

# California Montessori Project Governing Board Meeting

June 10, 2024



# Roll Call

## Roll Call – CMP Board of Directors

	Julia Sweeney Business Representative (1)		Renée Dall Parent Representative – San Juan
	Bob Lewis Business Representative (2)		Jenna Westbrook-Kline Parent Representative – Capitol
	Mickey Slamkowski Montessori Representative		Aaron Walker Parent Representative – Elk Grove
	Laura Kerr Charter Representative		Ann Curtis Parent Representative – Shingle Springs
	Scott Richards Community Representative		

# Communication from the Public

**Public Comment:** This portion of the meeting is set aside for members of the audience to address the Governing Board regarding matters on the Agenda and matters not on the agenda.

- **Agenda Items:** For matters on the agenda for this meeting, members of the public may speak during this time or before such agenda items are addressed by the Board. Presentations on agenda items during this portion of the meeting are limited to up to three (3) minutes each and total time allotted to such items shall not exceed fifteen (15) minutes.
- **Non-agenda Items:** For matters not on the agenda, presentations shall be limited for up to three (3) minutes each and a total time allotted for such items will not exceed fifteen (15) minutes. The Board is not allowed to discuss or act on any item which is not on the agenda, except as authorized by Government Code Section 54954.2.

# Consent Items:

1. Minutes from the Regular Governing Board Meeting of May 13, 2024 (Attachment C1)
2. Updated 2023-2024 Governing Board Meeting Calendar (Attachment C2)
- ~~3. Destruction of Class 3 Documents (Attachment C3)~~
- ~~4. Opioid Policy (Attachment C4)~~
5. Montessori Project Foundation Appointments (Attachment C5)
6. EDCOE Certification of Signatures (Attachment C6)
7. Prop 28 Annual Report for CMP – Capitol (Attachment C7)
8. Prop 28 Annual Report for CMP - Elk Grove (Attachment C8)
9. Prop 28 Annual Report for CMP - San Juan (Attachment C9)
10. Prop 28 Annual Report for CMP - Shingle Springs (Attachment C10)
11. Workplace Violence Prevention Plan (Attachment C11)
12. PayScale: Occupational Therapist (Attachment C12)
13. PayScale: Board-Certified Behavior Analyst (Attachment C13)
14. PayScale: Program Specialist (Attachment C14)
15. PayScale: Behavior Technician (Attachment C15)
16. PayScale: Director of Data Management (Attachment C16)
17. PayScale: Director of Technology (Attachment C17)
18. PayScale: Director of Human Resources (Attachment C18)
19. PayScale: Director of Charter Compliance & Student Services (Attachment C19)
20. Renewal of Commercial Insurance Policies (Attachment C20)
21. Renewal of Educators Legal Liability and Crime Insurance Policies (Attachment C21)
22. Approval of Elk Grove Blvd Lease with Cosumnes Community Services District for Two Additional Classrooms (Attachment C22)
23. Curriculum Associates Instructional Materials Purchase (Attachment C23)
24. Janitorial Contract with Clean IT – CMP Carmichael (Attachment C24)
25. Janitorial Contract with Clean IT – CMP Capitol (Attachment C25)
26. Janitorial Contract with Clean IT – CMP Elk Grove (Attachment C26)
27. Landscaping Contract – CMP Capitol (Attachment C27)
28. CMP Elk Grove Field Hydroseeding Contract (Attachment C28)
29. Portable Purchase – CMP Capitol (Attachment C29)
30. COVID Safety Plan Update (Attachment C30)
31. Resolution2024-2025.001-Local Assignment Options (LAO) for Desiree Thomas (Attachment C31)
32. Education Protection Account Spending Plan – Capitol Campus (Attachment C32)
33. Education Protection Account Spending Plan – Elk Grove Campus (Attachment C33)
34. Education Protection Account Spending Plan – San Juan Campus (Attachment C34)
35. Education Protection Account Spending Plan – Shingle Springs Campus (Attachment C35)
36. . Consolidated Application for Title Funding - CMP Capitol (Attachment C36)
37. Consolidated Application for Title Funding - CMP Elk Grove (Attachment C37)
38. Consolidated Application for Title Funding - CMP San Juan (Attachment C38)
39. Consolidated Application for Title Funding - CMP Shingle Springs (Attachment C39)
40. Election of Board Officers: Board to Elect the President of the Governing Board: Rebecca Marsolais
41. Election of Board Officers: Board to Re-Elect the Secretary of the Governing Board: Carrie Klagenberg
42. Election of Board Officers: Board to Re-Elect the Treasurer of the Governing Board: Joanne Ahola

# Informational Item #1: Public Acknowledgement



# Informational Item #1: Public Acknowledgement



Montessori Representative  
Mickey Slamkowski



San Juan Parent Representative  
Renee Dall

For serving the 2021-2024 Term on the CMP Governing Board



# Informational Item #1: Public Acknowledgement



Laurien Spiller  
Former Carmichael Principal



Lisa Garcia  
New CMP Elk Grove Principal  
Former CMP Carmichael Dean

For your service to CMP Carmichael

# Informational Item #1: Public Acknowledgement



Rebecca Marsolais  
New Interim Superintendent  
Former CMP Elk Grove Principal



Jenie Tice  
New CMP Carmichael Dean  
Former CMP Elk Grove Dean

For your service to CMP Elk Grove



# Informational Item #1: Public Acknowledgement

Brett Barley



# A word from our Principals...



As the rules and regulations of running a school during a global pandemic twisted and turned on a daily basis, Brett was at the forefront getting timely information and keeping us informed. Having daily RT zoom calls helped us to communicate and address issues in the moment. The end of the meeting was always devoted to hot topics and guaranteed that I would get the support I needed for any concern I had. Brett was always there for me.



# A word from our Principals...



**B-** Brave decision-maker and visionary.

**R-** Rad Strategic Plan!

**E-** Ever responsive toward needy principals.

**T-** Tier 1 Foundation Builder

**T-** Totally data driven!

Thank you, Brett, for giving CMP a powerful 5 years. Professionally, your leadership has shaped the organization for the better; personally, your guidance has shaped my journey as a leader. You will be missed!



# A word from our Principals...



Brett has done an outstanding job leading CMP over the past few years. He always makes sure that decisions made were in the best interest of CMP. I want to thank Brett for all that he has done and for him to know he will be greatly missed as our Superintendent.





# A word from our Principals...



Brett has demonstrated exceptional leadership. His ability to swiftly earn the trust and respect of those he serves and successfully navigate them through unprecedented times is a testament to his true character and abilities. He has continued to build upon the academic strengths within our organization while steadfastly upholding our strong belief in the Montessori philosophy. We were fortunate to have him serve as our superintendent and look forward to witnessing the great things he will achieve at Dixon Unified.





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# A word from our Principals...



*I always have appreciated Brett's ability to be calm under pressure: case in point was him touring the accreditation team through stormy, branch-strewn, wind-swept campuses, while simultaneously taking action on the felled trees lying about - what a multi-tasker!*

I want to express my heartfelt gratitude to you for always showing up for me and demonstrating unwavering support and guidance. Your leadership has made a profound impact on me, and you will be greatly missed at CMP.



# **Informational Item #2**

## **End of Year Testing and Middle School Math Pathways**

**Update: Jeremy Akiyama**



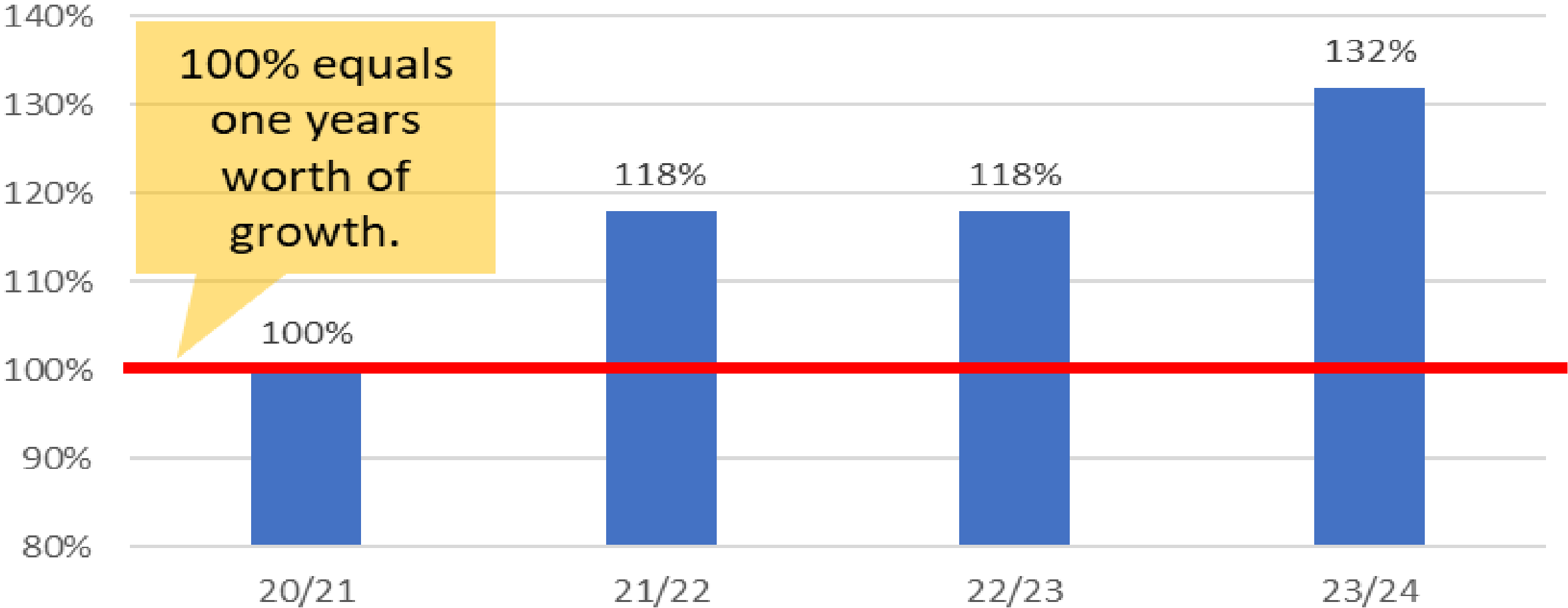
# End of Year Testing Update

Jeremy Akiyama, Network Math Specialist & Testing Coordinator



# CMP Network Level Progress Towards Typical Growth - Reading

## Reading Progress Towards Annual Growth (Median)





# CMP Campus Level Progress Towards Typical Growth - Reading

AMERICAN RIVER	<div><div></div><div>✓</div></div> 122%
CAPITOL CAMPUS	<div><div></div><div>✓</div></div> 143%
CARMICHAEL	<div><div></div><div>✓</div></div> 127%
ELK GROVE	<div><div></div><div>✓</div></div> 143%
ORANGEVALE	<div><div></div><div>✓</div></div> 128%
SHINGLE SPRINGS	<div><div></div><div>✓</div></div> 139%

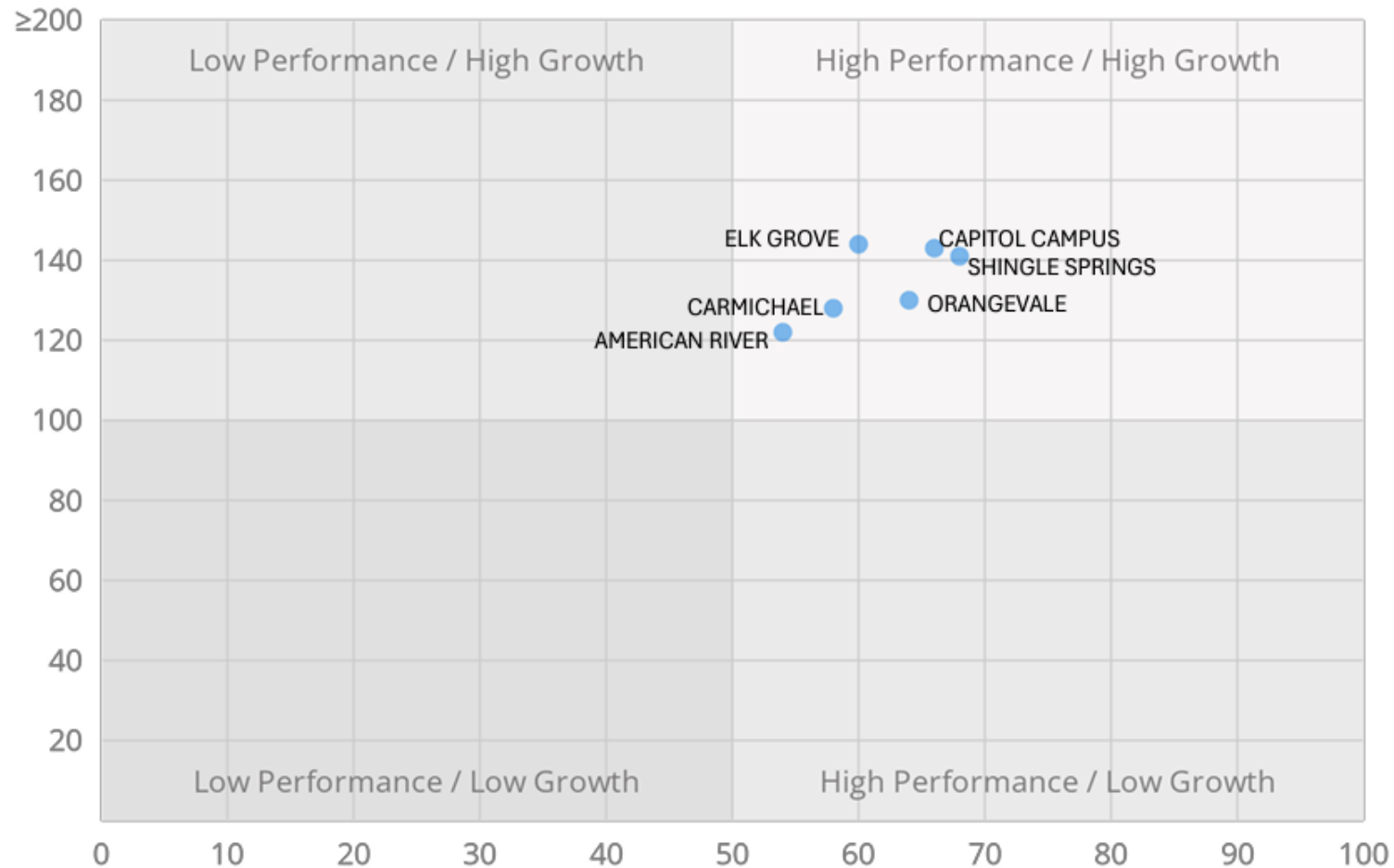


# How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

## Growth

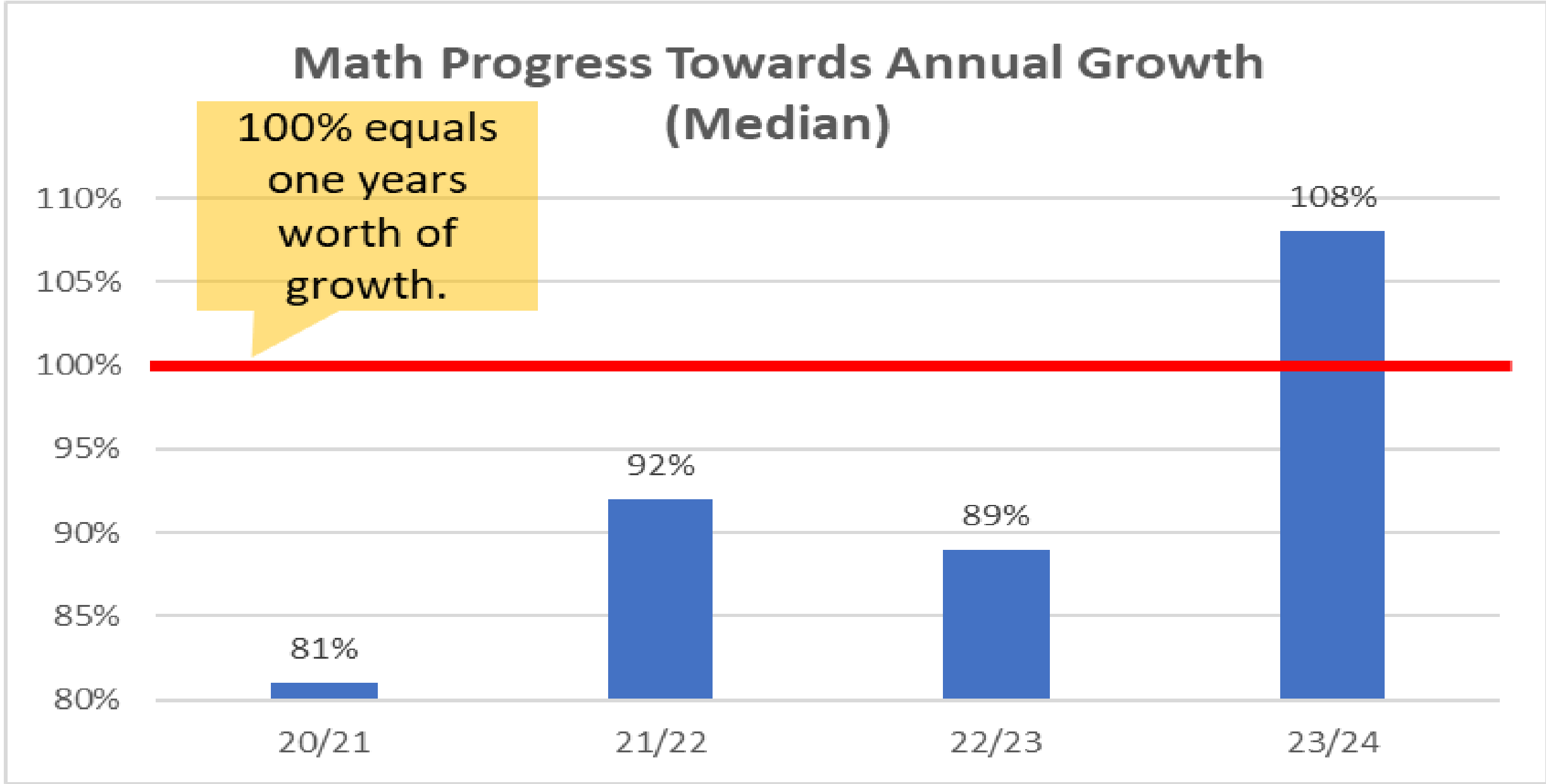
Median percent of typical growth achieved, differentiated by fall placement levels



## Performance

Median student performance relative to historical 18-19 norms  
(50<sup>th</sup> percentile is the national median)

# CMP Network Level Progress Towards Typical Growth - Math



# CMP Campus Level Progress Towards Typical Growth - Math

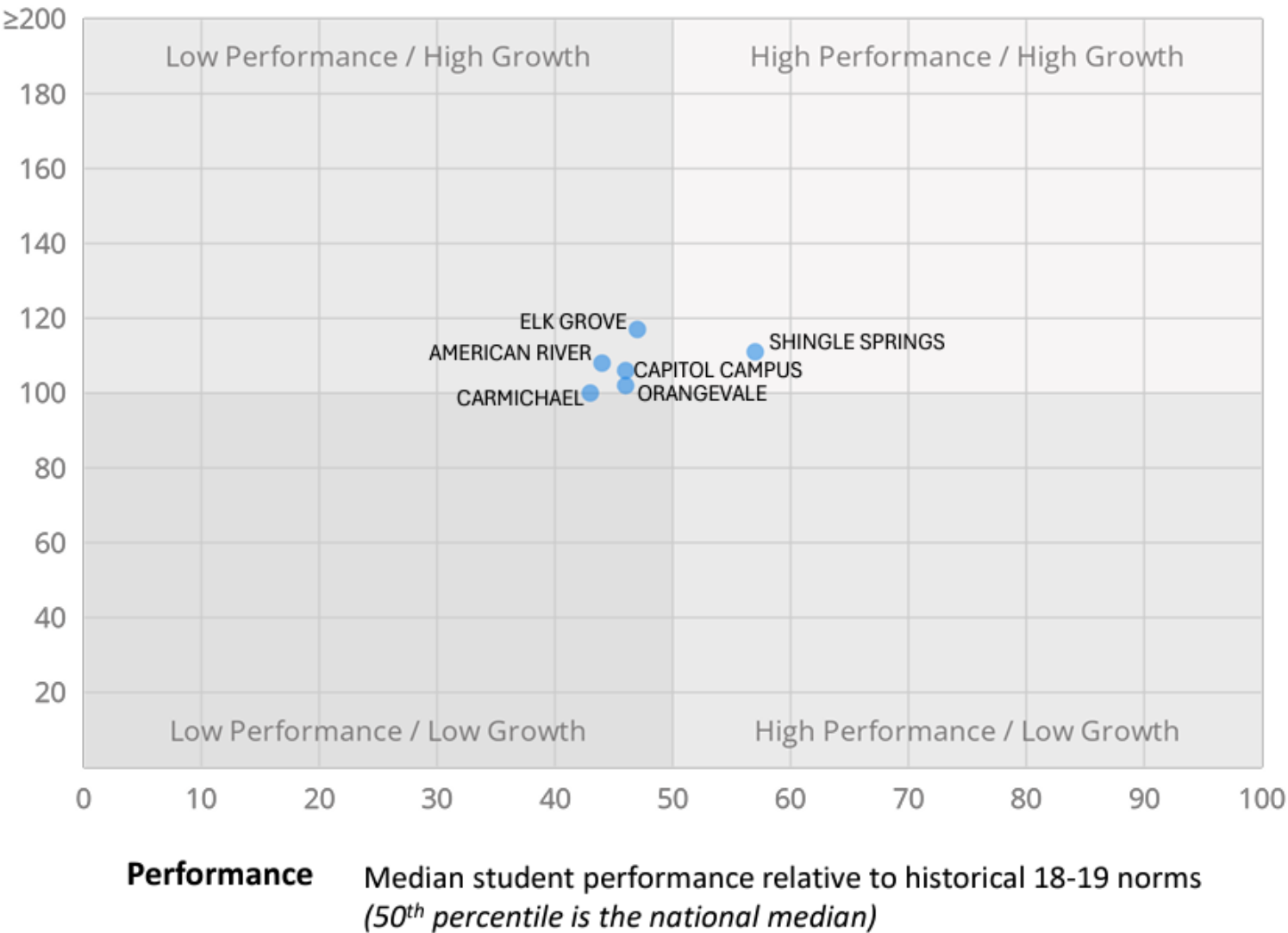
AMERICAN RIVER	<div><div></div></div> ✓ 108%
CAPITOL CAMPUS	<div><div></div></div> ✓ 106%
CARMICHAEL	<div><div></div></div> ✓ 100%
ELK GROVE	<div><div></div></div> ✓ 115%
ORANGEVALE	<div><div></div></div> ✓ 100%
SHINGLE SPRINGS	<div><div></div></div> ✓ 109%



# How Did Students in Schools Across the District Grow from Fall to Spring?

Comparison of Median Student Performance and Median Percent of Typical Growth

**Growth**  
Median percent of typical growth achieved, differentiated by fall placement levels



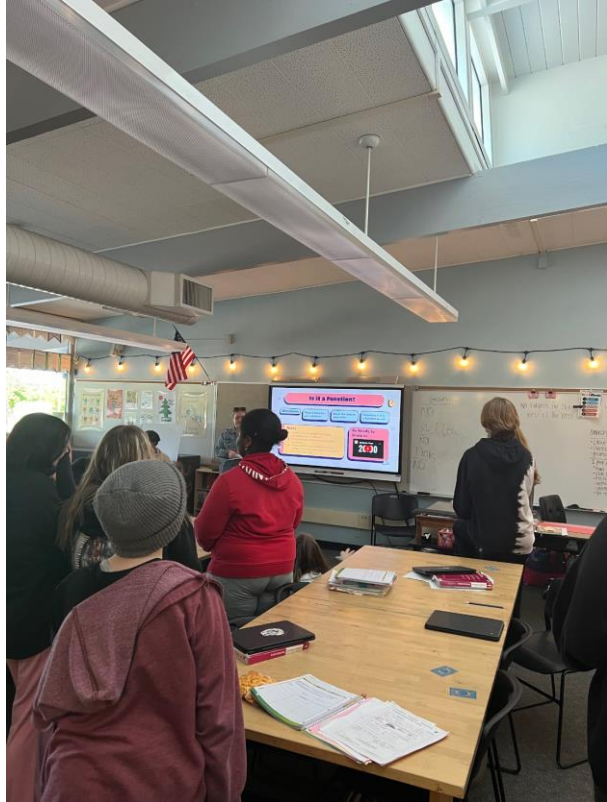


# Mathematics Progress & Preparation for High School

Jeremy Akiyama, Network Math Specialist & Testing Coordinator



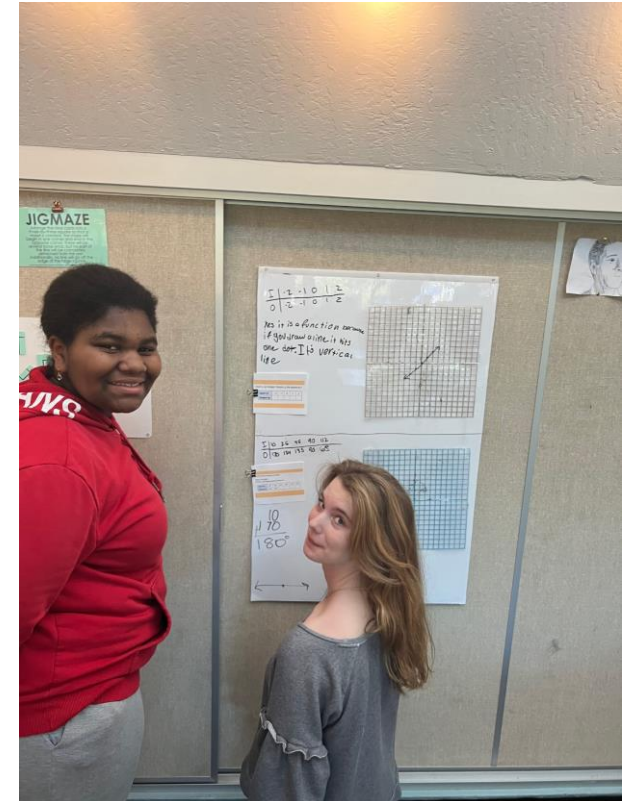
# Celebrations!



Math is something that scared her for the past two years and her transformation from being fearful of math to being proud of her own progress is something she has only been able to do with your commitment. We're grateful for all your work.

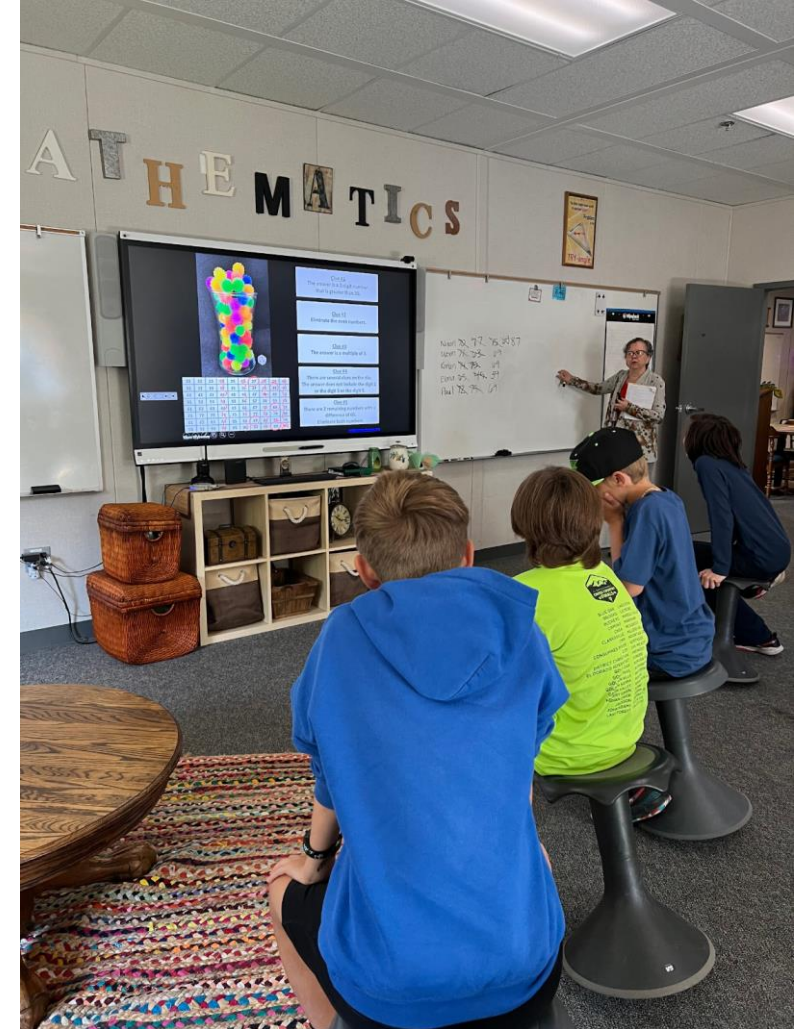
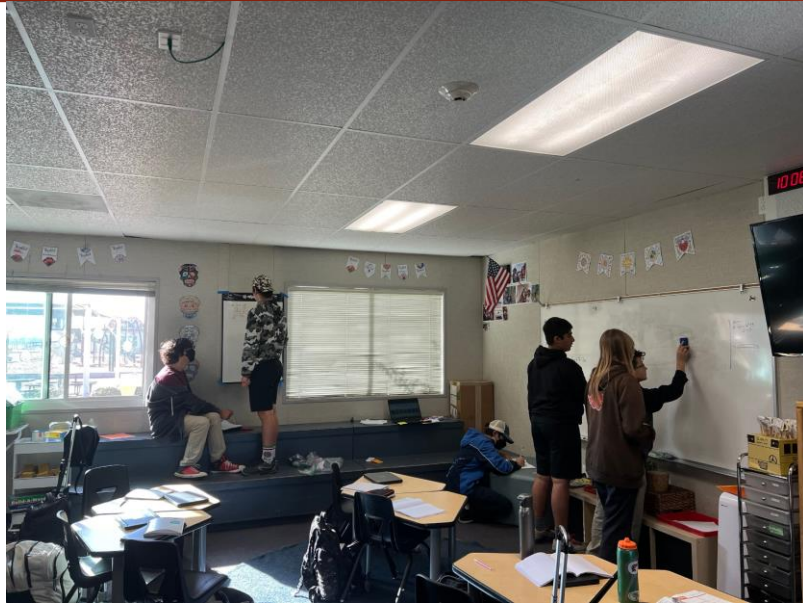


Hi Ms. Yeager,  
We got Dean's math trimester update and I just wanted to say thank you for all your help with Dean this year. He seems more confident in math and the test scores reflect that as well. Thank you for all that you do.  
-Sarah and John

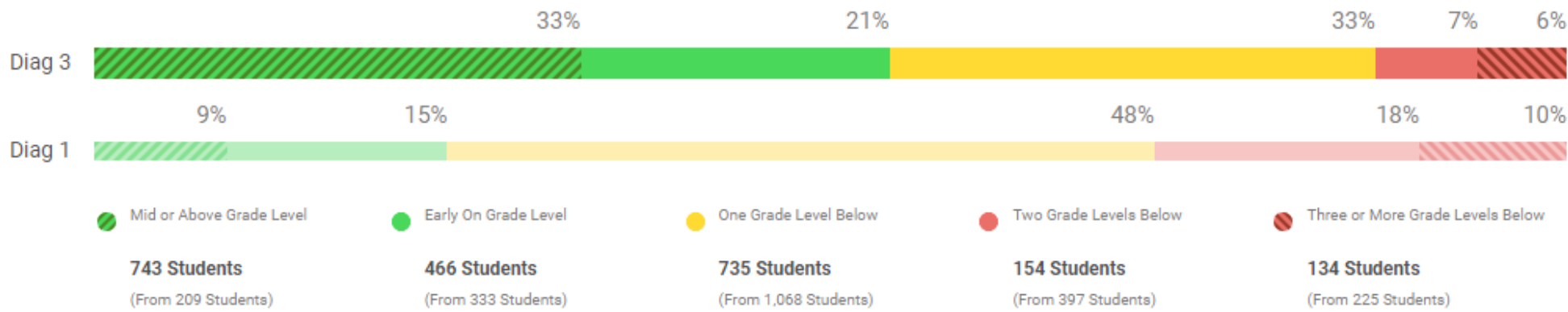




# Celebrations!

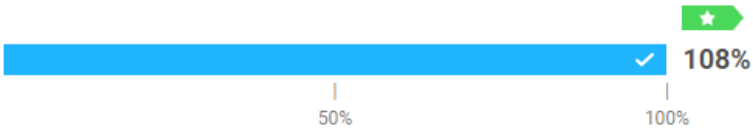


# CMP Overall - Math



Search School <input type="text"/>	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵	
AMERICAN RIVER	<div><div></div></div> 108%	55%	<div><div></div></div> 68%	25%	67%
CAPITOL CAMPUS	<div><div></div></div> 106%	54%	<div><div></div></div> 65%	24%	64%
CARMICHAEL	<div><div></div></div> 100%	52%	<div><div></div></div> 63%	24%	63%
ELK GROVE	<div><div></div></div> 115%	62%	<div><div></div></div> 73%	28%	68%
ORANGEVALE	<div><div></div></div> 100%	52%	<div><div></div></div> 67%	25%	65%
SHINGLE SPRINGS	<div><div></div></div> 109%	55%	<div><div></div></div> 69%	30%	58%

Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

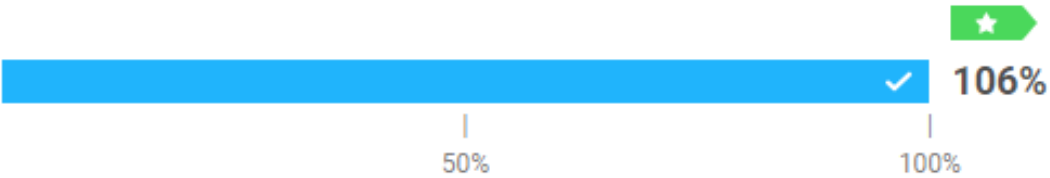
# Highlighting Elk Grove's Math Growth

<div>Search School &amp; Grade</div> <div>⌵</div>	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement ⌵	Students Assessed/Total
	Progress (Median) ⌵	% Met ⌵	Progress (Median) ⌵	% Met ⌵		
ELK GROVE Grade 1	<div><div></div><div>✓</div>103%</div>	51%	<div><div></div><div></div>81%</div>	41%	63%	59/62
ELK GROVE Grade 2	<div><div></div><div>✓</div>112%</div>	61%	<div><div></div><div></div>78%</div>	20%	65%	75/76
ELK GROVE Grade 3	<div><div></div><div>✓</div>104%</div>	51%	<div><div></div><div></div>69%</div>	11%	73%	55/56
ELK GROVE Grade 4	<div><div></div><div>✓</div>122%</div>	71%	<div><div></div><div></div>81%</div>	32%	82%	62/62
ELK GROVE Grade 5	<div><div></div><div>✓</div>133%</div>	65%	<div><div></div><div></div>83%</div>	38%	75%	55/55
ELK GROVE Grade 6	<div><div></div><div>✓</div>162%</div>	77%	<div><div></div><div></div>75%</div>	30%	77%	53/53
ELK GROVE Grade 7	<div><div></div><div>✓</div>108%</div>	55%	<div><div></div><div></div>52%</div>	16%	45%	31/32
ELK GROVE Grade 8	<div><div></div><div>✓</div>175%</div>	63%	<div><div></div><div></div>68%</div>	32%	54%	41/41



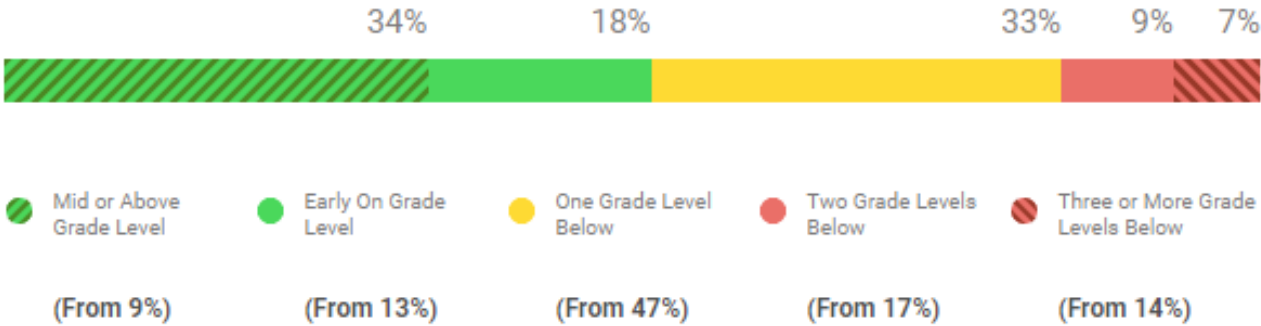
# Highlighting Capitol's Lower EI

## Progress to Annual Typical Growth (Median)



The median percent progress towards Typical Growth for this school is 106%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

## Current Placement Distribution



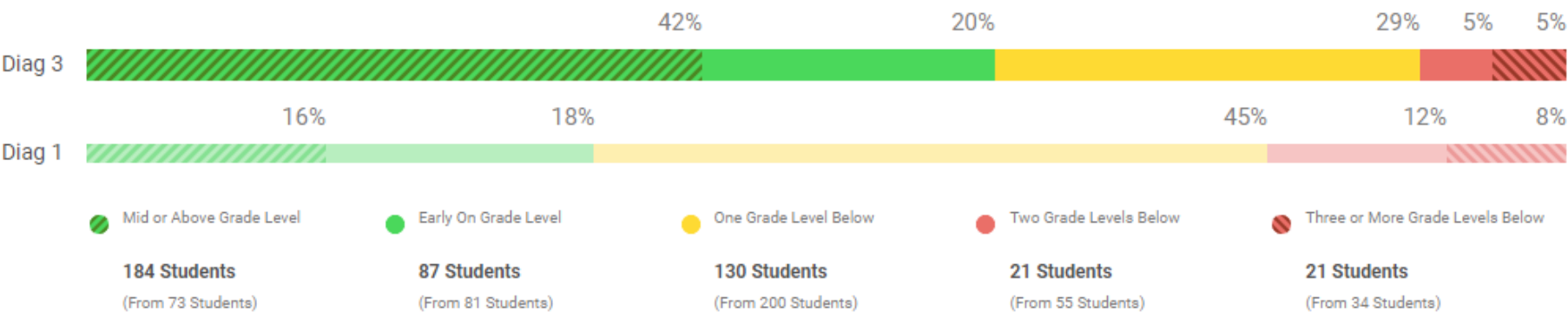
Compared to 73% last year

Grade		Overall Grade-Level Placement					Students Assessed/Total
Grade 1	Diag 3	<div></div>	40%	17%	40%	2%	47/47
	Diag 1	<div></div>	11%	11%	66%	13%	
Grade 2	Diag 3	<div></div>	44%	6%	47%	3%	36/36
	Diag 1	<div></div>	11%	11%	44%	33%	
Grade 3	Diag 3	<div></div>	41%	10%	38%	10%	39/39
	Diag 1	<div></div>	8%	5%	51%	31%	

# Highlighting American River's Upper EI

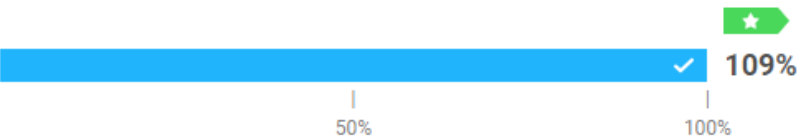
<div>Search School &amp; Grade</div> <div>Q</div> <div>^</div>	Annual Typical Growth ⓘ		Annual Stretch Growth® ⓘ		% Students with Improved Placement	Students Assessed/Total
	Progress (Median) ^	% Met ^	Progress (Median) ^	% Met ^		
AMERICAN RIVER Grade 4	<div><div></div></div> ✓ 135%	74%	<div><div></div></div> 79%	30%	83%	54/54
AMERICAN RIVER Grade 5	<div><div></div></div> ✓ 114%	52%	<div><div></div></div> 68%	22%	87%	46/47
AMERICAN RIVER Grade 6	<div><div></div></div> ✓ 178%	82%	<div><div></div></div> 94%	43%	84%	44/46

# Highlighting Shingle Springs' Middle School



SHINGLE SPRINGS Grade 6	<div><div></div><div>✓</div></div> 152%	74%	<div><div></div><div></div></div> 88%	44%	62%	50/50
SHINGLE SPRINGS Grade 7	<div><div></div><div>✓</div></div> 129%	59%	<div><div></div><div></div></div> 69%	37%	54%	46/46
SHINGLE SPRINGS Grade 8	<div><div></div><div>✓</div></div> 173%	70%	<div><div></div><div></div></div> 71%	35%	52%	54/54

## Progress to Annual Typical Growth (Median)



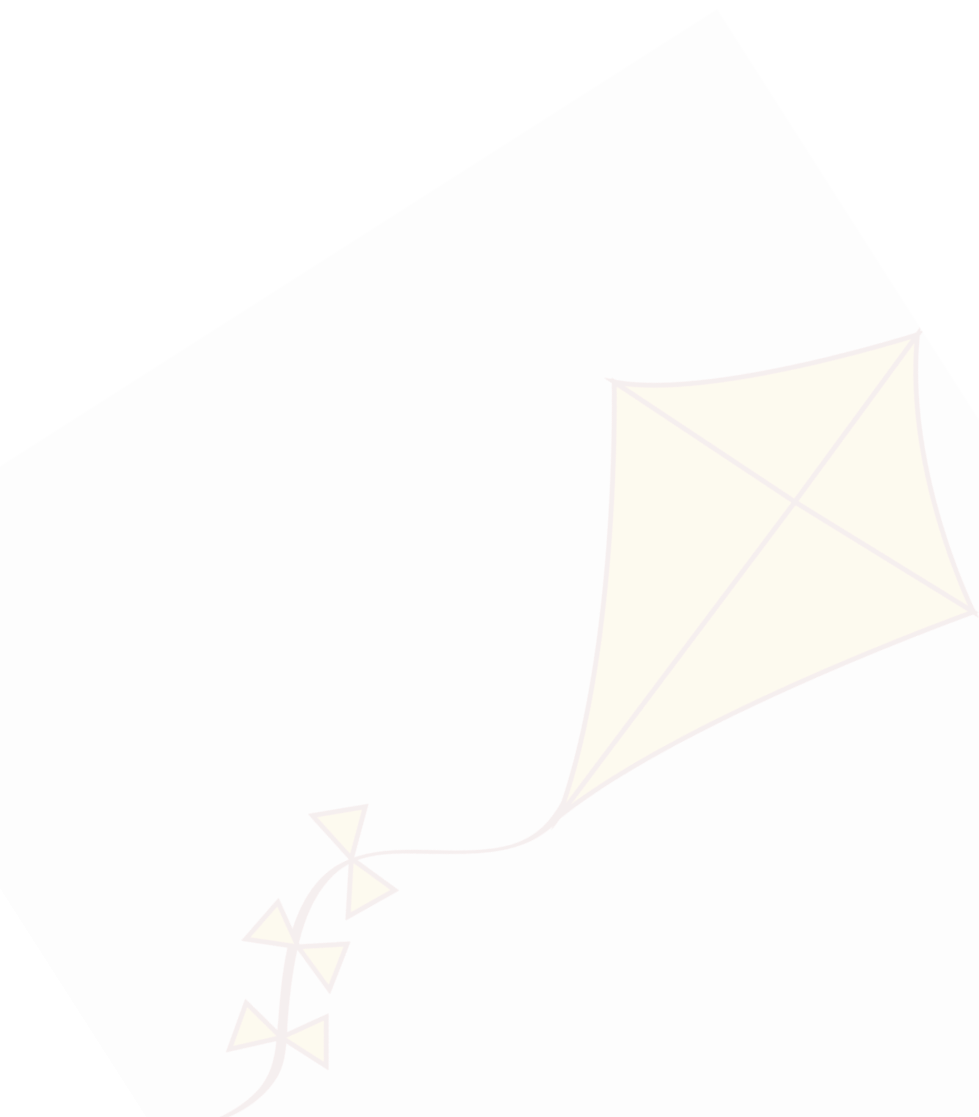
The median percent progress towards Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Compared to 97% last year

# Ongoing

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- Working on updating Math Pacing Guides
- Building a Math Instructional Toolkit for CMP Teachers to use starting in the Fall
- Designing site Math goals and Professional Development around the Standards for Mathematical Practice, NCTM's high leverage instructional practices, and collaborative group structures already being used by CMP Teachers (like Building Thinking Classrooms, Number Talks, academic discourse, etc.)



# Responsive to Feedback

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- Simplifying tools for teachers like the Pacing Guides
- Focusing in on fewer priorities with more depth and spaciousness
- Prioritizing grade level instruction and targeted Montessori lessons
- Time to plan and collaborate with colleagues, SPED teammates
- **Opportunities for advanced students and impacts on enrollment and choice**



# The Context

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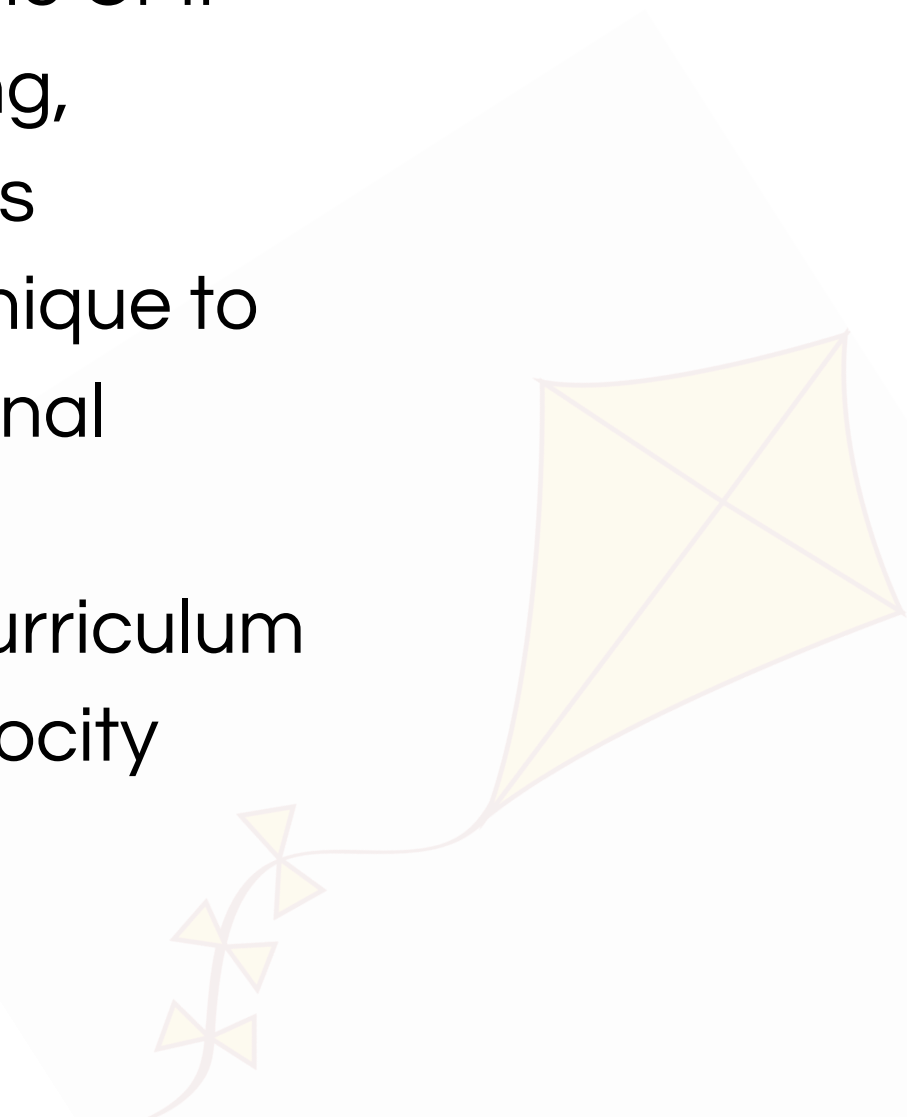
- Hearing feedback from teachers, students, and families across the majority of our CMP Sites during LCAP Engagement
- Risk of families leaving CMP for other choices
- Alignment and relationship with other Middle School and High Schools within authorizing LEA
- **Our Ultimate Goal: Ensuring our CMP mathematicians have access to as many opportunities possible to pursue advanced math pathways in high school**



## Currently at CMP

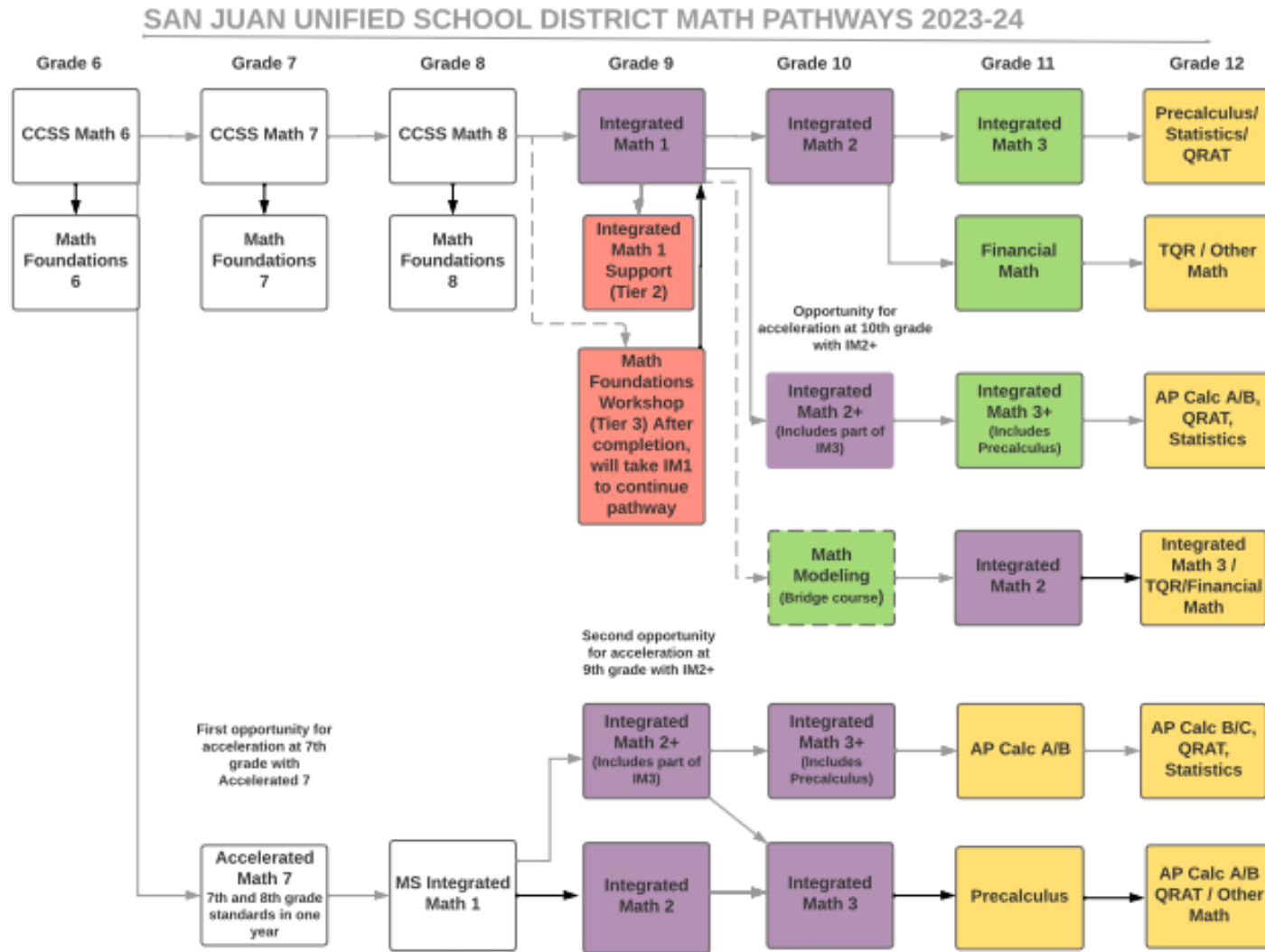
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- “Advanced” Math courses offered at some CMP sites. Dependent on credentialing, staffing, student populations, pre-existing systems
- Curriculum and instructional practices unique to LEA or site (ie. Integrated Math or traditional sequencing)
- Need to align our course offerings and curriculum with authorizing districts to ensure reciprocity





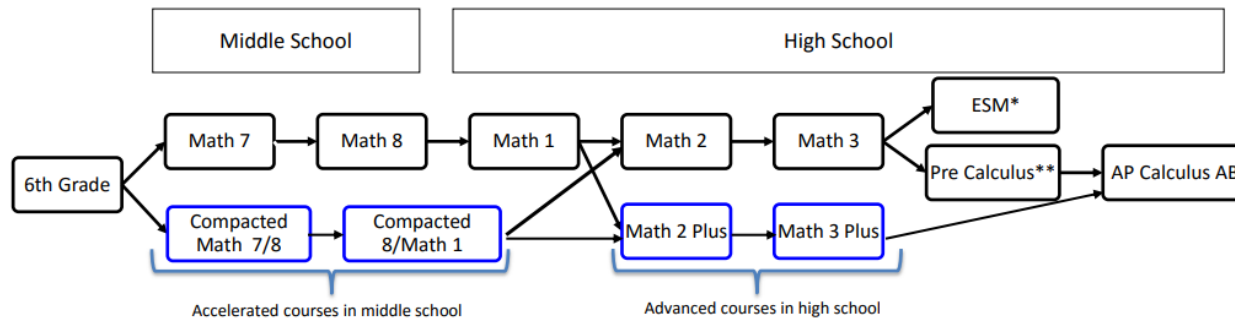
# Currently - San Juan & CMP (AR, OR, CAR)



- San Juan Offers Accelerated Math 7 and Middle School Integrated Math 1

# Currently - Sac City & CMP Capitol

SCUSD Secondary Course Progression



\*ESM is the EAP Senior Math course, designed for seniors who have taken Math 1 – Math 3 and who are not necessarily prepared or interested in taking Pre-Calculus during their senior year.

\*\*Pre Calculus or other available option, like Statistics

- SCUSD Offers Compacted Math 7 + 8 and Compacted 8/Math 1 (Integrated Math)
- Placement Criteria:
  - 6th Grade Report Card Scores (Trimester 2)
  - Placement Assessment: MDTP and open-response tasks
  - Recommendations for placement (from teacher, administrator, student, or parent/guardian).
- CMP Students can take SCUSD's Challenge Test for higher 9th grade placement

# Currently - Elk Grove Unified & CMP Elk Grove

8th Grade Math Course	Incoming 9th Grade Placement
Mathematics 8	Mathematics I
Mathematics 8 with Support (Support model is determined by site)	Mathematics I OR Mathematics I with Support (Support model is determined by site)
Mathematics I (Grade of C or better)	Mathematics II OR Mathematics II Honors
Mathematics I (Grade of D)	Applied Mathematics OR Mathematics I OR Mathematics I with Support (Support model is determined by site)
Mathematics I (Grade of F)	Mathematics I

- EGUSD offers up to Math 1 (Integrated Math) for 8th graders and up to Math II Honors for 9th graders
- Placement Criteria:
  - Grades
  - CAASPP Scale Score
  - Placement Test
- **CMP Elk Grove Math Specialist, Kevin, plans to expand advanced math offerings next year!**

# Currently - Buckeye/El Dorado & CMP Shingle Springs

## BUSD Middle School Pathways



	Grade 6	Grade 7	Grade 8	Grade 9
Standard	Math 6	Math 7	Math 8	Algebra
Accelerated	Math 6	Math 7.5 Pre-Algebra	Math 8.5 Algebra	Geometry
Advanced	Math 7.5	Math 8.5	Geometry	Adv Algebra II

### El Dorado Union High School District 9th Grade Placement Criteria for Mathematics

Placement at this time is based on grades from previous course and end of course final exam results. In the future, 8<sup>th</sup> grade Smarter Balanced Assessment Consortium (SBAC) Summative Assessment scores will assist with student placement as well.

The El Dorado Union High School District (EDUHSD) requires middle school teachers to make initial placement recommendations in January for scheduling purposes. However, final middle school teacher recommendations will be submitted by June 1. Middle school teachers are asked to follow the placement criteria outlined below when submitting final recommendations. Parents wishing to appeal the middle school teacher's placement shall submit a written request detailing the grounds for appeal to the high school principal. The written appeal will be shared with the student's guidance counselor and the high school's mathematics department chair. The principal will make the final decision regarding placement.

- Buckeye offers Accelerated and Advanced options
- El Dorado heavily relies on teacher recommendations for HS placement
- Both use traditional sequencing model
- CMP Shingle Springs currently offers Geometry, Algebra and gives same final exam as EDUHSD for reciprocity

# CMP Math 24-25

California Montessori Project - Capitol Campus		
CMP:		
6th Grade	7th Grade	8th Grade
Math 6	Math 7	Math 8
	Math 7 w/ Supports	Math 8 Advanced
		Math 8 w/ Supports

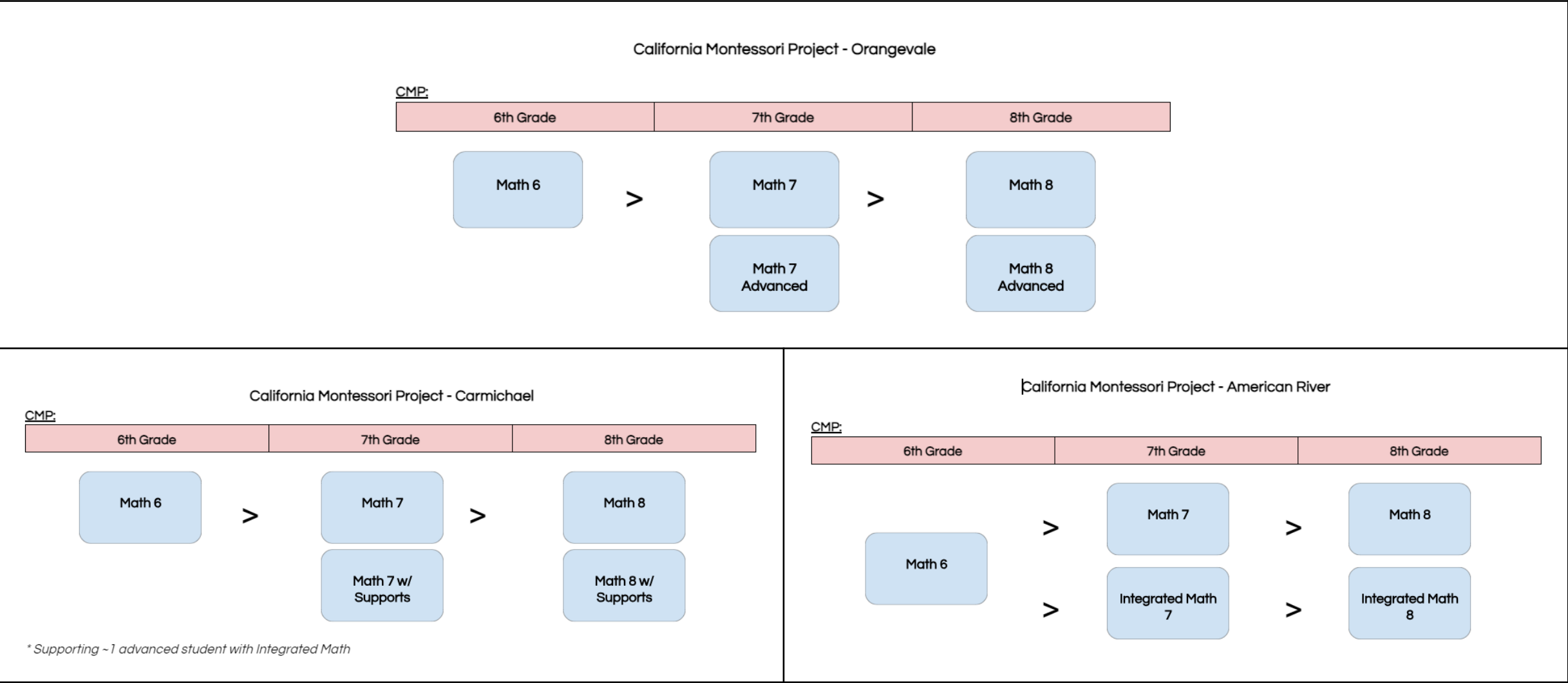
California Montessori Project - Elk Grove		
CMP:		
6th Grade	7th Grade	8th Grade
Math 6	Math 7	Math 8
Math 6/7	Math 7/8	Math I (Integrated Math)

California Montessori Project - Shingle Springs		
CMP:		
6th Grade	7th Grade	8th Grade
Math 6	Math 7	Math 8
Math Plus	Algebra 1	Algebra 1
Math 7	Math Plus	Geometry

Math Plus = Advanced Montessori Math + 7th Grade Illustrative Math



# CMP Math 24-25





# Checklist for Math Placement

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- [Updated Checklist](#)
- Empowers school sites to be most responsive and flexible for families
- Simplified criteria to support students and decision-making
- Includes criteria for consideration and data
- Supports meeting more kids where they're at in Upper Elementary



## Next Steps

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- Work to check Aeries courses, credential requirements, and high school reciprocity
- Ensure sites have curricular materials for advanced Math
- Support sites to place students in the appropriate Math class
- Support family communication to be as responsive as possible



# **Informational Item #3**

## **Enhancing Staffing Efficiency and Support Ad Hoc Committee Report**



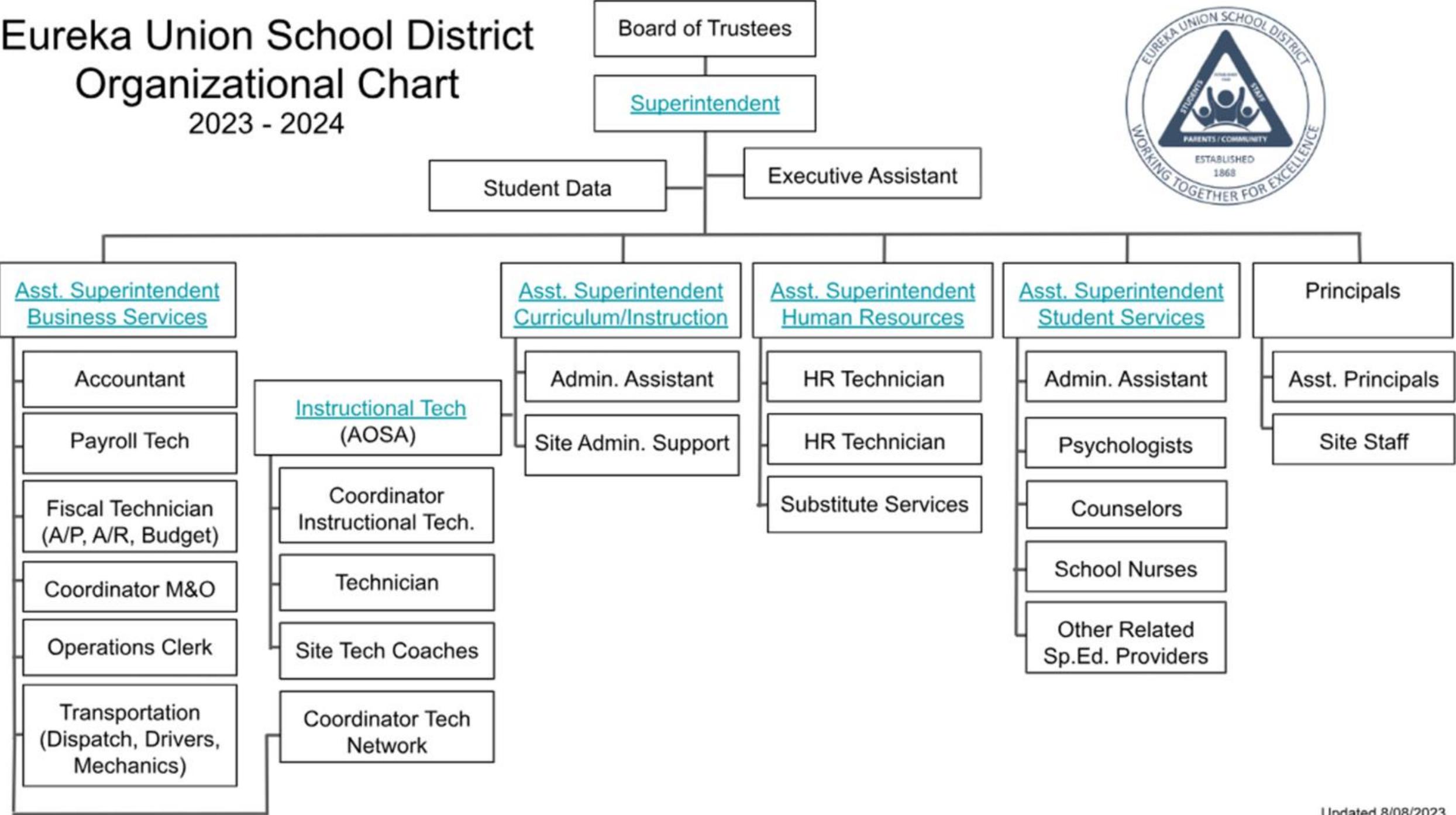
# What's Happened with the Ad Hoc Committee since May?

- The Ad Hoc Committee met three times with Brett, Becky, Joanne, and Joanna
- Reviewed “Evidence Based School Staffing Models”
- Received feedback from:
  - Superintendent
  - Interim Superintendent
  - Director of Special Education
  - Senior Director of Operations
  - Director of Technology and Facilities
  - Principals
- Drafted an “aspirational” organizational chart to be worked on over multiple years
- Drafted a “phased” in approach that includes small steps that are included in today’s budget

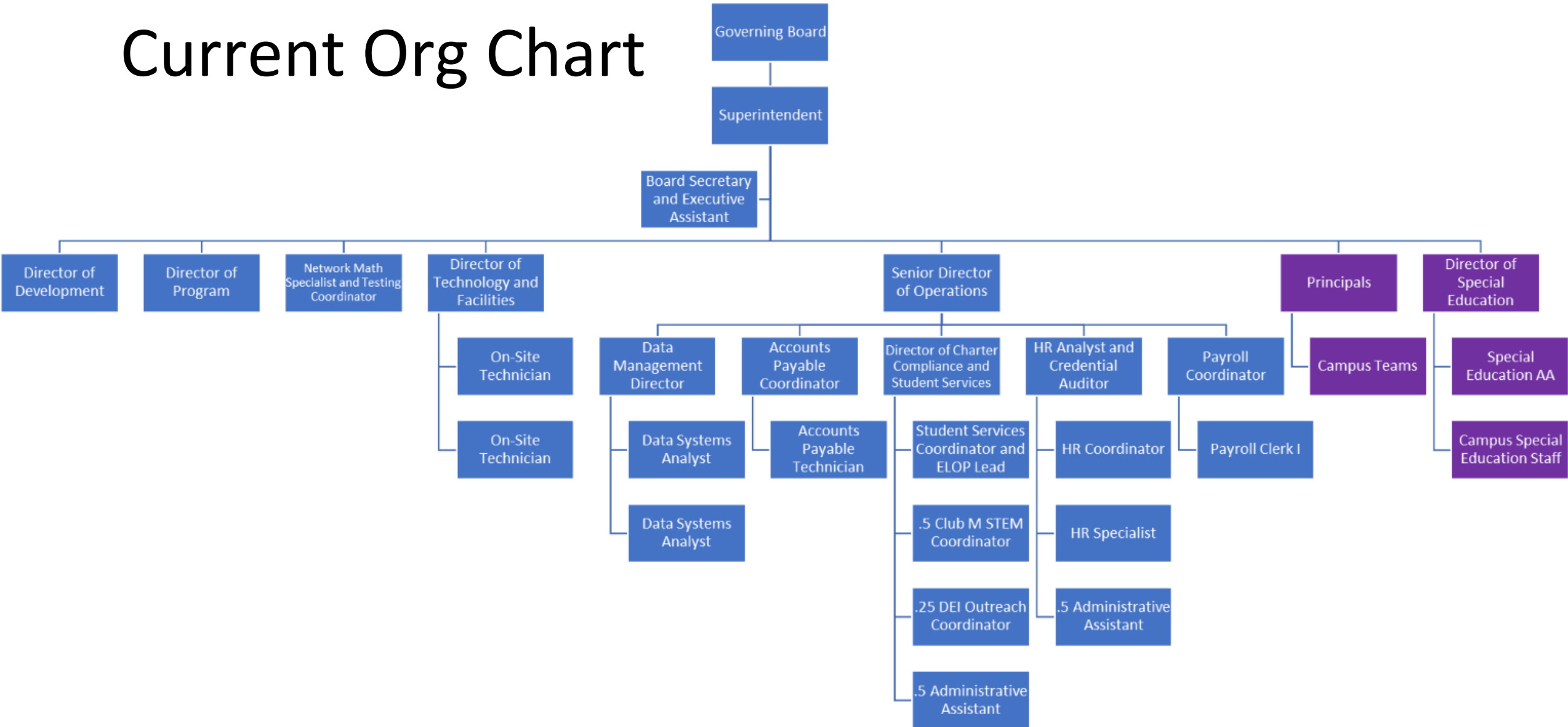
# Eureka Union School District

## Organizational Chart

2023 - 2024



# Current Org Chart

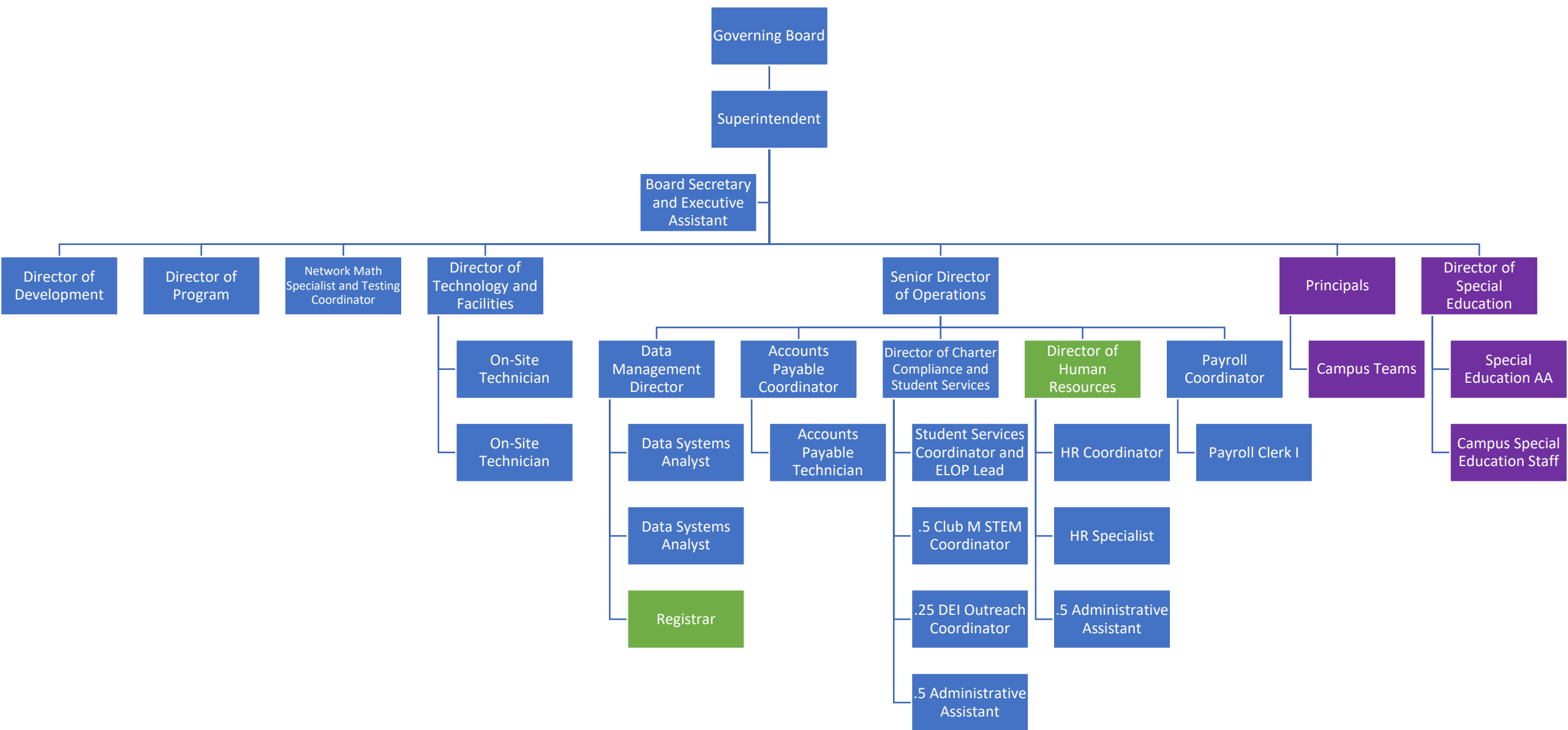




# Considerations and Observations from the Ad Hoc Committee

- Savings could be realized by centralizing services and Special Education staffing efficiencies.
- Some existing positions could be removed/replaced/evolved
- Superintendent has too many direct reports, organization is very flat limiting growth opportunities for staff
- New positions could be created to provide stronger service to school sites:
  - Network level Registrar removes the responsibility from campuses (14 campus staff touch registration/enrollment currently), creates efficiencies, and provides more timely and accurate information to meet budgeted enrollment numbers, greater awareness of student movement across CMP campuses, and network reporting of immunizations for all students.
  - Network level Purchaser creates efficiency by moving away from six staff members managing purchasing for the campuses which can create inconsistent and inaccurate budget coding. Potential benefits include greater likelihood of savings from bulk purchasing, tighter controls and consistency around spending and budget code reporting.
  - Director of Facilities - Facility needs across the network suggest the need for a full time facilities leader
  - Director of Human Resources - Formally filled but currently vacant position
  - Assistant Superintendent of Education Services – Oversees principals and General Education
  - Assistant Superintendent of Pupil Services – Oversees student services, social emotional learning, counseling, Club M/Enrichment, and Special Education
  - Network Montessori Specialist – Dedicated to supporting Montessori implementation
  - Network English Language Arts Specialist – Dedicated to supporting English Language Arts instruction
- Director of Compliance and Student Services separated into two stand-alone positions
- Had conversations around impact to campus operations, services, and staff/family responsiveness

# Organizational Structure Included in 24/25 Budget

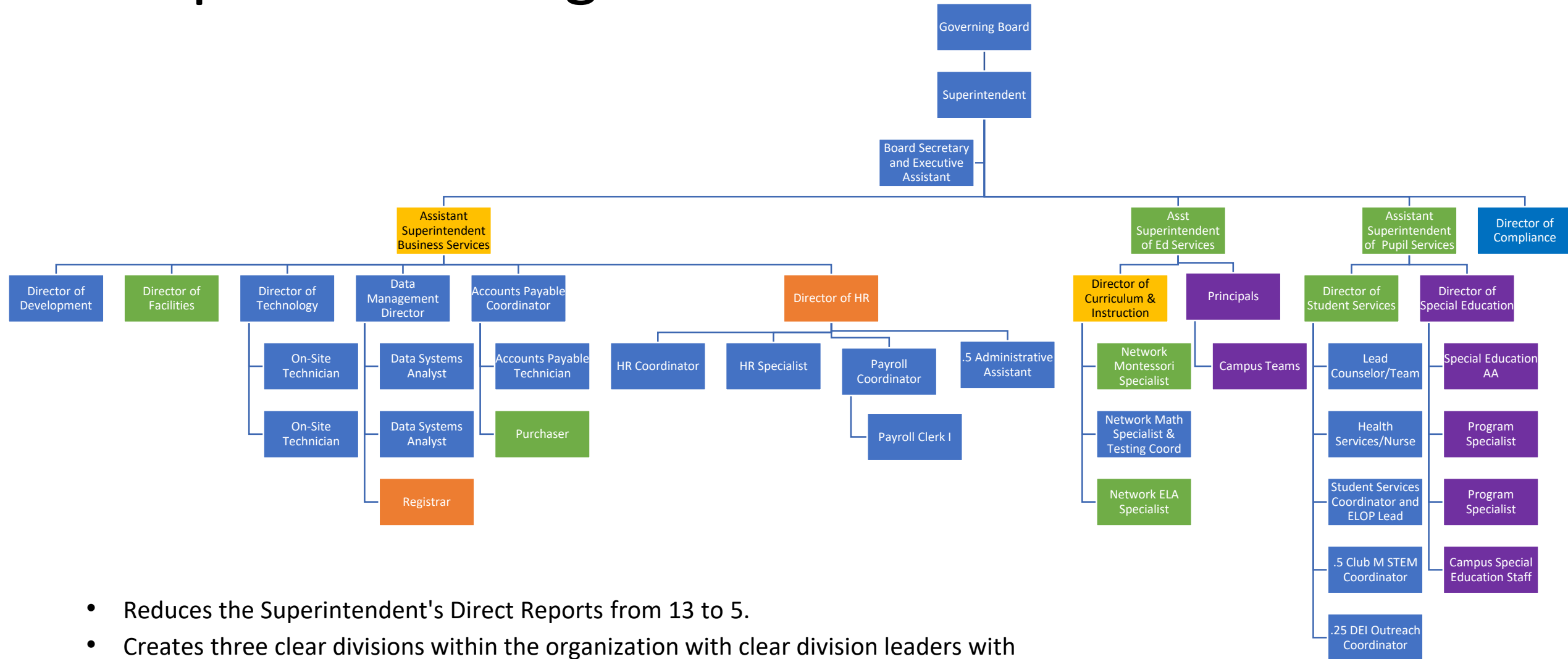


# Analysis of Updates Included in the 24/25 Budget

<p>Savings</p> <ul style="list-style-type: none"><li>• Two Campus AA positions not being backfilled</li></ul> <p>Total = ~\$100,000</p>	<p>Costs</p> <ul style="list-style-type: none"><li>• Promotion of HR Analyst and Credential Auditor to HR Director = \$14,056</li><li>• Addition of the Registrar = \$64,680</li></ul> <p>Total = \$78,736</p>
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Net Savings Reflected in the Budget = \$21,264

# Aspirational Organizational Chart



- Reduces the Superintendent's Direct Reports from 13 to 5.
- Creates three clear divisions within the organization with clear division leaders with specific expertise (Business/Operations, Education Services, and Pupil Services)
- Stronger services to schools able to be delivered under each division and compliance responsibilities removed from schools so school sites can focus on serving students and families

# Analysis of Full Implementation of Aspirational Organizational Chart

- Potential Remaining Cost Savings Not in Budget = \$429,000
- Cost to implement all “Aspirational” positions = \$817,694
  - Some “aspirational” positions cost nothing to implement others come with large costs
- Achieving the Aspirational Organization structure would be a strong investment in strengthening our academic program and organizational effectiveness.
- “Aspirational” positions are responsive to feedback from community on strengthening Montessori program
- By approving the Pay Scales would empower CMP to fill positions when it makes sense from a budget and programmatic perspective.



# **Informational Item #4, #5, #6, #7**

**CMP Dashboard Local Indicator Report for CMP - Capitol**

**CMP Dashboard Local Indicator Report for CMP - Elk Grove**

**CMP Dashboard Local Indicator Report for CMP - San Juan**

**CMP Dashboard Local Indicator Report for CMP - Shingle Springs**



# **Dashboard Local Indicators Progress Update for CMP San Juan, Capitol, Elk Grove, and Shingle Springs**

Each year CMP completes the “local indicators” for the California School Dashboard:

- Priority 1: appropriately assigned teachers, access to curriculum, standards aligned instructional materials, and school facilities
- Priority 2: Implementation of state academic standards
- Priority 3: Parent and family engagement
- Priority 6: School climate
- Priority 7: Access to a broad course of study.

## **Performance Standards**

The performance standards for the local performance indicators are:

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

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

### ***Implementation of State Academic Standards (LCFF Priority 2)***

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

### ***Parent and Family Engagement (LCFF Priority 3)***

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

### ***School Climate (LCFF Priority 6)***

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

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

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

# Priority #1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:\*

100%



Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):\*

0



## Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Access to standards-aligned instructional materials - All CMP students have access to standards aligned instructional materials at school. During the pandemic, CMP provided standards-aligned instructional materials for all students to use at home. Post-pandemic, CMP provides students standards-aligned instructional materials that can be used at school and at home for most grade levels in Math. Not all CMP students have their own copies of standards-aligned instructional materials that can be used at home for English Language Arts.

# Priority #1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: \*

100%

This will be 68% for Elk Grove. Elk Grove still utilizes Ready Reading Workbooks in Upper Elementary



Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): \*

0



## Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Access to standards-aligned instructional materials - All CMP students have access to standards aligned instructional materials at school. During the pandemic, CMP provided standards-aligned instructional materials for all students to use at home. Post-pandemic CMP provides students standards-aligned instructional materials that can be used at school and at home for most grade levels in Math. Not all CMP students have their own copies of standards-aligned instructional materials that can be used at home for English Language Arts.

# Priority #2: Implementation of State Academic Standards

## Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



# Priority #2: Implementation of State Academic Standards

CMP has Curriculum Guides that map back to the California Standards for all of our Montessori lessons and materials. Additionally, based on feedback from the American Montessori Society and the Western Association of Schools and Colleges, CMP convened a group to investigate programs that would allow CMP to track students' progress in standards mastery and provide a personalized digital learning experience for students. As a result of this work, CMP began using the Curriculum Associates i-Ready Diagnostic Grade-Level Placements and State Test Proficiency Assessment in the 2019-2020 school year.

CMP teachers administer an online placement assessment in the fall of each school year. Additional assessments are administered in the winter and spring to track student growth over the course of the year. The i-Ready assessments are highly correlated to the CAASPP and the assessments give CMP teachers and school leaders opportunities to come together several times throughout the school year to adjust instruction based on student need. The assessments also allow CMP and its teachers to see which standards students have mastered and which standards students are still working on which allows CMP to target instruction to support students' standards mastery.

CMP has integrated Curriculum Associates resources into its Montessori Curriculum Guides so that teachers can have access to multiple methods (Montessori material/lesson, Curriculum Associates resource, etc.) to teach the specific standard.

# Priority #2: Implementation of State Academic Standards

List by LEA of what is used for:

- English Language Arts
- Math
- Science
- History/Social Science

# Priority #3: Parent and Family Engagement

## No change from previous year

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

# Priority #3: Parent and Family Engagement

## No change from previous year

San Juan		Shingle Springs	
Section 1: Building Relationships Between School Staff and Families		Section 1: Building Relationships Between School Staff and Families	
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4 - Full Implementation ▼	1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4 - Full Implementation ▼
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5 - Full Implementation and Sust... ▼	2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5 - Full Implementation and Sust... ▼
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4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5 - Full Implementation and Sust... ▼	4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5 - Full Implementation and Sust... ▼

# Priority #3: Parent and Family Engagement

## No change from previous year

Capitol		Elk Grove	
<p>1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.</p>	<p>The CMP community encourages direct communication through regular parent-student- teacher conferences. CMP also holds regular "Principal Cafes" and "Campus Advisory Committee" meeting opportunities to learn about and provide input into school activities.</p>	<p>1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.</p>	<p>The CMP community encourages direct communication through regular parent-student- teacher conferences. CMP also holds regular "Principal Cafes" and "Campus Advisory Committee" meeting opportunities to learn about and provide input into school activities.</p>
	<p>In addition, the school utilizes a Parent Communication app, ParentSquare, which reaches 99% of families as a vehicle to share information and respond to inquiries/requests between all parents and staff. Through ParentSquare, the school can message families through a preferred phone number, email, etc.</p>		<p>In addition, the school utilizes a Parent Communication app, ParentSquare, which reaches 99% of families as a vehicle to share information and respond to inquiries/requests between all parents and staff. Through ParentSquare, the school can message families through a preferred phone number, email, etc.</p>
	<p>CMP administration meets with students, families and staff each year to inform the LCAP. Through an open discussion format, educational partners are encouraged to share feedback, ask questions and make suggestions for improvement regarding any school related topic. CMP also provides an online survey available to all families and staff to share feedback on LCAP. The LCAP process provides for the opportunity to practice a shared level of decision making, increasing the voice of all partners.</p>		<p>CMP administration meets with students, families and staff each year to inform the LCAP. Through an open discussion format, educational partners are encouraged to share feedback, ask questions and make suggestions for improvement regarding any school related topic. CMP also provides an online survey available to all families and staff to share feedback on LCAP. The LCAP process provides for the opportunity to practice a shared level of decision making, increasing the voice of all partners.</p>
	<p>The CMP-Capitol Campus holds community events, including a parent volunteer fair with the intent of supporting families in obtaining their volunteer requirements (TB, Livescan, etc.) and to proactively recruit parent volunteers in to campus level roles. The campus also recently held a visioning session that was attended by both staff and families where the campus community discussed their future goals for the school.</p>		<p>The CMP-Elk Grove Campus holds community events to engage our parents into the school community.</p>

# Priority #3: Parent and Family Engagement

## No change from previous year

San Juan		Shingle Springs	
1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.	The CMP community encourages direct communication through regular parent-student- teacher conferences. CMP also holds regular "Principal Cafes" and "Campus Advisory Committee" meeting opportunities to learn about and provide input into school activities.	1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.	The CMP community encourages direct communication through regular parent-student- teacher conferences. CMP also holds regular "Principal Cafes" and "Campus Advisory Committee" meeting opportunities to learn about and provide input into school activities.
	In addition, the school utilizes a Parent Communication app, ParentSquare, which reaches 99% of families as a vehicle to share information and respond to inquiries/requests between all parents and staff. Through ParentSquare, the school can message families through a preferred phone number, email, etc.		In addition, the school utilizes a Parent Communication app, ParentSquare, which reaches 99% of families as a vehicle to share information and respond to inquiries/requests between all parents and staff. Through ParentSquare, the school can message families through a preferred phone number, email, etc.
	CMP administration meets with students, families and staff each year to inform the LCAP. Through an open discussion format, educational partners are encouraged to share feedback, ask questions and make suggestions for improvement regarding any school related topic. CMP also provides an online survey available to all families and staff to share feedback on LCAP. The LCAP process provides for the opportunity to practice a shared level of decision making, increasing the voice of all partners.		CMP administration meets with students, families and staff each year to inform the LCAP. Through an open discussion format, educational partners are encouraged to share feedback, ask questions and make suggestions for improvement regarding any school related topic. CMP also provides an online survey available to all families and staff to share feedback on LCAP. The LCAP process provides for the opportunity to practice a shared level of decision making, increasing the voice of all partners.
	The CMP-San Juan Campuses holds community events to engage our parents into the school community.		The CMP-Shingle Springs Campus holds community events to engage our parents into the school community.

# Priority #3: Parent and Family Engagement

## No change from previous year

Capitol		Elk Grove	
	staff and families where the campus community discussed their future goals for the		
2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.	CMP is working with families on improving student attendance practices post-pandemic.	2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.	CMP is working with families on improving student attendance practices post-pandemic.
3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.	CMP's website and Parent Communication system allows parents to translate content to a preferred language to ensure effective communication.	3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.	CMP's website and Parent Communication system allows parents to translate content to a preferred language to ensure effective communication.
	During the LCAP engagement process, CMP administration met with its English Language Advisory Committee with the intention to gather input through the lens of our English Learners to help guide future decisions.		During the LCAP engagement process, CMP administration met with its English Language Advisory Committee with the intention to gather input through the lens of our English Learners to help guide future decisions.
	In alignment with its Strategic Plan, CMP partnered with Sacramento State University to provide Diversity, Equity, Inclusion, and Belonging professional development to all CMP schools.		In alignment with its Strategic Plan, CMP partnered with Sacramento State University to provide Diversity, Equity, Inclusion, and Belonging professional development to all CMP schools.



# Priority #3: Parent and Family Engagement

## No change from previous year

San Juan		Shingle Springs	
2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.	CMP is working with families on improving student attendance practices post-pandemic.	2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.	CMP is working with families on improving student attendance practices post-pandemic.
3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.	<p>CMP's website and Parent Communication system allows parents to translate content to a preferred language to ensure effective communication.</p> <p>During the LCAP engagement process, CMP administration met with its English Language Advisory Committee with the intention to gather input through the lens of our English Learners to help guide future decisions.</p> <p>In alignment with its Strategic Plan, CMP partnered with Sacramento State University to provide Diversity, Equity, Inclusion, and Belonging professional development to all CMP schools.</p>	3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.	<p>CMP's website and Parent Communication system allows parents to translate content to a preferred language to ensure effective communication.</p> <p>During the LCAP engagement process, CMP administration met with its English Language Advisory Committee with the intention to gather input through the lens of our English Learners to help guide future decisions.</p> <p>In alignment with its Strategic Plan, CMP partnered with Sacramento State University to provide Diversity, Equity, Inclusion, and Belonging professional development to all CMP schools.</p>

# Priority #3: Parent and Family Engagement

## No change from previous year

Capitol		Elk Grove	
Section 2: Building Partnerships for Student Outcomes		Section 2: Building Partnerships for Student Outcomes	
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4 - Full Implementation ▼	5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5 - Full Implementation and Sustainability ▼
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4 - Full Implementation ▼	6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5 - Full Implementation and Sustainability ▼
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4 - Full Implementation ▼	7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5 - Full Implementation and Sustainability ▼
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4 - Full Implementation ▼	8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5 - Full Implementation and Sustainability ▼

# Priority #3: Parent and Family Engagement

## No change from previous year

San Juan		Shingle Springs	
Section 2: Building Partnerships for Student Outcomes		Section 2: Building Partnerships for Student Outcomes	
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5 - Full Implementation and Sustainability ▼	5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5 - Full Implementation and Sustainability ▼
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8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5 - Full Implementation and Sustainability ▼	8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5 - Full Implementation and Sustainability ▼

# Priority #3: Parent and Family Engagement

## No change from previous year

Capitol		Elk Grove	
1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.	Based on the educational partner feedback, CMP's current strengths are around parent engagement, safe and orderly school and classroom environments and community members feeling safe and accepted at school.	1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.	Based on the educational partner feedback, CMP's current strengths are around parent engagement, safe and orderly school and classroom environments and community members feeling safe and accepted at school.
2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.	CMP has placed a focus on increasing effective communication between the parent/guardian and teaching/administrative communities. Teachers meet with parents multiple times throughout the school year (Initial Parent Meetings and Parent/Teacher Conferences) to provide an opportunity to discuss goals, objectives, progress on academic plans and discuss any issues or concerns that may be present. To ensure parents stay informed of their child's progress throughout the school year, CMP regularly communicates via ParentSquare, email and phone calls. Parents can log in to Aeries and/or Google Classroom to see student work and grades. Campus administration will send home campus and classroom newsletters as another means of communication for families who prefer to not receive electronic communications.	2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.	CMP has placed a focus on increasing effective communication between the parent/guardian and teaching/administrative communities. Teachers meet with parents multiple times throughout the school year (Initial Parent Meetings and Parent/Teacher Conferences) to provide an opportunity to discuss goals, objectives, progress on academic plans and discuss any issues or concerns that may be present. To ensure parents stay informed of their child's progress throughout the school year, CMP regularly communicates via ParentSquare, email and phone calls. Parents can log in to Aeries and/or Google Classroom to see student work and grades. Campus administration will send home campus and classroom newsletters as another means of communication for families who prefer to not receive electronic communications.
3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.	CMP seeks to engage underrepresented families by first being present and visible in the school community. If campus administration feels that a family is not being reached through the normal modes of communication, direct phone calls, in-person meetings, and/or home visits will be made to ensure the family is receiving the support that is needed. CMP also provides on campus services for families in need, including computer access, translators, meals, etc.	3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.	CMP seeks to engage underrepresented families by first being present and visible in the school community. If campus administration feels that a family is not being reached through the normal modes of communication, direct phone calls, in-person meetings, and/or home visits will be made to ensure the family is receiving the support that is needed. CMP also provides on campus services for families in need, including computer access, translators, meals, etc.



# Priority #3: Parent and Family Engagement

No change from previous year at Shingle Springs. Made sure to include ELAC in San Juan

San Juan		Shingle Springs	
1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.	Based on the educational partner feedback, CMP's current strengths are around parent engagement, safe and orderly school and classroom environments and community members feeling safe and accepted at school.	1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.	Based on the educational partner feedback, CMP's current strengths are around parent engagement, safe and orderly school and classroom environments and community members feeling safe and accepted at school.
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	CMP-San Juan also has an English Language Advisory Council that supports engagement with our English Learner families and students.		

# Priority #3: Parent and Family Engagement

## No change from previous year

Capitol		Elk Grove	
<u>Section 3: Seeking Input for Decision-Making</u>		<u>Section 3: Seeking Input for Decision-Making</u>	
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4 - Full Implementation ▼	9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4 - Full Implementation ▼
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4 - Full Implementation ▼	10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5 - Full Implementation and Sustainability ▼
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4 - Full Implementation ▼	11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5 - Full Implementation and Sustainability ▼
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4 - Full Implementation ▼	12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4 - Full Implementation ▼

# Priority #3: Parent and Family Engagement

## No change from previous year

San Juan		Shingle Springs	
	Our San Juan district has an English Language Learner family support engagement with our English Learner families and students.		
<u>Section 3: Seeking Input for Decision-Making</u>		<u>Section 3: Seeking Input for Decision-Making</u>	
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4 - Full Implementation ▼	9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4 - Full Implementation ▼
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5 - Full Implementation and Sustainability ▼	10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5 - Full Implementation and Sustainability ▼
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5 - Full Implementation and Sustainability ▼	11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5 - Full Implementation and Sustainability ▼
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4 - Full Implementation ▼	12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4 - Full Implementation ▼



# Priority #3: Parent and Family Engagement

## No change from previous year

Capitol		Elk Grove	
1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.	CMP encourages parent participation at school and sees parents as educational partners in their child's learning.	1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.	CMP encourages parent participation at school and sees parents as educational partners in their child's learning.
	CMP continuously seeks input from various groups of educational partners, especially as it relates to the LCAP process. LCAP meetings are held at each school, where students, staff, and families are encouraged to provide input as a guide to help set goals and priorities.		CMP continuously seeks input from various groups of educational partners, especially as it relates to the LCAP process. LCAP meetings are held at each school, where students, staff, and families are encouraged to provide input as a guide to help set goals and priorities.
2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.	The California Montessori Project (CMP) seeks to improve and promote partner involvement and collaboration through various pathways. For our families, CMP hosts regularly scheduled "Parent Cafes" in order to facilitate communication between families and school administration as well as an established Campus Advisory Council (CAC) composed of parent, teacher and administrative representation that is designed to provide a forum for stakeholder input. Additionally, CMP embraces an "Open Door Policy" in order to develop a culture of collaboration and common purpose.	2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.	The California Montessori Project (CMP) seeks to improve and promote partner involvement and collaboration through various pathways. For our families, CMP hosts regularly scheduled "Parent Cafes" in order to facilitate communication between families and school administration as well as an established Campus Advisory Council (CAC) composed of parent, teacher and administrative representation that is designed to provide a forum for stakeholder input. Additionally, CMP embraces an "Open Door Policy" in order to develop a culture of collaboration and common purpose.
3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.	The CMP campuses have fully implemented the communications tool, ParentSquare. Through ParentSquare, CMP administration is able to reach 99% of the family community. CMP wants to ensure that communication is readily available to all families, including underrepresented families without access to computers and/or the internet.	3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.	The CMP campuses have fully implemented the communications tool, ParentSquare. Through ParentSquare, CMP administration is able to reach 99% of the family community. CMP wants to ensure that communication is readily available to all families, including underrepresented families without access to computers and/or the internet.
	In alignment with its Strategic Plan, CMP partnered with Sacramento State University to provide Diversity, Equity, Inclusion, and Belonging professional development to all CMP schools.		In alignment with its Strategic Plan, CMP partnered with Sacramento State University to provide Diversity, Equity, Inclusion, and Belonging professional development to all CMP schools.

# Priority #3: Parent and Family Engagement

No change from previous year

San Juan		Shingle Springs	
1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.	<p>CMP encourages parent participation at school and sees parents as educational partners in their child's learning.</p> <p>CMP continuously seeks input from various groups of educational partners, especially as it relates to the LCAP process. LCAP meetings are held at each school, where students, staff, and families are encouraged to provide input as a guide to help set goals and priorities.</p>	1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.	<p>CMP encourages parent participation at school and sees parents as educational partners in their child's learning.</p> <p>CMP continuously seeks input from various groups of educational partners, especially as it relates to the LCAP process. LCAP meetings are held at each school, where students, staff, and families are encouraged to provide input as a guide to help set goals and priorities.</p>
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3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.	<p>The CMP campuses have fully implemented the communications tool, ParentSquare. Through ParentSquare, CMP administration is able to reach 99% of the family community. CMP wants to ensure that communication is readily available to all families, including underrepresented families without access to computers and/or the internet.</p> <p>In alignment with its Strategic Plan, CMP partnered with Sacramento State University to provide Diversity, Equity, Inclusion, and Belonging professional development to all CMP schools.</p>	3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for	<p>The CMP campuses have fully implemented the communications tool, ParentSquare. Through ParentSquare, CMP administration is able to reach 99% of the family community. CMP wants to ensure that communication is readily available to all families, including underrepresented families without access to computers and/or the internet.</p> <p>In alignment with its Strategic Plan, CMP partnered with Sacramento State University to provide Diversity, Equity, Inclusion, and Belonging professional development to all CMP schools.</p>

# Priority #6: School Climate

All Schools	
Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.	CMP parents/guardians, staff and students were asked to take a school climate survey in the fall and the spring. This survey is a crucial tool in shaping the future of our educational community. Feedback is invaluable in helping CMP understand how experiences can be enhanced for both students and families. CMP aims to create a nurturing, safe environment that fosters the growth and well-being of every child. Survey responses guide CMP in identifying areas where the program excels and those that require improvement. Survey questions included topics surrounding teaching & learning, school safety, interpersonal relationships, institutional environment, and families' ability to be involved. Members of the CMP community completed the spring school climate survey in May of 2024. These results will be shared when they become available.
Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.	<p>The fall school climate survey data was shared with the Board, families, and staff.</p> <p>CMP 3rd-6th Grade Celebrations: Students commented favorable to the following statements: "I like school.", "Teachers treat me with respect.", "I get along with other students." and "There is an adult at school who can help me if I need it."</p> <p>CMP 3rd-6th Grade Opportunities For Growth: Students commented with a less favorable response to the following statements: "Good behavior is noticed at my school.", "Students in my class behave so teachers can teach." and "Students treat each other well."</p> <p>CMP Middle School Celebrations: Students commented favorable to the following statements: "My school has clear rules for behavior.", "I know an adult at school that I can talk with if I need help.", "I have felt unsafe at school or on my way to or from school." (high score indicates a better perception of school safety) and "Teachers treat me with respect."</p> <p>CMP Middle School Opportunities For Growth: Students commented with a less favorable response to the following statements: "I feel my school has high standards for achievement.", "The behaviors in my classroom allow teachers to teach so I can learn." and "Students are frequently recognized for good behavior."</p>
Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.	Staff, most notably our PBIS Tier 1 and Tier 2 teams, used the data to inform their work at the school site. CMP continued training in PBIS with Placer County Office of Education and was able to utilize this data in those trainings. Additionally, CMP visited a "Platinum" PBIS school in the spring to better understand best practices.



# Priority #7: Access to a Broad Course of Study

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.	As a Montessori public school, all of CMP's teachers are Montessori trained. This training includes English Language Arts, Math, Zoology, Botany, Social Studies, Geography, Physical Education, and Science to name a few of the subject matters. All CMP classrooms are equipped with the full suite of Montessori materials which in and of itself exposes students to a broad course of study.
	Additionally, CMP has identified and currently utilizes several tools to articulate the expected schoolwide learner outcomes for students. In connection and alignment with California State Standards, CMP has created and implements a curriculum guide that outlines the specific content areas to be addressed. Further, CMP employs several assessment tools in order to measure progress towards meeting these articulated outcomes. One of the assessment tools utilized by CMP is the Curriculum Associates i-Ready diagnostic assessments in reading and math. This measure of progress provides the data necessary to uncover areas of need and drive appropriate instruction and interventions.
	CMP is also making steady progress against goals within its Strategic Plan to ensure that all CMP students have access to enrichment programs, during the school day and outside of traditional school hours including sports, physical education, standards aligned field trips, academics, visual and performing arts, and STEM.

# Priority #7: Access to a Broad Course of Study

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.	All CMP students have access to the following program components:
	Comprehensive academic and social skills development using Montessori- based curriculum aligned to the California State Standards
	Highly qualified, dynamic, California State Credentialed and Montessori- trained/certified teachers (dual certification)
	Low student-to-teacher ratios
	Quality didactic Montessori learning materials
	State standards aligned instructional materials
	Personalized technology based (Curriculum Associates i-Ready) reading and math programs that provide targeted on-line instruction and data to teachers to inform their instruction.
	Full implementation of Response to Intervention (RTI) model with academic intervention programs
	CMP has adopted PBIS Practices, positive behavioral support program
	CMP has adopted Second Step, a Social Emotional Learning (SEL) program to support SEL
	Dean of Students to support implementation of RTI, PBIS Behavior support, curriculum alignment/ implementation and accreditations
	Physical education and Visual and Performing Arts Instruction
	As a part of its Strategic Plan, CMP made a commitment to implement California standards aligned instructional materials for English/Language Arts and Math (including for students in need of intervention and remediation), and Next Generation Science Standards instructional materials for science which will be in alignment with the core Montessori curriculum and has been successful in achieving that goal. CMP has adopted and provides a Social Emotional Learning Curriculum to all students.

# Priority #7: Access to a Broad Course of Study

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.	Funding limitations and hiring barriers have prevented CMP from offering additional teachers and programs to students.
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?	Continuing work to secure adequate funding to hire staff and implement new programs.

# Informational Item #8

## Monthly Financial Update: EdTec





# California Montessori Project Board Meeting

**SABRINA SILVER, SARA ZAMORA**  
**JUNE 10, 2024**



**1. 2023-24 Forecast Update**

A. School Specific Financials

B. Organization-Wide Financials

**1. State Budget Updates**

**1. 2024-25 Budget and Multi-Year Projections**

# 2023-24 Forecast Update



## Revenue

- All of Prop 28 revenue rolled over to FY25, except at EG
- Fundraising revenue added based on average of prior years
- Most Arts, Music, and Instructional Materials Discretionary

## Expense

- Category shifts in line with YTD spending:
  - Benefits and rent at CAT
  - Sub-agreements
  - Rent at CAR
  - Travel and Conferences
  - Balance sheet write-offs at EG

# CMP Home Office FY24 Forecast Update

		2023-24	2023-24	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	-	-	-
	Federal Revenue	-	-	-
	Other State Revenues	-	-	-
	Local Revenues	5,982,646	5,968,710	(13,936)
	Fundraising and Grants	-	-	-
	<b>Total Revenue</b>	<b>5,982,646</b>	<b>5,968,710</b>	<b>(13,936)</b>
Expenses	Compensation and Benefits	3,776,221	3,816,184	(39,963)
	Books and Supplies	468,614	468,614	-
	Services and Other Operating	1,699,349	1,645,450	53,899
	Depreciation	38,462	38,462	-
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>5,982,646</b>	<b>5,968,710</b>	<b>13,936</b>
	<b>Operating Income</b>	<b>-</b>	<b>(0)</b>	<b>(0)</b>
	Beginning Balance (Audited)	(84,003)	(84,003)	-
	Operating Income	-	(0)	(0)
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>(84,003)</b>	<b>(84,003)</b>	<b>(0)</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>-1.4%</b>	<b>-1.4%</b>	<b>0.0%</b>

# Capitol FY24 Forecast Update

		2023-24	2023-24	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	3,831,041	3,831,041	(0)
	Federal Revenue	300,151	300,151	-
	Other State Revenues	811,125	690,351	(120,774)
	Local Revenues	2,625	2,625	-
	Fundraising and Grants	281,576	311,293	29,717
	<b>Total Revenue</b>	<b>5,226,518</b>	<b>5,135,461</b>	<b>(91,057)</b>
Expenses	Compensation and Benefits	3,459,958	3,459,958	-
	Books and Supplies	175,331	175,331	-
	Services and Other Operating	1,427,163	1,427,930	(767)
	Depreciation	21,365	21,953	(588)
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>5,083,817</b>	<b>5,085,172</b>	<b>(1,355)</b>
	<b>Operating Income</b>	<b>142,701</b>	<b>50,289</b>	<b>(92,412)</b>
	Beginning Balance (Audited)	837,317	837,317	-
	Operating Income	142,701	50,289	(92,412)
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>980,018</b>	<b>887,606</b>	<b>(92,412)</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>19.3%</b>	<b>17.5%</b>	<b>-1.8%</b>

# Elk Grove FY24 Forecast Update

		2023-24	2023-24	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	5,696,284	5,696,284	-
	Federal Revenue	390,458	390,458	-
	Other State Revenues	1,320,413	1,119,487	(200,926)
	Local Revenues	5,339	5,339	-
	Fundraising and Grants	386,384	355,470	(30,914)
	<b>Total Revenue</b>	<b>7,798,879</b>	<b>7,567,038</b>	<b>(231,840)</b>
Expenses	Compensation and Benefits	4,719,273	4,719,273	-
	Books and Supplies	219,197	219,197	-
	Services and Other Operating	2,161,365	2,048,175	113,190
	Depreciation	400,586	400,586	-
	Other Outflows	70,353	70,353	-
	<b>Total Expenses</b>	<b>7,570,774</b>	<b>7,457,585</b>	<b>113,190</b>
	<b>Operating Income</b>	<b>228,104</b>	<b>109,454</b>	<b>(118,651)</b>
	Beginning Balance (Audited)	6,902,446	6,902,446	-
	Operating Income	228,104	109,454	(118,651)
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>7,130,550</b>	<b>7,011,900</b>	<b>(118,651)</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>94.2%</b>	<b>94.0%</b>	<b>-0.2%</b>



# San Juan FY24 Forecast Update

		2023-24	2023-24	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	15,744,990	15,744,990	-
	Federal Revenue	1,264,866	1,264,866	-
	Other State Revenues	3,421,039	3,053,068	(367,971)
	Local Revenues	12,202	12,202	-
	Fundraising and Grants	852,000	891,774	39,774
	<b>Total Revenue</b>	<b>21,295,097</b>	<b>20,966,900</b>	<b>(328,197)</b>
Expenses	Compensation and Benefits	12,919,594	12,919,594	-
	Books and Supplies	583,432	583,432	-
	Services and Other Operating	7,050,575	7,382,380	(331,805)
	Depreciation	46,517	46,517	-
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>20,600,119</b>	<b>20,931,924</b>	<b>(331,805)</b>
	<b>Operating Income</b>	<b>694,978</b>	<b>34,976</b>	<b>(660,002)</b>
	Beginning Balance (Audited)	7,110,210	7,110,210	-
	Operating Income	694,978	34,976	(660,002)
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>7,805,188</b>	<b>7,145,186</b>	<b>(660,002)</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>37.9%</b>	<b>34.1%</b>	<b>-3.8%</b>

# Shingle Springs FY24 Forecast Update

		2023-24	2023-24	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	5,570,741	5,570,741	-
	Federal Revenue	140,437	140,437	-
	Other State Revenues	1,108,042	1,059,454	(48,588)
	Local Revenues	23,780	23,780	-
	Fundraising and Grants	278,726	265,761	(12,965)
	<b>Total Revenue</b>	<b>7,121,726</b>	<b>7,060,173</b>	<b>(61,553)</b>
Expenses	Compensation and Benefits	4,591,671	4,591,671	-
	Books and Supplies	163,839	167,580	(3,741)
	Services and Other Operating	1,751,929	1,767,300	(15,371)
	Depreciation	402,167	402,167	-
	Other Outflows	65,094	65,094	-
	<b>Total Expenses</b>	<b>6,974,700</b>	<b>6,993,811</b>	<b>(19,111)</b>
	<b>Operating Income</b>	<b>147,026</b>	<b>66,361</b>	<b>(80,664)</b>
	Beginning Balance (Audited)	6,802,347	6,802,347	-
	Operating Income	147,026	66,361	(80,664)
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>6,949,373</b>	<b>6,868,708</b>	<b>(80,664)</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>99.6%</b>	<b>98.2%</b>	<b>-1.4%</b>

# CMP Organization FY24 Forecast Update

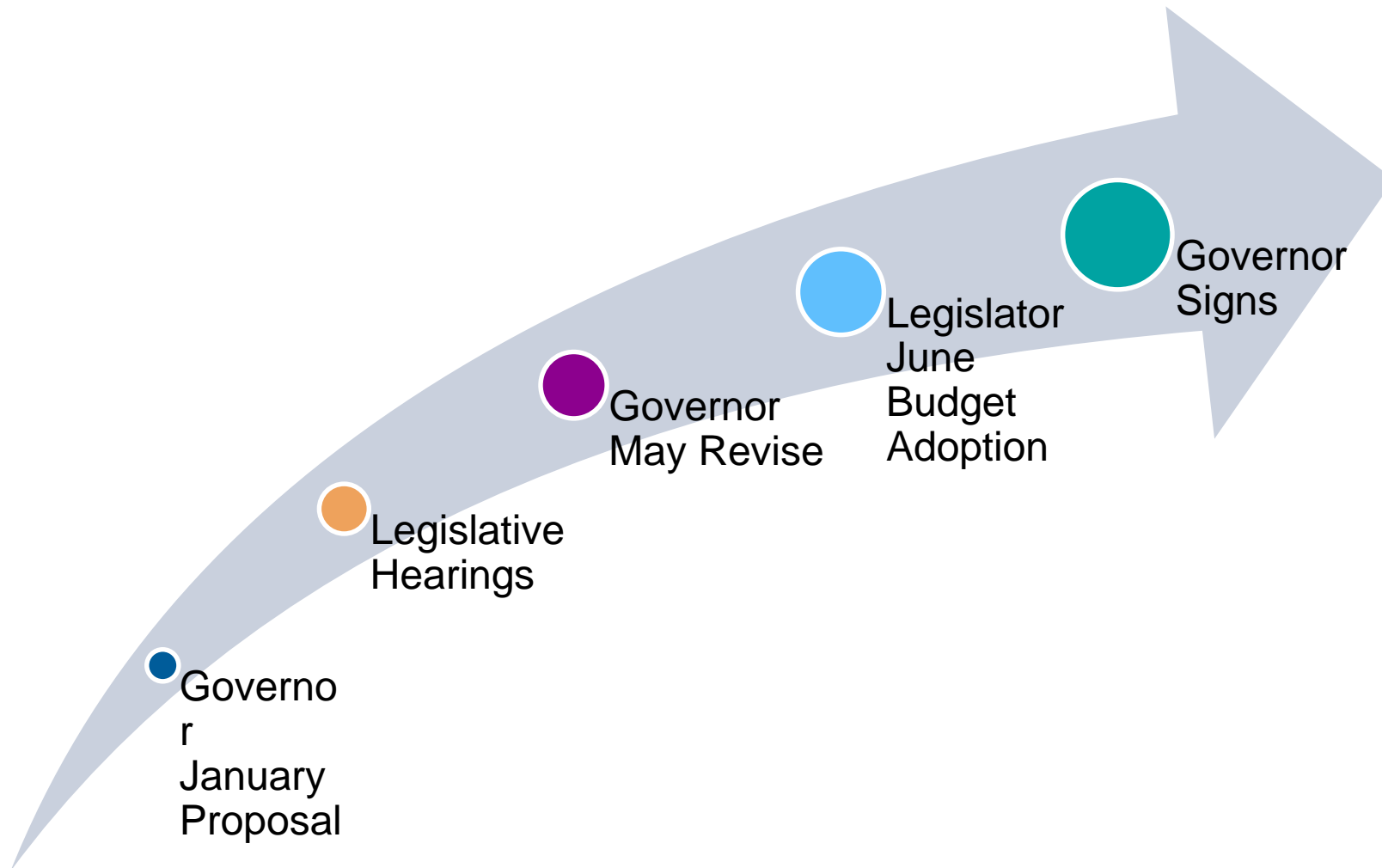
		2023-24	2023-24	Variance
		Previous Forecast	Current Forecast	
Revenue	LCFF Entitlement	30,843,056	30,843,056	0
	Federal Revenue	2,095,912	2,095,912	-
	Other State Revenues	6,660,619	5,922,360	(738,259)
	Local Revenues	6,026,592	6,012,656	(13,936)
	Fundraising and Grants	1,798,686	1,824,298	25,612
	<b>Total Revenue</b>	<b>47,424,865</b>	<b>46,698,281</b>	<b>(726,583)</b>
Expenses	Compensation and Benefits	29,466,717	29,506,680	(39,963)
	Books and Supplies	1,610,413	1,614,154	(3,741)
	Services and Other Operating	14,090,382	14,271,235	(180,853)
	Depreciation	909,097	909,684	(588)
	Other Outflows	135,448	135,448	-
	<b>Total Expenses</b>	<b>46,212,056</b>	<b>46,437,201</b>	<b>(225,145)</b>
	<b>Operating Income</b>	<b>1,212,809</b>	<b>261,080</b>	<b>(951,729)</b>
	Beginning Balance (Audited)	21,568,317	21,568,317	-
	Operating Income	1,212,809	261,080	(951,729)
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>22,781,126</b>	<b>21,829,398</b>	<b>(951,729)</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>49.3%</b>	<b>47.0%</b>	<b>-2.3%</b>

# State Budget Updates



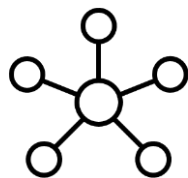
# State Budget Process

Iterative process with many changes to Governor's Proposal





1.07% COLA (up from .76%)



COLA extends to SpEd,  
Nutrition, MBG, Equity  
Multiplier, and more



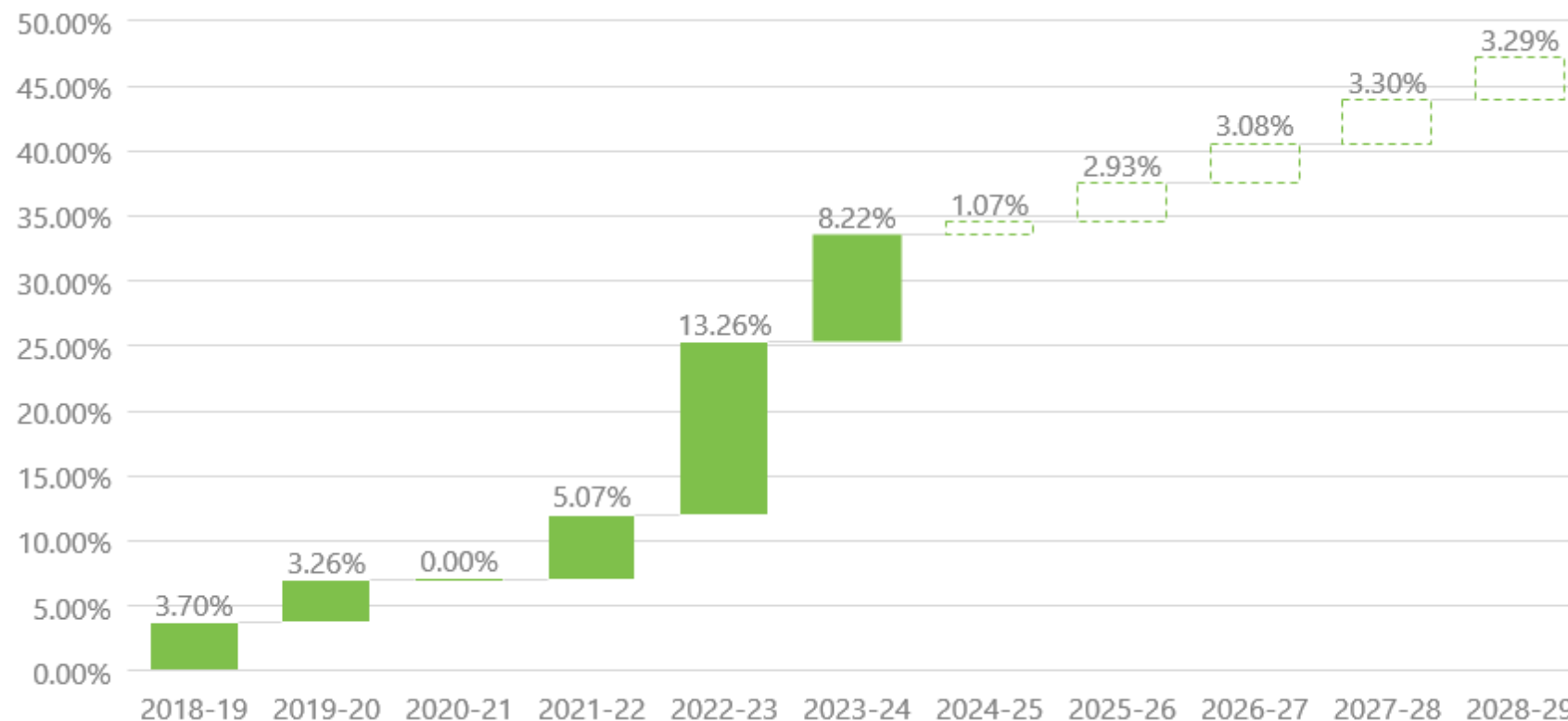
Increased COLA adds  
~\$50/ADA



No deferrals, no new programs  
or funds

# CA Historical and Projected LCFF Increase

COLA drops substantially in FY25 and then settles at ~3%



**2024-25 COLA at May Revise – 1.07%**



# 2024-25 Budget and Multi-Year Projections



## Revenue

- Enrollment adjusted as per prior meeting discussions (ADA at 95% in Sacramento, 96% in El Dorado)
- May Revision updates including 1.07% COLA
- Fundraising added based on historical average with increases over time
- Prop 28 and AMIMDBG revenues moved to 24-25

## Expense

- 24-25 staffing model updated with pay scale adjustments and changes to open positions and wish-lists
- Additional review of non-personnel expenses by Home Office and Principals
- Substitute pay, technology costs, and legal fees moved from Home Office to school budgets

# CMP Home Office 2024-25 Budget

		2024-25	2024-25	Variance
		Prior Budget Draft	Current Budget Draft	
Revenue	LCFF Entitlement	-	-	-
	Federal Revenue	-	-	-
	Other State Revenues	-	-	-
	Local Revenues	5,936,551	4,488,605	(1,447,946)
	Fundraising and Grants	-	-	-
	<b>Total Revenue</b>	<b>5,936,551</b>	<b>4,488,605</b>	<b>(1,447,946)</b>
Expenses	Compensation and Benefits	4,163,963	3,160,710	1,003,253
	Books and Supplies	265,310	74,327	190,983
	Services and Other Operating	1,476,567	1,222,858	253,709
	Depreciation	30,710	30,710	-
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>5,936,551</b>	<b>4,488,605</b>	<b>1,447,946</b>
	<b>Operating Income</b>	<b>-</b>	<b>-</b>	<b>-</b>
	Beginning Balance	(84,003)	(84,003)	(0)
	Operating Income	-	-	-
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>(84,003)</b>	<b>(84,003)</b>	<b>(0)</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>-1.4%</b>	<b>-1.9%</b>	<b>-0.5%</b>

# CMP Home Office Multi-Year Projections

		2023-24	2024-25	2025-26	2026-27
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	-	-	-	-
	Federal Revenue	-	-	-	-
	Other State Revenues	-	-	-	-
	Local Revenues	5,968,710	4,488,605	4,726,300	4,787,130
	Fundraising and Grants	-	-	-	-
	<b>Total Revenue</b>	<b>5,968,710</b>	<b>4,488,605</b>	<b>4,726,300</b>	<b>4,787,130</b>
Expenses	Compensation and Benefits	3,816,184	3,160,710	3,400,011	3,642,040
	Books and Supplies	468,614	74,327	103,499	103,499
	Services and Other Operating	1,645,450	1,222,858	1,192,080	1,039,361
	Depreciation	38,462	30,710	30,710	2,229
	Other Outflows	-	-	-	-
	<b>Total Expenses</b>	<b>5,968,710</b>	<b>4,488,605</b>	<b>4,726,300</b>	<b>4,787,130</b>
	<b>Operating Income</b>	<b>(0)</b>	<b>-</b>	<b>-</b>	<b>-</b>
	Beginning Balance (Audited)	(84,003)	(84,003)	(84,003)	(84,003)
	Operating Income	(0)	-	-	-
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>(84,003)</b>	<b>(84,003)</b>	<b>(84,003)</b>	<b>(84,003)</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>-1.4%</b>	<b>-1.9%</b>	<b>-1.8%</b>	<b>-1.8%</b>

# Capitol 2024-25 Budget

		2024-25	2024-25	Variance
		Prior Budget Draft	Current Budget Draft	
Revenue	LCFF Entitlement	3,860,389	4,492,871	632,482
	Federal Revenue	116,468	116,468	-
	Other State Revenues	710,566	846,167	135,601
	Local Revenues	-	-	-
	Fundraising and Grants	281,576	319,740	38,164
	<b>Total Revenue</b>	<b>4,968,998</b>	<b>5,775,246</b>	<b>806,247</b>
Expenses	Compensation and Benefits	3,694,812	4,059,058	(364,247)
	Books and Supplies	246,253	265,338	(19,085)
	Services and Other Operating	1,373,993	1,328,928	45,065
	Depreciation	26,451	28,802	(2,351)
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>5,341,509</b>	<b>5,682,126</b>	<b>(340,617)</b>
	<b>Operating Income</b>	<b>(372,511)</b>	<b>93,120</b>	<b>465,630</b>
	Beginning Balance	980,018	887,606	(92,412)
	Operating Income	(372,511)	93,120	465,630
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>607,508</b>	<b>980,726</b>	<b>373,219</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>11.4%</b>	<b>17.3%</b>	<b>5.9%</b>

# Capitol Multi-Year Projections

		2023-24	2024-25	2025-26	2026-27
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	3,831,041	4,492,871	4,627,120	4,769,521
	Federal Revenue	300,151	116,468	116,468	116,468
	Other State Revenues	690,351	846,167	635,778	617,460
	Local Revenues	2,625	-	-	-
	Fundraising and Grants	311,293	319,740	335,023	350,023
	<b>Total Revenue</b>	<b>5,135,461</b>	<b>5,775,246</b>	<b>5,714,389</b>	<b>5,853,472</b>
Expenses	Compensation and Benefits	3,459,958	4,059,058	4,109,543	4,161,025
	Books and Supplies	175,331	265,338	232,518	239,004
	Services and Other Operating	1,427,930	1,328,928	1,306,760	1,332,802
	Depreciation	21,953	28,802	29,650	19,434
	Other Outflows	-	-	-	-
	<b>Total Expenses</b>	<b>5,085,172</b>	<b>5,682,126</b>	<b>5,678,470</b>	<b>5,752,265</b>
	<b>Operating Income</b>	<b>50,289</b>	<b>93,120</b>	<b>35,919</b>	<b>101,208</b>
	Beginning Balance (Audited)	837,317	887,606	980,726	1,016,645
	Operating Income	50,289	93,120	35,919	101,208
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>887,606</b>	<b>980,726</b>	<b>1,016,645</b>	<b>1,117,853</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>17.5%</b>	<b>17.3%</b>	<b>17.9%</b>	<b>19.4%</b>

# Elk Grove 2024-25 Budget

		2024-25	2024-25	Variance
		Prior Budget Draft	Current Budget Draft	
Revenue	LCFF Entitlement	5,809,547	6,317,996	508,449
	Federal Revenue	169,097	169,097	-
	Other State Revenues	1,075,391	1,288,024	212,633
	Local Revenues	-	-	-
	Fundraising and Grants	386,384	364,662	(21,722)
	<b>Total Revenue</b>	<b>7,440,419</b>	<b>8,139,779</b>	<b>699,359</b>
Expenses	Compensation and Benefits	5,183,532	5,523,458	(339,926)
	Books and Supplies	216,208	253,197	(36,989)
	Services and Other Operating	1,811,308	1,729,369	81,938
	Depreciation	403,464	403,464	-
	Other Outflows	67,433	67,433	-
	<b>Total Expenses</b>	<b>7,681,945</b>	<b>7,976,921</b>	<b>(294,976)</b>
	<b>Operating Income</b>	<b>(241,525)</b>	<b>162,858</b>	<b>404,383</b>
	Beginning Balance	7,130,550	7,011,900	(118,651)
	Operating Income	(241,525)	162,858	404,383
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>6,889,025</b>	<b>7,174,757</b>	<b>285,732</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>89.7%</b>	<b>89.9%</b>	<b>0.3%</b>



# Elk Grove Multi-Year Projections

		2023-24	2024-25	2025-26	2026-27
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	5,696,284	6,317,996	6,501,160	6,679,577
	Federal Revenue	390,458	169,097	169,097	169,097
	Other State Revenues	1,119,487	1,288,024	951,844	925,532
	Local Revenues	5,339	-	-	-
	Fundraising and Grants	355,470	364,662	389,576	415,576
	<b>Total Revenue</b>	<b>7,567,038</b>	<b>8,139,779</b>	<b>8,011,677</b>	<b>8,189,781</b>
Expenses	Compensation and Benefits	4,719,273	5,523,458	5,592,694	5,663,316
	Books and Supplies	219,197	253,197	259,188	266,090
	Services and Other Operating	2,048,175	1,729,369	1,687,835	1,724,552
	Depreciation	400,586	403,464	404,839	404,839
	Other Outflows	70,353	67,433	64,454	59,712
	<b>Total Expenses</b>	<b>7,457,585</b>	<b>7,976,921</b>	<b>8,009,011</b>	<b>8,118,510</b>
	<b>Operating Income</b>	<b>109,454</b>	<b>162,858</b>	<b>2,666</b>	<b>71,271</b>
	Beginning Balance (Audited)	6,902,446	7,011,900	7,174,757	7,177,423
	Operating Income	109,454	162,858	2,666	71,271
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>7,011,900</b>	<b>7,174,757</b>	<b>7,177,423</b>	<b>7,248,694</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>94.0%</b>	<b>89.9%</b>	<b>89.6%</b>	<b>89.3%</b>

# San Juan 2024-25 Budget

		2024-25	2024-25	Variance
		Prior Budget Draft	Current Budget Draft	
Revenue	LCFF Entitlement	16,119,025	16,773,072	654,047
	Federal Revenue	465,846	465,846	-
	Other State Revenues	3,211,542	3,591,941	380,400
	Local Revenues	-	-	-
	Fundraising and Grants	852,000	957,060	105,060
	<b>Total Revenue</b>	<b>20,648,412</b>	<b>21,787,919</b>	<b>1,139,507</b>
Expenses	Compensation and Benefits	14,254,030	14,649,971	(395,941)
	Books and Supplies	512,255	656,892	(144,637)
	Services and Other Operating	6,392,298	6,381,718	10,580
	Depreciation	45,013	45,013	-
	Other Outflows	-	-	-
	<b>Total Expenses</b>	<b>21,203,594</b>	<b>21,733,593</b>	<b>(529,999)</b>
	<b>Operating Income</b>	<b>(555,182)</b>	<b>54,326</b>	<b>609,508</b>
	Beginning Balance	7,805,188	7,145,186	(660,002)
	Operating Income	(555,182)	54,326	609,508
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>7,250,006</b>	<b>7,199,512</b>	<b>(50,494)</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>34.2%</b>	<b>33.1%</b>	<b>-1.1%</b>

# San Juan Multi-Year Projections

		2023-24	2024-25	2025-26	2026-27
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	15,744,990	16,773,072	17,318,443	17,852,094
	Federal Revenue	1,264,866	465,846	465,846	465,846
	Other State Revenues	3,053,068	3,591,941	2,711,224	2,671,793
	Local Revenues	12,202	-	-	-
	Fundraising and Grants	891,774	957,060	977,560	977,560
	<b>Total Revenue</b>	<b>20,966,900</b>	<b>21,787,919</b>	<b>21,473,074</b>	<b>21,967,293</b>
Expenses	Compensation and Benefits	12,919,594	14,649,971	14,835,515	15,024,857
	Books and Supplies	583,432	656,892	672,190	690,215
	Services and Other Operating	7,382,380	6,381,718	5,790,077	5,929,845
	Depreciation	46,517	45,013	45,179	17,388
	Other Outflows	-	-	-	-
	<b>Total Expenses</b>	<b>20,931,924</b>	<b>21,733,593</b>	<b>21,342,961</b>	<b>21,662,305</b>
	<b>Operating Income</b>	<b>34,976</b>	<b>54,326</b>	<b>130,113</b>	<b>304,988</b>
	Beginning Balance (Audited)	7,110,210	7,145,186	7,199,512	7,329,625
	Operating Income	34,976	54,326	130,113	304,988
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>7,145,186</b>	<b>7,199,512</b>	<b>7,329,625</b>	<b>7,634,612</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>34.1%</b>	<b>33.1%</b>	<b>34.3%</b>	<b>35.2%</b>

# Shingle Springs 2024-25 Budget

		2024-25	2024-25	Variance
		Prior Budget Draft	Current Budget Draft	
Revenue	LCFF Entitlement	5,650,513	5,832,805	182,292
	Federal Revenue	140,437	140,437	-
	Other State Revenues	922,060	973,948	51,888
	Local Revenues	-	-	-
	Fundraising and Grants	278,726	272,623	(6,103)
	<b>Total Revenue</b>	<b>6,991,736</b>	<b>7,219,813</b>	<b>228,077</b>
Expenses	Compensation and Benefits	4,884,496	5,138,577	(254,081)
	Books and Supplies	146,108	171,748	(25,640)
	Services and Other Operating	1,569,750	1,299,988	269,761
	Depreciation	412,650	412,650	-
	Other Outflows	62,826	62,826	-
	<b>Total Expenses</b>	<b>7,075,830</b>	<b>7,085,790</b>	<b>(9,960)</b>
	<b>Operating Income</b>	<b>(84,094)</b>	<b>134,023</b>	<b>218,117</b>
	Beginning Balance	6,949,373	6,868,708	(80,664)
	Operating Income	(84,094)	134,023	218,117
	<b>Ending Fund Balance (incl. Depreciation)</b>	<b>6,865,278</b>	<b>7,002,731</b>	<b>137,453</b>
	<b>Ending Fund Balance as % of Expenses</b>	<b>97.0%</b>	<b>98.8%</b>	<b>1.8%</b>

# Shingle Springs Multi-Year Projections

		2023-24	2024-25	2025-26	2026-27
		Current Forecast	Projected Budget	Projected Budget	Projected Budget
Revenue	LCFF Entitlement	5,570,741	5,832,805	6,020,065	6,203,702
	Federal Revenue	140,437	140,437	140,437	140,437
	Other State Revenues	1,059,454	973,948	825,207	807,100
	Local Revenues	23,780	-	-	-
	Fundraising and Grants	265,761	272,623	290,588	309,588
	<b>Total Revenue</b>	<b>7,060,173</b>	<b>7,219,813</b>	<b>7,276,297</b>	<b>7,460,828</b>
Expenses	Compensation and Benefits	4,591,671	5,138,577	5,202,864	5,268,435
	Books and Supplies	167,580	171,748	166,576	170,831
	Services and Other Operating	1,767,300	1,299,988	1,317,608	1,344,871
	Depreciation	402,167	412,650	412,650	412,650
	Other Outflows	65,094	62,826	60,528	59,277
	<b>Total Expenses</b>	<b>6,993,811</b>	<b>7,085,790</b>	<b>7,160,226</b>	<b>7,256,064</b>
	<b>Operating Income</b>	<b>66,361</b>	<b>134,023</b>	<b>116,071</b>	<b>204,763</b>
	Beginning Balance (Audited)	6,802,347	6,868,708	7,002,731	7,118,802
	Operating Income	66,361	134,023	116,071	204,763
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>6,868,708</b>	<b>7,002,731</b>	<b>7,118,802</b>	<b>7,323,565</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>98.2%</b>	<b>98.8%</b>	<b>99.4%</b>	<b>100.9%</b>

# Action Items 1-4

## 1. Approval of 2024-2027 CMP-San Juan LCAP (Local Control Accountability Plan) (Attachment A1)

- **Comment:** CMP has conducted a public hearing on the LCAP and multiple educational partner engagement sessions. The LCAP incorporates feedback from our educational partners and is aligned with the CMP Strategic Plan.
- **Recommendation:** The Board is requested to approve the 2024-2027 CMP-San Juan LCAP (Local Control Accountability Plan) as presented.

## 2. Approval of 2024-2027 CMP-Capitol LCAP (Local Control Accountability Plan) (Attachment A2)

- **Comment:** CMP has conducted a public hearing on the LCAP and multiple educational partner engagement sessions. The LCAP incorporates feedback from our educational partners and is aligned with the CMP Strategic Plan.
- **Recommendation:** The Board is requested to approve the 2024-2027 CMP-Capitol LCAP (Local Control Accountability Plan) as presented.

## 3. Approval of 2024-2027 CMP-Elk Grove LCAP (Local Control Accountability Plan) (Attachment A3)

- **Comment:** CMP has conducted a public hearing on the LCAP and multiple educational partner engagement sessions. The LCAP incorporates feedback from our educational partners and is aligned with the CMP Strategic Plan.
- **Recommendation:** The Board is requested to approve the 2024-2027 CMP-Elk Grove LCAP (Local Control Accountability Plan) as presented.

## 4. Approval of 2024-2027 CMP-Shingle Springs LCAP (Local Control Accountability Plan) (Attachment A4)

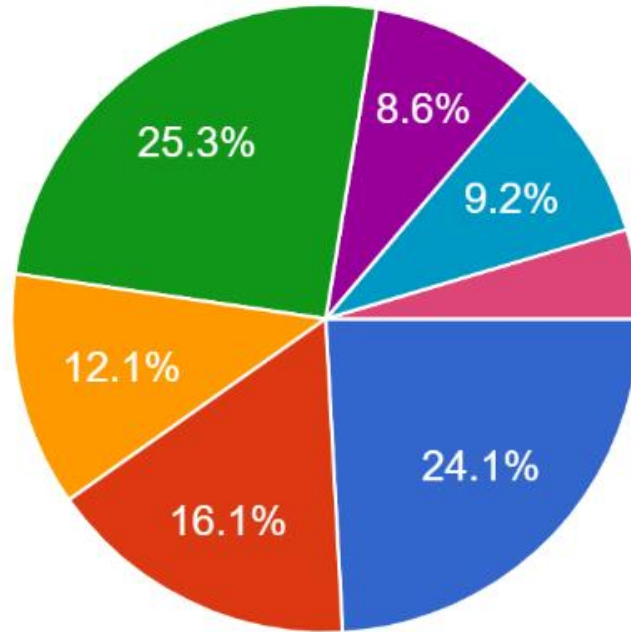
- **Comment:** CMP has conducted a public hearing on the LCAP and multiple educational partner engagement sessions. The LCAP incorporates feedback from our educational partners and is aligned with the CMP Strategic Plan.
- **Recommendation:** The Board is requested to approve the 2024-2027 CMP-Shingle Springs LCAP (Local Control Accountability Plan) as presented.

# Educational Partner LCAP Feedback



## Which site do you most affiliate with?

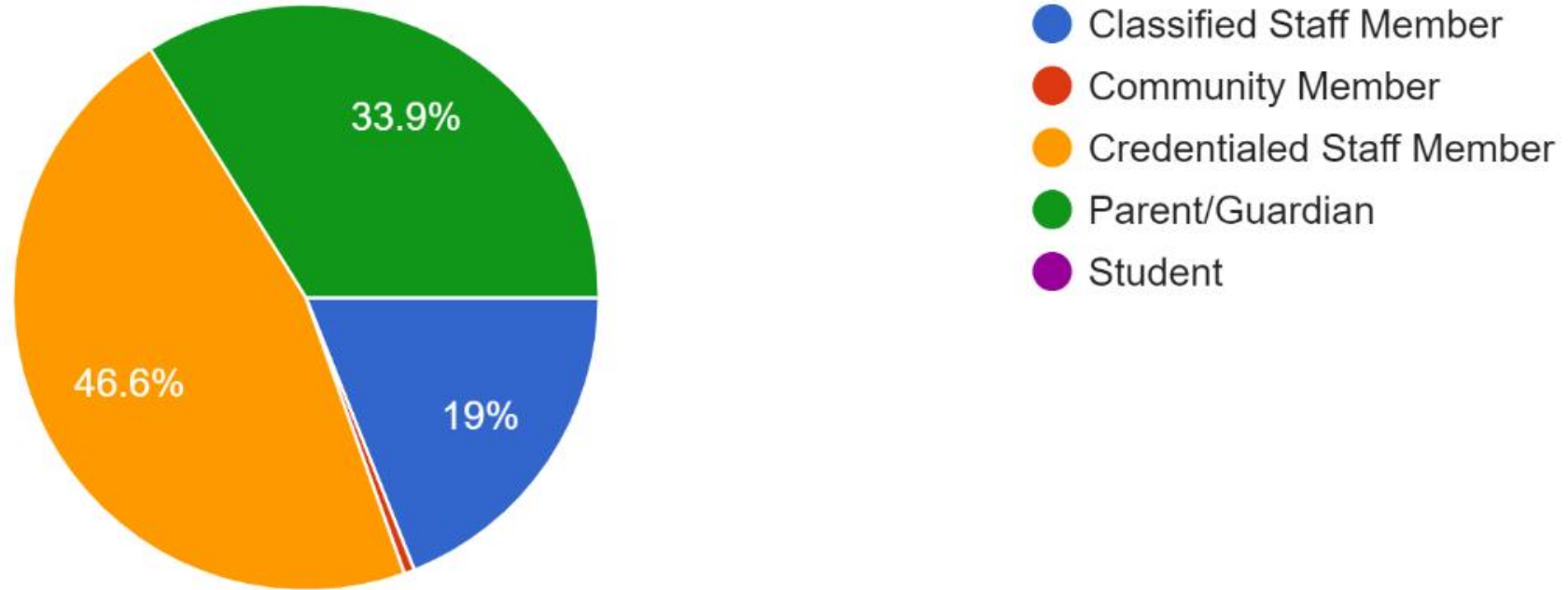
174 responses



- American River
- Capitol
- Carmichael
- Elk Grove
- Orangevale
- Shingle Springs
- Central Administration

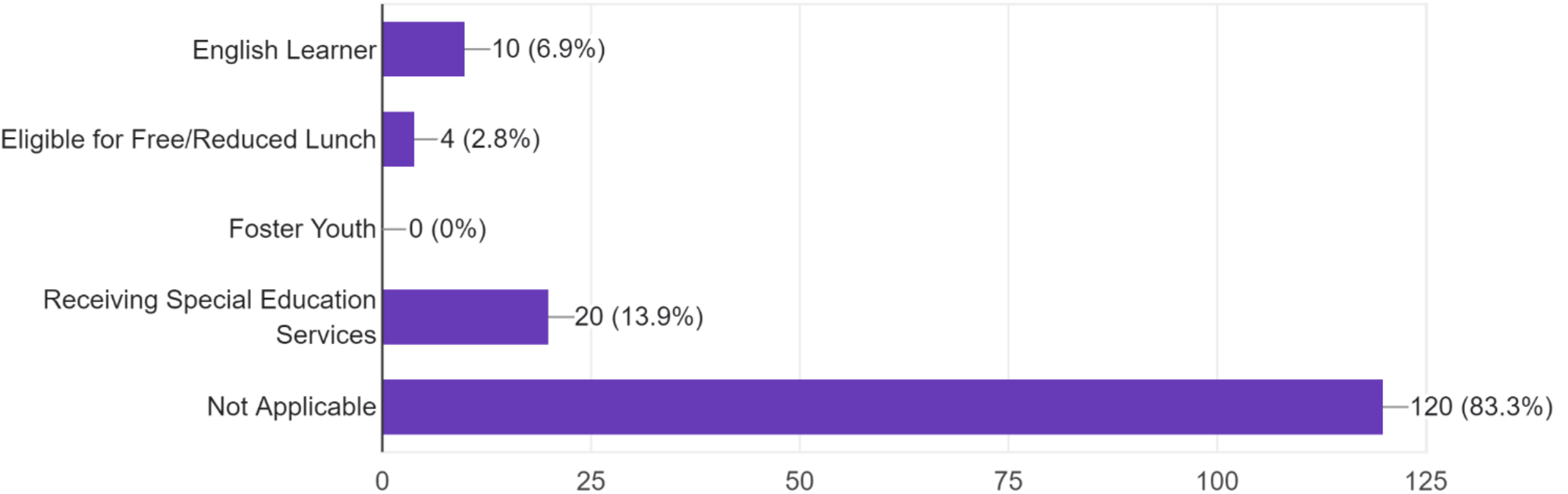
What do you consider as your primary role within CMP?

174 responses



# If you are a student or parent, do you or your child identify as any of the following?

144 responses



# Top 20 LCAP Priorities

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.	154
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.	148
Continue to support Montessori Training for Teachers and Teaching Assistants.	147
Maintain English Language Arts Intervention Teachers and develop additional reading and writing support staff to support interventions at all campuses.	137
Provide math enrichment and/or tutoring opportunities before and/or after school.	135
Offer an articulated, rotating and universal visual and performing arts enrichment menu of options, broken out by grade level.	133
Hire Math Intervention Teachers and develop additional math support staff to support math interventions at all campuses.	125
100% of CMP Teachers will have a cleared California Teaching Credential, within 5 years of employment of CMP.	121
Enhance English Language Arts enrichment and/or tutoring opportunities before and/or after school.	118
Provide cultural competency and responsive teaching, diversity, equity, implicit bias and inclusion Professional Development to all staff to support a diverse population of students.	114

# Top 20 LCAP Priorities

Continue to offer after-school multi-sport opportunities.	112
Research and expand best practices for student leadership opportunities in all grade levels.	112
Professional Development Plans and processes will be reviewed to ensure Montessori and California standards aligned instructional practices are evaluated.	112
Utilize a Response to Intervention process for students not proficient in math that builds upon and utilizes an individualized math support.	108
All classrooms have full complement of Montessori materials.	106
Provide Social Emotional Learning curriculum to all students.	106
Offer summertime tutoring through the Club steM program, to unduplicated and/or non-proficient students.	106
Based on school optimal Kindergarten enrollment, there will be proper facilities to account for the student's full TK/K-8 continuum and each CMP campus will have adequate, dedicated space to run enrichment, special education testing, IEP testing and counseling programs.	104
Utilize a Response to Intervention process for students not proficient in English Language Arts that builds upon and utilizes an individualized English Language Arts support plan.	103
Continue with the full implementation of Multi-Tiered Systems of Support and the Positive Behavioral Interventions and Supports training program, including standard processes and incentives at all campuses by 2025.	101

# Recommendations for improving student outcomes for red dashboard indicators or ATSI/Differentiated Assistance Subgroups

## **Capitol – Chronic Absenteeism (All Students, Two or More Races, Socioeconomically disadvantaged, and Hispanic)**

- Proactive communication with parents regarding the impact of chronic absenteeism on the school's performance metrics and charter renewal.
- Engage parents early and regularly.

## **Capitol – English Language Arts (Students with Disabilities)**

- Training around ELA foundations for TK/K/1 educators to best support students.
- Developing a schedule to optimize special education services to ensure that special education services are delivered effectively and that students are not missing out on instructional time or important classroom activities.
- Provide additional training to Special Education TAs to support with English Language Arts

# Recommendations for improving student outcomes for red dashboard indicators, or ATSI/Differentiated Assistance Subgroups

- Elk Grove – Chronic Absenteeism (Asian, Students with Disabilities, and White students)
  - Provide more support to students/families that are chronically absent
  - Continue sending letters to parents regarding chronic absenteeism and implement strategies to address this issue, especially in the aftermath of the COVID-19 pandemic.
  - Improving classroom management, PBIS, and MTSS systems to create a more welcoming school environment that will support students in wanting to come to school more regularly.



# Recommendations for improving student outcomes for red dashboard indicators, or ATSI/Differentiated Assistance Subgroups

## **Elk Grove – English Language Arts (Students with Disabilities)**

- Continue work to align language curriculum to the state standards to ensure students are meeting educational benchmarks
- Support Special Educators with Montessori training

## **Elk Grove – Suspensions (Students with Disabilities)**

- Ensure suspension practices and processes are clear to students, families, and teachers across both General Education and Special Education
- Continue implementation of PBIS and MTSS
- Support teachers in implementing best practices for classroom management

# Recommendations for improving student outcomes for red dashboard indicators, or ATSA/Differentiated Assistance Subgroups

## **San Juan – Suspension (Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)**

- Revisit disciplinary procedures, implement logical consequences, and ensure empathy in disciplinary actions.
- Examine suspension rates through a DEI lens and ensuring that students feel reflected in the school community.
- Implement in-school suspensions and restorative circle groups to address student conflicts while keeping them engaged with the school community.
- Offer weekly social skills groups for targeted support for students who struggle socially and emotionally.
- Work on preventive measures, such as providing support to prevent suspensions, implementing restorative justice practices, and exploring alternative disciplinary options.
- Employ behavior therapists and counselors on each campus to provide support for students with behavioral and emotional challenges.

## **San Juan – Chronic Absenteeism (Asian)**

- Identify anxiety as a significant factor contributing to chronic absenteeism. Implement programs or initiatives specifically designed to address anxiety, such as mindfulness practices, counseling services, or stress management workshops.
- Offer community-building activities to foster a sense of belonging among students, which can positively impact attendance.
- Establishing clear attendance policies with defined consequences.
- Improve attendance communication with parents, incorporating data into orientations, and celebrating attendance in culturally sensitive ways to increase engagement and awareness.

# Recommendations for improving student outcomes for red dashboard indicators, or ATSA/Differentiated Assistance Subgroups

- Shingle Springs – Chronic Absenteeism (Two or More Races and White students)
  - None received

# Educational Partner Feedback on Potential Cost Savings

- Curriculum and Professional Development
  - Utilize in-house professional development rather than outside speakers
  - Keep curriculums for multiple years to avoid unnecessary expenses related to frequent changes and new training. Avoid unnecessary or duplicative curriculums
  - Suspend Conference Budget
  - Cease practice of providing food to staff at professional development and in-services
- Staffing and Salaries
  - Trim/eliminate positions
  - Maintain a minimum percentage of TA coverage instead of filling every absence
  - Share TAs across the grade level
  - Prioritize retention so that new staff costs like training and recruitment are reduced
- Student Enrollment
  - Create an enrollment buffer at beginning of the school year to meet enrollment targets to avoid accepting new students after the school year starts which could minimize additional support costs.
- Explore Purchasing Facilities to Reduce Rent Costs

# Educational Partner Feedback on Potential Cost Savings

- Health and Safety
  - Ensure classrooms have good air filters and campuses provide COVID testing to reduce illness related absences
- Attendance
  - Communicate with parents about the importance of coming to school every day
  - Starting the SART process early can help prevent extended vacations during the school year.
- Student Support
  - Ensuring teachers and sites implement MTSS and SEL strategies to reduce the need for more intensive interventions.
  - Behavior and SEL training for classroom TAs can address attendance and behavior issues.
- Explore Green Energy Opportunities
  - Solar
  - Automatic lights
  - Adjusting thermostats
  - Reduce unnecessary paper

# Educational Partner Feedback on Raising Additional Revenue

- Grants and Fundraising
  - Hire a grant specialist
  - Utilize Donor's Choose
  - Request donations from CMP families
  - Receive in-kind support from parents on campus improvement days
  - Attract philanthropic or corporate support
  - Organize fundraisers such as used book sales, trivia nights, plays, online crowdfunding, Food Truck Festivals, spring carnivals, farmers markets, virtual shops, fancy galas, auctions, dinners, etc
  - Have donation booths at every CMP event
  - Strengthen CAC Fundraising efforts
- Follow the "Montessori for All" Model
- Expand Enrollment in Club M and other Paid After School Opportunities
- Explore MediCal Reimbursement
- Student Enrollment/Attendance
  - Consider adding a High School at Carmichael Campus
  - Consider adding more students to each school and increasing class size
  - Explain the importance of attendance to parents
  - Focus on enrolling more unduplicated students

# Action Items 1-4

## 1. Approval of 2024-2027 CMP-San Juan LCAP (Local Control Accountability Plan) (Attachment A1)

- **Comment:** CMP has conducted a public hearing on the LCAP and multiple educational partner engagement sessions. The LCAP incorporates feedback from our educational partners and is aligned with the CMP Strategic Plan.
- **Recommendation:** The Board is requested to approve the 2024-2027 CMP-San Juan LCAP (Local Control Accountability Plan) as presented.

## 2. Approval of 2024-2027 CMP-Capitol LCAP (Local Control Accountability Plan) (Attachment A2)

- **Comment:** CMP has conducted a public hearing on the LCAP and multiple educational partner engagement sessions. The LCAP incorporates feedback from our educational partners and is aligned with the CMP Strategic Plan.
- **Recommendation:** The Board is requested to approve the 2024-2027 CMP-Capitol LCAP (Local Control Accountability Plan) as presented.

## 3. Approval of 2024-2027 CMP-Elk Grove LCAP (Local Control Accountability Plan) (Attachment A3)

- **Comment:** CMP has conducted a public hearing on the LCAP and multiple educational partner engagement sessions. The LCAP incorporates feedback from our educational partners and is aligned with the CMP Strategic Plan.
- **Recommendation:** The Board is requested to approve the 2024-2027 CMP-Elk Grove LCAP (Local Control Accountability Plan) as presented.

## 4. Approval of 2024-2027 CMP-Shingle Springs LCAP (Local Control Accountability Plan) (Attachment A4)

- **Comment:** CMP has conducted a public hearing on the LCAP and multiple educational partner engagement sessions. The LCAP incorporates feedback from our educational partners and is aligned with the CMP Strategic Plan.
- **Recommendation:** The Board is requested to approve the 2024-2027 CMP-Shingle Springs LCAP (Local Control Accountability Plan) as presented.

# Action Items 5-8

5. **Approval of 2024-2025 Budget for the CMP–San Juan Campuses** (Attachment A5)
  - **Comment:** CMP is required to submit a budget to its authorizers in June of every year.
  - **Recommendation:** The Board is requested to adopt the 2024-2025 Budget for the CMP–San Juan Campuses.
  
6. **Approval of 2024-2025 Budget for the CMP–Capitol Campus** (Attachment A6)
  - **Comment:** CMP is required to submit a budget to its authorizers in June of every year.
  - **Recommendation:** The Board is requested to adopt the 2024-2025 Budget for the CMP–Capitol Campus.
  
7. **Approval of 2024-2025 Budget for the CMP–Elk Grove Campus** (Attachment A7)
  - **Comment:** CMP is required to submit a budget to its authorizers in June of every year.
  - **Recommendation:** The Board is requested to adopt the 2024-2025 Budget for the CMP–Elk Grove Campus.
  
8. **Approval of 2024-2025 Budget for the CMP–Shingle Springs Campus** (Attachment A8)
  - **Comment:** CMP is required to submit a budget to its authorizers in June of every year.
  - **Recommendation:** The Board is requested to adopt the 2024-2025 Budget for the CMP–Shingle Springs Campus.



# Action Items 9 -12

9. **Arts, Music, and Instructional Materials Discretionary Block Grant Plan - CMP Capitol** (Attachment A9)
  - **Comment:** The Board is required to review, discuss, and approve the Arts, Music, and Instructional Materials Discretionary Block Grant Plan. CMP intends to use the funds to pay for STRS, social security, and Medicare relief due to increasing costs for teachers and staff retirement programs.
  - **Recommendation:** The Board is requested to adopt the Arts, Music, and Instructional Materials Discretionary Block Grant Plan for CMP-Capitol.
10. **Arts, Music, and Instructional Materials Discretionary Block Grant Plan - CMP Elk Grove** (Attachment A10)
  - **Comment:** The Board is required to review, discuss, and approve the Arts, Music, and Instructional Materials Discretionary Block Grant Plan. CMP intends to use the funds to pay for STRS, social security, and Medicare relief due to increasing costs for teachers and staff retirement programs.
  - **Recommendation:** The Board is requested to adopt the Arts, Music, and Instructional Materials Discretionary Block Grant Plan for CMP-Elk Grove.
11. **Arts, Music, and Instructional Materials Discretionary Block Grant Plan - CMP San Juan** (Attachment A11)
  - **Comment:** The Board is required to review, discuss, and approve the Arts, Music, and Instructional Materials Discretionary Block Grant Plan. CMP intends to use the funds to pay for STRS, social security, and Medicare relief due to increasing costs for teachers and staff retirement programs.
  - **Recommendation:** The Board is requested to adopt the Arts, Music, and Instructional Materials Discretionary Block Grant Plan for CMP-San Juan.
12. **Arts, Music, and Instructional Materials Discretionary Block Grant Plan - CMP Shingle Springs** (Attachment A12)
  - **Comment:** The Board is required to review, discuss, and approve the Arts, Music, and Instructional Materials Discretionary Block Grant Plan. CMP intends to use the funds to pay for STRS, social security, and Medicare relief due to increasing costs for teachers and staff retirement programs.
  - **Recommendation:** The Board is requested to adopt the Arts, Music, and Instructional Materials Discretionary Block Grant Plan for CMP-Shingle Springs.

# Action Items 13-16

## 13. Declaration of Need for Fully Qualified Educators (Attachments A13)

- **Comment:** In the event CMP is unable to fill every classroom with a fully credentialed teacher, this Declaration allows CMP to hire staff who are not yet fully credentialed but are working towards completion of their credential. This Declaration is for the 2024-2025 school year.
- **Recommendation:** The Board is requested to approve the Declaration of Need for Fully Qualified Educators for CMP-San Juan as presented.

## 14. Declaration of Need for Fully Qualified Educators (Attachments A14)

- **Comment:** In the event CMP is unable to fill every classroom with a fully credentialed teacher, this Declaration allows CMP to hire staff who are not yet fully credentialed but are working towards completion of their credential. This Declaration is for the 2024-2025 school year.
- **Recommendation:** The Board is requested to approve the Declaration of Need for Fully Qualified Educators for CMP-Capitol as presented.

## 15. Declaration of Need for Fully Qualified Educators (Attachments A15)

- **Comment:** In the event CMP is unable to fill every classroom with a fully credentialed teacher, this Declaration allows CMP to hire staff who are not yet fully credentialed but are working towards completion of their credential. This Declaration is for the 2024-2025 school year.
- **Recommendation:** The Board is requested to approve the Declaration of Need for Fully Qualified Educators for CMP-Elk Grove as presented.

## 16. Declaration of Need for Fully Qualified Educators (Attachments A16)

- **Comment:** In the event CMP is unable to fill every classroom with a fully credentialed teacher, this Declaration allows CMP to hire staff who are not yet fully credentialed but are working towards completion of their credential. This Declaration is for the 2024-2025 school year.
- **Recommendation:** The Board is requested to approve the Declaration of Need for Fully Qualified Educators for CMP-Shingle Springs as presented.

# Action Items 17-22

17. **Pay Scale - Accounts Payable Technician/Purchaser** (Attachment A17)
  - **Comment:** This position(s) is being recommended by the Enhancing Staffing Efficiency and Support Ad Hoc Committee to better support CMP.
  - **Recommendation:** The Board is requested to approve the Account Payable Technician/Purchaser Pay Scale.
18. **Pay Scale - Data Systems Analyst/Registrar** (Attachment A15)
  - **Comment:** This position(s) is being recommended by the Enhancing Staffing Efficiency and Support Ad Hoc Committee to better support CMP.
  - **Recommendation:** The Board is requested to approve the Data Systems Analyst/Registrar Pay Scale.
19. **Pay Scale - Director of Facilities** (Attachment A19)
  - **Comment:** This position(s) is being recommended by the Enhancing Staffing Efficiency and Support Ad Hoc Committee to better support CMP.
  - **Recommendation:** The Board is requested to approve the Director of Facilities Pay Scale.
20. **Pay Scale - Assistant Superintendent Business Services/Assistant Superintendent Educational Services/Assistant Superintendent Pupil Services** (Attachment A20)
  - **Comment:** This position(s) is being recommended by the Enhancing Staffing Efficiency and Support Ad Hoc Committee to better support CMP.
  - **Recommendation:** The Board is requested to approve the Assistant Superintendent Business Services/Assistant Superintendent Educational Services/Assistant Superintendent Pupil Services Pay Scale.
21. **Pay Scale - Principal/Director of Curriculum & Instruction** (Attachment A21)
  - **Comment:** This position(s) is being recommended by the Enhancing Staffing Efficiency and Support Ad Hoc Committee to better support CMP.
  - **Recommendation:** The Board is requested to approve the Principal/Director of Curriculum & Instruction Pay Scale.
22. **Pay Scale - Dean/Network Specialists** (Attachment A22)
  - **Comment:** This position(s) is being recommended by the Enhancing Staffing Efficiency and Support Ad Hoc Committee to better support CMP.
  - **Recommendation:** The Board is requested to approve the Dean/Network Specialists Pay Scale.

# Action Items

## 23. Seating of New Board Member: San Juan Parent Representative

- **Comment:** In accordance with CMP Board Elections Policies, the following individual was elected to the CMP Governing Board, Parent Representative-San Juan Campuses: Shani Roark. New Governing Board members need to be seated for their elected, or appointed, terms.
- **Recommendation:** The Board is requested to confirm the seating of Shani Roark as the San Juan Parent Representative for the July 1, 2024 – June 30, 2027 term.

## 24. Appointment of Business Representative (1)

- **Comment:** The Business Representative (1) position on the Board will become vacant July 1, 2024. The Business Representative Interview Committee has recommended Julia Sweeney for the position. The appointment will be effective July 1, 2024 through June 30, 2027.
- **Recommendation:** The Board is requested to approve the recommended appointment to serve as the Business Representative (1) effective July 1, 2024 thru June 30, 2027.

## 25. Appointment of Community Representative

- **Comment:** The Community Representative position on the Board will become vacant July 1, 2024. The Community Representative Interview Committee has recommended Scott Richards for the position. The appointment will be effective July 1, 2024 through June 30, 2027.
- **Recommendation:** The Board is requested to approve the recommended appointment to serve as the Charter Representative effective July 1, 2024 thru June 30, 2027.

## 26. Appointment of Montessori Representative

- **Comment:** The Montessori Representative position on the Board will become vacant July 1, 2024. The Montessori Representative Interview Committee has recommended Kim Zawilski for the position. The appointment will be effective July 1, 2024 through June 30, 2027.
- **Recommendation:** The Board is requested to approve the recommended appointment to serve as the Montessori Representative effective July 1, 2024 thru June 30, 2027.

# Action Items

- 27. Election of Board Officers: Board to Elect the Chair of the Governing Board**
- **Comment:** The officers of the Governing Board shall be elected annually by a majority vote of the Board of Directors and shall serve at the pleasure of the Board.
  - **Recommendation:** Members of the Governing Board are requested to elect a Chairperson.
- 28. Election of Board Officers: Board to Elect the Vice-Chair of the Governing Board**
- **Comment:** The officers of the Governing Board shall be elected annually by a majority vote of the Board of Directors and shall serve at the pleasure of the Board.
  - **Recommendation:** Members of the Governing Board are requested to elect a Vice Chair.

# Discussion Items & Closing Comments



# Meeting Adjournment

## Recommendation:

The CMP Governing Board is requested to approve the adjournment of the June 10, 2024 Governing Board Meeting.

