

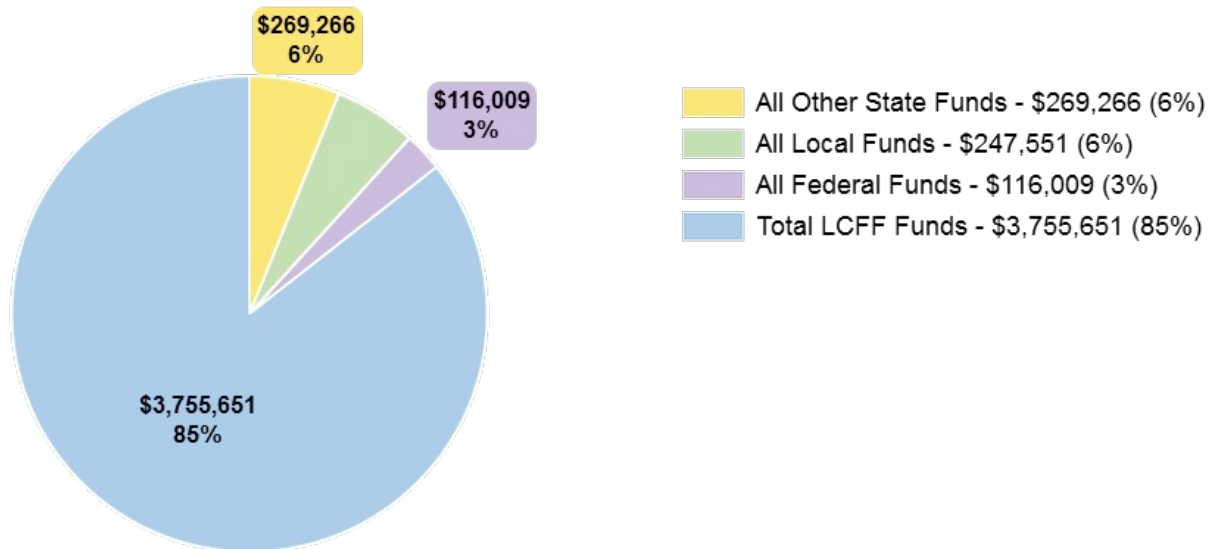
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Montessori Project-Shingle Springs Campus
 CDS Code: 09618380111724
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA Contact Information: Stephanie Garrettson | sgarrettson@cacmp.org | (916) 971-2432

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

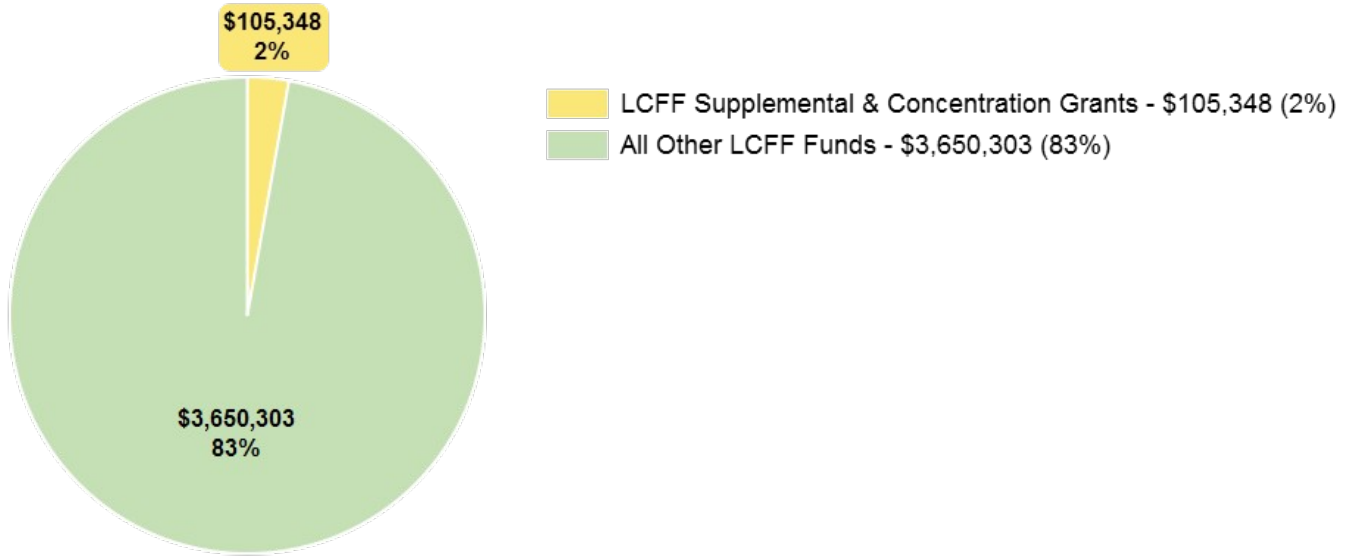
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$269,266	6%
All Local Funds	\$247,551	6%
All Federal Funds	\$116,009	3%
Total LCFF Funds	\$3,755,651	85%

Breakdown of Total LCFF Funds



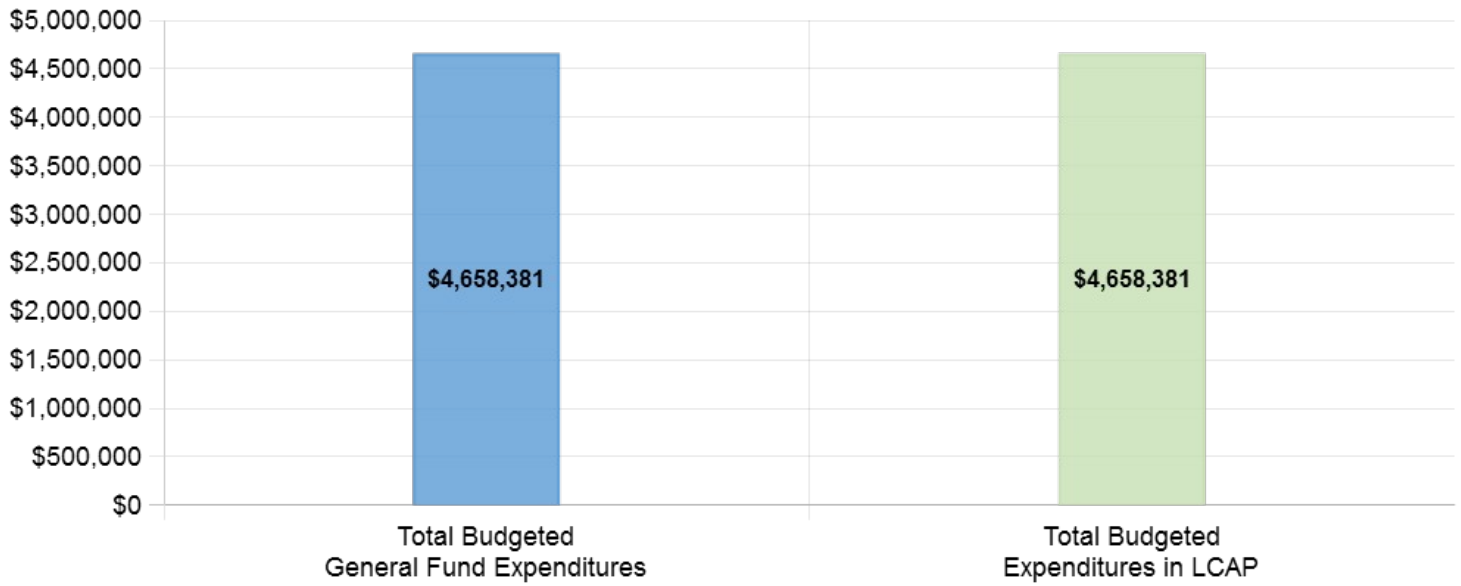
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$105,348	2%
All Other LCFF Funds	\$3,650,303	83%

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

The total revenue projected for California Montessori Project-Shingle Springs Campus is \$4,388,477, of which \$3,755,651 is Local Control Funding Formula (LCFF), \$269,266 is other state funds, \$247,551 is local funds, and \$116,009 is federal funds. Of the \$3,755,651 in LCFF Funds, \$105,348 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$4,658,381
Total Budgeted Expenditures in LCAP	\$4,658,381

This chart provides a quick summary of how much California Montessori Project-Shingle Springs Campus plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

California Montessori Project-Shingle Springs Campus plans to spend \$4,658,381 for the 2019-20 school year. Of that amount, \$4,658,381 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

n/a

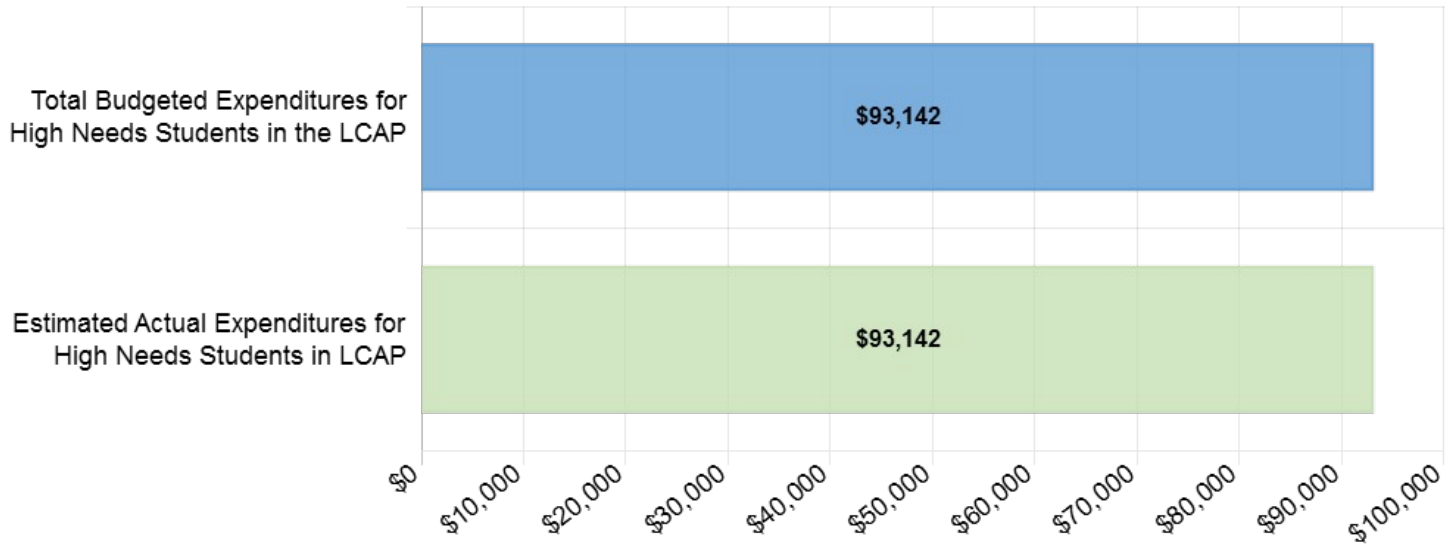
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, California Montessori Project-Shingle Springs Campus is projecting it will receive \$105,348 based on the enrollment of foster youth, English learner, and low-income students. California Montessori Project-Shingle Springs Campus must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP California Montessori Project-Shingle Springs Campus plans to spend \$584,319 on actions to meet this requirement.

Update on Increased or Improved Services for

High Needs Students in 2018-19

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



Source

Funds

Total Budgeted Expenditures for High Needs Students in the LCAP

\$93,142

Estimated Actual Expenditures for High Needs Students in LCAP

\$93,142

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

In 2018-19, California Montessori Project-Shingle Springs Campus's LCAP budgeted \$93,142 for planned actions to increase or improve services for high needs students. California Montessori Project-Shingle Springs Campus estimates that it will actually spend \$93,142 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

California Montessori Project-
Shingle Springs Campus

Contact Name and Title

Stephanie Garrettson

Director of Charter Compliance

Email and Phone

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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

The Vision of the California Montessori Project is to provide a Montessori education that supports the intellectual, social and emotional development of every child.

This will be achieved by:

- * Promoting independence
- * Teaching respect for oneself and others
- * Building confidence
- * Creating a sense of social responsibility, and
- * Empowering every student to be a global citizen.

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

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

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

The CMP-Shingle Springs campus was leased from 2001-2005 and then purchased by CMP in 2005. The school is located in a rural setting on five acres. The campus is configured with 20 classrooms, each uniquely designed to serve the needs of students in Kindergarten through 8th grade. The teachers are experts in the preparation of their classroom environments, designing their classrooms for small and whole group lessons, displaying the many Montessori materials in a way that entices the children to use them, and rotating materials to provide deep learning experiences in thematic units of study. Through guided lessons, students learn to care for each and every component of their classroom environment.

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

CMP-Shingle Springs was awarded Charter School Facilities Funds under Proposition 55. The school purchased a 10-acre contiguous parcel and in 2015 built 14 classrooms, a multi-purpose room, and administrative offices. This allowed us to reduce class sizes, establish libraries and science centers, as well as slightly expand our student enrollment.

The 15-acre parcel allows for extensive room for an outdoor amphitheater, basketball courts, playground structures as well as multiple gardens for our Garden of Learning Program. The school has constructed a large athletic field and track, supported entirely through the efforts of the campus Fundraising Committee.

CMP-Shingle Springs Campus serves students in Kindergarten through Eighth grade. As a public charter school, there is an open enrollment policy.

LCAP Highlights

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

California Montessori Project will focus on:

- Visual and Performing Arts – Mentorship programs
- Articulated Music Program - Band
- Science – Hands-on-Science activities and Next Generation Science Standards (NGSS)
- Library – Furnishings, Increasing inventory of books, Electronic inventory management system
- Supporting Teachers through significant, on-going salary increases
- Supporting Teacher Assistants with professional growth opportunities - Super Duper Saturdays, Early Release Professional Development Days, Montessori Training/Overview
- Supporting Deans of Education through empowerment and leadership training
- Campus specific projects
- Technology

- Play Equipment
- Facilities
- Counselor
- Enrichment
- Writing
- Character Education
- Math
- Safety
- Communications

Review of Performance

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

Greatest Progress

CMP has invested in compensatory packages for credentialed teachers. Teacher salary increases have been implemented, effective beginning July 2016 through December 2019. CMP anticipates an increased teacher retention rate, based on the Governing Board approved annual CTC salary hikes over the next three years. CMP believes that this increased stability in teaching staff will result in more effective instruction to all students, especially low income, English learners and foster youth.

The CMP network offered monthly professional development opportunities (Super Duper Saturdays) for Teaching Assistants. These opportunities were designed to increase the level of competence and confidence of the TAs as they provide support to both students and teachers in the classroom.

Library - The biggest part of this year involved keeping up the momentum and cataloging of the campus libraries. With the help of volunteers and staff members, CMP libraries are using a tracking system for the approximate 29,000 circulating items across the network.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

CMP has identified the following areas of need:

1. Mathematics - Best practices and consistency

According to the California School Dashboard, the following are areas of need:

1. Suspension Rate

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

According to the California School Dashboard, the Performance Gaps are:

1. English Language Arts - Hispanic, Students with Disabilities

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed:

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Student Support – Educating the Whole Child

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 5

Local Priorities:

Annual Measurable Outcomes

Expected

Implement PBIS throughout network.

Community resources explored.

Actual

CMP campuses are in various stages of implementation of Tier 1 of PBIS.

Network-wide School Counselor services provided

Expected

A minimum of 1% improvement for each subgroup.

Science Mentor meetings; training provided; standard based rubric

Adoption of writing committee

Majority of EL students re-designated after 2 years with CMP; review Operations Manual

A minimum of 1% improvement for each subgroup.

A minimum of .5% improvement

Enhancements to VAPA program

Actual

CMP-Shingle Springs declined All Students Math Scores by 9.5 points.

CMP Science Committees met throughout the year.

CMP continues to put focus on improving writing.

CMP met the needs of English Language Learners using a variety of tools.

CMP-Shingle Springs declined All Students English Language Arts Scores by 5.5 points.

CMP-Shingle Springs increased 0.4% of the current Suspension Rate at 1.5%.

CMP continues to put focus to enhancing Visual and Performing Arts in the classrooms.

Expected

Enhancements to Foreign Language Program, beyond Rosetta Stone, to include focus on World Language

School library enhancements: books, furnishings, part time librarian and/or digital databases

Explore music programs

Play equipment purchased for PE and recess

Actual

CMP provided an articulated foreign language program, including multiple languages, for all K-8 students. CMP also offered grant opportunities to Teachers and Teaching Assistants to purchase multicultural materials for their classroom in support of world languages.

School library enhancements were made, especially in regards to hiring librarians and purchasing Maker's Table.

CMP continues to explore music programs, and will do so in the broad scope of VAPA

CMP continues to provide appropriate play equipment and PE equipment to students.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP will use network-wide articulated character education programs:

Phase one of implementation of Positive Behavior Intervention and Support (PBIS) - CMP will lay the ground work for the whole network to implement the PBIS program. Professional development, workshops and trainings will be offered to implement this program.

The CMP Network collaborated with the Placer County Office of Education to provide extensive training in Positive Behavior Intervention and Support (PBIS), Tier 1. Four full days of on-site training took place over the course of the 2018-2019 school year. Each campus sent 6-10 staff members along with each Campus' Dean of Students to act as coaches. Coaches, Principals, and two designated Central Administrative Staff attended additional leadership trainings provided by the Placer County Office of Education. Information gained was taken back to be shared with the staff on early release professional development days.

\$10/student

\$5,155

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP will provide network-wide peer mediation and conflict resolution support. CMP will provide a counselor to introduce network-wide services.

The CMP Network introduced 3 counselors who distributed time between all the campuses. Counselors used Second Step Curriculum

\$20/student

\$8,060

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP will increase the Depth of Knowledge (DOK) and extended mathematical thinking instruction within the existing math curriculum.

CMP purchased the extended learning software program, iReady, to begin providing services in the 2019-2020 school year. Provided network PD on math at all program levels.

\$10/student

\$4,120

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP will commit to the adoption of a robust science program.

- Discussion and implementation of alignment of current curriculum guide to meeting requirements of NGSS (Lower Elementary alignment to begin Fall 2018; Middle School “pilot” – Amplify to be done 2018-2019 school year)
- Official approval of New Curriculum Guide by CMP Leadership Team
- Develop an action plan for funding new materials needed to align curriculum
- Train teachers on effective instructional strategies regarding NGSS

Middle School Science Committee piloted and made decision to adopt TCI Science for Middle School. K through 6 Science Committee aligned K through 3rd and will continue to provide materials suggestions and attend NGSS related professional development.

\$20/student

\$9,851

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP commits to adoption of a writing program.

Each CMP campus purchased copies of Lucy Calkins' "Writing Pathways" for each grade level. The writing committee created rubrics for each genre of writing, for each grade, using "Writing Pathways", Elk Grove Unified School District's rubrics and California Common Core ELA Standards, as guides. The committee also decided to use Lucy Calkins' On Demand Writing Prompts as timed writing assessments; these assessments will be given four times a year (one as a baseline and one for each trimester). The Assessments will follow the same timeline as CMP's assessments. The report cards were also reviewed and revised so the assessments, rubrics and report card marks were consistent.

\$10/student

\$300

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP will meet the needs of English Language Learners using a variety of tools.

In light of ELPAC implementation, CMP Admin Team will review the Process Operations Manual accordingly.

The Admin Team worked within the ELPAC implementation, and will continue to review the Process Operations Manual. CMP spent much of this year getting familiar with the state's processing of ELPAC data. Additionally, the ELPAC Summative data takes 8-9 weeks to process before outcomes are available.

\$(no additional cost)

\$(no additional cost)

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP will increase student's Smarter Balanced test scores for English-Language Arts and increase reading to analyze and understand a range of literacy texts and informational texts.

CMP will implement SIPPS, a reading intervention program. CMP PLC representatives will meet throughout the school year to review curriculum guides, best practices, rubrics, etc. CMP will use STAR Reading for assessments and Accelerated Reading for a support curriculum.

The Special Education Director and Program specialist are researching curriculum to address students with dyslexia characteristics and other significant reading issues. SIPPS and Read Naturally are currently being implemented. Campus representatives for the different grade level PLCs met throughout the year. The CMP campuses used STAR Reading for assessments and Accelerated Reader as a support curriculum.

TBD

\$2,015

Action 8

Planned Actions/Services

CMP will improve student behavior by creating a peaceful and positive community. The student suspension rate will decrease. CMP staff will emphasize Peace Education to address the majority of disciplinary actions, prior to them

Actual Actions/Services

General and special education BCBA's have been hired to support staff, students, and families with students with behavioral needs. School counselors and a clinical psychologist are on staff to support needs and provide

Budgeted Expenditures

\$10/student

Estimated Actual Expenditures

\$5,821

Planned Actions/Services

becoming larger (suspendable) issues. CMP will provide a .5 FTE Student and Family Services network-wide position. CMP will send staff to the ACSA 'Every Child Counts Symposium', which includes topics on inclusion and diversity. CMP will implement a Multi Tiered Systems of Support (MTSS) program to provide intervention and support student success and socioemotional support through conferences and Early Release Professional Development (ERPD) trainings.

Actual Actions/Services

consultation. PBIS has been implemented at all school to support positive discipline and help all students be successful. Staff meetings and meetings with parents are scheduled to address and talk about how to meet needs with students. The August 8 inservice has sessions related on how to help students be behaviorally successful in school. The Second Step curriculum is being used at various grade levels to support social-emotional learning. The CPI trainers schedule new and repeat trainings three times a year to teach staff how to help de-escalate students.

Budgeted Expenditures

Estimated Actual Expenditures

Action 9

Planned Actions/Services

Visual and Performing Arts will be integrated across the curriculum.

Actual Actions/Services

Visual and Performing Arts were integrated across the curriculum.

Budgeted Expenditures

\$11,500

Estimated Actual Expenditures

\$1,731

Action 10**Planned Actions/Services**

CMP will commit to providing an articulated foreign language program, including multiple languages, for all K-8 students. CMP will explore more opportunities to provide enrichment.

Actual Actions/Services

CMP provided an articulated foreign language program, including multiple languages, for all K-8 students. CMP also offered grant opportunities to Teachers and Teaching Assistants to purchase multicultural materials for their classroom in support of world languages. To apply for this grant opportunity, Teachers and Teaching Assistants were asked to participate in a brief survey. The survey asked Teaching Teams if you were given \$50-100-\$500 to spend on multicultural materials for your classroom, what multicultural items would you purchase? CMP received 49 completed surveys, and 42 claimed the award. Over \$5400 in multicultural grant funds were awarded network wide.

Budgeted Expenditures

\$20/student

Estimated Actual Expenditures

\$10,299

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP will provide all students with access to a contemporary school library. CMP will continue to develop the library, furnishings, Maker's Tables and/or books. CMP will be taking advantage of a state program that is providing access to three digital databases (ProQuest, Encyclopedia Britannica, and teachingbooks.net) to any K-12 school that requests access.

The CMP-Shingle Springs Statistics: 2510 total circulation transactions (Aug-June). 11,639 total materials with an average copyright age of 1999.

\$20/student

\$8,060

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP will provide an articulated Music Program:

CMP-Shingle Springs will continue to expand the Boomwhackers and recorder programs with musical performances. The Band Program will also be expanded to include both a Beginning Band and an Intermediate Band.

An articulated Music Program will be considered along with the VAPA Action item.

n/a

N/A

Action 13

Planned Actions/Services

Play equipment and organized activities for recess and PE.

Actual Actions/Services

Equipment for recess and P.E. was purchased.

Budgeted Expenditures

\$5/student

Estimated Actual Expenditures

\$2,687

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CMP continues to place a great deal of importance on this goal "Student Support Educating the Whole Child". Emphasis was placed into standard curriculum areas, focusing on Science, as well as the socioemotional side of the student (character education, conflict resolution, peace education, counseling, etc). One of the greatest areas of implementation seen across the network is the enhanced library systems, hiring of a school counselor and the PLC model of professional development.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve the goal of "Student Support Educating the Whole Child" was measured with mixed results. CMP-Shingle Springs had mixed results with the CAASPP scores and CMP students received support and guidance in many other socioemotional areas. CMP will continue to use the CAASPP scores to further refine and build those programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on this analysis, CMP defined its greatest needs as providing support to the families in need regarding Mathematics and English Language support, Nutrition Services and Fieldtrips, STEM enhancements and continued support of the Counseling program.

Goal 2

Parent/Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

Piloting parent communication software platforms

Actual

CMP piloted, purchased and launched a parent communication software platform.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP commits to enhanced

CMP piloted, purchased and

\$4/student

\$2,626

Planned Actions/Services

parent communications.

CMP will continue to look at platforms of communication to community. This includes the piloting of the software Parent Square, as well as other platforms.

Actual Actions/Services

launched the Parent Square platform Network-wide to enhance parent communications. CMP was able to eliminate a variety of individual programs that teachers were using, such as Remind, ClassDojo, SignUpGenius, etc. These features are all integral parts of the ParentSquare program and provide CMP a more comprehensive and robust program for parent communications, in addition to providing administrative review and oversight. CMP conducted network-wide parent and teacher surveys to determine which features of different programs were most desirable. Results of that survey were compiled and included in a comprehensive report prepared by our Technology Department and Data Management Department. The CMP Administration Team unanimously voted to implement ParentSquare network-wide.

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services to achieve the "Parent/Community Engagement" goal was very successful. Parents were provided parent education opportunities and CMP placed focus on enhancing communications within the CMP community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the action/service to achieve the "Parent/Community Engagement" was successful. CMP made great progress on the listed action/service.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

N/A

Goal 3

Staff Support

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5

Local Priorities:

Annual Measurable Outcomes

Expected

New teachers participate in CMP-sponsored Teacher Induction program

Professional development opportunities for staff will continue: conferences, Super Saturdays, August In-Service Day, Professional Learning Communities, ERPD, training on Math and Science

CTC pay scale will receive dramatic increase to base scale, as well as step and column increases

Actual

New teachers participated in CMP-sponsored Teacher Induction program.

CMP offered a variety of professional development opportunities for all staff.

The CTC pay scale received dramatic increase to the base scale, as well as step and column increases.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

New teachers are required to participate in a Teacher Induction program.

Actual Actions/Services

New teachers participated in a teacher induction program. As this is embedded in CMP annual practices, this Action Item will be considered completed and will not be included in future LCAPs. Please note that on June 3, 2019, at the request of the Executive Director, the CMP Governing Board also committed to paying for an accredited Montessori training program for newly hired credentialed staff.

Budgeted Expenditures

\$1,250

Estimated Actual Expenditures

\$1,650

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP will provide professional growth opportunities:

Conferences: ACSA, CCSA, CSDC, AMS, Technology

Every year CMP sends staff to various conferences, including, but not limited to, ACSA, Aeries, AMS, CCSA, SCOE and YMC. CMP offered a variety of other professional growth opportunities: Super Duper Saturdays for Teaching Assistants; a separate math component for Credentialed Teachers at all program levels; a separate Montessori Reading Program component available for Teaching Assistants and Credentialed Teachers.

\$33/student

\$18,359

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Credentialed Teacher Support:

CMP will provide incremental step and column increases and longevity stipends for Lead Teachers. CMP significantly increased certificated base salary annually through 2019.

CMP Executive Director will submit to the Governing Board a compensatory plan with incremental increases and longevity stipends to include 20 year employees from July 1, 2020-December 31, 2022.

Credentialed Teacher Support:

CMP provided incremental step and column increases and longevity stipends for Lead Teachers. CMP significantly increased certificated base salary annually through 2019. CMP Executive Director submitted to the Governing Board a compensatory plan with incremental increases and longevity stipends to include 20 year employees from July 1, 2020-December 31, 2022.

TBD

TBD

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

N/A

N/A

N/A

N/A

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP will provide professional development opportunities for Classified Staff:

Super Duper Saturdays: support classified staff with interventions, classroom management (including Special Education).

CMP offered 9 Saturdays of targeted PD for teaching assistants.

\$10/student

\$4,926

Action 6

Planned Actions/Services

CMP will offer a full day professional development opportunity for all staff:

August in-service day: focus on positive discipline, to include key note and workshops with Jane Nelson

Actual Actions/Services

CMP offered a full day professional development opportunity for all staff, which included 40+ workshops with an emphasis on the whole child, addressing the academic, social and emotional needs.

Budgeted Expenditures

\$5/student

Estimated Actual Expenditures

\$2,776

Action 7

Planned Actions/Services

CMP will provide professional development opportunities for all staff, throughout the school year:

Actual Actions/Services

CMP provided professional development opportunities for all staff, throughout the school year.

Budgeted Expenditures

\$5/student

Estimated Actual Expenditures

\$2,149

Planned Actions/Services

Professional Learning Communities (PLCs) model: CMP conducted a Pilot Program for PLC's and the Principal and staff collaborated with a PLC Planning Committee, including representatives from the CMP campuses. The PLC Planning Committee established protocol and expectations for PLC's and offered a series of resources for each campus to review. CMP campuses will start implementing the PLC model in the 2018-2019 school year with a kick-off training in August 2018. CMP will implement the PLC model to improve teacher collaboration

Early Release Professional Development (ERPD) days: focus on diversity, implicit bias and racial equity; classroom management for behavior and/or Special Education interventions

Actual Actions/Services

Staff participated in ACSA Equity Training and participants then informed the CMP Governing Board and Site Leaders of what was learned.

Budgeted Expenditures

Estimated Actual Expenditures

Action 8

Planned Actions/Services

CMP will provide professional development opportunities:

Trainings focused on Math and Science curriculum.

Actual Actions/Services

CMP provided professional development opportunities with trainings focused on Math and Science curriculum. Staff also participated in NGSS and SCOE trainings focusing on math rigor and science.

Budgeted Expenditures

\$5/student

Estimated Actual Expenditures

\$4,137

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services to achieve the "Staff Support" goal was successful. Each action/service was either partially or fully implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve the "Staff Support" goal was successful. Overall CMP staff satisfaction and retention is good.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on this analysis, CMP has placed a focus on professional development and training. Moving forward, CMP will focus Professional Development on STEAM and MACAR training. CMP will also provide support for Montessori training for newly hired Credentialed Teachers.

Goal 4

Network Support

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected

Status reports given regularly to all stakeholders via faculty meetings, newsletters, presentations to the Round Table and the Board.

.5 FTE Testing Coordinator

Plan to restructure Director of Program position.

.5 FTE Network-wide Math and/or Reading Specialist

Actual

CMP has incorporated technology as a viable and meaningful experience for the child.

CMP filled the position of a .5 FTE Testing Coordinator.

The restructuring of the Director of Program position was implemented.

Network-wide Math and Reading interventions were provided

Expected

1.0 FTE School Counselor at CMP-San Juan; network-wide support explored

On-site communication devices purchased

Actual

Network-wide support of a Counseling program was provided

On-site communication devices purchased

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP will incorporate technology as a viable and meaningful experience for the child. CMP will:

- Survey all stakeholders to gather perception data
- Research developmentally appropriate technology usage in school
- Disaggregate perception data and research to determine next steps
- Provide Smart Screens and ELMOs

CMP is incorporating technology as a viable and meaningful experience for the child. CMP has purchased peripheral devices to support student learning.

(no additional cost)

(no additional cost)

Action 2

Planned Actions/Services

CMP Network Testing Coordinator will track the achievement of subgroups.

Network Testing Coordinator will assist campuses in the addition of programs to serve ELLIFoster students to the fullest capacity.

Actual Actions/Services

CMP Deans of Students at each campus tracked the progress of English Language Learner, Low Income, and Foster students. Students were strongly encouraged to participate in free academic tutoring and enrichment programs offered at each of the campuses.

Budgeted Expenditures

\$29,500

Estimated Actual Expenditures

\$7,500

Action 3

Planned Actions/Services

CMP will restructure the Director of Program position.

Actual Actions/Services

CMP began the process of restructuring the Director of Program position. The CMP Network Director of Program spent more time focusing on the integrity of Montessori and the consistency of the program across the network.

Budgeted Expenditures

n/a

Estimated Actual Expenditures

n/a

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP will provide a network-wide .5FTE Math and/or Reading Specialist.

CMP-Shingle Springs has hired a 0.5 FTE Math Coach, who will also continue to work as a 0.5 FTE as a Middle School teacher, teaching three Math classes in the afternoons: Remedial Math, Algebra, Geometry (and any other Advanced Math classes required to support students). CMP-Shingle Springs also has a 0.675 Reading Intervention Teacher, who teaches with the Montessori methodology, the SIPPS reading program, Read Naturally, and a variety of other reading intervention programs. The Reading Intervention Teacher also serves as the network SIPPS trainer as well as a trainer for implementing reading intervention for all of CMP campuses.

TBD

TBD

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

CMP-San Juan will pilot the position of a 1.0 FTE School Counselor; network-wide support explored

The newly formed Counseling program, including a Counselor serving the CMP-Shingle Springs in a 0.2 FTE capacity since January 2019.

TBD

TBD

Action 6

Planned Actions/Services

As the CMP Safety Plan is reviewed, CMP will explore opportunities to promote higher levels of security. CMP Safety Committee will determine needs at each campus.

All campuses: On-site communication devices will be provided and/or upgraded.
Orangevale: Explore the possibility of inputting fencing.

Actual Actions/Services

The CMP Safety Committee conducts an annual safety audit of the campuses and identify any areas of concerns, reviews safety logs, and discuss any challenges each site might be having. The SOP is updated annually and policies added as necessary.

Budgeted Expenditures

\$5/student

Estimated Actual Expenditures

\$2,239

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services to achieve the "Network Support" goal was successful. Every action/service item listed was either partially or fully implemented.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve the "Network Support" goal was successful. Enhancements made to technology and to providing network-wide support staff have lessened the load at the campus level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

CMP spent less monies than anticipated because part of the budgeted amount was to be split as a network resource.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on this analysis: CMP will continue to restructure network-wide positions to ensure that the positions are fully implemented; CMP will add additional network-wide resources to support areas in which need deeper support (math and reading specialists, etc); CMP will further explore ways to better serve English Learners, Low Income and Foster Youth in meaningful ways.

Goal 5

Facilities

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected

Facility improvements

Campus projects

Planning complete

Play structure study completed

Actual

CMP-Shingle Springs completed facility improvements.

CMP-Shingle Springs completed campus projects.

CMP-Shingle Springs planned regarding shade structures..

CMP-Shingle Springs discussed play structure improvements.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Campus projects and/or items for site improvement:</p> <p>The CMP-Shingle Springs Campus will be installing additional acoustic tiles in the gymnasium on the upper campus, will replace carpeting in select classrooms on the lower campus and the maintenance team will look into additional safety and security measures for the school.</p>	<p>CMP-Shingle Springs will continue to discuss installing additional acoustic tiles in the gymnasium on the upper campus, and will determine the necessity of replacing carpeting in select classrooms on the lower campus and the maintenance team will look into additional safety and security measures for the school.</p>	<p>TBD</p>	<p>N/A</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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CMP-Shingle Springs will spend monies on projects and/or items for site beautification, to include remodeling and replacing fencing on both the upper and lower campuses. The campus will also completely rebuild the garbage and recycling storage areas on the lower campus.

CMP-Shingle Springs will continue discussions on remodeling and replacing fencing on both the upper and lower campuses. The campus will also continue discussions on completely rebuilding the garbage and recycling storage areas on the lower campus.

\$10/student

\$5,020

Action 3

Planned Actions/Services

Shade structures for campus outdoor areas:

Planning.

Actual Actions/Services

The CMP-Shingle Springs Principal met with the CMP Executive Director to discuss potential placement and use of shade structure(s) on the campus.

Budgeted Expenditures

n/a

Estimated Actual Expenditures

N/A

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Play structures:

Planning for potential upgrades or additional play equipment to be provided.

CMP-Shingle Springs is in the planning process for potential upgrades or additional play equipment.

n/a

N/A

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The overall implementation of the actions/services to achieve the "Facilities" goal was successful. Discussions and plans are occurring to ensure monies are spent in the most pertinent areas.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services to achieve the "Facilities" goal was successful.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on this analysis, CMP will modify actions and services to detail new facility improvements to focus on moving forward.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

California Montessori Project-Shingle Springs has provided numerous opportunities for stakeholder engagement, as part of the greater California Montessori Project (CMP) 7-campus network, as well as an individual charter school within the Buckeye Union School District (BUSD). Over the past five years, there have been numerous occasions where community input was collected to improve the CMP program. Network opportunities have included community participation in the ongoing accreditation processes through the Western Association of Schools and Colleges (WASC) and the American Montessori Society (AMS), 2017 through 2023. In addition, members of the CMP Learning Community, as well as the public-at-large, have been invited to attend monthly meetings of the CMP Governing Board, and to provide input at the Strategic Planning Session at the Board's Annual Retreat. CMP Governing Board Minutes reflect the LCAP being discussed at the Annual Meeting on November 3, 2018. During the months of May and June, CMP's Executive Director, Gary S. Bowman and/or CMP-Carmichael Principal, Laurien Spiller, met with 16 distinct groups of stakeholders, representing the CMP Learning Community, at-large, to receive input on school improvement. On May 8th the Executive Director and/or the CMP-San Juan Principal met with the CMP-Capitol community (including parent/guardians, staff and students) sharing components of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP), including the eight state priorities. Community members present at the meetings were asked for suggestions on how LCFF funding could support school improvement. Input from the stakeholders was, subsequently, organized into the eight state priorities and the input was reviewed for common threads. Considerations of fiscal impact and timeline were considered. The stakeholder meetings were well-received, and input was freely shared from the participants. This input contributed to the 2019 LCAP Plan (see 'Impact on LCAP'). The Executive Director will continue to solicit community input for the future LCAP revisions.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

In developing the LCFF Budget for the 2019-2020 school year, CMP leadership sought input from parents, pupils, both classified and certificated staff, and school leaders. In the area of 'Stakeholder Engagement' sessions, CMP sought genuine, unfiltered input. Accordingly, CMP leadership committed to holding the meetings in casual settings, which would allow Stakeholders to feel comfortable while providing candid and honest input. These settings included Principal's Cafés, Campus Advisory Councils, Staff Meetings, and Student Circles. At the meetings, CMP leadership shared information regarding the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP), including the '8 State Priorities.' Participating stakeholders were invited, in a round-robin style, how they would spend LCFF dollars to bring improvement to the CMP program. The length of each meeting was determined by the stakeholders, themselves, as every participant was allowed to contribute his/her input, until such time as all ideas had been exhausted. Stakeholders have also been invited to submit additional input by email to the Executive Director (gbowman@cacmp.org) and/or Director of Charter Compliance, Stephanie Garrettson (sgarrettson@cacmp.org). It is the Executive Director's observation that the stakeholders have been greatly appreciative of the opportunity to have their ideas heard. CMP leadership met with CMP Staff, Parents and Students at the various Stakeholder Engagement Sessions. The Staff and Parents provided valuable (and welcome) input regarding School Improvement. At the same time, Student input was found to be especially refreshing and valuable. While much of the student input was consistent with that of the adults (including the importance of art/music programs, technology, campus beautification, etc), students also provided critical input from their unique point-of-view. These student sessions, including students as young as kindergarten-age, were remarkable and poignant. CMP Leadership considered all of the input to be a great foundation for building the LCFF budget. These sessions also identified at each site opportunities for the site Principals to collaborate with their communities. The Principals are cognizant of ideas that have not been incorporated into the formal plan, but can be focused on at the campus level. After the Stakeholder Engagement Sessions, the input provided was organized according to the 8 State Priorities, by site, as well as network. Based on Stakeholder input, the following expenditures were incorporated into the 2019-2020 Budget:

- Teacher retention through increased compensation
- Contemporary Library
- Optimal Technology-Supported Curriculum
- Hands-on Science
- Writing Curriculum
- Team Collaboration Time
- Site Improvements, including playgrounds, gardens and restrooms
- School Counselor Support
- Campus Beautification Projects
- Teacher Assistant Professional Development Opportunities
- Character Education: Peer Mediation and Conflict Resolution Opportunities
- Articulated Music Program
- Network Positions – Testing Coordinator and Directors of Program
- Visual and Performing Arts Programs, including art, drama, dance and music
- Safety Communications
- Fieldtrips
- Student Government

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

Student Support – Educating the Whole Child

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 5

Local Priorities:

Identified Need:

CMP students' needs will be better served with additional socio-emotional/health services. There is a need to support student achievement in mathematical thinking and application. CMP Science curriculum needs to be examined to align and incorporate the NGSS to provide our students with a more contemporary and competitive curriculum. The most recent California Assessment of Student Performance and Progress scores indicate that there is a need for the school to address writing in a systematic way. English Language Learners need to have multiple support tools made available in order to become re-designated and to understand academic content in a concrete manner. Students can only access their education if the classroom environment is optimal and students are compliant with the school rules and philosophy. Campus administration is looking to reduce the number of classroom/school disruptions, referrals and suspensions. Students need to have greater access to Visual and Performing Arts, Foreign Language and Music. CMP students need access to a contemporary school library.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Character Education program	Current programs in place	N/A	Implement PBIS throughout network.	Utilize PBIS throughout network.
Peer Mediation and Conflict Resolution program	Current programs in place	N/A	Community resources explored.	School counselor scope of services to include network-wide support
Math - Assessments, Professional Learning Communities (PLC) discussions, and observational data	2018 CAASPP Math Scores	N/A	A minimum of 1% improvement for each subgroup.	A minimum of 1 point improvement
Science curriculums and/or programs	Science curriculums and/or programs	N/A	Science Mentor meetings; training provided; standard based rubric	Science program piloted
Writing curriculum	Established writing committee	N/A	Adoption of writing committee	Adoption of writing committee

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
RFEP Rates	Current processes for serving EL students	N/A	Majority of EL students re-designated after 2 years with CMP; review Operations Manual	ELPAC processes reviewed and implemented
English-Language Arts - Status reports given regularly to all stakeholders via faculty meetings, newsletters, presentations to the Round Table and the Board	2018 ELA CAASPP Scores	N/A	A minimum of 1% improvement for each subgroup.	A minimum of 1 point improvement
Suspension Rate	2018 CA School Dashboard Suspension Rate of 1.5%	N/A	A minimum of .5% improvement	Maintain or decrease Suspension Rate percentage.
VAPA program	Current VAPA program	N/A	Enhancements to VAPA program	Enhancements to VAPA program

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Foreign Language Program	Current Foreign Language program	N/A	Enhancements to Foreign Language Program, beyond Rosetta Stone, to include focus on World Language	Enhancements to Foreign Language Program, beyond Rosetta Stone, to include focus on World Language
School library offerings	School library enhancements: books, furnishings and/or librarian	N/A	School library enhancements: books, furnishings, part time librarian and/or digital databases	n/a
Music offerings	No articulated music program and/or music mentors	N/A	Explore music programs	This action will be included with the Goal 1, Action 9 - Visual and Performing Arts
Play equipment purchased for PE and recess	Current play equipment	N/A	Play equipment purchased for PE and recess	Play equipment purchased for PE and recess
Nutrition services offered	Current nutrition services offered	N/A	N/A	Increased nutrition services offered to students.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Field trip offerings and assistance	Current field trip offerings and assistance	N/A	N/A	Continued assistance with field trip assistance
STEM Club and STEM League	Currently no STEM Club and STEM League	N/A	N/A	Establishment of STEM Club and STEM League

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

N/A

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

CMP will use network-wide articulated character education programs:

Phase one of implementation of Positive Behavior Intervention and Support (PBIS) - CMP will lay the ground work for the whole network to implement the PBIS program. Professional development, workshops and trainings will be offered to implement this program.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

CMP will use network-wide articulated character education programs: Phase 2 Training with Placer County Office of Education. Each campus is in various stages of implementation of Tier 1 and plan to have complete implementation by 2020. Training for PBIS Tier 2 will continue in the 2019-2020 school year. In addition, all classified staff will receive professional development training in PBIS Active Supervision at the Network In-Service in August 2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$10/student	\$12.50/Student

Year	2017-18	2018-19	2019-20
Source	N/A	LCFF Base Grant	LCFF Base Grant
Budget Reference	N/A	Resource 0000, Object 4300	Resource 0000, Object 4300

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

CMP will provide network-wide peer mediation and conflict resolution support. CMP will provide a counselor to introduce network-wide services.

2019-20 Actions/Services

The CMP Network will provide for 2 additional counselors and provide the 2nd Step Curriculum for peer mediation and conflict resolution support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$20/student	\$20/Student for Counselor; \$5/Student for materials and curriculum
Source	N/A	LCFF Base Grant	LCFF Base Grant
Budget Reference	N/A	Resource 0000, Object 5800	Resource 0000, Object 5800

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP will increase the Depth of Knowledge (DOK) and extended mathematical thinking instruction within the existing math curriculum.

CMP will increase the Depth of Knowledge (DOK) and extended mathematical thinking. CMP will begin using the extended learning software program I Ready. CMP will provide a 0.5FTE Middle School Specialist to look at the academic rigor of the program with emphasis on Math and will use state test scores to inform interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Amount	N/A	\$10/student	\$10/Student
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

CMP will commit to the adoption of a robust science program.

- Discussion and implementation of alignment of current curriculum guide to meeting requirements of NGSS (Lower Elementary alignment to begin Fall 2018; Middle School “pilot” – Amplify to be done 2018-2019 school year)
- Official approval of New Curriculum Guide by CMP Leadership Team
- Develop an action plan for funding new materials needed to align curriculum
- Train teachers on effective instructional strategies regarding NGSS

2019-20 Actions/Services

CMP will implement the TCI curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$20/student	TCI \$10,000
Source	N/A	LCFF Base Grant	n/a

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	Resource 0000, Object 5800	n/a

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	Modified	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A

CMP commits to adoption of a writing program.

Each grade level will determine when they will study specific genres to correlate with the other areas of study; we believe this will better support teachers in implementing writing across the curriculum. There is a distinct need to review all styles of writing before beginning CAASPP testing, specifically writing based on a non-fiction text, as well as comparing/contrast two informational texts for third through sixth grade. The committee also discussed creating a pacing guide for lessons, which would also include essential pre-writing skills such as implementing color coding and guided writing, graphic organizers, paraphrasing and summarizing that are necessary to support strong writing skills. The Writing Committee requested that Administration include writing during Early Release Professional Development vertical planning time and grade level and PLC meeting agendas. Each campus may purchase more Lucy Calkins' "Writing Pathways" for each grade level.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	N/A	\$10/student	\$300
Source	N/A	LCFF Base Grant	TBD
Budget Reference	N/A	Resource 0000, Object 5800	TBD

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP will meet the needs of English Language Learners using a variety of tools.

In light of ELPAC implementation, CMP Admin Team will review the Process Operations Manual accordingly.

CMP will meet the needs of English Language Learners using a variety of tools.

In light of ELPAC implementation, CMP Admin Team will review the Process Operations Manual accordingly.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$(no additional cost)	\$(no additional cost)
Source	N/A	n/a	n/a
Budget Reference	N/A	n/a	n/a

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP will increase student's Smarter Balanced test scores for English-Language Arts and increase reading to analyze and understand a range of literacy texts and informational texts.

CMP will implement SIPPS, a reading intervention program. CMP PLC representatives will meet throughout the school year to review curriculum guides, best practices, rubrics, etc. CMP will use

CMP will increase student's Smarter Balanced test scores for English-Language Arts and increase reading to analyze and understand a range of literacy texts and informational texts. The iReady program was purchased in the 2018-2019 school year for implementation in the 2019-2020 school year. Among other services, the program will replace STAR Reading. The Special Education Director and Program specialist are researching curriculum to address

STAR Reading for assessments and Accelerated Reading for a support curriculum.

students with dyslexia characteristics and other significant reading issues. An in-service session on Structured Word Inquiry is scheduled for August 8, 2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	TBD	\$10/Student
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP will improve student behavior by creating a peaceful and positive community. The student suspension rate will decrease. CMP staff will emphasize Peace Education to address the majority of disciplinary actions, prior to them becoming larger (suspendable) issues. CMP will provide a .5 FTE Student and Family Services network-wide position. CMP will send staff to the ACSA 'Every Child Counts Symposium', which includes topics on inclusion and diversity. CMP will implement a Multi Tiered Systems of Support (MTSS) program to provide intervention and support student success and socioemotional support through conferences and Early Release Professional Development (ERPD) trainings.

CMP will improve student behavior by creating a peaceful and positive community. The student suspension rate will decrease. CMP staff will emphasize Peace Education to address the majority of disciplinary actions, prior to them becoming larger (suspendable) issues. CMP will continue utilizing a Multi Tiered Systems of Support (MTSS) program to provide intervention and support student success and socioemotional support through conferences and Early Release Professional Development (ERPD) trainings. School counselors and a clinical psychologist are on staff to support needs and provide consultation. PBIS implementation will continue at all schools to support positive discipline and help all students be successful. Staff meetings and

meetings with parents are scheduled to address and talk about how to meet student's needs. The August 8, 2019 in-service has sessions related on how to help students be behaviorally successful in school. The Second Step curriculum is being used at various grade levels to support social-emotional learning. The CPI trainers schedule new and repeat trainings three times a year to teach staff how to help de-escalate students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$10/student	\$10/Student
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Visual and Performing Arts will be integrated across the curriculum.

CMP-SS has hired a music teacher for the 2019-20 school year. Recorders will be provided for students in the 6/9 classrooms. CMP will support further additions to VAPA and will offer matching funds to donations gained for additional resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$11,500	\$12/Student
Source	N/A	LCFF Base Grant	TBD
Budget Reference	N/A	Resource Code 0000, Object 2100	TBD

Action #10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP will commit to providing an articulated foreign language program, including multiple languages, for all K-8 students. CMP will explore more opportunities to provide enrichment.

CMP will commit to providing an articulated foreign language program, including multiple languages for all K-8 students, through Rosetta Stone. CMP will also explore more opportunities to provide enrichment through grant opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$20/student	\$25/Student
Source	N/A	LCFF Base Grant	TBD
Budget Reference	N/A	Resource 0000, Object 2100	TBD

Action #11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP will provide all students with access to a contemporary school library. CMP will continue to develop the library, furnishings, Maker's Tables and/or books. CMP will be taking advantage of a state program that is providing access to three digital databases (ProQuest, Encyclopedia Britannica, and teachingbooks.net) to any K-12 school that requests access.

CMP will support further additions to the library and will offer matching funds to donations gained for additional resources for the library. A Network Library Support person will be offered.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$20/student	\$5/Student-Books; \$10/Student-Library Support
Source	N/A	LCFF Base Grant	TBD
Budget Reference	N/A	Resource 0000/Object 4300	TBD

Action #12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

2017-18 Actions/Services

N/A

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

CMP will provide an articulated Music Program:

CMP-Shingle Springs will continue to expand the Boomwhackers and recorder programs with musical performances. The Band Program will also be expanded to include both a Beginning Band and an Intermediate Band.

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

The music program action item will be included in Goal 1, Action 9 - VAPA

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	n/a	N/A
Source	N/A	n/a	N/A
Budget Reference	N/A	n/a	N/A

Action #13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Play equipment and organized activities for recess and PE.

2019-20 Actions/Services

Play equipment and organized activities for recess and PE.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5/student	\$5/student
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

Action #14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

In response to AB 1871, a breakfast will be provided for those who qualify for free and reduced lunch at 7:30 am (before school). CMP-Shingle Springs will be providing and servicing the meal.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$20,000
Source	N/A	N/A	TBD
Budget Reference	N/A	N/A	TBD

Action #15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Funds will be used to provide assistance for families who cannot otherwise afford Field Trip costs.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	N/A	\$10/Student
Source	N/A	N/A	TBD
Budget Reference	N/A	N/A	TBD

Action #16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

		New
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	CMP will begin a STEM Club and STEM League. Initially, there will be a focus on engineering activities, introductions to robotics, 3D printing and coding.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$5/Student
Source	N/A	N/A	TBD
Budget Reference	N/A	N/A	TBD

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

Parent/Community Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

With parental services to the school community, the school can focus time and resource on other student focused areas. Parents should have the opportunity to have a direct voice in their child's school as well as the CMP network.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Enhanced communications	Current communications	N/A	Piloting parent communication software platforms	Full implementation of parent communication software platform

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP commits to enhanced parent communications.

CMP will continue to look at platforms of communication to community. This includes the piloting of the software Parent Square, as well as other platforms.

CMP will fully implement the Parent Square platform Network-wide to enhance parent communications.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$4/student	\$4/student
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

Staff Support

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5

Local Priorities:

Identified Need:

Students will be taught by teachers with the highest level of teacher training, including training in Montessori methodology. With more financial incentive to continuously serve the CMP Learning Community, students will have more opportunities to be instructed by experienced staff. Teachers will have better focus on teaching the students within the classroom if there is additional staff support to assist with additional needs. With small class ratios, students will have more opportunities for one-on-one instruction. To engage the teaching staff in a continual process of collaborative inquiry and improvement of student learning.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
---------------------------	-----------------	----------------	----------------	----------------

New teachers participate in CMP-sponsored Teacher Induction program	New teachers participate in CMP-sponsored Teacher Induction program	N/A	New teachers participate in CMP-sponsored Teacher Induction program	New teachers participate in CMP-sponsored Teacher Induction program
Professional growth opportunities	Staff are provided with professional development opportunities	N/A	Professional development opportunities for staff will continue: conferences, Super Saturdays, August In-Service Day, Professional Learning Communities, ERPD, training on Math and Science	Professional development opportunities for staff will continue
CTC pay scale	CTC pay scale received dramatic increases starting in 2016	N/A	CTC pay scale will receive dramatic increase to base scale, as well as step and column increases	CTC pay scale will receive step and column increases

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

New teachers are required to participate in a Teacher Induction program.

New teachers are required to participate in a Teacher Induction program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$11,2500	\$11,2500
Source	N/A	LCFF Base Grant	LCFF Base Grant
Budget Reference	N/A	Resource 0000, Object 1150	Resource 0000, Object 1150

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP will provide professional growth opportunities:

Conferences: ACSA, CCSA, CSDC, AMS, Technology

Trainings offered to staff: CETPA, SCOE, YCOE, SSDA, CSDC, CCSA, ACSA, AMS, MACAR, PBIS. CMP will create training videos to equip personnel with Monessori practices for Classified and Credentialed staff. Personnel stipends will be offered to those making the videos.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$33/student	Conferences: \$33/student Training Videos: \$2,500/Charter
Source	N/A	LCFF Base Grant	TBD
Budget Reference	N/A	Resource 0000, Object 1350	TBD

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Credentialed Teacher Support:

CMP will provide incremental step and column increases and longevity stipends for Lead Teachers. CMP significantly increased certificated base salary annually through 2019.

Credentialed Teacher Support: CMP provided incremental step and column increases and longevity stipends for Lead Teachers. CMP significantly increased certificated base salary annually through 2019. CMP Executive Director submitted to the Governing Board a compensatory plan

CMP Executive Director will submit to the Governing Board a compensatory plan with incremental increases and longevity stipends to include 20 year employees from July 1, 2020-December 31, 2022.

with incremental increases and longevity stipends to include 20 year employees from July 1, 2020-December 31, 2022.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	TBD	TBD
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Classified Staff Support:

Additional income opportunities, to include student tutoring and/or trainings.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

N/A

TBD

Source

N/A

N/A

TBD

Budget Reference	N/A	N/A	TBD
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Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Location(s)
N/A	N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	Scope of Services:	Location(s)
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New	Modified
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

N/A

CMP will provide professional development opportunities for Classified Staff:

Super Duper Saturdays: support classified staff with interventions, classroom management (including Special Education).

CMP will provide professional development opportunities for Classified Staff: Super Duper Saturdays: support classified staff with interventions, classroom management (including Special Education). CMP will also offer a week long training on the Montessori Overview in the summer of 2019 for all interested teaching assistants.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$10/student	\$10/Student
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP will offer a full day professional development opportunity for all staff:

August in-service day: focus on positive discipline, to include key note and workshops with Jane Nelson

CMP will offer a full day professional development opportunity for all staff. August in-service day: focusing on STEAM, MACAR Training with Joyce Pickering, Technology use and application, continued focus on MTSS and PBIS.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

\$5/student

\$5/Student

Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

CMP will provide professional development opportunities for all staff, throughout the school year:

Professional Learning Communities (PLCs) model: CMP conducted a Pilot Program for PLC's and the Principal and staff collaborated with a PLC Planning Committee, including representatives from the CMP campuses. The PLC Planning Committee established protocol and expectations for PLC's and offered a series of resources for each campus to review. CMP campuses will start implementing the PLC model in the 2018-2019 school year with a kick-off training in August 2018. CMP will implement the PLC model to improve teacher collaboration

Early Release Professional Development (ERPD) days: focus on diversity, implicit bias and racial equity; classroom management for behavior and/or Special Education interventions

2019-20 Actions/Services

CMP will provide professional development opportunities for all staff, throughout the school year through the Professional Learning Communities (PLCs) model. Early Release Professional Development (ERPD) days will focus on diversity, implicit bias and racial equity; classroom management for behavior, Special Education interventions, Math, Science, Writing and Mental Health.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5/student	\$5/Student
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP will provide professional development opportunities:

Trainings focused on Math and Science curriculum.

CMP will provide professional development opportunities regarding new programs, such as iReady supplemental program and TCI Science Curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5/student	\$5/Student
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

CMP will pay up front for Montessori training for newly hired Credentialed Teachers.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

\$10,000

Source	N/A	N/A	TBD
Budget Reference	N/A	N/A	TBD

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 4

Network Support

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Identified Need:

To support stakeholder requests for more technology in the classroom as well as to provide structured and developmentally appropriate learning opportunities in extension of Montessori Philosophy. To ensure students are served appropriately, CMP employs a network Testing Coordinator. As an organization, CMP continuously strives to be Montessori-centered.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Technology enhancements	Current technology usage	N/A	Status reports given regularly to all stakeholders via faculty meetings, newsletters, presentations to the Round Table and the Board.	Status reports given regularly to all stakeholders via faculty meetings, newsletters, presentations to the Round Table and the Board.
Network Testing Coordinator Position	.5 FTE Testing Coordinator	N/A	.5 FTE Testing Coordinator	.5 FTE Testing Coordinator
Restructured Director of Program position	Director of Program is currently served by one person	N/A	Plan to restructure Director of Program position.	Director of Program position restructured
Network-wide Math and/or Reading Specialist	Currently a need for math and/or reading specialist	N/A	.5 FTE Network-wide Math and/or Reading Specialist	1.0 FTE Network-wide Math and/or Reading Specialist
School Counselor	There is currently a need for a School Counselor	N/A	1.0 FTE School Counselor at CMP-San Juan; network-wide support explored	School Counselor services expanded to network-wide support

Safety Plan considerations

Current status of safety elements

N/A

On-site communication devices purchased

n/a

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

CMP will incorporate technology as a viable and meaningful experience for the child.
 CMP will:

- Survey all stakeholders to gather perception data
- Research developmentally appropriate technology usage in school
- Disaggregate perception data and research to determine next steps
- Provide Smart Screens and ELMOs

2019-20 Actions/Services

CMP will incorporate technology as a viable and meaningful experience for the child.
 CMP will: Survey all stakeholders to gather perception data; Research developmentally appropriate technology usage in school; Disaggregate perception data and research to determine next steps; Provide Smart Screens and ELMOs. Technology support will be offered across the CMP Network.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	(no additional cost)	\$10/Student for Tech Support
Source	N/A	n/a	TBD
Budget Reference	N/A	n/a	TBD

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

N/A

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP Network Testing Coordinator will track the achievement of subgroups.

CMP Network Testing Coordinator will track the achievement of subgroups.

Network Testing Coordinator will assist campuses in the addition of programs to

Network Testing Coordinator will assist campuses in the addition of programs to

serve ELLIFoster students to the fullest capacity.

serve ELLIFoster students to the fullest capacity.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$29,500	\$29,500
Source	N/A	LCFF Supp/Conc Grant	LCFF Supp/Conc Grant
Budget Reference	N/A	Resource 0060, Obj 2200	Resource 0060, Obj 2200

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP will restructure the Director of Program position.

The Network Director of Program position will be restructured to have an increased emphasis on grades K-6 with the hiring of a Middle School Specialist to focus on grades 7-8.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	n/a	\$40/student
Source	N/A	n/a	LCFF Base Grant
Budget Reference	N/A	n/a	Resource 0000, Object 1300

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

2017-18 Actions/Services

N/A

2018-19 Actions/Services

CMP will provide a network-wide .5FTE Math and/or Reading Specialist.

2019-20 Actions/Services

CMP-Shingle Springs will continue to provide a Math Coach and a Reading Intervention Teacher.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	TBD	TBD
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

[Redacted]

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP-San Juan will pilot the position of a 1.0 FTE School Counselor; network-wide support explored

CMP-Shingle Springs hired a 0.8 FTE capacity 504 Coordinator at Shingle Springs, who also serves as a 0.2 FTE network resource serving, starting in August 2019.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	TBD	TBD
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

[Redacted]

[Redacted]

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

As the CMP Safety Plan is reviewed, CMP will explore opportunities to promote higher levels of security.
CMP Safety Committee will determine needs at each campus.

All campuses: On-site communication devices will be provided and/or upgraded.
Orangevale: Explore the possibility of inputting fencing.

The CMP Safety Committee conducts an annual safety audit of the campuses and identify any areas of concerns, reviews safety logs, and discuss any challenges each site might be having. The SOP is updated annually and policies added as necessary.

As the CMP Safety Plan is reviewed, CMP will explore opportunities to promote higher levels of security. CMP Safety Committee

will determine needs at each campus. All campuses: AED (De-Fib units) will be purchased and available at school sites.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5/student	\$6,000
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Operational Software Support

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

\$2/Student

Source

N/A

N/A

TBD

Budget Reference

N/A

N/A

TBD

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 5

Facilities

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Identified Need:

Students will benefit from facilities that are clean, safe, secure and beautiful and inviting.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Specific site improvements	Facilities in current state	N/A	Facility improvements	Facility improvements

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Campus projects and/or items for site

The CMP-Shingle Springs Campus will

improvement:

The CMP-Shingle Springs Campus will be installing additional acoustic tiles in the gymnasium on the upper campus, will replace carpeting in select classrooms on the lower campus and the maintenance team will look into additional safety and security measures for the school.

provide for campus fencing and a campus fitness center

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	TBD	\$40,000
Source	N/A	TBD	TBD
Budget Reference	N/A	TBD	TBD

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

CMP-Shingle Springs will spend monies on projects and/or items for site beautification, to include remodeling and replacing fencing on both the upper and lower campuses. The campus will also completely rebuild the garbage and recycling storage areas on the lower campus.

CMP-Shingle Springs will provide campus upkeep and maintenance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	N/A	\$10/student	\$30,000
Source	N/A	LCFF Base Grant	TBD
Budget Reference	N/A	Resource 0000, Object 4400/5500	TBD

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Shade structures for campus outdoor areas:
Planning.

CMP-Shingle Springs will install one shade structure for student usage.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	n/a	\$30,000
Source	N/A	n/a	TBD
Budget Reference	N/A	n/a	TBD

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Play structures:

Play structures:

Planning for potential upgrades or additional play equipment to be provided.

Planning for potential upgrades or additional play equipment to be provided.

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

n/a

n/a

Source	N/A	n/a	n/a
Budget Reference	N/A	n/a	n/a

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

TBD

Percentage to Increase or Improve Services

TBD

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

CMP continues to substantially increase overall certificated and classified staffing to provide increased services for unduplicated pupils. Dedicated instruction in ELD is expected to increase the number of EL students being re-designated, to increase EL student performance, and to reduce the amount of time students spend as EL students before re-designating. Additional support and mentoring is also provided to students eligible for free/reduced lunch and foster students.

CMP also continues to provide mentoring, one-on-one assistance, tutoring, and additional materials and services to ensure all unduplicated pupils are fully served and that all Supplemental and Concentration Grant funds are expended on increased or improved services to unduplicated pupils on a schoolwide basis.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

TBD

Percentage to Increase or Improve Services

TBD

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

CMP continues to substantially increase overall certificated and classified staffing to provide increased services for unduplicated pupils. Dedicated instruction in ELD is expected to increase the number of EL students being re-designated, to increase EL student performance, and to reduce the amount of time students spend as EL students before re-designating. Additional support and mentoring is also provided to students eligible for free/reduced lunch and foster students.

CMP also continues to provide mentoring, one-on-one assistance, tutoring, and additional materials and services to ensure all unduplicated pupils are fully served and that all Supplemental and Concentration Grant funds are expended on increased or improved services to unduplicated pupils on a schoolwide basis.

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$105,348

Percentage to Increase or Improve Services

2.83%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the LCAP year 2019/20, CMP will be focusing on reinforcing fundamentals in ELA and Mathematics to continue closing the achievement gap. After testing students schoolwide, it is clear that simple testing and reinforcement of fundamentals (addition, subtraction, multiplication, division, spelling, and vocabulary) are necessary to help students improve in the areas of critical thinking. Additional funding will be spent as needed on pupil support by way of mentor coaches and an EL coordinator to help improve achievement of pupils within low income, foster youth, and English Learner designations. Within the MPP constraints, the LEA will be working to make at least the minimum proportionality percentage increase specifically in support services and materials supplied to students with low income, foster youth, and English Learners designations.