the planned expenditure was made at the Network level and then provide to the school and paid through the CMO fee rather than the line item originally articulated in the LCAP. In all instances, CMP students had access to high quality instructional materials and staff dedicated to providing a high quality, 21st century Montessori education.

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

CMP's action have been effective. We are making progress in all areas reported on the California School Dashboard (ELA, Math, Chronic Absenteeism, and Suspension Rates).

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.

With the introduction of the new three-year cycle for the LCAP, CMP is reorganizing the structure of its goals, metrics, and actions. However, no goals, metrics, or actions have been removed.

Goal

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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.	In an effort to increase the number of days of cash on hand, CMP met regularly with back office service provider to plan and budget. In 2023-2024, CMP had on average 61 days of cash on hand.	60 days of cash on hand

Goal Analysis

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 continues to make progress on its LCAP and Strategic Plan Goals. Each year CMP works with its educational partners to prioritize its LCAP and Strategic Plan Goals. Goals that were not worked on this year were those that did not rise to the highest priority level through our educational partner feedback sessions.

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.

In some cases, actual expenditures were more or less than anticipated due to higher or lower-than-expected materials costs or inability to fill a planned for position. In other cases, the planned expenditure was made at the Network level and then provide to the school and paid through the CMO fee rather than the line item originally articulated in the LCAP. In all instances, CMP students had access to high quality instructional materials and staff dedicated to providing a high quality, 21st century Montessori education.

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

CMP's action have been effective. We are making progress in all areas reported on the California School Dashboard (ELA, Math, Chronic Absenteeism, and Suspension Rates).

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.

With the introduction of the new three-year cycle for the LCAP, CMP is reorganizing the structure of its goals, metrics, and actions. However, no goals, metrics, or actions have been removed.

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.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	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.	Campus 360 reviews are established and completed for the year. Departmental reviews will be completed in the future.	Departmental review system that includes 360 departmental reviews
2	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.	ParentSquare has been adopted and implemented throughout the network.	ParentSquare fully utilized at each site

Goal Analysis

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 continues to make progress on its LCAP and Strategic Plan Goals. Each year CMP works with its educational partners to prioritize its LCAP and Strategic Plan Goals. Goals that were not worked on this year were those that did not rise to the highest priority level through our educational partner feedback sessions.

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.

In some cases, actual expenditures were more or less than anticipated due to higher or lower-than-expected materials costs or inability to fill a planned for position. In other cases, the planned expenditure was made at the Network level and then provide to the school and paid through the CMO fee rather than the line item originally articulated in the LCAP. In all instances, CMP students had access to high quality instructional materials and staff dedicated to providing a high quality, 21st century Montessori education.

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

CMP's action have been effective. We are making progress in all areas reported on the California School Dashboard (ELA, Math, Chronic Absenteeism, and Suspension Rates).

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.

With the introduction of the new three-year cycle for the LCAP, CMP is reorganizing the structure of its goals, metrics, and actions. However, no goals, metrics, or actions have been removed.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

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 2024-25

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. 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: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

CMP-Shingle Springs performed in the green (high performance) category for both English Language Arts and Math, yellow for Suspension Rate, and Red for Chronic Absenteeism. CMP implemented a new, evidence-based, Tier 1, Science of Reading early literacy program in 2022/23. This program has already shown strong results with students. In 2023/24 CMP implemented new, more rigorous, grade level and standards aligned math practices. On our internal assessments CMP saw greater growth in math than we have ever seen previously. CMP will seek further improvement by continuing its work with its dedicated math committee to ensure that all students received high quality grade level and standards aligned math instruction every day, maintaining its focus on evidence based early literacy instruction, and maintaining its commitment to high-quality Tier 1 instruction. CMP-Shingle Springs received a red

status (very low performance in this category) overall for chronic absenteeism. While CMP-Shingle Springs recognizes the need for improvement, their overall percentage of Chronically Absent students is less than the state. CMP-Shingle Springs recognizes the need to focus on chronic absenteeism and, because of this, CMP enhanced its efforts this school year by launching an attendance campaign to encourage students to come to school more regularly and to debunk attendance myths throughout the community. CMP-Shingle Springs saw an increase in performance in its Suspension Rate for the overall population, as well as the Hispanic subgroup, Socioeconomically Disadvantaged subgroup and the White subgroup. CMP 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 need) that had gone dormant during the pandemic. 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.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

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 - Red (Very Low Performance) * Suspension - Blue (Very High Performance) * Academic English Language Arts - No performance color assigned due to number of students in the subgroup * Academic Math - No performance color assigned due to number of students in the subgroup. CMP will provide additional supports to the students with 'Two or More Races' student group, particularly surrounding absenteeism. Chronic Absenteeism: All students had higher than usual chronic absenteeism rates than they have had historically. This is attributable to the effects of the pandemic, the requirement to isolate and quarantine, and families being more cautious about sending students to school with cold symptoms. CMP conducted a robust student attendance campaign to encourage stronger student attendance. CMP plans to continue efforts to bring students back to school on a more regular basis.

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

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 April, 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. Feedback was also solicited from the SELPA, ELAC, and the entire community at the May Board Meeting through a public hearing. 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. Survey respondents encouraged CMP to continue focusing on the following: * 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. * Continue to support Montessori Training for Teachers and Teaching Assistants. * Maintain English Language Arts Intervention Teachers and develop additional reading and writing support staff to support interventions at all campuses. * Provide math enrichment and/or tutoring opportunities before and/or after school. * Offer an articulated, rotating and universal visual and performing arts enrichment menu of options, broken out by grade level. * Hire Math Intervention Teachers and develop additional math support staff to support math interventions at all campuses. * 100% of CMP Teachers will have a cleared California Teaching Credential, within 5 years of employment of CMP. * Enhance English Language Arts enrichment and/or tutoring opportunities before and/or after school. * Provide

cultural competency and responsive teaching, diversity, equity, implicit bias and inclusion Professional Development to all staff to support a diverse population of students. A few new actions emerged as actions important to focus on. These actions and CMP's plan to address them are listed below:

- * Math enrichment and/or tutoring - The Club M team and Math Committee will partner to further refine the Math enrichment and tutoring opportunities before school, after school, and during the summer.
- * Visual and performing arts - Although anticipating a tight budget year, CMP is planning to continue offering visual and performing arts program at each site.
- * CMP teachers with cleared credentials - CMP's credentialing team will continue to work with CMP's current and prospective teaching staff on all available opportunities to earn and clear their credentials.
- * ELA enrichment and/or tutoring - The Club M team and Reading Intervention Team will partner to further refine the ELA enrichment and tutoring opportunities before school, after school, and during the summer.

It was encouraging to see that some of last year's top LCAP survey results were not at the top of the list this year. Listed below are some of the actions that CMP intentionally focused on during the 2023-2024 school year, as a direct result of the LCAP feedback:

- * Montessori materials - All classrooms and learning spaces are fully equipped with needed Montessori materials.
- * Student leadership opportunities - A variety of leadership opportunities are available at each campus.
- * Professional development plans focusing on Montessori and CA standards aligned instructional practices - Campus administration focused on instructional rounds at each school site
- * Conduct a survey of staff needs for professional development - Survey was conducted and the results framed the plan for the 2024-2025 school year

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 - Red (Very Low Performance)
- * Suspension - Blue (Very High Performance)
- * Academic English Language Arts - No performance color assigned due to number of students in the subgroup
- * Academic Math - No performance color assigned due to number of students in the subgroup

During the Educational Partner meetings, this information was shared and feedback was requested on how to serve the 'Two or More Races' student group. Some of the feedback received is shared below:

- * Celebrate attendance in culturally sensitive ways to increase engagement and awareness
- * Proactively communicate the impact of chronic absenteeism with parents
- * Offer community building opportunities to help foster a sense of belonging among students
- * Enforce the attendance policy with defined consequences.

These suggestions helped define the goals and actions within the LCAP. 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. Survey respondents encouraged CMP to continue focus on the following:

- * 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.
- * Continue to support Montessori Training for Teachers and Teaching Assistants.
- * Maintain English Language Arts Intervention Teachers and develop additional reading and writing support staff to support interventions at all campuses.
- * Provide math enrichment and/or tutoring opportunities before and/or after school.
- * Offer an articulated, rotating and universal visual and performing arts enrichment menu of options, broken out by grade level.
- * Hire Math Intervention Teachers and develop additional math support staff to support math interventions at all campuses.
- * 100% of CMP Teachers will have a cleared California Teaching Credential, within 5 years of employment of CMP.
- * Enhance English Language Arts enrichment and/or tutoring opportunities before and/or after school.
- * Provide cultural competency and responsive teaching, diversity, equity, implicit bias and inclusion Professional Development to all staff to support a diverse population of students.

A few new actions

emerged as actions important to focus on. These actions and CMP's plan to address them are listed below:

- * Math enrichment and/or tutoring - The Club M team and Math Committee will partner to further refine the Math enrichment and tutoring opportunities before school, after school, and during the summer.
- * Visual and performing arts - Although anticipating a tight budget year, CMP is planning to continue offering the current visual and performing arts program at each site.
- * CMP teachers with cleared credentials - CMP's credentialing team will continue to work with CMP's current and prospective teaching staff on all available opportunities to earn and clear their credentials.
- * ELA enrichment and/or tutoring - The Club M team and Reading Intervention Team will partner to further refine the ELA enrichment and tutoring opportunities before school, after school, and during the summer. It was encouraging to see that some of last year's top LCAP survey results were not at the top of the list this year. Listed below are some of the actions that CMP intentionally focused on during the 2023-2024 school year, as a direct result of the LCAP feedback:
- * Montessori materials - All classrooms and learning spaces are fully equipped with needed Montessori materials.
- * Student leadership opportunities - A variety of leadership opportunities are available at each campus.
- * Professional development plans focusing on Montessori and CA standards aligned instructional practices - Campus administration focused on instructional rounds at each school site
- * Conduct a survey of staff needs for professional development - Survey was conducted and the results framed the plan for the 2024-2025 school year

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 - Red (Very Low Performance)
- * Suspension - Blue (Very High Performance)
- * Academic English Language Arts - No performance color assigned due to number of students in the subgroup
- * Academic Math - No performance color assigned due to number of students in the subgroup

During the Educational Partner meetings, this information was shared and feedback was requested on how to serve the 'Two or More Races' student group. Some of the feedback received is shared below:

- * Celebrate attendance in culturally sensitive ways to increase engagement and awareness
- * Proactively communicate the impact of chronic absenteeism with parents
- * Offer community building opportunities to help foster a sense of belonging among students
- * Enforce the attendance policy with defined consequences.

These suggestions helped define the goals and actions within the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	CMP will strengthen the environmental component of the Montessori Learning Triangle.	Broad

State Priorities addressed by this goal.

Course Access, Basic, Implementation of State Standards

An explanation of why the LEA has developed this goal.

Montessori education links the child, the environment and the teacher in an interdependent triangle. These three components and the unique way they are connected are the pillars of a Montessori education. By strengthening one corner of the Montessori triangle you strengthen the entirety of the learning triangle itself. CMP aims to provide a quality, tuition-free Montessori Education that challenges our students to reach their full potential and we are more likely to reach that goal by strengthening the Montessori Learning Triangle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Montessori Materials	End of year inventories are completed and materials are ordered as needed.			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.	
2	State and Montessori aligned ELA, Math and Science Curriculums	Campuses utilize the Montessori method along with a blend of programs aligned with California State Standards, including Ready Classroom Mathematics and Teachers Curriculum Institute (TCI).			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.	
3	Aligned Scope and Sequence and Student Work Plan Exemplar	The scope and sequence curriculum guide for Math was updated for 2023/24 and has continued to be refined for the 2024-2025 school year. All other guides and Student Work Plan Exemplars are future projects.			Adopt an aligned scope and sequence across all grade levels and develop a rigorous Student Work Plan exemplar.	
4	AMS and WASC Accreditations	CMP was re-accredited by WASC in 2024 for another six-year term. There was an AMS accreditation visit in 2023/24 but the results of that visit have not yet been received.			CMP will maintain accreditation through American Montessori Society and Western Association of Schools and Colleges.	
5	Personalized Digital Learning Opportunities	CMP provides digital learning opportunities and the technology (i.e. Chromebooks, iPads, etc.) to run those programs.			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.	
6	Social Emotional Learning Curriculum	CMP provides Second Step.			CMP will provide a Social Emotional Learning curriculum to all students.	
7	Campus Safety	The upper campus is housed in an enclosed facility and efforts are underway to fully enclose the lower campus; CMP maintains safety committees at each campus and invites local law enforcement and safety agencies to participate in the annual update of the safety plan.			CMP will ensure each campus is housed in an enclosed facility; implement best practices with security camera installations on school grounds; maintain safety committees at each campus and invite local law enforcement and safety agencies to participate in the annual update of the safety plan.	
8	Student to Teacher/Teaching Assistant Ratio and Montessori Training for Teachers and Teaching Assistants	All teachers possess or are in progress of obtaining their Montessori certification. All classrooms have a TA. The CMP-Shingle Springs average student to teacher ratio is 1 to 24.			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.	
9	Adequate Facility Space	The CMP-Shingle Springs campus is moving through the permitting process on a shade structure project for the summer of 2024 to provide a more shaded space for lunch.			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.	
10	Ergonomic Work Environment	CMP purchased ergonomic equipment when necessary.			CMP will consult with staff to address proper seating and ergonomic screens to ensure a working environment that is designed for efficiency and comfort.	
11	After School Sports	CMP-Shingle Springs students are offered 13			CMP will continue to offer after-school	

		different sport opportunities through the El Dorado County Small Schools Sports League, including boys and girls soccer which was newly added this year.			multi-sport opportunities.	
12	Well Rounded Education	CMP students have access to a well-rounded education, which includes PE, field trips, etc.			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.	
13	VAPA Enrichment Menu of Options	CMP-Shingle Springs campus has a staff member providing performing arts instruction to students and has added Dancing Daisies dance program as an after school enrichment.			CMP will offer an articulated, rotating and universal visual and performing arts enrichment menu of options, broken out by grade level.	
14	CDE PFT	98%-100% of CMP-Shingle Springs' 5th and 7th grade students			100% of CMP-Shingle Springs 5th and 7th grade students participated in the 5	

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 Analysis

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

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Aligned Curriculums	All students will have access to a high quality, 21st Century Montessori education that is	\$135,681.00	No

Action #	Title	Description	Total Funds	Contributing
		California state standards aligned.		
Action #2	Space for Learning	All students and staff will have access to a safe, fully functioning, adequate space for learning and working.	\$761,765.00	No
Action #3	Enrichment	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).	\$157,370.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 2	CMP will strengthen the student component of the Montessori Learning Triangle.	Broad

State Priorities addressed by this goal.

School Climate, Student Achievement, Student Engagement, Pupil Outcomes

An explanation of why the LEA has developed this goal.

Montessori education links the child, the environment and the teacher in an interdependent triangle. These three components and the unique way they are connected are the pillars of a Montessori education. By strengthening one corner of the Montessori triangle you strengthen the entirety of the learning triangle itself. CMP aims to provide a quality, tuition-free Montessori Education that challenges our students to reach their full potential and we are more likely to reach that goal by strengthening the Montessori Learning Triangle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	RTI Process to Include SEL	A new SST procedure manual, which includes RTI and			RTI process will continue to be updated with Social Emotional	

		Social Emotional Learning and information on Tier 1 and Tier 2 strategies, has been created and disseminated to all staff.			Learning, as needed.	
2	Full Implementation of PBIS	MTSS Coaches supported CMP in implementing MTSS. Placer County Office of Education is supporting CMP in the implementation of PBIS.			Full implementation of MTSS and PBIS	
3	Chronically Absent Students	The chronic absenteeism rate at the end of the 2023-2024 school year for CMP-Shingle Springs was 7.2%.			CMP will see an annual reduction in the numbers of students chronically absent.	
4	Student Suspensions	The CMP-Shingle Springs campus suspension rate was 0.2% for the 2023-2024 school year. CMP Student Services Department is developing a Behavior Playbook to help define practices when behavioral challenges arise.			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.	

5	Student Leadership Opportunities	CMP-Shingle Springs continued with leadership opportunities started in the 22/23 school year. The campus started the SOAR leadership program: "Student Outreach Advocacy Representatives" and a middle school business.			CMP will research and expand best practices for student leadership opportunities in all grade levels.	
6	RTI Process for Math	CMP's Math Committee continues work to refine the RTI process. A Math intervention staff member is on the team to provide Tier 2 intervention groups.			RTI process for Math will be utilized for students not proficient in math that builds upon and utilizes individualized math support.	
7	Math Interventions	Math Intervention staff was hired at each CMP site.			CMP will have math intervention teachers and additional math support staff to support math interventions at all campuses.	
8	Math Enrichment	The following are examples of math enrichments provided during Club M: homework support, STEM Wednesdays, in-			The Club M team and Math Committee will partner to further refine the Math enrichment and tutoring	

		house math/science field trips, math board games, coding, cooking class, math facts bingo, math relays, multiplication/division challenges, math Jeopardy, math puzzles, dice & card games, science/math projects, online games: MathFactLab, Khan Academy, XtraMath.			opportunities before school, after school, and during the summer.	
9	Math CAASPP Testing Practice	CMP students are provided math testing practice opportunities through CAASPP Interim Assessment Blocks.			CMP students will have opportunities to practice CAASPP testing and CAASPP 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.	
10	RTI Process for ELA	Child Study Team considers reading data to guide the RTI process for students not			CMP will utilize a Response to Intervention process for students not	

		proficient in reading. Reading support on staff at all CMP campuses. All campuses have reading support either in specialists or TAs who are trained in SIPPS and Sonday and there is a clear progression of intervention from SIPPS to Sonday to Wilson/Barton.			proficient in English Language Arts that builds upon and utilizes an individualized English Language Arts support plan.	
11	ELA Interventions	Reading intervention staff is available at all CMP campuses.			CMP will maintain English Language Arts Intervention teachers and develop additional reading and writing support staff to support interventions at all campuses.	
12	ELA Enrichment	The following are examples of ELA enrichment offered during the ELOP program: Silent Reading, Read-Alouds, Homework Support, journaling with and without writing prompts, book-writing/publishing, buddy work on			CMP will enhance English Language Arts enrichment and/or tutoring opportunities before and/or after school and during the summer.	

		parts of speech, letter sound games, sight word practice, and thesaurus/dictionary search.				
13	ELA CAASPP Testing Practice	CMP students are provided ELA practice opportunities through CAASPP Interim Assessment Blocks.			CMP students will have opportunities to practice ELA CAASPP testing and ELA CAASPP 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.	
14	Student Outreach	CMP has funding allocated for a Diversity, Equity, and Inclusion Coordinator to support the Student Services team with identifying outreach opportunities and revamping CMP outreach materials.			CMP will increase outreach to students identifying as a free and reduced lunch, English learner, and foster youth, through defined recruitment efforts.	
15	Cultural Competency Professional Development	CMP has had a multi-year partnership with Sacramento State University for professional			CMP will provide cultural competency, culturally responsive teaching, diversity,	

		development in DEI and each CMP campus established its own ABC team.			equity, implicit bias and inclusion Professional Development to all staff to support a diverse population of students. CMP will also provide Professional Development for English learner oversight and will provide follow up trainings, lessons and strategies.	
16	English Learners	CMP received a proposal from the Sacramento County Office of Education (SCOE) to support CMP with English Learner Professional Development, with plans to move forward with a partnership.			CMP will provide Professional Development for English learner oversight and will provide follow up trainings, lessons and strategies.	
17	Summer Tutoring	Club M has elements currently in place, such as access to personalized i-Ready lessons that are available throughout the summer, as well as the educational			CMP will explore offering a summertime tutoring program, to unduplicated and/or non-proficient students.	

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		elements built into the Expanded Learning Opportunities Program.				
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Goal Analysis

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.

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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.

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Student Climate and Culture	CMP will see an annual increase in student climate and culture satisfaction. CMP-Shingle Springs Campus received a red indicator on the CA School Dashboard for Chronic Absenteeism for its Schoolwide population and for the Two or More Races and White subgroups. CMP-Shingle Springs also qualified for Additional Targeted Support Identification (ATSI) for its Students with Two or More Races subgroup, and chronic absenteeism was the contributing factor for this qualification. CMP has dedicated a team to review attendance policies and processes and to engage with the community regarding attendance practices.	\$71,657.00	No
Action #2	Math Performance	CMP will see an annual improvement in math performance on CMP and state assessments.	\$52,415.00	Yes
Action #3	ELA Performance	CMP will see an annual improvement in English Language Arts performance on CMP and state assessments.	\$89,237.00	Yes
Action #4	Services to Unduplicated Pupils	CMP will increase and improve services to unduplicated pupils: English language learners, low-income students, foster youth and homeless youth.	\$597,430.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 3	CMP will strengthen the teacher component of the Montessori Learning Triangle.	Broad

State Priorities addressed by this goal.

Basic, Implementation of State Standards, Student Achievement

An explanation of why the LEA has developed this goal.

Montessori education links the child, the environment and the teacher in an interdependent triangle. These three components and the unique way they are connected are the pillars of a Montessori education. By strengthening one corner of the Montessori triangle you strengthen the entirety of the learning triangle itself. CMP aims to provide a quality, tuition-free Montessori Education that challenges our students to reach their full potential and we are more likely to reach that goal by strengthening the Montessori Learning Triangle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Montessori Training for Teachers and Teaching Assistants	CMP continues to support Montessori training.			CMP will continue to support Montessori training for teachers and teaching assistants.	
2	Professional Development Plan Process Review	CMP has a committee to refine the professional development process.			CMP's Professional Development Plan processes will be reviewed, refined and updated to include a definition and a rating system for "CMP Montessori Mentor".	
3	Cleared California Teaching	There are no CMP teachers who have			100% of CMP Teachers will have	

	Credential	been with CMP for more than five years that have not yet cleared their credential.			a cleared California Teaching Credential, within 5 years of employment of CMP.	
4	Professional Development Plan Observations	CMP has a committee to refine the professional development process.			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.	
5	Standards Based Report Cards	The CMP Middle School Professional Learning Community updated the report card to a standards based model.			CMP will develop and implement standards based report cards and aligned rubrics and curriculum guides.	
6	Exemplar Lesson Plans	CMP Deans of Education have begun to develop the exemplar lesson plans.			CMP will create exemplar lesson plans.	

7	Teacher Tuition Assistance	CMP offers tuition assistance to teachers who commit to a certain length of time at CMP.			CMP will offer a tuition assistance program to teachers who commit to a certain length of teaching time at CMP.	
8	Staff Professional Development Needs	Professional Development was informed by responses from CMP staff survey.			CMP will conduct a survey of the needs of all instructional staff for input into the professional development offered, to determine concentrated and targeted needs and will align professional development for instructional staff to academic targets.	
9	New Program and Curriculum Professional Development	CMP is providing professional development for all current programs and curriculum.			CMP will provide sustained, job embedded professional development to all teachers for any and all programs and curriculum adoptions.	
10	Classified Staff Professional Development	CMP is providing professional development to non-instructional staff.			All non-instructional staff will receive professional development to guide them in supporting and	

					improving the CMP instructional core.	
11	Montessori Training for Counselors	The CMP-Shingle Springs Counselor did not participate in Montessori training. CMP is investigating the National Center for Montessori in the Public Sector for opportunities for counselors.			All CMP counselors will receive Montessori training opportunities.	
12	Professional Learning Community Meetings	PLCs exist for all grade level teams at each campus.			“Data Driven Professional Learning Community” meetings will be held at all grade levels.	
13	Response to Intervention Process Trainings	SWIS has been implemented to track behavior data. SWIS training was provided at all campuses. PBIS training was provided at all campuses. SST/RTI process training provided at all campuses. Threat assessment and reporting requirement training was provided at each campus.			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.	

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Goal Analysis

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

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[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	"Highly Qualified" Teachers and "Montessori Mentors"	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	\$23,400.00	No

Action #	Title	Description	Total Funds	Contributing
		"Montessori Mentor" by CMP standards.		
Action #2	Teachers Effective in Combining Montessori and CA Standards	80% of CMP teachers will be rated effective in combining Montessori and California standards aligned curriculums.	\$1,818,854.00	No
Action #3	Concentrated and Targeted Professional Development	All CMP staff will receive concentrated and targeted Professional Development.	\$42,017.00	No

Goal

Goal #	Description	Type of Goal
Goal 4	CMP will strengthen the operational component to support the Montessori Learning Triangle.	Broad

State Priorities addressed by this goal.

Basic, Parental Involvement and Family Engagement, Student Achievement

An explanation of why the LEA has developed this goal.

Contented and fulfilled staff are essential for creating a learning environment where students can excel. Staff with experience are better equipped to support student learning effectively. In-house special education staff can offer a superior learning experience for students compared to contracted staff. Adequate cash reserves enable the organization to concentrate on teaching and learning instead of financial viability. CMP must establish integrated systems to guarantee that administrative teams can deliver the utmost support. Streamlined systems permit campus staff to dedicate their time and energy to teaching and learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Professional Growth Plans	CMP has performance evaluations that incorporate growth goals for all staff. Supervisors meet			CMP will develop professional growth plans for all staff.	

		with their staff in the fall to review expectations and set goals and in the spring to evaluate the staff's progress and performance.				
2	Career Ladders	The CMP HR Team identifies teaching assistants and special education teaching assistants who are interested in teaching and connect these staff with opportunities to pursue their desired pathway. HR looks to our current staff for any new opportunities.			CMP will develop a career ladder for all leadership positions.	
3	Substitutes	CMP has a robust substitute network and utilizes an online substitute system to coordinate needs across the CMP network.			CMP will recruit substitutes to adequately support each campus.	
4	Salary Scales	Pay scales exist for all positions.			CMP will create pay scales for all new positions within CMP and will update current pay scales on a routine basis.	

5	Recruitment Efforts in Diverse Communities	The CMP HR Team participates in several career fairs and community events across Sacramento County including fairs designed to reach diverse communities.			CMP will create a recruitment plan that considers diverse communities and increases recruitment efforts in diverse communities.	
6	HR On-Boarding Process	The CMP HR team has a thorough onboarding process and communicates with supervisors on status.			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.	
7	Human Resources Conflict Mediation	When needed, the HR department supports supervisors and/or staff with conflict mediation.			CMP will offer conflict mediation through the Human Resources Department.	
8	Classified Staff Retention Rate	Job openings are circulated internally to allow staff an opportunity to apply for a new position. The CMP network currently has 70 full time Teaching Assistants.			CMP will increase the classified staff retention rate by offering full time teaching assistant and Club Montessori positions.	

9	Stipends and Benefits	CMP offers a robust stipend structure on all pay scales for staff. Types of stipends and the amount for each stipend is dependent on role. CMP adopted a robust mental health, nutrition, and finance support program that offers virtual services for staff. CMP increased its benefits contribution to lower staff costs for benefits.			Provide robust stipend (Montessori, Longevity, and continuing education) and benefit programs to increase staff retention and satisfaction.	
10	Recruitment Best Practices	CMP reivews its recruitment practices to ensure we have a diverse pool of candidates for open positons. CMP's HR team has strong relationships with the credentialing entities in our region.			CMP will develop recruitment best practices and relationships with credentialing entities.	
11	Special Education Dedicated Space	Spaces have been secured to offer special education services.			CMP will have dedicated space offered for special education services.	

12	Special Education Trainings	Staff are trained on development of present levels, IEPs, how to conduct assessments for extra support staff, training on AAC devices (at relevant sites), Sonday trainings (where relevant) PBIS, documenting service minutes, scheduling service minutes around general education schedules, and individualized emergency response plans.			CMP will provide specialized training for special education staff and professional development focused on special education practices.	
13	Special Education Administrative Support	CMP has a Special Education Administrative Assistant on staff.			CMP will provide administrative support for special education services.	
14	Special Education Recruitment Fairs	CMP utilizes recruitment fairs and other strategies to fill open Special Education positions.			CMP will hold special education recruitment fairs to assist with hiring.	
15	Regular Finance Meetings	The CMP Board holds monthly meetings with the back office service provider to discuss budgets and			CMP will hold monthly school and/or department level, Board and Finance Committee,	

		utilizes a Finance Committee. The Superintendent meets with the back office service provider weekly and the campus principals meet with the back office service provider monthly.			budgets-to-actuals meetings coordinated with a back office service provider.	
16	Secure long term leases for all campuses in non-CMP owned facilities.	CMP owns the Shingle Springs campus and has no intentions of relocating.			CMP will secure long term leases for all campuses in non-CMP owned facilities.	
17	Enrollment and ADA Projections	CMP-Shingle Springs Campus ended the 2023-2024 school year 3 students over the budgeted enrollment.			CMP will commit to targeted enrollment and ADA projections.	
18	Parent Communication System	ParentSquare has been adopted and implemented throughout the network.			More streamlined and efficient communication systems with families through an online parent communication system.	
19	Streamlined and Efficient Communication Systems	CMP uses a number of technology platforms that have streamlined communications			More streamlined and efficient communication systems within and across CMP	

		and internal processes. The Data Department and Student Services Departments implemented electronic processes for student registration and enrollment and a new system to manage Club M applications, registration, enrollment and payments. CMP's Technology Department transitioned the entire network to the Google platform.			Departments and school sites.	
20	360 Degree Departmental Reviews	Principals receive 360 degree feedback. The next step is to set up similar processes for Department reviews.			Conduct 360-degree departmental reviews with the goal of systems improvement.	
21	Procedural Manuals for Central Administration Teams	Each department at the Central Administration Office (Technology, HR, Payroll, Data & Accounts Payable) has a set of processes and			Create procedural manuals for every department within the central administration team to ensure systems are seamless, accessible and	

		procedures through working documents and manuals to follow for Central Admin staff and site level staff that are used for training and as ongoing resources.			accurate. Proper training and education on administration systems and processes will be provided to pertinent staff.	
22	Consistent Processes	CMP has an ongoing effort to create consistency across each campus and these processes are laid out in working documents and manuals. Each department at the Central Administration Office (Technology, HR, Payroll, Data & Accounts Payable) has a set of processes and procedures through working documents and manuals to follow both for Central Admin staff and site level staff that are used for training and as ongoing resources.			Processes will be consistent at each campus.	
23	Best Attendance Practices	CMP's Attendance Team has disseminated			Review the current attendance process to determine	

		communications to families based on national best practices from Attendance Works. Attendance is trending higher than last year but still below historical norms.			effectiveness in increasing attendance rate and partner with authorizing school districts and/or county offices of education to offer wrap around services to support chronically absent students.	
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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.

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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Job Satisfaction and Retention Rate	95% of CMP staff will report a high level of job satisfaction and CMP will see an increased staff retention rate.	\$673,806.00	No
Action #2	SPED Staff as CMP Employees	95% of CMP Special Education staff will be CMP employees.	\$1,219,072.00	No
Action #3	Operating Reserve with 60 Days Cash	CMP will create an operating reserve that includes 60 days cash on hand.	\$68,911.00	No
Action #4	Network-wide Systems and Processes	CMP's central office and site administration teams will work to build stronger systems and processes across the network.	\$1,023,717.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$172,507.00	\$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
3.00%	0.00%	\$0.00	3.00%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3	<p>Enrichment programs provide essential opportunities for students to explore their interests, develop new skills, and engage in activities that promote social, emotional, and cognitive growth. For Foster Youth, English Learners, and Low-Income Students, who often face additional challenges and barriers, these programs can be particularly transformative. They offer a constructive outlet and a supportive environment where students can build confidence, resilience, and a sense of belonging. Access to sports and physical activities is crucial for promoting physical health, teamwork, and leadership skills. Academic enrichment programs offer additional support and challenge, helping to close achievement gaps and enhance learning outcomes. Participation in visual and performing arts fosters creativity, self-expression, and cultural awareness. STEM programs are essential for preparing students for future careers and for fostering problem-solving and critical thinking skills. For these subgroups, who may have limited access to such</p>	<p>All students, including Foster Youth, English Learners, and Low-Income Students, require access to enrichment programs both during the school day and outside of traditional school hours. These programs, which encompass sports, academics, visual and performing arts, and STEM, are vital for the holistic development of students.</p>	<p>After School Sports, Well Rounded Education, VAPA Enrichment Menu of Options, CDE PFT</p>

	opportunities outside of school, providing enrichment programs during and beyond the traditional school day ensures that they receive the comprehensive educational experience they need to thrive. These programs also help mitigate the effects of socioeconomic disparities, offering equitable access to resources that can significantly impact students' academic and personal success.		
Goal 2 Action 2	CMP (California Montessori Project) will see an annual improvement in math performance on CMP and state assessments, particularly for Foster Youth, English Learners, and Low-Income Students. Enhancing math proficiency is critical for academic success and future opportunities in a variety of fields. Foster Youth, English Learners, and Low-Income Students often face educational disparities that can result in lower math performance compared to their peers. These disparities may be due to factors such as limited access to resources, less academic support at home, and higher levels of mobility and absenteeism. Addressing these gaps requires focused and sustained efforts to improve math instruction and support for these students. Improving math performance has a direct impact on students' overall academic achievement and confidence in their abilities. Math skills are foundational for success in many academic subjects and are essential for critical thinking and problem-solving. For Foster Youth, English Learners, and Low-Income	The need for CMP to see an annual improvement in math performance on CMP and state assessments is essential for promoting educational equity and ensuring that all students, including Foster Youth, English Learners, and Low-Income Students receive the support they need to achieve academic success. By prioritizing math proficiency, CMP can help close achievement gaps and provide all students with the skills and confidence they need to excel in their education and future endeavors.	RTI Process for Math, Math Interventions, Math CAASPP Testing Practice, Math Enrichments

	<p>Students, enhanced math proficiency can open doors to advanced coursework, higher education, and career opportunities in STEM fields and beyond. Targeted strategies to improve math performance might include strengthening Tier 1 instruction, providing differentiated instruction, additional tutoring and intervention programs, professional development for teachers on effective math instruction techniques, and the integration of technology and hands-on learning experiences. Providing these supports helps ensure that all students, regardless of their background, have the opportunity to succeed in math.</p>		
Goal 2 Action 3	<p>The California Montessori Project (CMP) will demonstrate yearly progress in English Language Arts (ELA) on both CMP and state evaluations, particularly for Foster Youth, English Learners, and Low-Income Students. Advancing ELA proficiency is vital for the comprehensive academic achievement of students and their capacity to communicate and participate effectively across diverse settings. Foster Youth, English Learners, and Low-Income Students frequently face substantial challenges that can impact their performance in English Language Arts (ELA). Such challenges can encompass a lack of exposure to language-rich environments, lack of educational resources at home, and elevated levels of stress and instability. To enhance ELA outcomes for these groups, targeted support and interventions are necessary to overcome</p>	<p>It is crucial for CMP to demonstrate yearly progress in ELA outcomes on both CMP and state evaluations to foster educational fairness and guarantee that every student, including Foster Youth, English Learners, and Low-Income Students, gets the support they need to thrive academically. Focusing on ELA proficiency enables CMP to narrow the achievement disparities and equip all students to realize their utmost capabilities in academic and personal endeavors.</p>	<p>RTI Process for ELA, ELA Interventions, ELA Enrichment, ELA CAASPP Testing Practice</p>

these distinct obstacles. Strong ELA skills are foundational for academic achievement across all subjects and are essential for critical thinking, reading comprehension, and effective communication. For English Learners, proficiency in ELA is particularly crucial as it directly impacts their ability to access the full curriculum and succeed in other academic areas. Foster Youth and Low-Income Students also benefit from improved ELA skills, which can enhance their confidence, engagement, and future educational and career opportunities. To achieve annual improvements in ELA performance, CMP can implement strategies such as strengthening Tier 1 instruction, differentiating instruction, literacy interventions, and professional development for teachers on effective literacy instruction practices. Additionally, providing access to diverse and culturally relevant reading materials, integrating technology to support literacy development, and creating a literacy-rich environment can significantly benefit these student groups.		
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Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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Goal 2 Action 4	CMP (California Montessori Project) will increase and improve services for unduplicated pupils, specifically English Language Learners, Low-Income Students, Foster Youth, and Homeless Youth. These student groups face unique and significant challenges that require tailored support to ensure their academic success and overall well-being.	By increasing and improving services for these unduplicated pupils, CMP can address the specific barriers that hinder their educational progress and create a more equitable learning environment. This involves not only providing academic support but also addressing the social, emotional, and physical needs of these students to ensure they have the opportunity to thrive. The need to increase and improve services for English Language Learners, Low-Income Students, Foster Youth, and Homeless Youth is critical for promoting educational equity and ensuring that all students have the support and resources necessary to succeed. By addressing the unique challenges faced by these students, CMP can help close achievement gaps and provide a supportive and inclusive educational experience for all.	Student Outreach, Cultural Competency Professional Development, English Learners, Summer Tutoring
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For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
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concentration of unduplicated students		
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:24	N/A

2024-25 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	\$5,536,154.00	\$172,507.00	3.12%	0.00%	3.12%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$6,501,106.00	\$64,447.00	\$0.00	\$169,779.00	\$6,735,332.00	\$4,510,697.00	\$2,224,635.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Aligned Curriculum	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
1	2	Space for Learning	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
1	3	Enrichment	All	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
2	1	Student Climate and Culture	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	2	Math Performance	All	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
2	3	ELA Performance	All	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
2	4	Services to Unduplicated Pupils	All	Yes	Limited	English Learners, Foster Youth, Low Income	All Schools	Ongoing
3	1	"Highly Qualified" Teachers and "Montessori Mentors"	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
3	2	Teachers Effective in Combining Montessori and CA Standards	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
3	3	Concentrated and Targeted Professional Development	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
4	1	Job Satisfaction and Retention Rate	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
4	2	SPED Staff as CMP Employees	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
4	3	Operating Reserve with 60 Days Cash	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
4	4	Network-wide Systems and Processes	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	\$0.00	\$135,681.00	\$135,681.00	\$0.00	\$0.00	\$0.00	\$135,681.00	0.00%
1	2	\$140,826.00	\$620,939.00	\$761,765.00	\$0.00	\$0.00	\$0.00	\$761,765.00	0.00%
1	3	\$154,092.00	\$3,278.00	\$92,923.00	\$64,447.00	\$0.00	\$0.00	\$157,370.00	0.00%
2	1	\$71,657.00	\$0.00	\$71,657.00	\$0.00	\$0.00	\$0.00	\$71,657.00	0.00%
2	2	\$52,415.00	\$0.00	\$0.00	\$0.00	\$0.00	\$52,415.00	\$52,415.00	0.00%
2	3	\$89,237.00	\$0.00	\$89,237.00	\$0.00	\$0.00	\$0.00	\$89,237.00	0.00%
2	4	\$597,430.00	\$0.00	\$597,430.00	\$0.00	\$0.00	\$0.00	\$597,430.00	0.00%
3	1	\$0.00	\$23,400.00	\$23,400.00	\$0.00	\$0.00	\$0.00	\$23,400.00	0.00%
3	2	\$1,818,854.00	\$0.00	\$1,818,854.00	\$0.00	\$0.00	\$0.00	\$1,818,854.00	0.00%
3	3	\$0.00	\$42,017.00	\$36,475.00	\$0.00	\$0.00	\$5,542.00	\$42,017.00	0.00%
4	1	\$153,219.00	\$520,587.00	\$673,806.00	\$0.00	\$0.00	\$0.00	\$673,806.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	2	\$1,219,072.00	\$0.00	\$1,107,250.00	\$0.00	\$0.00	\$111,822.00	\$1,219,072.00	0.00%
4	3	\$0.00	\$68,911.00	\$68,911.00	\$0.00	\$0.00	\$0.00	\$68,911.00	0.00%
4	4	\$213,895.00	\$809,822.00	\$1,023,717.00	\$0.00	\$0.00	\$0.00	\$1,023,717.00	0.00%

2024-25 Contributing Actions Table

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)	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 (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$5,536,154.00	\$172,507.00	3.12%	0.00%	3.12%	\$6,501,106.00	0.00%	117.43%

Totals by Type	Total LCFF Funds
Total:	\$6,501,106.00
LEA-wide Total:	\$5,903,676.00
Limited Total:	\$597,430.00
Schoolwide Total:	\$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	3	Enrichment	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	\$92,923.00	0.00%
2	2	Math Performance	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	\$0.00	0.00%
2	3	ELA Performance	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	\$89,237.00	0.00%
2	4	Services to Unduplicated Pupils	Yes	Limited	English Learners, Foster Youth, Low Income	All Schools	\$597,430.00	0.00%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$6,651,971.75	\$5,931,288.73

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	Yes	\$15,450.00	\$0.00
1	2	State and Montessori aligned English Language Arts, Math and Science Curriculums	No	\$100,398.22	\$69,121.96
1	3	Aligned Scope and Sequence and Student Work Plan Exemplar	No	\$28,994.50	\$33,057.70
1	4	AMS and WASC Accreditations	No	\$28,994.50	\$40,789.54
1	5	Personalized Digital Learning Opportunities	Yes	\$96,185.52	\$44,207.92
1	6	Social Emotional Learning Curriculum	Yes	\$2,060.00	\$0.00
2	1	Ergonomic Work Environment	No	\$1,030.00	\$59.99
2	2	Adequate Facility Space	No	\$849,962.18	\$654,831.66
2	3	Student to Teacher/Teaching Assistant Ratio and Montessori Training for Teachers and Teaching Assistants	No	\$2,229,207.37	\$2,208,249.96
2	4	Campus Safety	No	\$7,354.20	\$67,537.20
3	1	California Department of Education Physical Fitness Test	No	\$80,340.00	\$89,645.00
3	2	VAPA Enrichment Menu of Options	No	\$61,027.50	\$63,222.00
3	3	Well Rounded Education, including PE and Field Trips	No	\$12,463.00	\$29,477.60

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)
3	4	After School Sports	No	\$2,060.00	\$830.87
4	1	Student Leadership Opportunities	Yes	\$2,060.00	\$0.00
4	2	Reduction of Student Suspensions and Training on Restorative Alternatives	Yes	\$28,994.50	\$33,057.70
4	3	Reduction of Chronically Absent Students	Yes	\$28,994.50	\$33,057.70
4	4	Full Implementation of Positive Behavioral Interventions and Supports	Yes	\$28,994.50	\$39,361.52
4	5	Response to Intervention Process to Include Social Emotional Learning	Yes	\$11,381.50	\$14,194.70
5	1	CAASPP Testing Practice for Math	Yes	\$1,751.00	\$2,504.20
5	2	Math Enrichment and Tutoring	Yes	\$20,703.00	\$25,693.50
5	3	Math Interventions	Yes	\$20,703.00	\$25,693.50
5	4	Response to Intervention Process for Math	Yes	\$14,008.00	\$20,033.60
6	1	CAASPP Testing Practice for English Language Arts	Yes	\$1,751.00	\$2,504.20
6	2	English Language Arts Enrichment and Tutoring	Yes	\$50,503.99	\$44,618.50
6	3	English Language Arts Interventions	Yes	\$50,503.99	\$44,618.50
6	4	Response to Intervention Process for English Language Arts	Yes	\$28,994.50	\$33,057.70

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	1	Summer Tutoring	Yes	\$19,886.21	\$0.00
7	2	English Learner Oversight and Professional Development	Yes	\$25,538.85	\$7,250.02
7	3	Cultural Competency Professional Development	Yes	\$6,726.93	\$10,032.00
7	4	Student Recruitment Outreach	Yes	\$0.00	\$0.00
8	1	Cleared California Teaching Credential	No	\$20,523.78	\$2,625.00
8	2	Professional Development Plan Process Review	No	\$28,994.50	\$33,057.70
8	3	Montessori Training for Teachers and Teaching Assistants	No	\$11,077.65	\$13,451.00
9	1	Teacher Tuition Assistance	No	\$18,746.00	\$28,937.00
9	2	Aligned Scope and Sequence and Student Work Plan Exemplar	No	\$14,497.25	\$16,528.85
9	3	Standards Based Report Cards	No	\$28,994.50	\$33,057.70
9	4	Professional Development Plan Observations	No	\$25,461.60	\$33,057.70
10	1	Response to Intervention Process Trainings	Yes	\$181,951.56	\$63,919.49
10	2	Professional Learning Community Meetings	No	\$14,497.25	\$16,528.85

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	Montessori Training for Counselors	No	\$3,090.00	\$0.00
10	4	Classified Staff Professional Development	No	\$16,825.05	\$0.00
10	5	New Program and Curriculum Professional Development	No	\$16,825.05	\$10,600.00
10	6	Staff Professional Development Needs	No	\$0.00	\$0.00
11	1	Provide Robust Stipends and Benefits	No	\$878,317.05	\$615,438.11
11	2	Classified Staff Retention Rate	No	\$1,030.00	\$425.63
11	3	Human Resources Conflict Mediation	No	\$0.00	\$0.00
11	4	HR On-Boarding Process	No	\$60,512.50	\$20,060.15
11	5	Recruitment Efforts in Diverse Communities	Yes	\$1,372.99	\$0.00
11	6	Creating Salary Scales	No	\$14,806.25	\$20,060.15
11	7	Recruit Substitutes	No	\$30,335.56	\$7,555.50
11	8	Career Ladders	No	\$14,806.25	\$20,060.15
11	9	Professional Growth Plans	No	\$14,806.25	\$20,060.15
12	1	Special Education Recruitment Fairs	No	\$1,030.00	\$0.00
12	2	Special Education Administrative Support	No	\$361,570.17	\$84,436.94
12	3	Special Education Trainings and Professional Development	No	\$16,825.05	\$11,043.29

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	4	Special Education Dedicated Space	No	\$0.00	\$0.00
12	5	Human Resources Recruitment Best Practices and Partnerships	No	\$5,922.50	\$20,060.15
13	1	Enrollment and ADA Projections	No	\$0.00	\$0.00
13	2	Secure Long Term Facility Leases	No	\$0.00	\$0.00
13	3	Regular Finance Meetings	No	\$67,847.13	\$60,362.50
14	1	Student Attendance Processes	No	\$22,753.73	\$26,214.99
14	2	Consistent Processes	No	\$257,262.07	\$213,313.90
14	3	Procedural Manuals for Central Administration Teams	No	\$11,330.00	\$0.00
14	4	360 Degree Departmental Reviews	No	\$0.00	\$0.00
14	5	Internal Communication Systems	No	\$646,759.66	\$920,996.09
14	6	Parent Communication System	No	\$6,177.94	\$2,729.00

2023-24 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 7 from 4)	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	\$160,755.00	\$535,962.56	\$377,381.06	\$158,581.50	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	1	Montessori Materials	Yes	\$15,450.00	\$0.00	0.00%	0.00%
1	5	Personalized Digital Learning Opportunities	Yes	\$96,185.52	\$44,207.92	0.00%	0.00%
1	6	Social Emotional Learning Curriculum	Yes	\$2,060.00	\$0.00	0.00%	0.00%
4	1	Student Leadership Opportunities	Yes	\$515.00	\$0.00	0.00%	0.00%
4	2	Reduction of Student	Yes	\$28,994.50	\$33,057.70	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)
		Suspensions and Training on Restorative Alternatives					
4	3	Reduction of Chronically Absent Students	Yes	\$28,994.50	\$33,057.70	0.00%	0.00%
4	4	Full Implementation of Positive Behavioral Interventions and Supports	Yes	\$28,994.50	\$39,361.52	0.00%	0.00%
4	5	Response to Intervention Process to Include Social Emotional Learning	Yes	\$11,381.50	\$14,194.70	0.00%	0.00%
5	1	CAASPP Testing Practice for Math	Yes	\$1,751.00	\$0.00	0.00%	0.00%
5	2	Math Enrichment and Tutoring	Yes	\$20,703.00	\$25,693.50	0.00%	0.00%
5	3	Math Interventions	Yes	\$20,703.00	\$25,693.50	0.00%	0.00%
5	4	Response to Intervention Process for Math	Yes	\$14,008.00	\$20,033.60	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)
6	1	CAASPP Testing Practice for English Language Arts	Yes	\$1,751.00	\$2,504.20	0.00%	0.00%
6	2	English Language Arts Enrichment and Tutoring	Yes	\$0.00	\$44,618.50	0.00%	0.00%
6	3	English Language Arts Interventions	Yes	\$0.00	\$44,618.50	0.00%	0.00%
6	4	Response to Intervention Process for English Language Arts	Yes	\$28,994.50	\$33,057.70	0.00%	0.00%
7	1	Summer Tutoring	Yes	\$19,886.21	\$0.00	0.00%	0.00%
7	2	English Learner Oversight and Professional Development	Yes	\$25,538.85	\$7,250.02	0.00%	0.00%
7	3	Cultural Competency Professional Development	Yes	\$6,726.93	\$10,032.00	0.00%	0.00%
7	4	Student Recruitment Outreach	Yes	\$0.00	\$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)
10	1	Response to Intervention Process Trainings	Yes	\$181,951.56	\$0.00	0.00%	0.00%
11	5	Recruitment Efforts in Diverse Communities	Yes	\$1,372.99	\$0.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated 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 %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased 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)
\$5,308,932.00	\$160,755.00	0.00%	3.03%	\$377,381.06	0.00%	7.11%	\$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)[Engaging Educational Partners](#)[Goals and Actions](#)[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,

- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the

Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in

the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 tables are required to be included as part of the LCAP 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 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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 transitional kindergarten through grade five), 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.”
- **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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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).