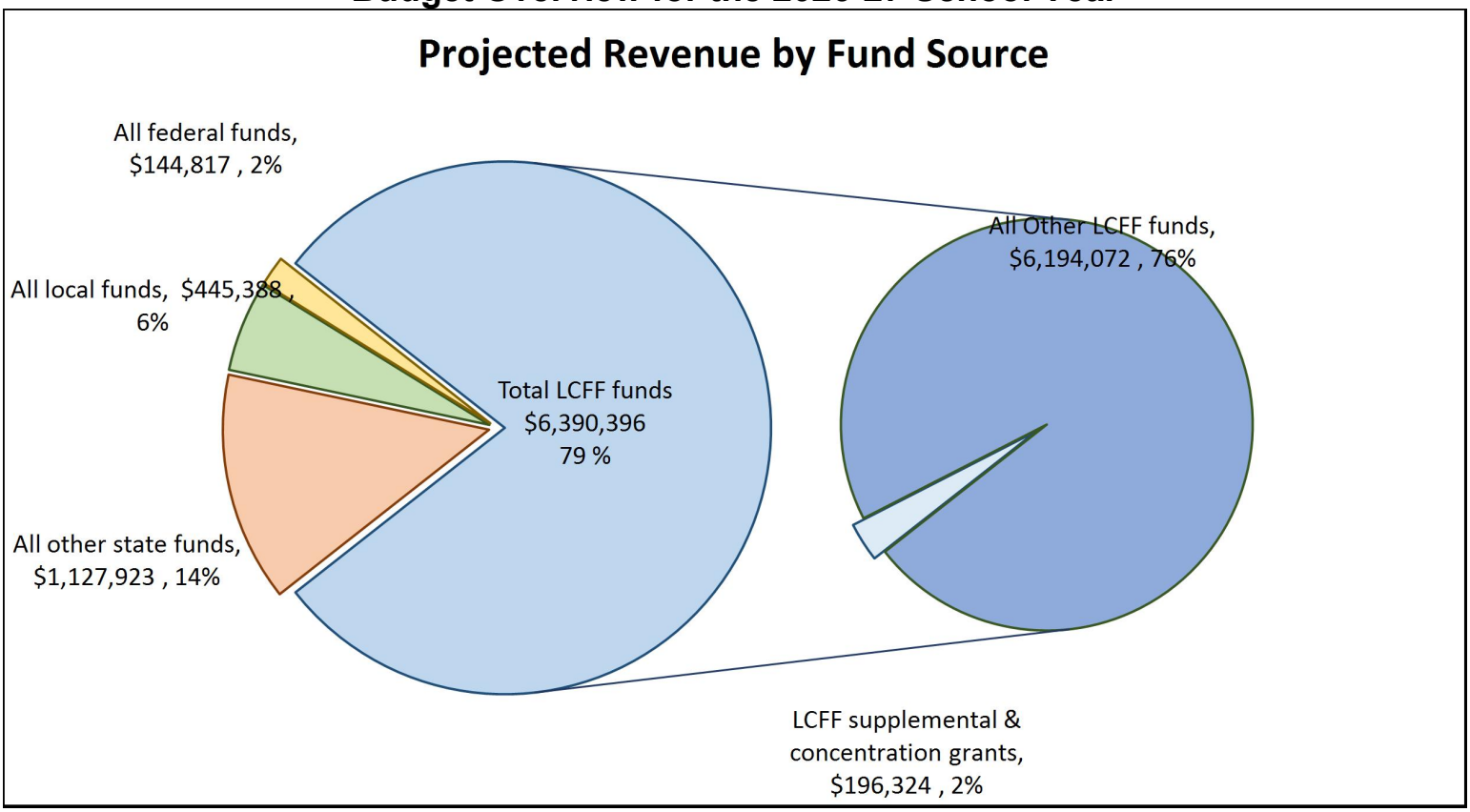
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Montessori Project - Shingle Springs Campus
CDS Code: 09618380111724
School Year: 2026-27
LEA contact information:
Stephanie Garrettson
Director of Charter Compliance
sgarrettson@cacmp.org
9169712432

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

Budget Overview for the 2026-27 School Year

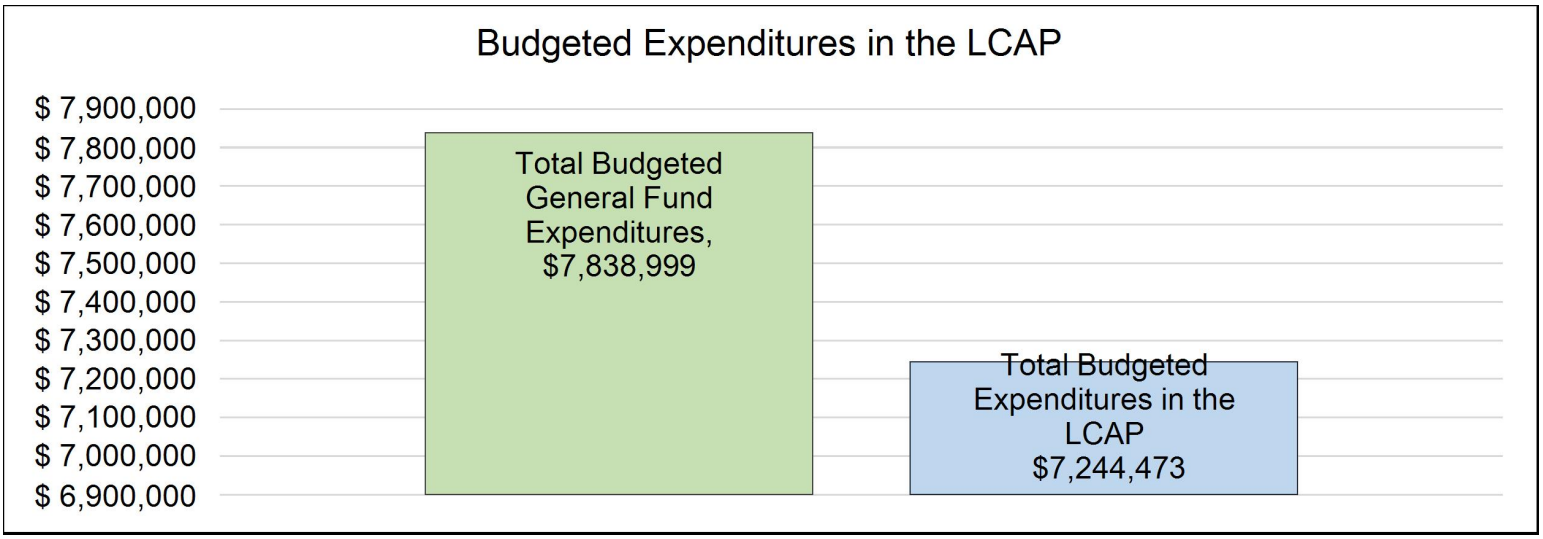


This chart shows the total general purpose revenue California Montessori Project - Shingle Springs Campus expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for California Montessori Project - Shingle Springs Campus is $8,108,524, of which $6,390,396 is Local Control Funding Formula (LCFF), $1,127,923 is other state funds, $445,388 is local funds, and $144,817 is federal funds. Of the $6,390,396 in LCFF Funds, $196,324 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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.



This chart provides a quick summary of how much California Montessori Project - Shingle Springs Campus plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: California Montessori Project - Shingle Springs Campus plans to spend $7,838,999 for the 2026-27 school year. Of that amount, $7,244,473 is tied to actions/services in the LCAP and $594,526 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

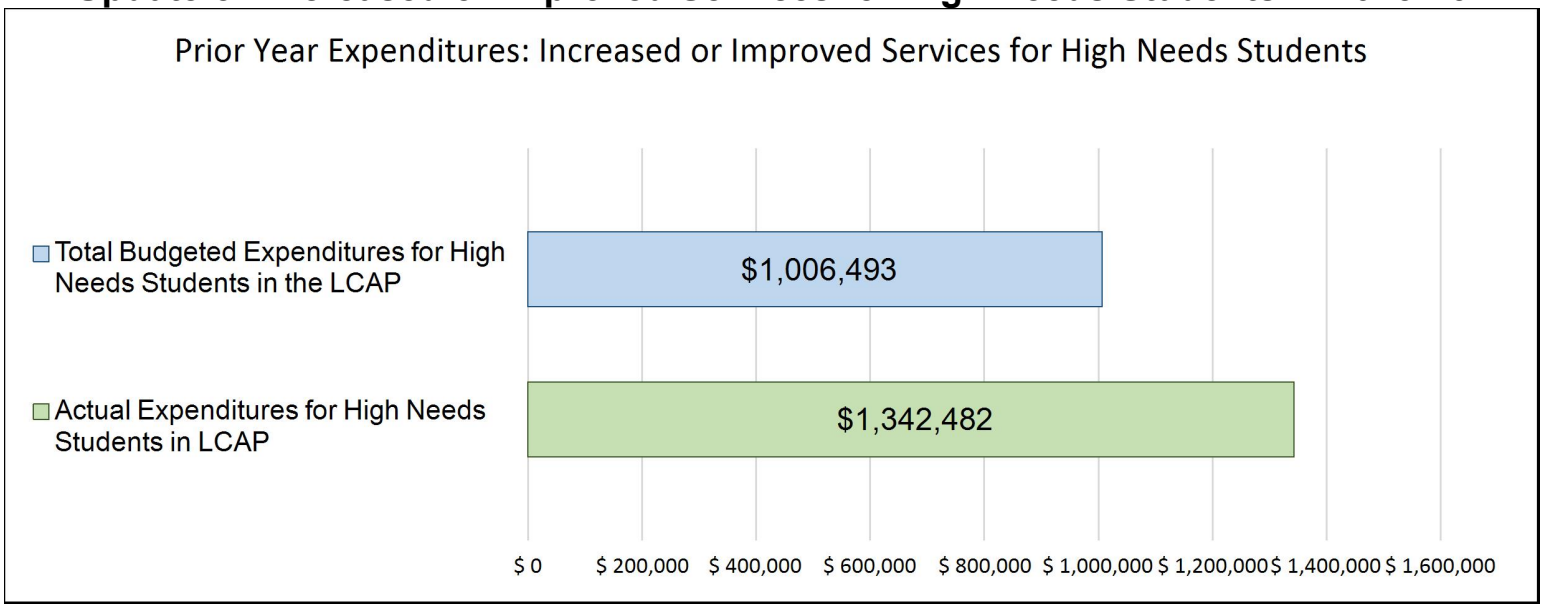
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, California Montessori Project - Shingle Springs Campus is projecting it will receive $196,324 based on the enrollment of foster youth, English learner, and low-income students. California Montessori Project - Shingle Springs Campus must describe how it intends to increase or improve services for high needs students in the LCAP. California Montessori Project - Shingle Springs Campus plans to spend $1,278,967 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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.

The text description of the above chart is as follows: In 2025-26, California Montessori Project - Shingle Springs Campus's LCAP budgeted $1,006,493 for planned actions to increase or improve services for high needs students. California Montessori Project - Shingle Springs Campus actually spent $1,342,482 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
California Montessori Project - Shingle Springs Campus	Stephanie Garrettson Director of Charter Compliance	sgarrettson@cacmp.org 9169712432

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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 Instructional Assistants and highly-qualified, dual certified Teachers (California Teacher Credential and age appropriate Montessori Certification) in every class.

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

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

CMP-Shingle Springs was awarded Charter School Facilities Funds under Proposition 55. The school purchased a 10 acre contiguous parcel and in 2015 built 14 classrooms, a multipurpose room, and administrative offices. This allowed for reduced class sizes, established libraries and science centers, as well as slightly expanded student enrollment. The 15 acre parcel allowed for extensive room for an outdoor amphitheater, basketball courts, playground structures as well as multiple gardens for the Garden of Learning Program. The school has constructed a large athletic field and track, supported entirely through the efforts of the campus Fundraising Committee.

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

Reflections: Annual Performance

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

2025 Dashboard:
According to the 2025 Dashboard, CMP–Shingle Springs has sustained strong academic performance across key state indicators while navigating notable shifts in attendance and subgroup outcomes. The performance results showed the following: Chronic Absenteeism – Orange (performance area of focus); Suspension Rate – Green (high performance); English Language Arts – Green (high performance); Mathematics – Green (high performance); Science – Blue (very high performance).

Academic performance remains a clear strength of the campus. English Language Arts results held steady at Green, with all students scoring 25.7 points above standard—maintaining the prior year's mark and continuing to outperform the state average by a significant margin. Mathematics similarly held at Green, with all students scoring 9.5 points above standard, well ahead of the state's 42.4 points below standard. Science achieved the highest rating of Blue, with students scoring 65.9 points above standard—a 5.2-point increase and notably

above the state average. These results reflect the sustained effectiveness of CMP's Montessori-aligned instructional approach and its commitment to standards-based curriculum implementation.

Growth data provide additional context for academic performance. ELA growth was rated Moderate, with 68.1% of students improving their scores from the prior year. Mathematics growth was rated Average, with 74.0% of students improving—a strong participation in upward movement. Students with Disabilities demonstrated Minimal growth in both ELA and Mathematics, underscoring the need for continued investment in targeted intervention and differentiated support for this subgroup.

Chronic absenteeism increased from 7.7% in 2024 to 8.7% in 2025, resulting in a shift from Green to Orange. While the campus rate remains well below the state average of 17.1%, the trend warrants renewed attention. Several subgroups—including Socioeconomically Disadvantaged students, Two or More Races, and White students—experienced increases in chronic absenteeism. Attendance continues to be a targeted focus area. The campus will continue to strengthen its centralized monitoring systems, cultivate proactive communication with families through tools such as ParentSquare, and reinforce the importance of consistent attendance through school-wide messaging and family outreach.

Disciplinary data reflect the campus's continued commitment to positive school culture. The suspension rate remained low at 0.5%, earning a Green rating and remaining far below the state average of 2.9%. The overwhelming majority of student groups—including Hispanic, Socioeconomically Disadvantaged, and Two or More Races students—recorded zero suspensions. These results are attributed to strengthened implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and embedded social-emotional learning. Staff have continued to participate in professional development aimed at reinforcing these positive frameworks, including ongoing partnership with Placer County Office of Education and a visit to a Platinum-level PBIS school.

Equity data reveal areas requiring continued focus. In ELA, Students with Disabilities scored Red (74.7 points below standard), representing a decline of 10.8 points. In Mathematics, this same group scored Red (115.0 points below standard), declining 28.0 points—the most significant area of concern in the dataset. Additionally, Socioeconomically Disadvantaged students and Hispanic students both declined in Mathematics. These results reinforce the importance of robust, individualized academic support, and the campus remains committed to expanding intervention programs and ensuring equitable access to high-quality instruction for all learners. In response to these mathematics needs, CMP has adopted Thinking Math! as a core instructional resource, and the campus anticipates this program will meaningfully support these subgroups in building mathematical understanding and improving outcomes in the years ahead.

Overall, the 2025 Dashboard data highlight CMP–Shingle Springs's sustained academic strength in core subjects and an exceptionally safe and supportive school environment.

2024 Dashboard:
According to the 2024 Dashboard, CMP-Shingle Springs has made measurable progress in all four key state indicators—English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rates—reflecting the effectiveness of ongoing LCAP investments and instructional strategies. The performance results showed the following: Chronic Absenteeism - Green (high performance); Suspension Rate - Blue (very high performance); English Language Arts - Green (high performance); Mathematics - Green (high performance).

Attendance continues to be a targeted focus area. In response, the campus has continued to strengthen its centralized monitoring systems, cultivate proactive communication with families, and underscore the importance of consistent attendance through school-wide messaging .

Disciplinary data showed continued improvement in exclusionary practices, with suspension rates trending downward. These results are attributed to strengthened implementation of Positive Behavioral Interventions and Supports (PBIS), restorative practices, and embedded social-emotional learning.

Staff have participated in professional development aimed at reinforcing these positive frameworks.

Although the English Learner subgroup is small, the campus remains committed to supporting language development through targeted interventions and inclusion of home language practices.

Overall, the 2024 Dashboard data highlight CMP–Shingle Springs's balanced approach: maintaining strong academic growth in core subjects while continuing to address attendance and disciplinary challenges. The 2024–25 LCAP reinforces this commitment, directing resources and actions toward literacy and math enrichment, attendance supports, restorative behavior systems, and sustained attention to English Learner growth, all within the context of a Montessori learning environment.

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

CMP-Shingle Springs received a red status (very low performance in this category) overall for chronic absenteeism. While CMP-Shingle Springs recognizes the need for improvement, their overall percentage of Chronically Absent students is less than the state. CMP-Shingle Springs recognizes the need to focus on chronic absenteeism and, because of this, CMP enhanced its efforts this school year by launching an attendance campaign to encourage students to come to school more regularly and to debunk attendance myths throughout the community.

CMP-Shingle Springs saw an increase in performance in its Suspension Rate for the overall population, as well as the Hispanic subgroup, Socioeconomically Disadvantaged subgroup and the White subgroup. CMP went through the process of re-establishing the Positive Behavioral Interventions and Supports system (an evidence-based framework for supporting students' behavioral, academic, social, emotional and mental health need) that had gone dormant during the pandemic. CMP partnered with Sacramento State University for professional development in diversity, equity and inclusion training. This resulted in the drafting of a network-wide 'Acceptance, Belonging and Care' Statement.

CMP-Shingle Springs addresses the red status for Chronic Absenteeism in Goal 2, Action 2.1

Use of Learning Recovery Emergency Block Grant (LREBG) Funds:

CMP anticipates receiving additional Learning Recovery Emergency Block Grant (LREBG) funds in the upcoming year. CMP has identified Goal 3, Action 3: (Concentrated and Targeted Professional Development) as the initiative to be supported by these funds. This action focuses on expanding our capacity for high-quality, standards-aligned instruction through targeted professional development in English Language Arts (ELA), English Language Development (ELD), and Mathematics.

To implement this, CMP will invest in dedicated Professional Development Leads in both ELA, ELD and Mathematics. The ELA Professional Development Lead will spearhead our English Language Arts and English Language Development programs to ensure high-quality, standards-aligned literacy instruction for all students, with a particular focus on English learners. This leader will drive the strategic implementation of Depth of Knowledge (DOK) to meet the rigor of the Common Core State Standards, while maintaining fidelity to the Montessori philosophy. In addition, the ELA/ELD Lead will design, model, and support the implementation of research-based instructional strategies aimed at improving literacy outcomes across all campuses.

The Mathematics Professional Development Lead will lead the charge in evaluating and enhancing current math curriculum implementations and adjustments. This role is instrumental in guiding the curriculum adoption process and using evidence-based decision-making aligned to CMP's vision for mathematics. As the key contact for CMP's Math Pilot Team, this leader will support the testing and feedback process for potential curriculum selections. The Math Lead will also oversee CMP's initiatives related to Common Core and state-mandated assessments, helping CMP effectively demonstrate student learning outcomes.

CMP has selected Goal 3, Metric 9 (New Program and Curriculum Professional Development) to measure the effectiveness of this investment. This metric aligns with our overarching goal of closing achievement gaps and improving academic performance in core content areas. By strengthening the instructional leadership and professional capacity of teachers, CMP will improve classroom instruction in alignment with identified standards, ultimately improving student performance among the most impacted student groups.

These actions are grounded in robust educational research indicating that ongoing, job-embedded professional development is among the most effective strategies for improving instructional practice and student outcomes, particularly in schools serving high-needs populations (Darling-Hammond, Hyler, & Gardner, 2017). By aligning the use of LREBG funds to research-based strategies and identified student needs, CMP ensures a high-leverage investment that supports equitable access to quality instruction across all campuses.

The rationale for allocating LREBG funds to this action is grounded in our recent Needs Assessment, which identified a need for expanded professional learning resources, particularly in support of ELD instruction. This was evident at the CMP-Shingle Springs campus, where Students with Disabilities were identified as a priority subgroup in need of additional academic recovery supports.

Through the strategic use of LREBG funding, CMP will strengthen professional capacity to deliver differentiated, effective instruction and ensure that all students—particularly those most impacted by learning disruptions—receive the supports necessary for academic success.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers, classified staff, and site administrators across CMP campuses participated in the LCAP development process, contributing insights on instructional practice, curriculum implementation, and operational needs. Survey with Open-Ended Questions: A survey was distributed to all educational partner groups, including open-ended question options to allow for meaningful, individualized input. To ensure equitable access and reduce barriers to participation, the survey was designed to be completed in multiple modes, including voice, video, and typed responses. Public Board Meeting Presentation: LCAP information and updates were presented at a public board meeting, providing an opportunity for educational partners and community members to review proposed goals, actions, and outcomes, and to provide public comment.
Principals	Teachers, classified staff, and site administrators across CMP campuses participated in the LCAP development process, contributing insights on instructional practice, curriculum implementation, and operational needs. Survey with Open-Ended Questions:

Educational Partner(s)	Process for Engagement
	A survey was distributed to all educational partner groups, including open-ended question options to allow for meaningful, individualized input. To ensure equitable access and reduce barriers to participation, the survey was designed to be completed in multiple modes, including voice, video, and typed responses. Public Board Meeting Presentation: LCAP information and updates were presented at a public board meeting, providing an opportunity for educational partners and community members to review proposed goals, actions, and outcomes, and to provide public comment.
Administrators	Teachers, classified staff, and site administrators across CMP campuses participated in the LCAP development process, contributing insights on instructional practice, curriculum implementation, and operational needs. Survey with Open-Ended Questions: A survey was distributed to all educational partner groups, including open-ended question options to allow for meaningful, individualized input. To ensure equitable access and reduce barriers to participation, the survey was designed to be completed in multiple modes, including voice, video, and typed responses. Public Board Meeting Presentation: LCAP information and updates were presented at a public board meeting, providing an opportunity for educational partners and community members to review proposed goals, actions, and outcomes, and to provide public comment.
Other school personnel	Teachers, classified staff, and site administrators across CMP campuses participated in the LCAP development process, contributing insights on instructional practice, curriculum implementation, and operational needs. Survey with Open-Ended Questions: A survey was distributed to all educational partner groups, including open-ended question options to allow for meaningful, individualized

Educational Partner(s)	Process for Engagement
	input. To ensure equitable access and reduce barriers to participation, the survey was designed to be completed in multiple modes, including voice, video, and typed responses. Public Board Meeting Presentation: LCAP information and updates were presented at a public board meeting, providing an opportunity for educational partners and community members to review proposed goals, actions, and outcomes, and to provide public comment.
Parents	Parents and guardians of currently enrolled students were engaged in the LCAP development process, providing input on student experience, program quality, and family priorities. Survey with Open-Ended Questions: A survey was distributed to all educational partner groups, including open-ended question options to allow for meaningful, individualized input. To ensure equitable access and reduce barriers to participation, the survey was designed to be completed in multiple modes, including voice, video, and typed responses. Public Board Meeting Presentation: LCAP information and updates were presented at a public board meeting, providing an opportunity for educational partners and community members to review proposed goals, actions, and outcomes, and to provide public comment.
Students	Students were engaged to provide perspective on their educational experience, school climate, and access to programs and supports. Survey with Open-Ended Questions: A survey was distributed to all educational partner groups, including open-ended question options to allow for meaningful, individualized input. To ensure equitable access and reduce barriers to participation, the survey was designed to be completed in multiple modes, including voice, video, and typed responses. Public Board Meeting Presentation:

Educational Partner(s)	Process for Engagement
	LCAP information and updates were presented at a public board meeting, providing an opportunity for educational partners and community members to review proposed goals, actions, and outcomes, and to provide public comment.
Community Members	Community members were invited to participate in the LCAP development process and provide input on community priorities and school-community connections. Survey with Open-Ended Questions: A survey was distributed to all educational partner groups, including open-ended question options to allow for meaningful, individualized input. To ensure equitable access and reduce barriers to participation, the survey was designed to be completed in multiple modes, including voice, video, and typed responses. Public Board Meeting Presentation: LCAP information and updates were presented at a public board meeting, providing an opportunity for educational partners and community members to review proposed goals, actions, and outcomes, and to provide public comment.

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

CMP engaged educational partners through surveys with open-ended response options, virtual community meetings, student focus groups, and public board meeting presentations. Input collected was reviewed for common themes, with considerations of fiscal impact and implementation timeline informing how feedback was prioritized and incorporated into the LCAP.

The following areas of educational partner feedback directly influenced goals, metrics, actions, and expenditures in the adopted LCAP:

Staffing Restructure for Consistency and Stability
A clear and recurring theme across educational partner feedback was the need for greater staffing consistency, reduced turnover, improved support structures, and more effective deployment of staff resources — particularly in areas of special education, intervention, and instructional support. In direct response, CMP is undertaking a staffing restructure aimed at building a more sustainable, consistent, and mission-aligned organizational structure. This restructure is intended to reduce reliance on external contracts, clarify roles and responsibilities, improve program continuity for students, and ensure staffing patterns better reflect the needs identified by educational partners. The restructure will inform expenditure decisions and staffing actions across multiple goal areas in the coming year. (Goal 4: Metrics 8, 9, 11; Goal 2: Actions 1, 2, 3)

Targeted Academic Intervention — Math and ELD
Educational partners requested expanded intervention for struggling learners, including math support and a designated English Language Development program. CMP incorporated targeted academic intervention actions and metrics into the LCAP, with specific focus on subgroup performance in math and ELA. (Goal 2: Metrics 8, 12; Goal 3: Metric 8)

Student Behavior Support & PBIS
Educational partners identified improving schoolwide behavior systems, restorative practices, and behavioral expectations as a recurring priority. CMP incorporated behavior support metrics and actions into the LCAP to address these outcomes. (Goal 2: Metric 4; Goal 3: Metric 13)

Enrichment Programs — VAPA, PE, and STEM
Educational partners identified arts, music, PE, and STEM as essential to the whole-child Montessori model. In response, CMP restored in-school VAPA instruction through a dedicated Art Instructional Assistant, maintained PE teacher access for all students, and updated enrichment metrics to include participation tracking and subgroup disaggregation to ensure equitable access. (Goal 1: Metrics 9, 13)

Campus Safety & Supervision
Partners expressed concern about student supervision, visitor protocols, and physical campus safety. CMP responded by advancing security camera installation, updating safety plan processes, and formalizing safety committee structures network-wide. (Goal 1: Metric 7)

Support for Students with Disabilities
Educational partners emphasized the need to reduce external contracts, hire support staff, and improve IEP implementation. CMP incorporated targeted actions to address performance outcomes for Students with Disabilities across multiple goal areas. The ongoing staffing restructure directly addresses partner concerns around consistency of support for students with disabilities and reduction of external service contracts. (Goal 4: Metric 11; Goal 2: Actions 1, 2, 3)

Staff Wellness & Retention
Concerns about staff burnout and turnover prompted calls for increased support and recognition. CMP incorporated staff development, competitive compensation considerations, and wellness support into planned actions and expenditures. The staffing restructure is also intended to address root causes of burnout and turnover by creating clearer role definitions, more sustainable workloads, and stronger organizational support structures. (Goal 4: Metrics 8, 9)

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Montessori Materials	End of year inventories are completed and materials are ordered as needed.	End of year inventories are completed and materials are ordered as needed.	--	CMP will continue to ensure that all classrooms have a full complement of Montessori materials and will ensure that Special Education classrooms and Learning Centers will have access to Montessori materials available for student use	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	100% of classrooms have complete, age-appropriate Montessori materials in all subject areas. Data Source: CMP Material Inventory Lists (Local)	--	--	The CMP MIID Team has updated the materials inventory list to ensure all classrooms are equipped with the needed materials for the Tier 1 Curriculum components. Classroom staff complete material inventories after the last day of school and anything missing will be ordered. Data Year:2025-2026	100% of classrooms fully equipped.	No change from baseline.
2	State and Montessori aligned ELA, Math and Science Curriculums	Campuses utilize the Montessori method along with a blend of programs aligned with California State Standards, including Ready Classroom Mathematics and Teachers Curriculum Institute (TCI).	Campuses utilize the Montessori method along with a blend of programs aligned with California State Standards. CMP's Math curriculum is aligned with 1st-8th grade Montessori and State Standards. A Reading Committee has	--	CMP will adopt California standards aligned curriculum for English/Language Arts and Math (including curriculum for students in need of intervention and remediation), and Next Generation Science Standards curriculum for Science which will	CMP has maintained its core instructional approach and expanded alignment efforts through new committees and curriculum pilots in reading, writing, and science, reflecting progress beyond the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			been established to align Montessori curriculum with the Science of Reading. CMP-Elk Grove's Middle School has a standards-aligned Science curriculum and the Upper Elementary and Middle School use TCI for Social Studies. CMP has a Writing Committee who is piloting different writing curriculums across multiple grades.		be in alignment with the core Montessori curriculum.	
2a	State-aligned curriculum fully implemented in ELA, Math, and Science with documented alignment to CA Content Standards and Montessori pedagogy. Data Source: CMP Curriculum Review/SARC	--	--	Tier 1 Curriculum updated for 2025–2026 with Trimester 3 PD reflecting Science of Reading and NGSS alignment. Thinking Math adopted as Tier 1 math curriculum for 3rd-6th grades. Middle School will pilot the program in 2026.	Full Implementation & Sustainability	Transitioned from a blended program approach (Ready Classroom Mathematics, TCI) to a fully defined Tier 1 Curriculum. Thinking Math adopted, replacing prior math program.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Year: 2025-2026		
3	Aligned Scope and Sequence and Student Work Plan Exemplar	The scope and sequence curriculum guide for Math was updated for 2023/24 and has continued to be refined for the 2024/2025 school year. All other guides and Student Work Plan Exemplars are future projects.	CMP teachers have access to a scope and sequence aligned with Montessori and Common Core aligned curriculum.	--	Adopt an aligned scope and sequence across all grade levels and develop a rigorous Student Work Plan exemplar.	CMP has moved from initial updates to providing teachers with access to an aligned scope and sequence, showing progress in curriculum development
3a	100% of teachers have updated, standards-aligned scope & sequence and work plan exemplars. Data Source: Administrative Document Review (Local)	--	--	Work plan and schedule exemplars, instructional minute expectations, and implementation guidance included. Walkthrough tools developed to support fidelity monitoring in 2026–2027. Weekly curriculum expectation guides, exemplar student work plans, and lesson plan exemplars made available network-wide. All curriculum guides updated to include	100% of teachers with current scope and sequence and work plan exemplars.	Expanded from a single updated Math scope and sequence to a comprehensive, network-wide Tier 1 curriculum framework spanning all content areas. Student Work Plan Exemplars and curriculum guides — previously identified as future projects — are now developed and available network-wide. Math scope and sequence further disaggregated into separate Concrete

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				grade-level standards and learner outcomes. Math curriculum refined into separate Concrete (Montessori) and Abstract (Ready Math) scope and sequence documents. MIID team provided implementation monitoring, targeted PD, and observational feedback throughout the year. Full standardized implementation planned for 2026–2027. Data Year: 2025-2026		and Abstract tracks. Fidelity monitoring through walkthrough tools and MIID oversight established, with full standardized implementation targeted for 2026–2027.
4	AMS and WASC Accreditations	CMP was reaccredited by WASC in 2024 for another six-year term. There was an AMS accreditation visit in 2023/24 but the results of that visit have not yet been received.	CMP is accredited by WASC. CMP received a 2 year deferment from AMS, and will move forward with reaccreditation in 2026.	--	CMP will maintain accreditation through American Montessori Society and Western Association of Schools and Colleges.	CMP received notice from AMS of a two year deferment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4a	CMP maintains active AMS and WASC accreditations. Data Source: AMS/WASC Accreditation Records	--	--	WASC accreditation maintained through 2030. AMS Final Re-Accreditation visit scheduled for Fall 2026. Data Year: AMS 2025/WASC 2024	Accreditations Active	WASC accreditation confirmed through 2030 following 2024 renewal. AMS accreditation process advanced — Final Re-Accreditation visit scheduled for Fall 2026, moving from pending status following the 2023/24 visit.
5	Personalized Digital Learning Opportunities	CMP provides digital learning opportunities and the technology (i.e. Chromebooks, iPads, etc.) to run those programs.	CMP provides digital learning opportunities and the technology (i.e. Chromebooks, iPads, etc.) to run those programs.	--	CMP will continue to offer all students access to evidence based, personalized digital learning opportunities that follow the unique needs of the student and the technology need to run those programs.	No change from baseline
5a	=80% of students in grades 3–8 have access to and actively use at least one personalized digital learning platform (e.g., i-Ready). Data Source: Platform Usage Reports (i-Ready)	--	--	All students provided access to evidence-based, personalized digital learning platforms tailored to individual student needs, along with the	=80% student usage	Shifting from general provision of digital learning opportunities and devices to a targeted, evidence-based, personalized digital learning

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				technology required to support program use. Data Year: 2025-2026		model aligned to individual student needs. Data collection and monitoring protocols will be established to track platform access and usage toward the =80% measurable target.
6	Social Emotional Learning Curriculum	CMP provides Second Step	CMP provides Second Step	--	CMP will provide a Social Emotional Learning curriculum to all students.	No change from baseline
6a	SEL curriculum fully implemented in all TK–8 classrooms. =75% of students report feeling safe and connected on annual school climate survey. Data Source: Climate Survey (Local)	--	--	Second Step SEL curriculum continues to be implemented network-wide (TK–8). School climate survey disseminated and data reviewed with leadership team. Data Year: 2025-2026	SEL curriculum sustained; =75% student favorable rating	No change in SEL curriculum. Formalized data collection and leadership review process established for school climate survey results to measure progress toward the =75% benchmark.
7	Campus Safety	The campus is housed in an enclosed facility; CMP has security cameras installed at one campus; CMP maintains safety committees at each	Safety plan processes and safety committee structures currently being reviewed and updated to ensure efficient,	--	CMP will ensure each campus is housed in an enclosed facility; implement best practices with security camera	CMP continues established safety practices and has identified additional site-specific safety needs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		campus and invites local law enforcement and safety agencies to participate in the annual update of the safety plan.	necessary systems are in place. Security camera installation in progress across campuses.		installations on school grounds; maintain safety committees at each campus and invite local law enforcement and safety agencies to participate in the annual update of the safety plan.	
7a	All campuses maintain a current (updated annually by March 1) School Safety Plan. 100% of required emergency drills completed. 0 outstanding fire marshal deficiencies. Data Source: School Safety Plans	--	--	Safety plan processes and safety committee structures currently being reviewed and updated to ensure efficient, necessary systems are in place. Security camera installation in progress across campuses. Data Year: 2025-2026	Safety plans current; all drills completed; 0 deficiencies	Moving from existing safety plan and committee structures to a more formalized, efficient system network-wide. Expanding security infrastructure through ongoing camera installation, building on existing single-campus coverage.
8	Student to Teacher/Teaching Assistant Ratio and Montessori Training for Teachers and Teaching Assistants	All teachers possess or are in progress of obtaining their Montessori certification. All classrooms have a TA. CMP has an average student to teacher ratio is 1 to 24.	All teachers possess or are in progress of obtaining their Montessori certification. All classrooms have two teachers or a teacher and a	--	CMP will maintain a low student to teacher ratio. CMP will commit to maintaining a credentialed, Montessori trained teacher as well as a trained teaching	All CMP classrooms have two instructional staff. The average student to teacher ratio has declined by 0.2.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Teacher's Assistant. CMP has an average student to teacher ratio of 1 to 24.		assistant in every classroom, lowering the overall student to adult ratio. CMP will provide all teaching assistants opportunities to become Montessori trained.	
8a	Maintain average student-to-teacher ratio of =28:1. =90% of teachers hold or are actively pursuing Montessori credential. Data Source: CALPADS/HR Credential Monitoring (Local)	--	--	CMP-Shingle Springs maintains a 1:24 student-to-credentialed teacher ratio with at least one Instructional Assistant in each classroom. Montessori training policy updated to clarify credential support expectations and dual enrollment options for CA and Montessori credentialing. IA Montessori PD completed at all sites; 7 days of dedicated IA training with embedded Montessori content	Avg ratio =28:1; =90% credentialed/in-progress	Montessori credential expectations and training pathways formalized at the network level, including clarified dual enrollment options. IA professional development expanded to include Montessori-specific training. Student-to-teacher ratio maintained; network-wide ratio data collection in development.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				planned for 2026–2027. Data Year: 2025-2026		
9	Adequate Facility Space	The CMP-Shingle Springs campus is moving through the permitting process on a shade structure project for the summer of 2024 to provide a more shaded space for lunch.	CMP-Shingle Springs campus is housed in facilities that appropriately accommodate the full student continuum. No space deficiencies identified.	--	Based on school optimal Kindergarten enrollment, there will be proper facilities and resources to account for the student's full TK/K-8 continuum and each CMP campus will have adequate, dedicated space and resources to run enrichment, special education testing, IEP testing and counseling programs.	CMP has continued to make progress regarding the space improvements.
9a	All campuses maintain enrollment within fire marshal-approved occupancy limits and complete an annual facility adequacy review. Any identified space deficiencies have a documented corrective action plan.	--	--	CMP-Shingle Springs campus is housed in facilities that appropriately accommodate the full student continuum. No space deficiencies identified.	Annual facility adequacy review with enrollment confirmed at or below fire marshal-approved occupancy limits.	CMP has continued to make progress regarding the space improvements.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Facility Review Documentation (Local)			Data Year: 2025-2026		
10	Ergonomic Work Environment	CMP purchased ergonomic equipment when necessary.	CMP purchased ergonomic equipment when necessary.	--	CMP will consult with staff to address proper seating and ergonomic screens to ensure a working environment that is designed for efficiency and comfort.	No change from baseline.
10a	100% of work spaces equipped with appropriate furniture meeting ergonomic standards. Data Source: Annual Facility Audit (Local)	--	--	CMP continues to purchase ergonomic equipment as needed. HR staff trained to conduct ergonomic evaluations in support of employee accommodation requests. Evaluation process established via staff tickets or medical certification through the accommodations process.	100% of work spaces compliant	Moved from reactive equipment purchasing to a formalized ergonomic evaluation process, with HR staff trained and a documented request pathway established for all staff.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Year: 2025-2026		
11	After School Sports	CMP-Shingle Springs students are offered 13 different sport opportunities through the El Dorado County Small School Sports League, including boys and girls soccer which was newly added this year.	CMP-Shingle Springs offers after-school multi-sport opportunities through the El Dorado County Small School Sports League.	--	CMP will continue to offer afterschool multisport opportunities.	No change from baseline.
11a	=1 after-school sports or physical activity program offered each year per campus. Participation rate tracked and reported. Data Source: Enrichment Tracker, Participation Rates (Local)	--	--	CMP-Shingle Springs offers after-school multi-sport opportunities through the El Dorado County Small School Sports League. Data Year: 2025-2026	CMP offers =1 after-school sports or physical activity program. Participation rates tracked and reported annually, with data reviewed by leadership to inform program expansion or adjustment.	No change in program offering. Participation data collection and reporting process to be formalized to meet measurable metric requirements.
12	Well Rounded Education	CMP students have access to a well-rounded education, which includes PE, field trips, etc.	CMP students have access to a well-rounded education, which includes PE, field trips, etc.	--	CMP will continue to ensure that all students have access to a well-rounded education during the traditional school day, including physical education and engaging, standardsaligned field trips.	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12a	100% of students in grades TK–8 have access to core subject areas plus enrichment (VAPA, PE, SEL). Data Source: Master Schedule Review (Local)	--	--	100% of CMP students have access to a PE teacher and field trips within the school day. Data Year: 2025-2026	Full course access confirmed and documented for all groups.	Formalized access to PE instruction through a dedicated PE teacher, expanding from a general well-rounded education model to documented, structured access to core enrichment programming.
13	VAPA Enrichment Menu of Options	CMP-Shingle Springs campus has a staff member providing performing arts instruction to students and has added Dancing Daisies dance program as an after school enrichment.	CMP-Shingle Springs offers multiple after-school enrichment programs and has a full-time VAPA teacher serving all TK-8th grade students.	--	CMP will offer an articulated, rotating and universal visual and performing arts enrichment menu of options, broken out by grade level.	CMP-Shingle Springs has at least one staff member providing art or music instruction to students,
13a	100% of students have access to in-school VAPA instruction. Subgroup participation in VAPA enrichment programming tracked and reported annually (EL, LI, SWD). Targets: All students =34%; EL =10%; LI =20%; SWD =24%. Data Source: Master Schedule Review,	--	--	CMP-Shingle Springs offers a variety of VAPA opportunities at each grade level. Data Year: 2025-2026	Weekly in-school VAPA instruction maintained for 100% of students. Subgroup participation in VAPA programming tracked and reported, with data reviewed against established targets (EL =10%; LI =20%; SWD	CMP-Shingle Springs has at least one staff member providing art or music instruction to students at each site.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Enrichment Participation Rates (Local)				=24%) to inform outreach and program equity efforts.	
14	CDE PFT	98%-100% of CMP-Shingle Springs' 5th and 7th grade students participated in the 5 test components.	100% of CMP-Shingle Springs 5th grade students participated in the 5 PFT components. 96%-98% of CMP-Shingle Springs 7th grade students participated in the 5 PFT components.	--	100% of CMP-Shingle Springs 5th and 7th grade students participated in the 5 PFT test components.	100% of CMP-Shingle Springs 5th and 7th grade students participated in the 5 PFT test components.
14a	=95% of 5th and 7th grade students complete all 5 components of the CDE Physical Fitness Test annually. Results disaggregated by student group. Data Source: CA Physical Fitness Test	--	--	100% of CMP-Shingle Springs 5th and 7th grade students participated in the 5 PFT test components. Data Year: 2025-2026	=95% of 5th and 7th grade students complete all 5 PFT components annually. Disaggregated participation data reviewed by leadership to identify and address any equity gaps across student groups.	Participation rates maintained at a high level (97–100%). Metric revised to align with state emphasis on participation rather than HFZ outcomes, with disaggregated reporting added to monitor equity across student groups.

Goal Analysis [2025-26]

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

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

CMP made substantial progress in implementing Goal 1 actions during 2025–26, though implementation varied in pace and depth across campuses and metrics. The establishment of the MIID Department represented a significant structural addition not reflected in the original plan, formalizing network-wide curriculum oversight through classroom visits, targeted professional development, and collaboration with site administrators. The adoption of Thinking Math as the Tier 1 math curriculum for grades 3–6 following a comprehensive pilot, and the continued implementation of SIPPS for structured literacy, reflect deliberate curriculum decisions that advanced beyond the original baseline. Curriculum guides, student work plan exemplars, and scope and sequence documents — previously identified as future projects — were developed and made available network-wide, representing meaningful acceleration in implementation.

Facility improvements continued, including the security camera upgrades network-wide. Ergonomic evaluation processes were formalized through HR-led training and a documented staff request pathway, moving from a reactive purchasing model to a structured process.

Challenges included variability in Math Specialist staffing, with several campuses unable to hire for the position in 2025–26 and reallocating those resources to alternative support roles. Subgroup participation tracking for VAPA enrichment and measurable digital learning platform usage data collection are still being formalized. Full standardized implementation of the Tier 1 curriculum framework remains targeted for 2026–27.

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

N/A

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

The actions implemented in 2025–26 were largely effective in advancing CMP's goal to strengthen the environmental component of the Montessori Learning Triangle. The MIID Department proved particularly effective in supporting instructional fidelity and consistency across campuses. The adoption of Thinking Math following a network-wide pilot and the continued use of SIPPS demonstrate effective, evidence-based curriculum decision-making. The development and distribution of curriculum guides and student work plan exemplars directly addressed a longstanding gap and strengthened teachers' ability to deliver aligned Montessori instruction.

Facility actions were also effective, with ongoing renovation, security infrastructure improvements, and space adequacy reviews ensuring students have access to safe and functional learning environments across the network. The formalization of ergonomic evaluation processes addressed a previously static area and established a sustainable pathway for staff accommodation requests.

Actions related to VAPA subgroup participation tracking and digital learning platform usage monitoring have been less effective to date, as the systems needed to measure progress toward established targets are still being developed. Math Specialist gaps at several campuses limited the reach of Tier 2 and Tier 3 math intervention, though alternative staffing models were implemented to partially address this need.

Overall, the actions implemented in 2025–26 were most effective in the areas of curriculum infrastructure, instructional oversight, and facilities — the core elements of a high-quality Montessori learning environment — with data collection and staffing as the primary areas for continued improvement in 2026–27.

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

Reflections on prior practice, combined with input from educational partners, have led CMP to refine several metrics, target outcomes, and actions for 2026–27 to better support the continued development of the Montessori Learning Triangle and drive more measurable results. As part of this reflection, the majority of Goal 1 metrics and action descriptions were revised to better align with LCAP instructions and expectations, shifting from general statements of intent to more specific, measurable descriptions of what is being implemented and how progress will be tracked.

The most significant structural change resulting from prior reflection is the full standardized implementation of the Tier 1 curriculum framework network-wide, planned for 2026–27. The groundwork laid in 2025–26 — including the adoption of Thinking Math, the continued expansion of SIPPS, and the development of curriculum guides, scope and sequence documents, and student work plan exemplars — positions CMP to move from development and piloting to full, consistent implementation. Walkthrough tools developed this year will be deployed to monitor fidelity across campuses.

Educational partners consistently identified arts, music, PE, and STEM as essential to the whole-child Montessori model. In response, CMP restored in-school VAPA instruction through a dedicated Art Instructional Assistant, maintained PE teacher access for all students, and updated enrichment metrics to include participation tracking with subgroup disaggregation to ensure equitable access. Partners also raised concerns about campus safety and supervision, which directly informed CMP's continued advancement of security camera installation, updated safety plan processes, and formalized safety committee structures network-wide.

Reflections on Math Specialist staffing gaps at several campuses have prompted CMP to review alternative staffing models, including the use of Instructional Assistants in push-in and pull-out math support roles, to ensure Tier 2 and Tier 3 intervention remains accessible to identified students regardless of hiring challenges. More broadly, educational partner feedback calling for greater staffing consistency and reduced turnover has informed a network-wide staffing restructure that will affect expenditure decisions and staffing actions across Goal 1 and related goal areas in 2026–27.

CMP also recognized the need to formalize data collection systems in areas where measurable targets have been established but monitoring protocols are not yet in place, specifically digital learning platform usage and VAPA subgroup participation. Actions for 2026–27 will prioritize establishing these tracking systems to ensure progress toward targets can be documented and reported.

Finally, the success of the Attendance Recovery pilot across multiple campuses has informed a decision to expand the program network-wide in 2026–27, reflecting CMP's commitment to using outcome data to drive programmatic decisions.

Overall, these changes reflect a continued shift from development and piloting to full implementation, accountability, and data-informed refinement — guided by both internal reflection, updated alignment with LCAP expectations, and the priorities expressed by CMP's educational partners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Aligned Curriculums	CMP provides standards-aligned instruction across core content areas within a Montessori educational framework that develops 21st Century skills. A dedicated MIID (Montessori Innovation and Implementation Department) team supports implementation consistency across all campuses through classroom visits, PD, and collaboration with site administrators. Reading instruction is delivered through SIPPS, grounded in the Science of Reading. Thinking Math has been adopted as the Tier 1 math curriculum for grades 3–6, with Middle School piloting the program in 2026. TCI science textbooks are used in Upper Elementary and Middle School. Curriculum guides, student work plan exemplars, and scope and sequence documents have been developed and made available network-wide.	$136,133.00	No
1.2	Space for Learning	CMP maintains safe, fully functioning learning environments across all campuses. Each campus is fully enclosed with perimeter fencing and security cameras. Facility rehabilitation and renovation projects have been completed. Security infrastructure is being upgraded network-wide, and a security fence between the Upper and Lower Campus at Shingle Springs has been completed.	$867,194.90	No
1.3	Enrichment	CMP provides all students access to enrichment programming during and beyond the school day, including Visual and Performing Arts, Physical Education, and field trips. Dedicated Music and Art teachers deliver weekly	$238,477.00	Yes

Action #	Title	Description	Total Funds	Contributing
		in-school instruction at multiple campuses. After-school enrichment offerings include sports programs through community partnerships, dance programs, STEM clubs, and academic support through Club M/ELOP. All 5th and 7th grade students participate in the five components of the California Physical Fitness Test.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	RTI Process to Include SEL	A new SST procedure manual, which includes includes RTI and Social Emotional Learning and information on Tier 1 and Tier 2 strategies, has been created and disseminated to all staff.	A new SST procedure manual, which includes includes RTI and Social Emotional Learning and information on Tier 1 and Tier 2 strategies, has been created and disseminated to all staff.	--	RTI process will continue to be updated with Social Emotional Learning, as needed.	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	RTI/MTSS framework integrates SEL supports at all tiers. 80% of students identified for Tier 2/3 SEL support receive documented intervention within 10 school days. Data Source: RTI Tracking System (Local)	--	--	RTI/MTSS framework in place Data Year: 2025-2026	80% of referred students receive timely SEL intervention	CMP has moved from a written SST procedure manual to an operational RTI/MTSS framework with SEL supports integrated at all tiers.
2	Full Implementation of PBIS	MTSS Coaches supported CMP in implementing MTSS. Placer County Office of Education is supporting CMP in the implementation of PBIS.	MTSS Coaches supported CMP in implementing MTSS. Placer County Office of Education is supporting CMP in the implementation of PBIS.	--	Full implementation of MTSS and PBIS	No change from baseline
2a	PBIS fully implemented school-wide. 80% of staff report consistent use of PBIS practices on annual staff survey. Office disciplinary referrals decrease year-over-year. Data Source: SWIS	--	--	Full implementation of PBIS Tier 1 and Tier 2 Data Year: 2025-2026	80% of staff report consistent PBIS use; disciplinary referrals decrease from prior year	PBIS fully implemented.
3	Chronically Absent Students	The chronic absenteeism rate at the end of the 2023-2024 school year for CMP-Shingle Springs was 7.2%.	The chronic absenteeism rate at the end of the 2024-2025 school year for CMP-Shingle Springs	--	CMP will see an annual reduction in the numbers of students chronically absent.	The chronic absenteeism rate at CMP-Shingle Springs increased by 0.4%. CMP also committed to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			was 8.1%. CMP administers a school climate survey twice each year to 3rd-8th grade students, parents and staff to determine if there are areas to improve upon to decrease chronic absenteeism rates. CMP has dedicated a team to review attendance policies and processes and to engage with the community regarding attendance practices. CMP commits to reviewing the policies and processes to ensure that they are compliant with state law, offering supports to families who are in need of help with getting their children to school, providing		CMP-Shingle Springs for all students: 8% Disaggregated targets: EL 0% SED 14% SWD 8%	continuing to review and refine the attendance process.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			informative guidance on the importance of public school attendance and ensuring that the process is not overly burdensome to the families who have experienced attendance issues outside of their control.			
3a	Chronic absenteeism rate for all students Data Source: DataQuest	--	--	The CMP-Shingle Springs chronic absenteeism rate was 8.7%. Data Year: 2024-2025	Chronic absenteeism rate for all students: 10%. Disaggregated targets: SED 14%, EL18%, SWD14%	The chronic absenteeism rate at CMP-Shingle Springs increased by 0.9%. CMP also committed to continuing to review and refine the attendance process.
4	Student Suspensions	The CMP-Shingle Springs campus suspension rate was 0.2% for the 2023-2024 school year. CMP Student Services Department is developing a Behavior Playbook to help define practices when behavioral challenges arise.	The CMP-Shingle Springs 2024-2025 suspension rate was 0.6%. CMP has created a behavior management playbook, focusing on restorative justice practices to support the campus with options (other than	--	CMP will see an annual reduction in the numbers of students suspended. CMP will clearly define and train staff on restorative practices as alternatives to suspensions.	The CMP-Shingle Springs campus suspension rate increased by 0.4%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			suspensions) for managing behavioral challenges on campus. CMP has also been working to strengthen its PBIS systems at each campus, employs a counselor at each campus, and provides a Social Emotional Learning curriculum at each campus.			
4a	Suspension Rate Data Source: DataQuest	--	--	The CMP-Shingle Springs Suspension Rate was 0.7%. Data Year: 2024-2025	CMP will see an annual reduction in the numbers of students suspended. CMP will clearly define and train staff on restorative practies as well as alternatives to suspensions. Suspension rate for CMP-Shingle Springs for all students: 0.5%	The CMP-Shingle Springs suspension rate increased by 0.3%.
5	Student Leadership Opportunities	CMP-Shingle Springs continued with leadership opportunities	CMP-Shingle Springs continued with leadership	--	CMP will research and expand best practices for	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		started in the 22/23 school year. The campus started the SOAR leadership program: "Student Outreach Advocacy Representatives" and a middle school business.	opportunities started in the 22/23 school year. The campus started the SOAR leadership program: "Student Outreach Advocacy Representatives" and a middle school business.		student leadership opportunities in all grade levels.	
5a	Student leadership opportunity offered per grade band (TK-3, 4-6, 7-8) Data Source: Program Records (Local)	--	--	CMP-Shingle Springs provides student leadership opportunities for all grade levels.	1 documented student leadership opportunity offered per grade band (TK-3, 4-6, 7-8)	No change from baseline.
6	RTI Process for Math	CMP's Math Committee continues work to refine the RTI process. A Math intervention staff member is on the team to provide Tier 2 intervention groups.	CMP's Math Committee continues work to refine the RTI process. A Math intervention staff member is on the team to provide Tier 2 intervention groups.	--	RTI process for Math will be utilized for students not proficient in math that builds upon and utilizes individualized math support	No change from baseline.
6a	MTSS Tier 2/3 Math intervention Participation Data Source: RTI Tracking System (Local)	--	--	CMP-Shingle Springs' Math Specialist provides math intervention and uses data to progress monitor and select/exit	MTSS Tier 2/3 Math intervention: A Math intervention staff member will provide targeted intervention.	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				students from intervention in collaboration with the site's Tier 2 team.	80% of identified students receive documented intervention within 10 school days.	
7	Math Interventions	Math Intervention staff was hired at each CMP site.	Math Intervention staff was hired at each CMP site.	--	CMP will have math intervention teachers and additional math support staff to support math interventions at all campuses.	No change from baseline
7a	MTSS Tier 2/3 Math Intervention Student Growth Data Source: Parsec	--	--	The Math Specialist provides math intervention at CMP-Shingle Springs and uses data to progress monitor and select/exit students from intervention in collaboration with the site's Tier 2 team. Parsec Percent Toward Proficient - Math: All 86.9% SED 77.6% SWD 55.1% Data Year: 2025-2026	CMP-Shingle Springs will have math intervention teachers and additional math support staff to support math interventions at all campuses. Parsec Percent Toward Proficient - Math: All 87% SED 78% SWD 56%	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Math Enrichment	The following are examples of math enrichments provided during Club M: homework support, STEM Wednesdays, in-house math/science field trips, math board games, coding, cooking class, math facts bingo, math relays, multiplication/division challenges, math Jeopardy, math puzzles, dice & card games, science/math projects, online games: MathFactLab, Khan Academy, XtraMath.	The following are examples of math enrichments provided during Club M: homework support, STEM Wednesdays, in-house math/science field trips, math board games, coding, cooking class, math facts bingo, math relays, multiplication/division challenges, math Jeopardy, math puzzles, dice & card games, science/math projects, online games: MathFactLab, Khan Academy, XtraMath.	--	The Club M team and Math Committee will partner to further refine the Math enrichment and tutoring opportunities before school, after school, and during the summer.	No change from baseline
8a	Math enrichment opportunities provided to students in ELOP Data Source: Enrichment Tracking (Local)	--	--	CMP is refining math enrichment and tutoring opportunities offered before school, after school, and during the summer. Planning and coordination are currently in	100% of students participating in ELOP who are below grade level will have access to math enrichment opportunities.	Math enrichment opportunities are offered and CMP is refining the opportunities offered.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				progress, with staff collaboration focused on aligning supports to student needs and instructional priorities. Data Year: 2025-2026		
9	Math CAASPP Testing Practice	CMP students are provided math testing practice opportunities through CAASPP Interim Assessment Blocks.		--	CMP students will have opportunities to practice CAASPP testing and CAASPP like questions via interim testing prior to the summative test and will have opportunities to become familiar with any testing accommodation prior to the summative test.	
9a	Math Assessment Participation Data Source: CAASPP/CA Dashboard	--	--	School sites have access to interim assessment blocks, CAASPP practice tests, and training materials throughout the school year. School teams incorporate authentic practice	CMP students will have opportunities to practice CASSPP testing and CAASPP like questions via interim testing prior to the summative test and will have opportunities to become familiar	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				to become familiar with the testing format, digital tools, designated and universal supports, etc. before Spring CAASPP testing. Data Year: 2025-2026	with any testing accommodations prior to the summative test. 95% of eligible students in grades 3–8 will complete the CAASPP Math assessment.	
10	RTI Process for ELA	CMP students are provided math testing practice opportunities through CAASPP Interim Assessment Blocks. Child Study Team considers reading data to guide the RTI process for students not proficient in reading. Reading support on staff at all CMP campuses. All campuses have reading support either in specialists or TAs who are trained in SIPPS and Sonday and there is a clear progression of intervention from SIPPS to Sonday to Wilson/Barton.	CMP students are provided math testing practice opportunities through CAASPP Interim Assessment Blocks. Child Study Team considers reading data to guide the RTI process for students not proficient in reading. Reading support on staff at all CMP campuses. All campuses have reading support either in specialists or TAs who are trained in SIPPS and Sonday and there is a clear	--	CMP will utilize a Response to Intervention process for students not proficient in English Language Arts that builds upon and utilizes an individualized English Language Arts support plan.	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			progression of intervention from SIPPS to Sonday to Wilson/Barton.			
10a	MTSS Tier 2/3 ELA intervention Participation Data Source: RTI Tracking System (Local)	--	--	CMP utilizes a Response to Intervention process for students not proficient in ELA.	CMP will utilize a Response to Intervention process for students not proficient in English Language Arts that builds upon and utilizes an individualized English Language Arts support plan. 80% of identified students receive documented intervention within 10 school days.	No change from baseline
11	ELA Interventions	Reading intervention staff is available at all CMP campuses.	Reading intervention staff is available at all CMP campuses.	--	CMP will maintain English Language Arts Intervention teachers and develop additional reading and writing support staff to support interventions at all campuses.	No change from baseline.
11a	MTSS Tier 2/3 ELA Intervention Student Growth	--	--	Reading intervention staff is available.	CMP-Shingle Springs will have reading	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Parsec			CMP-Shingle Springs Parsec Percent Toward Proficient - ELA: All 91.5% SED 83.9% SWD 72.8% Data Year: 2025-2026	intervention staff at all campuses. Parsec Percent Toward Proficient - ELA: All 92% SED 84% SWD 73%	
12	ELA Enrichment	The following are examples of ELA enrichment offered during the ELOP program: Silent Reading, Read-Alouds, Homework Support, journaling with and without writing prompts, bookwriting/publish buddy work on parts of speech, letter sound games, sight word practice, and thesaurus/dictionary search.	The following are examples of ELA enrichment offered during the ELOP program: Silent Reading, Read-Alouds, Homework Support, journaling with and without writing prompts, bookwriting/publish buddy work on parts of speech, letter sound games, sight word practice, and thesaurus/dictionary search.	--	CMP will enhance English Language Arts enrichment and/or tutoring opportunities before and/or after school and during the summer.	No change from baseline
12a	ELA enrichment opportunities provided to students in ELOP Data Source: Enrichment Tracking (Local)	--	--	CMP is refining ELA enrichment and tutoring opportunities offered before school, after school, and during the summer.	100% of students participating in ELOP who are below grade level will have access to math enrichment opportunities.	ELA enrichment opportunities are offered and CMP is refining the opportunities offered.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Planning and coordination are currently in progress, with staff collaboration focused on aligning supports to student needs and instructional priorities. Data Year: 2025-2026		
13	ELA CAASPP Testing Practice	CMP students are provided ELA practice opportunities through CAASPP Interim Assessment Blocks.	CMP students are provided ELA practice opportunities through CAASPP Interim Assessment Blocks. CMP-Shingle Springs maintained green on the California Dashboard and outperforming the State of California. Overall Distance from Standard declined.	--	CMP students will have opportunities to practice ELA CAASPP testing and ELA CAASPP like questions via interim testing prior to the summative test and will have opportunities to become familiar with any testing accommodation prior to the summative test.	ELA practice through CAASPP IABs remains consistent. CMP-Shingle Springs maintained green status and outperformed the state, though overall Distance from Standard declined slightly.
13a	ELA Assessment Participation	--	--	School sites have access to interim assessment blocks, CAASPP	CMP students will have opportunities to practice CASSPP testing	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CAASPP/CA Dashboard			practice tests, and training materials throughout the school year. School teams incorporate authentic practice to become familiar with the testing format, digital tools, designated and universal supports, etc. before Spring CAASPP testing. Data Year: 2025-2026	and CAASPP like questions via interim testing prior to the summative test and will have opportunities to become familiar with any testing accommodations prior to the summative test. 95% of eligible students in grades 3–8 will complete the CAASPP ELA assessment.	
14	Student Outreach	CMP has funding allocated for a Diversity, Equity, and Inclusion Coordinator to support the Student Services team with identifying outreach opportunities and revamping CMP outreach materials.	CMP is reviewing policies, processes, procedures and practices to ensure that there are not unintended barriers for underrepresented families to apply for admission and enrollment.	--	CMP will increase outreach to students identifying as a free and reduced lunch, English learner, and foster youth, through defined recruitment efforts.	CMP has progressed from allocating funding for a DEI Coordinator to actively reviewing policies and practices to reduce barriers for underrepresented families.
14a	Outreach Events to Targeted Under Represented Student Groups	--	--	CMP has engaged with a Spanish-language media company and advertised in their printed and online	CMP conducts 2 documented outreach events per year targeting underrepresented	CMP has progressed from allocating funding for a DEI Coordinator to actively reviewing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Event Tracking (Local)			platforms. CMP has also increased its social media presence in an effort to reach more families within the greater Sacramento area. Data Year: 2025-2026	student groups (EL, LI, FY).	policies and practices to reduce barriers for underrepresented families.
15	Cultural Competency Professional Development	CMP has had a multi-year partnership with Sacramento State University for professional development in DEI and each CMP campus established its own ABC team.	CMP has collaborated with Sacramento County Office of Education's Social Emotional Learning department to further develop systems around Restorative Practices, Social Emotional Learning and Equity. Montessori lessons provide language supports in the areas of reading, writing, speaking, and listening in integrated ways that address the multiple learning modalities. CMP is	--	CMP will provide cultural competency, culturally responsive teaching, diversity, equity, implicit bias and inclusion Professional Development to all staff to support a diverse population of students. CMP will also provide Professional Development for English learner oversight and will provide follow up trainings, lessons and strategies.	CMP has expanded beyond its existing DEI partnership to include collaboration with SCOE on SEL, Restorative Practices, and Equity, while also strengthening supports for English learners and students experiencing homelessness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			working toward implementation of designated ELD. Each campus has a designated McKinney-Vento liaison.			
15a	Cultural Competency Professional Development for Instructional Staff Data Source: PD Attendance Records (Local)	--	--	CMP presents PD and resources to staff when needed. Data Year: 2025-2026	CMP will provide cultural competency, culturally responsive teaching, diversity, equity, implicit bias and inclusion Professional Development to all staff to support a diverse population of students. CMP will also provide Professional Development for English learner oversight and will provide follow up trainings, lessons and strategies. 100% of instructional staff complete 1 cultural competency training per year.	CMP has expanded beyond its existing DEI partnerships to include hiring of staff with a focus on strengthening supports for English learners and restorative practices to support consistent behavior management.
16	English Learners	CMP received a proposal from the	CMP has recognized the	--	CMP will provide Professional	CMP has progressed from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sacramento County Office of Education (SCOE) to support CMP with English Learner Professional Development, with plans to move forward with a partnership.	need to implement a dedicated English Language Development program with aligned professional development. CMP's instructional leadership team will create a plan to address the need.		Development for English learner oversight and will provide follow up trainings, lessons and strategies.	considering a partnership with SCOE to actively planning the implementation of a dedicated English Language Development program and related professional development.
16a	EL students making progress toward English Proficiency (ELPI) Data Source: ELPAC/CALPADS/Dashboard ELPI	--	--	The work in ELD focuses on integrating designated and integrated ELD into authentic Montessori environments rather than treating language instruction as a separate program. We support teachers in embedding oral language development, academic vocabulary, and structured discourse into existing	CMP-Shingle Springs will provide Professional Development for English learner oversight and will provide follow up trainings, lessons and strategies. EL students continue to make progress toward English Proficiency (ELPI). Data will not be displayed for student privacy if student group is less than 11.	CMP has progressed from considering a partnership with SCOE to actively planning the implementation of a dedicated English Language Development program and related professional development.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Montessori works, seminars, and project based learning. Specifically, the miniature environment supports ELD by providing a concrete, shared context for language. Because students are manipulating small, familiar objects, the cognitive load is reduced and attention can shift to oral language. The materials naturally invite naming, describing, sequencing, comparing, and explaining, which are key language functions for multilingual learners. Students practice vocabulary and sentence structures in real time while		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				engaging in purposeful work, making language use meaningful rather than abstract. This allows ELs to participate confidently in rich conversations alongside peers while developing both social and academic language within an authentic Montessori setting. This approach maintains the integrity of Montessori pedagogy while ensuring multilingual learners develop English proficiency through meaningful, inclusive participation in the full classroom experience. EL students continue to make progress toward		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				English Proficiency (ELPI). Data will not be displayed for student privacy if student group is less than 11. Data Year: 2025		
17	Summer Tutoring	Club M has elements currently in place, such as access to personalized i-Ready lessons that are available throughout the summer, as well as the educational elements built into the Expanded Learning Opportunities Program.	Club M has elements currently in place, such as access to personalized i-Ready lessons that are available throughout the summer, as well as the educational elements built into the Expanded Learning Opportunities Program. CMP is exploring offering additional education support through an Attendance Recovery program.	--	CMP will explore offering a summertime tutoring program, to unduplicated and/or nonproficient students.	Club M continues to provide personalized i-Ready lessons and Expanded Learning Opportunities, with CMP exploring additional support through an Attendance Recovery program.
17a	ELOP or ESY Summer Tutoring or Enrichment for Students identified as Tier 2/3 in ELA or Math	--	--	Summer programs offered; program enrollment tracked but participation in specific enrichments not formally tracked	100% of Tier 2/3 students who participate in ELOP or ESY will be provided tutoring or	Club M continues to provide personalized i-Ready lessons and Expanded Learning Opportunities, with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Summer Program Enrollment; iReady Diagnostics			The CMP Network piloted an Attendance Recovery program targeted for students with excessive absences and who were needing academic supports. iReady Percentage of Typical Growth CMP-Shingle Springs Overall: Math 96% Reading 151% CMP-Shingle Springs Attendance Recovery Students: Math - 133% Reading - 141% Due to the success of the program, the pilot will continue to all campuses for the 2026-2027 school year. Data Year: 2025-2026	enrichment in math and/or ELA	CMP exploring additional support through an Attendance Recovery program.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
18	Middle School Dropout Rate Data Source: CALPADS Fall 1	0% Data Year: 2025-2026	--	0% Data Year: 2025-2026	CMP will have a 0% Middle School Dropout Rate.	No change from baseline.
19	School Attendance Rate Data Source: P2	95.54% Data Year: 2025-2026	--	95.54% Data Year: 2025-2026	95%	No change from baseline.
20	Smarter Balanced ELA: Met or Exceeded Standard Data Source: Dataquest	All: 61% SWD: 14% SED: 53% Data Year: 2024-2025	--	All: 61% SWD: 14% SED: 53% Data Year: 2024-2025	All: 62% SWD: 15% SED: 54%	No change from baseline.
21	Smarter Balanced Math: Met or Exceeded Standard Data Source: Dataquest	All: 55% SWD: 17% SED: 41% Data Year: 2024-2025	--	All: 55% SWD: 17% SED: 41% Data Year: 2024-2025	All: 56% SWD: 18% SED: 42%	No change from baseline.
22	EL Reclassification Rate Data Source: CALPADS	50% Data Year: 2024-2025	--	50% Data Year: 2024-2025	51%	No change from baseline.
23	Student Expulsion Rate Data Source: DataQuest	0.0% Data Year: 2024-2025	--	0.0% Data Year: 2024-2025	0.0%	No change from baseline.

Goal Analysis [2025-26]

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

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

During 2025–26, CMP remained committed to strengthening the student component of the Montessori Learning Triangle through a multi-tiered system of academic, social-emotional, and behavioral supports. Implementation across Goal 2 actions reflected both meaningful progress and persistent challenges.

A significant success this year was the network-wide redesign of the MTSS process for behavior referrals, developed collaboratively by the Special Education, Counseling, and Behavior Departments. A flowchart outlining Tier 1–3 steps was created to provide staff with a clear, consistent process for supporting students with behavioral needs. The Behavior Playbook focused on restorative justice practices continued to be utilized across campuses, and PBIS implementation advanced at multiple sites.

Academic intervention implementation was mixed. CMP-Shingle Springs maintained dedicated Math Specialists who used data to progress monitor and select or exit students from intervention in collaboration with site Tier 2 teams, demonstrating effective Tier 2 and Tier 3 math support. However, several campuses were unable to hire Math Specialists for 2025–26 and reallocated those resources to alternative support roles, limiting the consistency of math intervention delivery network-wide. ELA intervention staff remained available at all campuses, with a structured progression from SIPPS to Sonday to Wilson/Barton based on student need.

A notable success was the pilot of the Attendance Recovery program, which targeted students with excessive absences and academic support needs. Results showed strong iReady growth among participating students across all pilot campuses, with Attendance Recovery students frequently outperforming overall campus growth rates in both math and reading. Due to the success of the pilot, the program will expand network-wide in 2026–27.

Chronic absenteeism and suspension rates remained areas of challenge. Several campuses saw increases in both metrics compared to prior years. These trends reinforced the need for continued investment in PBIS, restorative practices, counseling supports, and attendance outreach.

ELD implementation advanced this year, with designated and integrated ELD embedded into Montessori environments across multiple campuses. Teachers were supported in incorporating oral language development, academic vocabulary, and structured discourse into existing Montessori works and project-based learning, moving from early planning to active implementation.

Overall, differences between planned and actual implementation reflect CMP's responsive approach to emerging data and staffing realities, with the greatest successes in behavioral systems redesign, ELD integration, and the Attendance Recovery pilot, and the greatest challenges in Math Specialist staffing consistency and chronic absenteeism reduction.

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

N/A

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

The specific actions implemented in 2025–26 were largely effective in advancing CMP's goal to strengthen the student component of the Montessori Learning Triangle, with notable successes in behavioral systems, ELD integration, and academic intervention, alongside persistent challenges in attendance and suspension rates at select campuses.

Behavioral support actions proved effective at the systems level. The collaborative redesign of the MTSS process for behavior referrals, including the development of a network-wide flowchart outlining Tier 1–3 steps, provided staff with a clearer and more consistent framework for supporting students with behavioral needs. PBIS implementation continued to advance, reflecting the effectiveness of sustained investment in schoolwide behavioral systems. However, suspension rates indicated that while systems are strengthening, full implementation impact has not yet been realized across all campuses.

Chronic absenteeism remained a challenge network-wide, with most campuses seeing little reduction or modest increases compared to prior years. The centralized attendance letter process and monthly classroom attendance competitions implemented at select campuses represent promising strategies, but have not yet produced consistent reductions across the network. These trends suggest that while attendance outreach actions are in place, additional intensity and targeted family engagement will be needed to achieve meaningful progress toward established targets.

Academic intervention actions were effective where Math Specialist positions were filled, CMP-Shingle Springs demonstrating strong Parsec growth data and structured progress monitoring processes. ELA intervention actions were effective network-wide, with reading intervention staff in place at all campuses and a clear structured literacy progression implemented. Parsec data indicates that the majority of campuses are approaching or meeting ELA proficiency targets across student groups, reflecting the sustained effectiveness of SIPPS and the broader structured literacy framework.

The Attendance Recovery pilot was among the most effective actions implemented this year. Participating students demonstrated strong iReady growth rates, frequently outperforming overall campus growth in both math and reading, validating the model as an effective support for students with both attendance and academic needs.

ELD integration actions proved effective in advancing language development for English learners within the Montessori environment. The embedding of designated and integrated ELD into Montessori works, seminars, and project-based learning represented a meaningful shift from planning to active implementation.

Actions related to student leadership and enrichment continued to progress, with documented opportunities available across grade bands at most campuses. Subgroup participation tracking for enrichment programming remains an area where data collection systems are still being formalized, limiting the ability to fully evaluate equity of access at this time.

Overall, the actions implemented in 2025–26 were most effective in the areas of behavioral systems development, structured literacy intervention, ELD integration, and the Attendance Recovery pilot. Chronic absenteeism reduction and Math Specialist staffing consistency represent the primary areas where actions have been less effective to date and where focused investment is needed in 2026–27.

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

Reflections on prior practice, outcome data, and educational partner feedback have led CMP to make meaningful refinements to Goal 2 metrics, target outcomes, and actions for 2026–27. As part of this process, the majority of Goal 2 metrics and action descriptions were revised to better align with LCAP instructions and expectations, shifting from general statements of intent to more specific, measurable descriptions of implementation and progress monitoring.

Chronic absenteeism data and educational partner feedback reinforced the need for more intensive and personalized attendance supports. The success of the Attendance Recovery pilot — in which participating students consistently outperformed overall campus growth rates on iReady diagnostics in both math and reading — prompted CMP to expand the program network-wide in 2026–27. Attendance metrics have been updated to include disaggregated targets by subgroup, and actions will continue to include centralized attendance letter processes, monthly engagement strategies, and differentiated family communications to address unique circumstances and strengthen school-home partnerships.

In the area of school climate and behavior, reflections on PBIS implementation progress and suspension rate data reinforced the need for deeper and more consistent staff training in restorative practices and behavioral expectations. Educational partners identified improving schoolwide behavior systems as a recurring priority, and in response, CMP incorporated updated behavior support metrics and actions into the LCAP, including the network-wide MTSS behavior referral process redesigned collaboratively by the Special Education, Counseling, and Behavior Departments. Actions for 2026–27 will focus on expanding staff training to build greater classroom-level consistency in restorative justice practices and PBIS implementation.

Reflections on Math Specialist staffing gaps and their impact on intervention consistency led CMP to revisit staffing models for Tier 2 and Tier 3 math support. Educational partners requested expanded intervention for struggling learners, and in response, updated math intervention metrics now include specific subgroup performance targets and participation data to better monitor whether identified students are receiving timely, documented intervention. ELA intervention metrics were similarly updated to include participation and growth targets. The network-wide staffing restructure planned for 2026–27 directly addresses educational partner concerns about staffing consistency and program continuity, particularly in intervention and special education support roles.

With regard to ELD, CMP recognized the shift from planning to active implementation this year and will continue to build staff capacity through professional development tailored to the needs of English learners within the Montessori environment. ELD metrics have been updated to include ELPI progress targets by campus to ensure measurable accountability for this work.

Educational partners also emphasized the importance of arts, music, PE, and STEM as essential to the whole-child Montessori model. In response, enrichment metrics were updated to include subgroup participation tracking and disaggregated targets for English learners, low-income students, and students with disabilities, moving from general access confirmation to equity-focused monitoring of participation.

Finally, outreach and recruitment actions for underrepresented student groups have been refined to include more targeted, measurable strategies. CMP's engagement with a Spanish-language media company and expanded social media presence represent initial steps, and actions for 2026–27 will focus on reducing enrollment barriers and improving access for students who qualify as English learners, low-income, and foster or homeless youth.

Overall, these changes reflect CMP's continued commitment to whole-child, Montessori-aligned education, grounded in data, informed by educational partner voice, and strengthened by clearer alignment with LCAP instructions and expectations.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Climate and Culture	CMP-Shingle Springs received a red indicator for Chronic Absenteeism on the 2023 CA School Dashboard. In direct response, CMP-Shingle Springs has implemented a centralized attendance letter process, launched an attendance awareness campaign to address attendance myths within the community, and administers a school climate survey to identify barriers to attendance. The PBIS Tier 1 and Tier 2 teams review survey results and attendance data to inform campus-level planning. The Attendance Recovery program, piloted in 2025-26 and expanding network-wide in 2026-27, provides targeted academic and attendance support for students with excessive absences. CMP-Shingle Springs' chronic absenteeism rate has been monitored annually, and CMP expects continued improvement toward the established target of 8%.	$95,617.50	No
2.2	Math Performance	CMP provides Tier 2 and Tier 3 math intervention through dedicated Math Specialists at multiple campuses, who use data to progress monitor and select or exit students from intervention in collaboration with site Tier 2 teams. Thinking Math has been adopted as the Tier 1 math curriculum for grades 3–6, with Middle School piloting the program in 2026–27. Students have access to CAASPP Interim Assessment Blocks and practice tests	$129,396.25	Yes

Action #	Title	Description	Total Funds	Contributing
		throughout the year to build familiarity with testing format, digital tools, and designated supports prior to summative assessment. Math enrichment opportunities are available through Club M/ELOP, including STEM activities, coding, and personalized i-Ready lessons.		
2.3	ELA Performance	CMP provides Tier 2 and Tier 3 ELA intervention through reading intervention staff at all campuses, with a structured progression from SIPPS to Sonday to Wilson/Barton based on student need. SIPPS is implemented as Tier 1 structured literacy instruction in TK–3, with Heggerty used for phonological awareness support at select campuses. Student Services, Special Education, and Counseling departments collaborated to redesign the MTSS process for behavior and academic referrals, including a flowchart outlining Tier 1–3 steps. Students have access to CAASPP Interim Assessment Blocks throughout the year to build testing familiarity prior to the summative assessment. ELA enrichment opportunities are provided through Club M/ELOP.	$118,415.00	Yes
2.4	Services to Unduplicated Pupils	CMP provides targeted supports for English learners, low-income students, foster youth, and homeless youth. Designated and integrated ELD is embedded into Montessori environments, with teachers supported in incorporating oral language development, academic vocabulary, and structured discourse into existing Montessori works and project-based learning. Each campus has a designated McKinney-Vento liaison. CMP has engaged a Spanish-language media company and expanded social media outreach to reach underrepresented families. Policies, processes, and practices are being reviewed to identify and reduce unintended barriers for underrepresented families in the application and enrollment process. A network-wide Attendance Recovery program was piloted this year, targeting students with excessive absences and academic support needs, with results showing strong iReady growth among participants.	$915,418.35	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Montessori Training for Teachers and Teaching Assistants	CMP continues to support Montessori training.	CMP continues to support Montessori training. CMP supports all teacher by providing Montessori mentors.	--	CMP will continue to support Montessori training for teachers and teaching assistants.	CMP continues Montessori training and has enhanced support by providing Montessori mentors to all teachers.
1a	Montessori Teachers Hold or Actively Pursuing AMS/AMI Montessori Certification Data Source: HR Credential Tracking (Local)	--	--	CMP continues to support Montessori training for credentialed teachers. CMP continues to support Montessori training. Credential	90% of credentialed teachers hold or in-progress of obtaining Montessori certification.	CMP will continue to support Montessori training for teachers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				status tracked in HR system. Data Year: 2025-2026		
2	Professional Development Plan Process Review	CMP has a committee to refine the professional development process.	CMP's PDP process needs refinement, and will consider the following: Teachers are expected to layer together Montessori curriculum and standards-aligned curriculum. For Math, there is a Mathematics instructional vision, and teachers have access to pacing guides that include Montessori lessons, state standards, academic vocabulary, and unit assessments. Teachers provide lessons to support procedural fluency, conceptual understanding and application/problem solving in small	--	CMP's Professional Development Plan processes will be reviewed, refined and updated to include a definition and a rating system for "CMP Montessori Mentor".	CMP continues to refine the professional development process, emphasizing integration of Montessori and standards-aligned curricula, with specific instructional supports and committees for Math and ELA alignment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			groups, whole class, and in independent follow up. Math instruction includes concrete exploration, pictoral/representational modeling, and abstract problem solving. For English Language Arts, teachers have been provided with a curriculum guide that has a scope and sequence of all the lessons that have been aligned with state standards. For Reading, a committee was formed to align common core standards with all the Montessori lessons.			
2a	Instructional Staff have Current, Individualized Professional Development Plan	--	--	CMP is currently refining its professional development processes. As part of this work, CMP is reviewing	PD Plans in place for 80% of staff	CMP's HR team is working alongside the Campus Leadership to support the PD plan process.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Paycor, HR PD Plan Records (Local)			existing and future professional development opportunities to better support staff and to identify meaningful ways to support employees throughout their professional growth journey. Data Year: 2025-2026		
3	Cleared California Teaching Credential	There are no CMP teachers who have been with CMP for more than five years that have not yet cleared their credential.	CMP seeks to hire and retain qualified teachers. Due to the ongoing nationwide teacher shortage, CMP has felt a huge impact on our progress toward this standard. HR continues to refine our hiring process. CMP supports all teacher by providing Induction mentors.	--	100% of CMP Teachers will have a cleared California Teaching Credential, within 5 years of employment of CMP.	CMP continues efforts to hire and retain fully credentialed teachers despite nationwide shortages, refining hiring processes and providing induction mentors to support teacher development.
3a	Teachers hold a Clear CA Teaching Credential	--	--	CMP successfully supported the completion of the SCOE Teacher	100% appropriately credentialed teaching staff; 0	CMP continues efforts to hire and retain fully credentialed teachers despite

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CTC Credential Records / Fall CALPADS			Induction Program for 10 teachers. Data Year: 2024-2025	outstanding misassignments	nationwide shortages, refining hiring processes and providing induction mentors to support teacher development.
4	Professional Development Plan Observations	CMP has a committee to refine the professional development process.	CMP's PDP process needs refinement, and will consider the following: Teachers are expected to layer together Montessori curriculum and standards-aligned curriculum. For Math, there is a Mathematics instructional vision, and teachers have access to pacing guides that include Montessori lessons, state standards, academic vocabulary, and unit assessments. Teachers provide lessons to support procedural fluency, conceptual understanding,	--	Professional Development Plans and processes will be reviewed to ensure Montessori and California standards aligned instructional practices are evaluated. Observations will evaluate whether the teacher is effective and provide support and guidance to becoming effective.	CMP's professional development process is under refinement, focusing on integrating Montessori and standardsaligned curricula with clear instructional guidance and alignment committees for Math and ELA.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and application/problem solving in small groups, whole class, and in independent follow up. Math instruction includes concrete exploration, pictoral/representational modeling, and abstract problem solving. For English Language Arts, teachers have been provided with a curriculum guide that has a scope and sequence of all the lessons that have been aligned with state standards. For Reading, a committee was formed to align common core standards with all the Montessori lessons.			
4a	Teachers Receive Formal Observations Aligned to PD Plan Goals	--	--	CMP is currently refining its professional development	Professional Development Plans and processes will be	CMP's HR team is working alongside the Campus Leadership to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: Admin Observation Records			processes. As part of this work, CMP is reviewing existing and future professional development opportunities to better support staff and to identify meaningful ways to support employees throughout their professional growth journey. Data Year: 2025-2026	reviewed to ensure Montessori and California standards aligned instructional practices are evaluated. Observations will evaluate whether the teacher is effective and provide support and guidance to becoming effective. 100% of teachers receive 2 observations by May 1.	support the PD plan process.
5	Standards Based Report Cards	The CMP Middle School Professional Learning Community updated the report card to a standards based model.	CMP utilizes a standards based report card.	--	CMP will develop and implement standards based report cards and aligned rubrics and curriculum guides.	CMP continues to utilize the updated standards-based report card implemented by the Middle School PLC.
5a	Students Receive Standards Based Report Cards	--	--	CMP utilizes a standards based report card.	100% of students receive standards-based report cards	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: AERIES Records (Local)			Data Year: 2025-2026	within 10 school days of trimester close.	
6	Exemplar Lesson Plans	CMP Deans of Education have begun to develop the exemplar lesson plans.	CMP Deans of Education are developing exemplar lesson plans	--	CMP will create exemplar lesson plans.	CMP Deans of Education continue developing exemplar lesson plans.
6a	Exemplar Montessori-Aligned Lesson Plans Created and Utilized Data Source: MIID Team Records (Local)	--	--	CMP's MIID Team created and made available exemplar lesson plans for grades 1-8. Data Year: 2024-2025	Exemplar lesson plans created and shared across the network.	Exemplar lesson plans made for most grade levels.
7	Teacher Tuition Assistance	CMP offers tuition assistance to teachers who commit to a certain length of time at CMP.	CMP offers tuition assistance to teachers who commit to a certain length of time at CMP.	--	CMP will offer a tuition assistance program to teachers who commit to a certain length of teaching time at CMP.	No change from baseline.
7a	Teachers Receive Tuition Assistance for Montessori Certification Data Source: HR Tuition Assistance Records (Local)	--	--	CMP pays full tuition for Montessori certification training to teachers who have successfully completed their CA credential. Data Year: 2025-2026	Eligible CMP Teachers who request tuition assistance for Montessori certification support receive full funding, contingent on budget.	CMP pays full tuition for a Montessori certification program if the teacher has completed their CA teaching credential.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Staff Professional Development Needs	Professional Development was informed by responses from CMP staff survey	CMP surveyed staff at the end of the 2023-2024 school year to determine professional development needs. Principals also talked with staff through the professional development process to obtain needs of their staff. Professional development was then planned based on this feedback, as well as individual campus' needs as determined by site administration.	--	CMP will conduct a survey of the needs of all instructional staff for input into the professional development offered, to determine concentrated and targeted needs and will align professional development for instructional staff to academic targets.	Professional development was based on staff survey as well as conversations with Principals regarding their staff and site needs.
8a	Staff PD Needs Assessment Data Source: Staff Survey, PBIS Data	--	--	PD is determined based on campus surveys related to their Montessori Action Items with AMS and on the feedback of where staff the most support is needed. PBIS and Positive discipline PD is determined through the District	CMP will conduct a survey of the needs of all instructional staff for input into the professional development offered, to determine concentrated and targeted needs and will align professional	Professional development was based on staff survey as well as conversations with Principals regarding their staff and site needs and PBIS data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				PBIS team based on Site PBIS TIer 1 and TIer 2 team meetings, data, and specific requests. Additionally, PD is created based on site admin feedback from their staff meetings and observations. Data Year: 2025-2026	development for instructional staff to academic targets. The Teacher Advisory Council will meet at the beginning of each school year to provide teacher feedback on the school-wide PD plan.	
9	New Program and Curriculum Professional Development	CMP is providing professional development for all current programs and curriculum.	CMP is providing professional development for all current programs and curriculum. CMP is anticipating receiving Learning Recovery Emergency Block Grant (LREBG) funding. A condition of the funding is to conduct a Needs Assessment and identify a metric within the LCAP to monitor the impact of the identified	--	CMP will provide sustained, job embedded professional development to all teachers for any and all programs and curriculum adoptions.	CMP conducted a Needs Assessment and began plans to address student populations in the most need of learning recovery.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			action or service. Based on the results of the Needs Assessment, CMP is looking to allocate LREBG funding to professional development focused on ELA, ELD and Math.			
9a	Staff Receive Training on Any Newly Adopted Program or Curriculum Prior to Full Implementation Data Source: PD Attendance Records (Local)	--	--	CMP-Shingle Springs provides professional development for all current programs and curriculum. LREBG funds are allocated to job-embedded PD in Science of Reading-aligned literacy and Thinking Math — the areas identified in the Needs Assessment as highest need, with Students with Disabilities identified as the student group in greatest need in both ELA and Math, showing	100% of instructional staff trained prior to full implementation of any newly adopted program or curriculum. Impact of LREBG-funded PD monitored through iReady diagnostics and CAASPP performance data for Students with Disabilities. In 2027-28, CMP-Shingle Springs will review the effectiveness of the selected LREBG strategy and determine whether adjustments are	CMP utilizes LREBG funding to support staff in serving student populations in the most need of learning recovery.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				significant decline in both areas. 100% of staff receive training prior to implementation of any newly adopted program or curriculum. Data Year: 2025-2026	warranted based on progress data.	
10	Classified Staff Professional Development	CMP is providing professional development to non-instructional staff.	CMP is providing professional development to non-instructional staff.	--	All non-instructional staff will receive professional development to guide them in supporting and improving the CMP instructional core.	No change from baseline.
10a	Classified Staff Complete Job-Related Professional Development Data Source: HR PD Tracking (Local)	--	--	CMP is providing professional development to non-instructional staff. Data Year: 2025-2026	100% of non-instructional staff will receive professional development to guide them in supporting and improving the CMP instructional core.	No change from baseline.
11	Montessori Training for Counselors	The CMP-Capitol Counselor has not participated in Montessori training. CMP is investigating the National Center for	CMP continues to offer Montessori training opportunities to Counselors.	--	All CMP counselors will receive Montessori training opportunities	CMP continues to offer Montessori training opportunities to counselors.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Montessori in the Public Sector for opportunities for counselors.				
11a	CMP School Counselors Complete Montessori-Specific Professional Development Data Source: HR PD Tracking (Local)	--	--	Counselors are included in August and Wednesday PD sessions. The Lead Counselor and the MIID Team meet monthly throughout the year to ensure Montessori alignment in all Counselor-related curriculum and content. Data Year: 2025-2026	100% of CMP Counselors will receive Montessori Professional Development each year. The Support Staff Council will meet annually to provide feedback on the school-wide PD plan.	No change from baseline.
12	Professional Learning Community Meetings	PLCs exist for all grade level teams at each campus.	PLCs exist for all grade level teams at each campus.	--	“Data Driven Professional Learning Community” meetings will be held at all grade levels.	No change from baseline.
12a	Professional Learning Community Meetings Held Regularly per Grade-Level Team Data Source: PLC Meeting Logs, Staff Surveys (Local)	--	--	PLCs are in place at all grade levels. To support more effective data-driven planning, CMP has contracted with Parsec to provide	PLC Meetings will be held 2/month; 80% of teachers rate meetings as productive	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				data and reporting tools that will assist PLCs in analyzing student performance and informing instructional practices. Data Year: 2025-2026		
13	Response to Intervention Process Trainings	SWIS has been implemented to track behavior data. SWIS training was provided at all campuses. PBIS training was provided at all campuses. SST/RTI process training provided at all campuses. Threat assessment and reporting requirement training was provided at each campus.	SWIS is utilized to track behavior data. Multiple PBIS and SWIS trainings have been provided at all campuses. SST/RTI process training provided at all campuses. Threat assessment and reporting requirement training was provided at each campus	--	The CMP Special Education, Counseling, and Behavior Departments will develop and provide training regarding the Response to Intervention process to support teachers with students showing behavioral challenges.	SWIS and PBIS trainings continue across all campuses, with consistent use of SWIS for behavior data tracking and ongoing SST/RTI and threat assessment training.
13a	Instructional Staff will Complete annual RTI/MTSS Process Training Data Source: PD Attendance Records (Local)	--	--	There was a collaborative effort between the CMP Special Education, Counseling and Behavior Departments to re-design the MTSS process for	The CMP Special Education, Counseling, and Behavior Departments will develop and provide training regarding the Response to	SWIS and PBIS have been implemented and training rolled out. Admin teams are now refining trainings around RTI/MTSS process.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				behavior referrals through Tier 1-3. A flow chart was created that outlines the steps in the MTSS process for behavior referrals. Data Source: 2025-2026	Intervention process to support teachers with students showing behavioral challenges. 100% of instructional staff complete annual RTI/MTSS process training. New staff trained within 30 days of hire.	

Goal Analysis [2025-26]

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

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

During 2025–26, CMP remained committed to strengthening the teacher component of the Montessori Learning Triangle, with implementation reflecting meaningful progress in several areas alongside continued challenges in others.

A significant success this year was the advancement of the professional development plan (PDP) process. CMP launched an updated, streamlined performance evaluation system network-wide, with Goal Setting meetings achieving great participation rates. This represents meaningful progress beyond prior years, when the PDP process remained largely in the planning and refinement stage. Teachers receive formal observations aligned to PD plan goals, with midyear check-ins to support ongoing growth.

The MIID Department played a central role in supporting teachers in combining Montessori and California standards-aligned instruction. Exemplar lesson plans for grades 1–8 were created and made available network-wide — a significant milestone that had remained incomplete in prior years. Curriculum guides, student work plan exemplars, and scope and sequence documents were also developed and distributed, providing teachers with a comprehensive set of instructional resources for the first time across the network.

Professional development continued to be informed by staff surveys, site administrator feedback, campus PBIS data, and AMS accreditation action items. PD topics included Science of Reading, NGSS alignment, Thinking Math implementation, PBIS, restorative practices, ELD, and RTI/MTSS processes. Any newly adopted program or curriculum included staff training prior to full implementation. Counselors were

integrated into network-wide PD through August and Wednesday sessions, with monthly collaboration between the Lead Counselor and the MIID Team to ensure Montessori alignment in counseling curriculum and content.

CMP successfully supported 10 teachers in completing the SCOE Teacher Induction Program in 2024–25, and continues to pay full tuition for Montessori certification programs for teachers who have completed their California teaching credential. The Montessori training policy was updated to clarify credential support expectations and dual enrollment options for CA and Montessori credentialing, representing a formalization of previously informal support structures.

Challenges remained in the areas of teacher recruitment and retention in the context of the ongoing nationwide teacher shortage. While the majority of CMP teachers are highly qualified, fully meeting credentialing standards across all campuses and all positions remained difficult. HR continued to refine hiring processes and strengthen relationships with teacher preparation programs, including a Sac State residency program partnership and participation in the UC Davis Career Fair for the first time.

PLC implementation advanced, with PLCs in place at all grade levels. CMP contracted with Parsec to provide data and reporting tools to strengthen data-driven instructional planning within PLCs, moving from PLCs as a structural presence to PLCs as an active driver of instructional improvement.
Overall, 2025–26 represented a year of meaningful progress in Goal 3 implementation, with the greatest successes in exemplar resource development, PDP process formalization, and Montessori training support, and the greatest challenges in full credentialing compliance and PDP Year End Review participation rates.

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

There were less expenses in the "100% of CMP teachers will be considered “Highly Qualified” by state and federal standards (within 3 years of employment at CMP) and 50% of CMP teachers will be considered a “Montessori Mentor” by CMP standards." action item. CMP-Capitol did not have as many staff needing Montessori professional development as originally budgeted for.

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

The specific actions implemented in 2025–26 were largely effective in advancing CMP's goal to strengthen the teacher component of the Montessori Learning Triangle, with several areas demonstrating meaningful progress beyond prior years and a smaller number of areas still developing toward full effectiveness.

Montessori training support actions proved effective. CMP's policy update clarifying credential support expectations and dual enrollment options for CA and Montessori credentialing formalized previously informal supports and strengthened the pathway for teachers pursuing certification. Full tuition support for Montessori certification programs for credentialed teachers represents a sustained and effective investment in teacher development. The completion of seven days of dedicated Instructional Assistant training with embedded Montessori content extended this support beyond certificated staff, broadening the reach of Montessori-aligned professional learning across the instructional team.

The development and network-wide distribution of exemplar lesson plans for grades 1–8 by the MIID Team represented a significant improvement in effectiveness over prior years, when this action remained incomplete. Combined with the availability of curriculum guides, student work plan exemplars, and scope and sequence documents, teachers now have access to a comprehensive instructional resource framework that was previously identified as a gap. The MIID Team's ongoing classroom observation and feedback cycle further strengthened the effectiveness of these resources by supporting teachers in applying them with fidelity.

The updated performance evaluation system demonstrated moderate effectiveness in its first year of full implementation. Goal Setting Reviews had high participation rates network-wide, reflecting strong uptake of the new process. Year End Review participation was not as great indicating that while the system is functioning, full implementation has not yet been achieved and will require continued attention in 2026–27. The addition of formal observations aligned to PD plan goals and midyear check-ins for teachers represents an improvement over prior practice and strengthens the connection between professional growth and instructional outcomes.

Professional development actions were effective in ensuring staff received training aligned to instructional priorities and newly adopted programs. The integration of counselors into network-wide PD sessions and the monthly collaboration between the Lead Counselor and the MIID Team proved effective in strengthening Montessori alignment in counseling curriculum and content, addressing a previously underdeveloped area. PLC implementation advanced in effectiveness through the addition of Parsec data tools, supporting a shift from PLCs as a structural presence to PLCs as an active driver of data-informed instructional planning.

Teacher recruitment and credentialing actions demonstrated moderate effectiveness. CMP successfully supported teachers through the SCOE Teacher Induction Program and continued to strengthen relationships with teacher preparation programs. However, the ongoing nationwide teacher shortage continued to limit CMP's ability to fully meet credentialing standards across all campuses and positions, indicating that current recruitment actions, while sound, are insufficient on their own to fully close this gap.

Overall, the actions implemented in 2025–26 were most effective in the areas of Montessori training support, exemplar resource development, and professional development delivery. The PDP Year End Review participation rate and teacher credentialing compliance represent the primary areas where actions have been implemented but have not yet reached full effectiveness, and where continued focus is warranted in 2026–27.

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

Reflections on prior practice, outcome data, and educational partner feedback have led CMP to make meaningful refinements to Goal 3 metrics, target outcomes, and actions for 2026–27. As part of this process, the majority of Goal 3 metrics and action descriptions were revised to better align with LCAP instructions and expectations, shifting from general statements of intent to more specific, measurable descriptions of implementation and how progress will be tracked.

The Professional Development Plan process remains an area of focused refinement. While the updated performance evaluation system launched this year achieved strong Goal Setting Review participation, the Year End Review participation rate indicates that full implementation has not yet been achieved. Actions for 2026–27 will focus on increasing Year End Review participation toward the

established target, strengthening the connection between formal observations and PD plan goals, and ensuring that evaluation tools assess both Montessori and standards-aligned instructional practices with greater consistency across campuses. Metrics have been updated to include specific participation rate targets to provide clearer accountability for this work.

Educational partners identified the need for greater staffing consistency, reduced turnover, and more effective deployment of staff resources as a recurring theme. In direct response, the network-wide staffing restructure planned for 2026–27 will affect Goal 3 actions by clarifying role definitions, strengthening teacher pipeline pathways, and creating more sustainable workloads for instructional staff. This restructure is intended to address root causes of turnover and burnout that have limited the consistency and reach of professional development and mentoring efforts. Career ladder metrics and actions have been updated to reflect this more formalized approach to growing staff from within the organization.

Reflections on teacher credentialing data and the continued impact of the nationwide teacher shortage prompted CMP to update credentialing metrics to include specific targets for appropriately credentialed staff and outstanding misassignments, moving from general statements of effort to measurable compliance indicators. Actions for 2026–27 will continue to build on existing relationships with teacher preparation programs, including the Sac State residency partnership and participation in targeted recruitment events, with the goal of reducing reliance on emergency permits and intern credentials over time.

Educational partners also requested expanded intervention for struggling learners and more targeted professional development to support diverse student populations. In response, Goal 3 actions for 2026–27 will include a pathway for credentialed staff to pursue Montessori certification or aligned training, expanded IA Montessori professional development, and continued investment in ELD-focused professional development to build staff capacity to serve English learners within the Montessori environment. A Teacher Advisory Council will meet at the beginning of each school year to provide teacher input on network-wide PD priorities, ensuring that professional development planning remains responsive to staff-identified needs.

PLC effectiveness metrics have been updated to include frequency targets and a teacher satisfaction measure, moving from confirmation that PLCs exist to evaluation of whether they are functioning as productive, data-driven collaborative structures. The continued partnership with Parsec will support this shift by providing campus teams with accessible data tools to inform instructional planning within PLC meetings.

Finally, the success of the MIID Team in developing and distributing exemplar lesson plans, curriculum guides, and student work plan exemplars network-wide has informed a shift in focus for 2026–27 from resource development to full standardized implementation and fidelity monitoring. Walkthrough tools developed this year will be deployed to evaluate whether the resources are being utilized effectively across classrooms and grade levels.

Overall, these changes reflect CMP's continued commitment to building a strong, stable, and highly skilled instructional team — guided by outcome data, informed by educational partner voice, and strengthened by clearer alignment with LCAP instructions and expectations.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	"Highly Qualified" Teachers and "Montessori Mentors"	CMP seeks to hire and retain fully credentialed, highly qualified teachers and supports all teachers through Montessori mentors and SCOE Induction mentors. HR continues to refine hiring processes in response to the ongoing nationwide teacher shortage. CMP pays full tuition for Montessori certification programs for teachers who have completed their California teaching credential, and supports dual enrollment options for CA and Montessori credentialing. Seven days of dedicated Instructional Assistant training with embedded Montessori content are planned for 2026–27. CMP successfully supported 10 teachers in completing the SCOE Teacher Induction Program in 2024–25.	$57,783.00	No
3.2	Teachers Effective in Combining Montessori and CA Standards	CMP's MIID Team supports teachers in implementing standards-aligned Montessori instruction through classroom observations, targeted professional development, and observational feedback. Exemplar lesson plans for grades 1–8, student work plan exemplars, and comprehensive curriculum guides have been developed and made available network-wide. Walkthrough tools have been developed to support fidelity monitoring beginning in 2026–27. PLCs are in place at all grade levels and are supported by Parsec data and reporting tools to strengthen data-driven instructional planning.	$2,292,308.75	No
3.3	Concentrated and Targeted Professional Development	CMP-Shingle Springs provides all staff with concentrated and targeted professional development informed by staff surveys, site administrator feedback, campus PBIS data, and AMS accreditation action items. PD topics include Science of Reading, Thinking Math implementation, PBIS, restorative practices, ELD, and RTI/MTSS processes, delivered through beginning and end of year sessions, Early Release Days, and ongoing monthly PD. Any newly adopted program or curriculum includes staff training prior to full implementation. CMP-Shingle Springs utilizes LREBG funds to support job-embedded PD in Science of Reading-aligned literacy and Thinking Math, consistent with the Needs Assessment conducted pursuant to EC Section 32526, which identified Students with Disabilities as the group in greatest need in both ELA and Math, with significant	$57,783.00	No

Action #	Title	Description	Total Funds	Contributing
		decline in both areas. PD emphasizes inclusive Tier 1 instruction and co-teaching practices to support students with disabilities in accessing grade-level content. Impact is monitored through training completion rates and iReady and CAASPP performance data for Students with Disabilities.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Content and fulfilled staff are essential for creating a learning environment where students can excel. Staff with experience are better equipped to support student learning effectively. In-house special education staff can offer a superior learning experience for students compared to contracted staff.

Adequate cash reserves enable the organization to concentrate on teaching and learning instead of financial viability. CMP must establish integrated systems to guarantee that administrative teams can deliver the utmost support. Streamlined systems permit campus staff to dedicate their time and energy to teaching and learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Professional Growth Plans	CMP has performance evaluations that incorporate growth goals for all staff. Supervisors meet with their staff in the fall to review expectations and set goals and in the spring to evaluate the staff's progress and performance.	CMP's performance evaluation process needs to be revised. Conversations are occurring within the Human Resources team regarding revising this process.	--	CMP will develop professional growth plans for all staff.	CMP’s performance evaluation process is under review, with Human Resources actively considering revisions to improve goal setting and progress evaluation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1a	Certificated and Classified Staff Have Documented Professional Growth Plans Data Source: HR Records	--	--	CMP launched an updated, streamlined performance evaluation system across the network. The revised framework incorporates growth goals for all staff and includes classroom observations for teachers. Staff establish individual goals and meet with their supervisors in the fall to review expectations and finalize those goals. Supervisors and staff then meet again at the end of the year to evaluate progress and overall performance. Teachers also receive midyear check-ins to support ongoing growth.	100% participation rate in Goal Setting Reviews. 64% participation rate in Year End Reviews.	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				The new evaluation system has achieved a 90% participation rate across the network for Goal Setting Reviews. The new evaluation system has achieved a 63% participation rate across the network for Year End Reviews. Data Year: 2025-2026		
2	Career Ladders	The CMP HR Team identifies teaching assistants and special education teaching assistants who are interested in teaching and connect these staff with opportunities to pursue their desired pathway. HR looks to our current staff for any new opportunities.	CMP is looking to grow our staff from within and formal processes are in progress to build this. CMP's Human Resources team supports those who express interest in moving into different positions.	--	CMP will develop a career ladder for all leadership positions.	CMP is formalizing processes to grow staff from within, continuing to support teaching assistants and others interested in advancing their careers.
2a	Documented Career Ladder Pathway for Instructional, Classified and Administrative Staff Roles	--	--	CMP views instructional assistants as essential to the educational success of the	CMP will develop a career ladder for all leadership positions.	CMP is formalizing processes to grow staff from within, continuing to support teaching assistants and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: HR Records (Local)			organization. We rely on principals to identify high-performing instructional assistants and are increasing our efforts to support them on their pathway to becoming teachers. CMP is clarifying and strengthening the teacher pipeline within the network by reviewing and operationalizing all memoranda of understanding (MOUs) with teacher preparation programs to ensure consistent, reliable supports for interns and new teachers. Additionally, CMP is further clarifying its policy for funding Montessori certification for teaching staff and is developing		others interested in advancing their careers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				standardized opportunities for educators interested in pursuing dual credentialing. The CMP HR Team is actively developing career mapping for roles across CMP to clarify organizational need, aligning positions and developing clear growth opportunities within the organization over the next several years. Data Year: 2025-2026		
3	Substitutes	CMP has a robust substitute network and utilizes an online substitute system to coordinate needs across the CMP network.	CMP is always looking to build up the number of substitutes able to serve. CMP is using Red Rover as an online substitute system.	--	CMP will recruit substitutes to adequately support each campus.	CMP continues to maintain a robust substitute network and has adopted Red Rover as the online system to coordinate substitute staffing, with ongoing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						efforts to expand the pool.
3a	Substitute Pool for Teacher Absences Data Source: HR Records (Local)	--	--	The CMP Payroll team has worked diligently throughout the year to strengthen substitute staffing by reviewing and refining substitute rosters to ensure a reliable and active pool of educators. In support of instructional continuity, the team developed and delivered substitute training guides and established partnerships with high-quality substitute agencies to secure effective, well-prepared long-term substitute teachers. The payroll team focused on more consistent communication with the sub pool and ensuring that	Qualified substitute pool maintains 10 cleared subs per campus.	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				the substitute roster reflects staff who are active, engaged, and ready to serve. Data Year: 2025-2026		
4	Salary Scales	Pay scales exist for all positions.	CMP has pay scales in place for all positions. CMP continues to refine the pay scales on a regular basis.	--	CMP will create pay scales for all new positions within CMP and will update current pay scales on a routine basis.	CMP maintains pay scales for all positions and continues regular refinement to ensure competitiveness and equity.
4a	Adopted Salary Scales Exist for All Employee Categories Data Source: HR, Board Approved Salary Schedules	--	--	A redesigned compensation structure took effect. Through this, CMP eliminated nearly all stipends and integrated them into base salaries to simplify and standardize compensation across the organization. Additionally, CMP developed annual work calendars for every position. This shift supports internal equity, and	Adopted salary scales for all employee categories are publicly posted and reviewed/updated annually by June 30.	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				strengthen competitiveness in the labor market by allowing CMP to present clear, accurate compensation information during recruitment, rather than relying on additional payments applied after hire. Scales posted and reviewed annually. Data Year: 2025-2026		
5	Recruitment Efforts in Diverse Communities	The CMP HR Team participates in several career fairs and community events across Sacramento County including fairs designed to reach diverse communities.	The CMP Human Resources team participated in multiple career fairs, for example: Sac County, Chico, UC Davis. Social media job postings have expanded to include Indeed, LinkedIn, etc.	--	CMP will create a recruitment plan that considers diverse communities and increases recruitment efforts in diverse communities.	CMP HR continues active participation in career fairs across Sacramento County and beyond, while expanding outreach through diverse social media platforms like Indeed and LinkedIn.
5a	Documented Recruitment Events or Partnerships per Year	--	--	The CMP HR team engages in a range of career fairs and	CMP will attend 3 events per year with a focus on	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Targeting Diverse Candidate Pools Data Source: Recruitment Tracking (Local)			community recruitment events across the region including charter school–specific recruitment events, local college and community college fairs, and opportunities coordinated through the Sacramento and El Dorado County Offices of Education. CMP was invited for the first time to participate in the UC Davis Career Fair, an invitation-only event. Data Year: 2025-2026	diversity recruitment.	
6	HR Onboarding Process	The CMP HR team has a thorough onboarding process and communicates with supervisors on status.	CMP uses Vector as an online training portal for new staff. CMP began using the recruiting function of PayCor which has improved communication with supervisors on new hire status.	--	CMP will refine the year round induction process of staff, as well as the creation of a training video and/or template to track the campus and Human Resource onboarding.	CMP enhanced its onboarding process by implementing Vector for training and PayCor's recruiting tools to improve communication with supervisors on new hire status

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6a	New Hires Complete Structured Onboarding Data Source: HR Onboarding Records	--	--	Paycor Recruiting provides candidates with a streamlined, user-friendly application experience that allows them to search positions, submit materials, track application status, and receive timely communication throughout the hiring process. In addition, CMP hosts full-day onboarding trainings for new staff at the Network Office to ensure all required compliance trainings are completed prior to start dates. CMP has also developed standardized materials to support site office managers in delivering essential site-specific onboarding information.	100% structured onboarding provided to every staff member.	The CMP HR team continues to refine the onboarding process for all roles.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Finally, CMP developed a comprehensive onboarding program for new principals. Data Year: 2025-2026		
7	Human Resources Conflict Mediation	When needed, the HR department supports supervisors and/or staff with conflict mediation.	CMP's Human Resources team and/or independent consultants have offered support to campuses when staffing issues has arose.	--	CMP will offer conflict mediation through the Human Resources Department.	CMP's Human Resources team, along with independent consultants, continues to support campuses with conflict mediation as staffing issues arise.
7a	Formal HR Grievances or Conflict Reports are Acknowledged and Resolved Data Source: HR Case Tracking	--	--	CMP's Director of Human Resources and Director of Student Services collaborate to provide conflict resolution and mediation support to site leaders across the network. In addition, CMP's full-time Restorative Justice Coordinator partners with	CMP will acknowledge 100% of formal complaints received within 3 business days.	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				teachers to strengthen their capacity to implement conflict resolution strategies both among staff and within classroom environments. Data Year: 2025-2026		
8	Classified Staff Retention Rate	Job openings are circulated internally to allow staff an opportunity to apply for a new position. The CMP network currently has 70 full time Teaching Assistants.	CMP created an internal website through PayCor recruiting to share job postings internally. The Human Resources team shared this information with staff via the ParentSquare communication tool. The Board approved increasing the Teaching Assistant pay scale with the goal of staff retention.	--	CMP will increase the classified staff retention rate by offering full time teaching assistant and Club Montessori positions.	CMP improved internal job posting access through a new PayCor recruiting site and communicated opportunities via ParentSquare. The TA pay scale was increased to support retention.
8a	Classified Staff Annual Retention Rate Data Source: HR Records (Local)	--	--	CMP simplified its previously complex teaching assistant and multi-layered special education	CMP will have an 80% classified staff retention rate.	Job openings are circulated internally. CMP has made changes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				teaching assistant pay structures into a unified Instructional Assistant scale with three levels reflecting increasing responsibility and compensation. In addition, individuals in these roles now perform consistent duties before, during, and after school at a single pay rate, making the lion share of classified positions at CMP more sustainable and supporting improved staff retention. Data Year: 2025-2026		to job functions and payscales.
9	Stipends and Benefits	CMP offers a robust stipend structure on all pay scales for staff. Types of stipends and the amount for each stipend is dependent on role. CMP adopted a robust mental health, nutrition, and finance	Upon evaluation and review of a local compensation study, CMP chose to move away from the stipend structure and build a more robust	--	Provide robust stipend (Montessori, Longevity, and continuing education) and benefit programs to increase staff	CMP transitioned from a stipend-based model to a more robust salary scale to support recruitment, retention, and STRS benefits, following a local

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		support program that offers virtual services for staff. CMP increased its benefits contribution to lower staff costs for benefits.	salary scale for all positions. The intention is that this will increase the ability to hire highly qualified teachers and staff and be able to retain them long term. Also by doing this, STRS employees see a benefit due to a higher salary base.		retention and satisfaction.	compensation study.
9a	Eligible Staff Receive Competitive Pay Data Source: Payroll Records, Compensation Studies	--	--	Upon evaluation and review of compensation study, CMP chose to move away from the stipend structure and build a more robust salary scale for all positions. This increases the ability to hire highly qualified teachers and staff and be able to retain them long term. By doing this, STRS employees see a benefit due to a higher salary base. CMP developed an additional duties	Eligible staff will receive correct pay and benefits per adopted schedule.	CMP transitioned from a stipend-based model to a more robust salary scale to support recruitment, retention, and STRS benefits, following a local compensation study.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				compensation framework this year to provide compensation beyond base pay for employees performing work outside of their primary scope of responsibility. All additional duties assignments include clearly defined roles and responsibilities, established timelines, and specified pay rates, and require signed approval from both the employee and supervisor prior to submission to Human Resources. Data Year: 2025-2026		
10	Recruitment Best Practices	CMP reviews its recruitment practices to ensure we have a diverse pool of candidates for open positions. CMP's HR team has strong	CMP has strong relationships with Sacramento State University and Sacramento County Office of Education teaching	--	CMP will develop recruitment best practices and relationships with credentialing entities.	CMP strengthened partnerships with Sacramento State and Sacramento County Office of Education and expanded support

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		relationships with the credentialing entities in our region.	programs to recruit candidates. CMP also has a residency program partnership with Sacramento State University and a partnership with Ventura County for credentialing analysis support.			through a residency program and credentialing analysis partnership with Ventura County.
10a	All Open Positions are Posted Externally and Admin are Trained in Recruiting Best Practices Data Source: HR Recruitment Records	--	--	CMP has strong relationships with Sac State and SCOE teaching programs to recruit candidates; Sac State residency program partnership. Partnership with Ventura County for credentialing analysis support. Data Year: 2025-2026	Recruitment processes are in place, including best practices and established relationships with credentialing entities.	CMP HR team continues to pursue relationships with credentialing entities.
11	Special Education Dedicated Space	Spaces have been secured to offer special education services.	CMP has dedicated space at each campus for SPED services.	--	CMP will have dedicated space offered for special education services.	CMP now has dedicated spaces for special education services at each campus, ensuring consistent service delivery across the network.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11a	Campuses Maintain Dedicated, Appropriately Equipped Space for Special Education Services Data Source: Facility Audit Records	--	--	CMP has dedicated space at each campus for SPED services and we are developing and pursuing standards for equity across our facilities. Data Year: 2025-2026	Dedicated SPED space confirmed at 100% of campuses annually.	No change from baseline.
12	Special Education Trainings	Staff are trained on development of present levels, IEPs, how to conduct assessments for extra support staff, training on AAC devices (at relevant sites), Sonday trainings (where relevant) PBIS, documenting service minutes, scheduling service minutes around general education schedules, and individualized emergency response plans.	CMP offered a beginning of school year training and monthly trainings throughout the school year to Special Education staff to address identified areas of training needed. Trainings are also pinpointed in Vector when an online training is appropriate for certain staff.	--	CMP will provide specialized training for special education staff and professional development focused on special education practices.	CMP has maintained its commitment to training special education staff, with added structure through a beginning-of-year training and ongoing monthly sessions. Use of the Vector platform has increased access to targeted online trainings.
12a	General Education Teachers Complete SPED Co-Teaching or Inclusion Practice Professional Development	--	--	CMP continues to provide targeted, role-specific professional learning for special education staff focused on high-	100% of General Education Teachers participate in 1 SPED elements PD each year.	CMP provides PD to support SPED practices to all teachers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: PD Attendance Records			quality IEP development, legally compliant assessment practices, and effective service implementation. Trainings address development of present levels, data-driven IEP goals, progress monitoring/data collection, assessment procedures for determining additional supports, use of AAC devices at applicable sites, implementation of Sonday where relevant, PBIS practices, accurate documentation of service minutes, intentional scheduling of services to minimize disruption to general education instruction, and behavior emergency		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				reporting. Professional learning will be delivered through beginning-of-year trainings, ongoing monthly PD, job-alike PLCs, targeted coaching, with topics adjusted based on staff role, site needs, compliance monitoring, and student outcome data to support consistent and high-fidelity implementation across campuses. Data Year: 2025-2026		
13	Special Education Administrative Support	CMP has a Special Education Administrative Assistant on staff.	CMP has a full time Special Education Administrative Assistant.	--	CMP will provide administrative support for special education services.	CMP continues to employ a full-time Special Education Administrative Assistant to support program operations.
13a	Dedicated SPED Administrative Support Data Source: HR Staffing Records	--	--	CMP has a full time SPED admin assistant. Data Year: 2025-2026	Full time SPED Admin Assistant provided at the Network level.	No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14	Special Education Recruitment Fairs	CMP utilizes recruitment fairs and other strategies to fill open Special Education positions.	CMP has participated in a variety of recruitment fairs in the Sacramento region. CMP is also offering signing bonuses for all new credentialed Special Education staff.	--	CMP will hold special education recruitment fairs to assist with hiring.	In addition to participating in recruitment fairs, CMP expanded its recruitment strategy by offering signing bonuses to attract new credentialed Special Education staff.
14a	CMP Participates in SPED Focused Recruitment Events Data Source: HR Recruitment Records	--	--	The CMP HR team engages in a range of career fairs and community recruitment events across the region including charter school–specific recruitment events, local college and community college fairs, and opportunities coordinated through the Sacramento and El Dorado County Offices of Education. CMP was invited for the first time to participate in the UC Davis Career	1 SPED recruitment event/year; open positions filled within 60 days	CMP will continue to attend SPED focused recruitment events and fill open positions with staff.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Fair, an invitation-only event. CMP is offering signing bonuses for all new credentialed SPED staff. Data Year: 2025-2026		
15	Regular Finance Meetings	The CMP Board holds monthly meetings with the back office service provider to discuss budgets and utilizes a Finance Committee. The Superintendent meets with the back office service provider weekly and the campus principals meet with the back office service provider monthly.	The CMP Finance Committee meets in a public meeting on a quarterly basis. EdTec presents to the Board during public meetings. EdTEc meets with the Superintendent and other admin on a weekly basis.	--	CMP will hold monthly school and/or department level, Board and Finance Committee, budgets-to-actuals meetings coordinated with a back office service provider.	The Finance Committee shifted to quarterly public meetings, increasing transparency by having EdTec present financial updates directly to the Board during these sessions. Weekly meetings between EdTec and the Superintendent, along with other administrators, have continued to ensure ongoing fiscal oversight and coordination. The change reflects a streamlined approach to financial reporting with an emphasis

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						on public engagement.
15a	Finance Team Holds Monthly Finance Review Meetings with School Leadership Data Source: Finance Meeting Notes	--	--	The HR team meets monthly with each principal to review staffing, while the back-office service provider meets monthly with principals to review non-staff expenditures. CMP leadership meets regularly with the back-office service provider to review grants, budgets, and staffing models. The CMP Board operates a Finance Committee to support fiscal oversight, and the back-office service provider presents quarterly to the Board to ensure ongoing financial coordination and monitoring. Data Year: 2025-2026	CMP will hold monthly school and/or department level, Board and Finance Committee, budgets-to-actuals meetings coordinated with a back office service provider.	The Finance Committee shifted to quarterly public meetings, increasing transparency by having EdTec present financial updates directly to the Board during these sessions. Weekly meetings between EdTec and the Superintendent, along with other administrators, have continued to ensure ongoing fiscal oversight and coordination. The change reflects a streamlined approach to financial reporting with an emphasis on public engagement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Secure long term leases for all campuses in non-CMP owned facilities.	CMP owns the Shingle Springs campus and has no intentions of relocating.	CMP owns the Shingle Springs campus and has no intentions of relocating.	--	CMP will secure long term leases for all campuses in non-CMP owned facilities.	No change from baseline.
16a	CMP Campuses in Non-Owned Facilities have Multi-Year Lease Agreements Data Source: Facility Leases Records	-	--	CMP owns the Shingle campus and has no intention of relocating. Data Year: 2025-2026	CMP will secure long term leases for all campuses in non-CMP owned facilities.	No change from baseline.
17	Enrollment and ADA Projections	CMP-Shingle Springs Campus ended the 2023-2024 school year 3 students over budgeted enrollment.	CMP-Shingle Springs Campus ended the 2024-2025 school year at budgeted enrollment.	--	CMP will commit to targeted enrollment and ADA projections.	CMP-Shingle Springs Campus is under budgeted enrollment.
17a	Enrollment and ADA Projections Maintained per Budget Projections Data Source: Budget Documents, P2 Report	--	--	CMP-Shingle Springs finished the school year 1 student under budget. Data Year: 2025-2026	CMP will commit to targeted enrollment and ADA projections.	CMP-Shingle Springs Campus is under budgeted enrollment.
18	"Parent Communication System "		ParentSquare is being consistently used throughout the network.	--	More streamlined and efficient communication systems with families through an online parent communication system.	ParentSquare continues to be consistently used across the network.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
18a	School-to-Family Communications Sent via Adopted Communication Platform Data Source: ParentSquare Records	--	--	ParentSquare has been adopted and implemented throughout the network. Additionally, CMP launched a redesigned website that is contracted through ParentSquare and enables parents to contact CMP staff via the online staff directory. We also use P3 campus which enables parents or anyone in the community to submit anonymous tips/concerns via our website. Data Year: 2025-2026	98% Parent/Guardians utilize ParentSquare for primary communication tool.	No change from baseline.
19	Streamlined and Efficient Communication Systems	CMP uses a number of technology platforms that have streamlined communication and internal processes. The Data Department and Student Services Departments implemented electronic processes for student	CMP implemented 'CMP Help Desk', a new ticketing system via Fresh Desk to support staff requests to the Technology, Human Resources, Payroll and Data	--	More streamlined and efficient communication systems within and across CMP Departments and school sites.	There is an addition to the existing technology infrastructure with the implementation of the 'CMP Help Desk' ticketing system via Fresh Desk to support staff requests

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		registration and enrollment and a new system to manage Club M applications, registration, enrollment and payments. CMP's Technology Department transitioned the entire network to the Google platform.	Management departments.			across several departments. This builds on the baseline's existing platforms by enhancing internal support and service processes, though the foundational technology systems and transitions described in the baseline remain in place.
19a	Internal Communication Systems Protocols Documented and Distributed to Staff Data Source: Staff Survey	--	--	CMP transitioned to a new Lottery/Application platform (Avela) to simplify the application process for prospective families, including the ability to submit applications from mobile phones. CMP fully implemented Fresh Desk ticketing system across the organization with	CMP will survey staff on the communication systems used across the network. 80% staff rate communications favorably.	There is an addition to the existing technology infrastructure with the implementation of the 'CMP Help Desk' ticketing system via Fresh Desk to support staff requests across several departments. This builds on the baseline's existing platforms by enhancing internal support and service processes, though the foundational

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				great success in terms of efficiency and staff time. Data Year: 2025-2026		technology systems and transitions described in the baseline remain in place. CMP has also brought in Avela as the Lottery/Application platform.
20	360 Degree Departmental Reviews	Principals receive 360 degree feedback. The next step is to set up similar processes for Department reviews.	CMP's Human Resources team is in the process of refining the professional development plan process for all staff, including principals.	--	Conduct 360 degree departmental reviews with the goal of systems improvement	There has been progress toward broader staff development by refining the professional development plan process for all staff, including principals.
20a	Performance Review Process will Comprise of Goal Setting Reviews and Year-End Reviews for All Staff Data Source: Performance Review Records	--	--	While CMP does not utilize 360 reviews, CMP is refining the performance review process for all staff, including principals. The Goal Setting reviews occurred for the first time in August-September for all employees, with multiple	All departments complete reviews by May 1; results inform next year's goals	CMP has moved away from 360 reviews, and working to refine the current process.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				campuses seeing a 100% completion of these reviews for their site. The year-end reviews occurred for the first time in May-June and also saw 100% completion for multiple sites. Data Year: 2025-2026		
21	Procedural Manuals for Central Administration Teams	Each department at the Central Administration Office (Technology, HR, Payroll, Data & Accounts Payable) has a set of processes and procedures through working documents and manuals to follow for Central Admin staff and site level staff that are used for training and as ongoing resources.	CMP departments are at various stages of creating an organized platform of processes and procedures. Procedure platforms are shared within the CMP network as appropriate.	--	Create procedural manuals for every department within the central administration team to ensure systems are seamless, accessible and accurate. Proper training and education on administration systems and processes will be provided to pertinent staff.	There has been progress in organizing departmental processes and procedures into accessible platforms, though departments are at different stages of completion. Unlike the baseline, which indicates established working documents and manuals, the current focus is on developing and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						sharing these resources more broadly across the CMP network.
21a	Central Administration Teams have Current Procedural Manuals Data Source: Admin Manuals	--	--	Data department has a process manual that encompasses all annual tasks performed within the department. Processes are reviewed and updated annually. Other CMP Network departments are at various stages of creating an organized platform of processes and procedures. Data Year: 2025-2026	100% of teams have current manuals; reviewed annually	There has been progress in organizing departmental processes and procedures into accessible platforms, though departments are at different stages of completion. Unlike the baseline, which indicates established working documents and manuals, the current focus is on developing and sharing these resources more broadly across the CMP network.
22	Consistent Processes	CMP has an ongoing effort to create consistency across each campus and these processes are laid out in working documents and manuals. Each department at the Central Administration	CMP's process are becoming more streamlined and consistent across each campus. Central Admin brought on a Network Registrar to support	--	Processes will be consistent at each campus.	There is a streamlining of processes across campuses and active steps taken to provide consistency throughout the network.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Office (Technology, HR, Payroll, Data & Accounts Payable) has a set of processes and procedures through working documents and manuals to follow both for Central Admin staff and site level staff that are used for training and as ongoing resources.	enrollment practices at each site with a consistent network view and message. CMP also hired School Nurses to support the health needs of students across the network with a consistent approach.			
22a	Core Operational Processes (Enrollment, RTI Referral, HR Onboarding, Finance Reporting) are Documented, Standardized Across All Campuses Data Source: Admin Review	--	--	CMP Network teams are working toward consistent processes. For example, The Network Registrar and elated processes are being documented and streamlined for inclusion in the Data Department process manual. In addition, the Data Department recently completed a Campus Office Resource Guide that provides an overview of office procedures and includes commonly used forms, with	All core processes documented and verified consistent across campuses	CMP is taking active steps to provide consistency throughout the Network.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				the goal of ensuring consistency in campus office operations. Data Year: 2025-2026		
23	Best Attendance Practices	CMP's Attendance Team has disseminated communications to families based on national best practices from Attendance Works. Attendance is trending higher than last year but still below historical norms.	CMP consistently reviews its attendance monitoring system to address effectiveness in increasing attendance as well as offering supportive measures when students are struggling coming to school. This year, CMP brought the attendance letter process to central admin so that campuses could focus more on supportive measures. This process will be reviewed to determine effectiveness for the organization	--	Review the current attendance process to determine effectiveness in increasing attendance rate and partner with authorizing school districts and/or county offices of education to offer wrap around services to support chronically absent students.	CMP shifted toward a more centralized and systematic approach to attendance practices.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and for the parent community.			
23a	Attendance Outreach Protocols Implemented at All Campuses Data Source: AERIES Attendance Records, CA Dashboard	--	--	The Data Department continues to work closely with Student Services to identify and notify campuses of students who are approaching the chronic absenteeism threshold. The attendance letter process remains centralized through the Administrative Office, saving campuses valuable staff time while also reducing postage expenses. In addition, several campuses have implemented monthly classroom attendance competitions to encourage student engagement and improve overall attendance rates. Data Year: 2025-2026	Review the current attendance process to determine effectiveness in increasing attendance rate and partner with authorizing school districts and/or county offices of education to offer wrap around services to support chronically absent students.	CMP shifted toward a more centralized and systematic approach to attendance practices.

Goal Analysis [2025-26]

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

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

During 2025–26, CMP remained committed to strengthening operations to better support the Montessori Learning Triangle, with implementation reflecting significant progress in several areas and continued refinement in others. Overall, planned actions aligned closely with actual implementation, with most initiatives either fully implemented or actively evolving.

A significant success this year was the redesign of the compensation structure. CMP eliminated nearly all stipends and integrated them into base salaries, simplifying and standardizing compensation across the organization. A unified Instructional Assistant pay scale with three levels was developed, replacing a previously complex multi-tiered structure. Annual work calendars were developed for every position, and an additional duties compensation framework was created to provide transparent, structured compensation for work performed outside of primary job responsibilities. These changes represented a more substantive structural shift than originally planned and reflected CMP's responsiveness to both educational partner feedback and internal data on retention challenges.

The performance evaluation system was successfully launched network-wide, with mixed participation rates of Goal Setting Reviews and Year End Reviews. This represents meaningful progress beyond prior years, when the evaluation process remained largely in the planning and refinement stage. A comprehensive onboarding program for new principals was also developed, and standardized materials were created to support site office managers in delivering site-specific onboarding information consistently across campuses.

HR recruitment actions advanced beyond prior implementation, with CMP participating in the UC Davis Career Fair for the first time — an invitation-only event — in addition to continued participation in charter school-specific events, local college fairs, and Sacramento and El Dorado County Office of Education coordinated opportunities. Signing bonuses for newly credentialed Special Education staff continued, and network-wide, more SPED roles were filled by CMP employees at mid-year, reflecting progress toward the target.

Operational systems continued to advance. CMP transitioned to the Avela lottery and application platform, simplifying the enrollment process for prospective families including mobile phone accessibility. The Fresh Desk ticketing system was fully implemented across HR, Technology, Payroll, and Data departments with strong results in efficiency and staff time. A Campus Office Resource Guide was developed to standardize office procedures across campuses, and the Data Department completed a comprehensive process manual encompassing all annual departmental tasks.

A substantive difference from the original plan was the scope of the staffing restructure being planned for 2026–27. While prior year actions focused on incremental improvements to hiring, onboarding, and compensation, reflections on retention data, educational partner feedback, and organizational efficiency have led CMP to undertake a more comprehensive restructuring that will establish a Site Operations Manager position at each campus and clarify roles, responsibilities, and decision-making authority across the network. This represents a more significant organizational change than originally anticipated and will inform expenditure decisions and staffing actions across multiple goal areas.

Enrollment projections remained a challenge, with most campuses finishing the year under budgeted enrollment. These trends reinforce the need for continued investment in targeted outreach and recruitment, particularly for underrepresented student groups.

Financial oversight actions were effectively implemented, with monthly meetings between HR and principals to review staffing, monthly meetings between the back-office service provider and principals to review non-staff expenditures, and quarterly Finance Committee presentations to the Board. Days cash on hand varied significantly by campus, reflecting the need for continued focused attention on fiscal sustainability at select sites.

Overall, 2025–26 represented a year of meaningful operational progress, with the greatest successes in compensation restructuring, evaluation system launch, and operational systems implementation, and the greatest challenges in enrollment projections and SPED staffing targets.

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

There were more expenses in the "CMP’s central office and site administration teams will work to build stronger systems and processes across the network". CMP has hired additional staff to support the administrative requests of the schools.

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

The specific actions implemented in 2025–26 were largely effective in advancing CMP's goal to strengthen operations to better support the Montessori Learning Triangle, with several areas demonstrating meaningful impact and a smaller number of areas still developing toward full effectiveness.

Compensation restructuring actions proved highly effective. The elimination of stipends in favor of a more robust base salary scale, the development of a unified Instructional Assistant pay structure, and the creation of an additional duties compensation framework collectively addressed longstanding recruitment and retention challenges. These changes produced measurable results, with the overall classified staff retention rate increasing, and certificated staff retention remaining strong network-wide. The redesigned compensation structure also strengthened CMP's ability to present clear, accurate compensation information during recruitment, improving competitiveness in the labor market.

Performance evaluation actions demonstrated moderate effectiveness in their first year of full implementation. The strong Goal Setting Review participation rate reflects strong uptake of the new system, and the addition of formal observations and midyear check-ins for teachers represents an improvement over prior practice. The Year End Review participation rate indicates that while the system is functioning, full implementation consistency has not yet been achieved across all campuses and will require continued attention in 2026–27.

HR recruitment and onboarding actions were effective in expanding CMP's candidate pool and strengthening the hiring process. Participation in the UC Davis Career Fair for the first time, continued partnerships with Sac State and SCOE teaching programs, and the development of a

comprehensive principal onboarding program reflect meaningful advances beyond prior implementation. Signing bonuses and competitive pay scales for Special Education staff contributed to progress toward the CMP employee target for SPED roles.

Operational systems actions proved effective in improving efficiency and consistency across the network. The full implementation of Fresh Desk across HR, Technology, Payroll, and Data departments was cited as a significant success in terms of staff time savings and service responsiveness. The transition to Avela for lottery and enrollment management simplified the application process for prospective families, and the Campus Office Resource Guide provided a standardized reference for office procedures across campuses for the first time. The centralization of attendance letter processes continued to reduce campus-level administrative burden while maintaining consistent family communication.

Financial oversight actions were effective in maintaining transparency and fiscal monitoring across the network. Monthly principal meetings with HR and the back-office service provider, combined with quarterly Finance Committee Board presentations, ensured consistent fiscal review at multiple levels of the organization. However, the effectiveness of enrollment management actions was limited, with most campuses finishing below budgeted enrollment. These trends indicate that while fiscal monitoring systems are functioning effectively, enrollment growth and revenue stabilization actions have not yet produced the outcomes needed at select campuses.

Procedural manual development actions were partially effective. The Data Department completed a comprehensive process manual, representing a meaningful milestone. However, other central administration departments remain at various stages of development, indicating that this action has not yet reached full effectiveness network-wide.

Overall, the actions implemented in 2025–26 were most effective in the areas of compensation restructuring, staff retention, operational systems implementation, and HR recruitment. Performance evaluation completion rates, enrollment projections, SPED staffing targets, and procedural manual development across all departments represent the primary areas where actions are in place but have not yet reached full effectiveness, and where continued focus is warranted in 2026–27.

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

Reflections on prior practice, outcome data, and educational partner feedback have led CMP to make meaningful refinements to Goal 4 metrics, target outcomes, and actions for 2026–27. As part of this process, the majority of Goal 4 metrics and action descriptions were revised to better align with LCAP instructions and expectations, shifting from general statements of intent to more specific, measurable descriptions of implementation and how progress will be tracked.

The most significant change resulting from prior reflection is the planned network-wide staffing restructure for 2026–27. Educational partners consistently identified the need for greater staffing consistency, reduced turnover, improved support structures, and more effective deployment of staff resources as a recurring theme across surveys, focus groups, and community meetings. In direct response, CMP is undertaking a comprehensive staffing restructure aimed at building a more sustainable, consistent, and mission-aligned organizational structure. This restructure will establish a Site Operations Manager position at each campus, clarify roles and responsibilities across the network, and ensure staffing patterns better reflect the needs identified by educational partners. Metrics related to classified staff retention,

SPED staffing, and career ladder development have been updated to reflect this more formalized and comprehensive approach, with specific retention rate targets established to provide clearer accountability.

Reflections on compensation restructuring outcomes — including the increase in overall classified staff retention — validated the effectiveness of the stipend elimination and salary scale redesign implemented this year. Actions for 2026–27 will build on this success by maintaining the updated compensation structure, continuing the annual review and update cycle for all pay scales, and ensuring that newly created positions receive salary scales promptly. Metrics have been updated to include specific retention rate targets by staff category to better measure the ongoing impact of compensation actions on workforce stability.

The Year End Review participation rate in the new performance evaluation system indicated that while the system launched successfully, full implementation consistency has not yet been achieved. Actions for 2026–27 will focus on increasing Year End Review participation toward the established 64% network target and building toward higher participation in subsequent years. Metrics have been updated to include both Goal Setting Review and Year End Review participation rate targets, moving from confirmation that a system exists to measurement of whether it is being consistently utilized across the organization.

Educational partners emphasized the need to reduce external contracts, hire qualified support staff, and improve consistency of services for students with disabilities. In response, SPED staffing metrics have been updated to include a specific network-wide target of SPED staff as CMP employees, and actions for 2026–27 will continue to include SPED-focused recruitment events, signing bonuses for newly credentialed SPED staff, and competitive pay scale reviews prior to each recruitment cycle. The broader staffing restructure is also intended to address partner concerns about consistency of support for students with disabilities by reducing reliance on NPA contracts and strengthening internal capacity.

Reflections on enrollment data — with most campuses finishing below budgeted enrollment in 2025–26 — prompted CMP to strengthen outreach and recruitment actions for 2026–27. Educational partner feedback calling for more targeted recruitment of underrepresented families directly informed updates to outreach metrics, which now include documented recruitment events and partnerships targeting diverse candidate and student pools. Actions will focus on moving from general awareness-building to measurable, action-oriented strategies that reduce enrollment barriers and improve access for students qualifying as English learners, low-income, foster youth, and homeless youth.

The success of centralizing operational processes — including attendance letters, onboarding communications, and the Fresh Desk ticketing system — reinforced the value of this approach and informed CMP's decision to continue centralizing additional operational tasks in 2026–27. The comprehensive strategic planning process planned for the coming year will identify further opportunities to streamline, standardize, and document core processes across the network, with a focus on promoting efficiency, clarity, and consistency at both the campus and network levels. Procedural manual development actions have been updated to include specific completion targets by department, moving from general progress descriptions to accountable milestones.

Financial oversight metrics have been updated to include specific days cash on hand targets by campus, with focused attention on the trajectory toward the 60-day target. Actions for 2026–27 will continue monthly fiscal review meetings at the campus and network levels, with the back-office service provider presenting quarterly to the Board to ensure ongoing transparency and accountability.

Overall, these changes reflect CMP's continued commitment to operational excellence in service of the Montessori Learning Triangle — guided by outcome data, informed by educational partner voice, and strengthened by clearer alignment with LCAP instructions and expectations.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Job Satisfaction and Retention Rate	CMP is actively working to improve staff satisfaction and retention across all campuses. Significant changes to the compensation structure were implemented this year, including the elimination of stipends in favor of a more robust base salary scale for all positions, and a simplified Instructional Assistant pay structure. A comprehensive staff satisfaction survey will be launched at the end of 2025–26 to establish a baseline for future measurable growth. These compensation changes have contributed to improved mid-year retention rates network-wide.	$205,841.60	No
4.2	SPED Staff as CMP Employees	CMP actively recruits and retains Special Education staff as direct CMP employees, reducing reliance on Non-Public Agency (NPA) contracted staff. Recruitment strategies include participation in SPED-focused career fairs, signing bonuses for all newly credentialed Special Education staff, and competitive pay scales reviewed prior to each recruitment cycle.	$910,979.00	No
4.3	Operating Reserve with 60 Days Cash	CMP works alongside its business services provider to monitor and maintain healthy operating reserves at each LEA. Revenue and expenditures are tracked continuously to ensure fiscal sustainability. CMP reviews enrollment plans, ADA, and expenditures regularly to support each campus in meeting or exceeding the 60-day cash-on-hand target.		No
4.4	Network-wide Systems and Processes	CMP's Central Office and site administration teams are actively strengthening network-wide systems and processes. Key initiatives include the full implementation of the Fresh Desk ticketing system across HR,	$1,219,126.10	No

Action #	Title	Description	Total Funds	Contributing
		Technology, Payroll, and Data departments; transition to the Avela lottery and application platform to simplify enrollment for prospective families; centralization of attendance letter processes to reduce campus staff burden; and development of a Campus Office Resource Guide to standardize office procedures across campuses. In the coming year, CMP will engage in a comprehensive strategic planning process to review organizational priorities, streamline core processes, and establish a Site Operations Manager position at each campus to clarify roles and decision-making authority across the network.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$196,324	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.205%	0.000%	$0.00	3.205%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Enrichment **Need:** Research consistently demonstrates that English Learners, Low-Income Students, and Foster Youth face heightened barriers to accessing enrichment programming outside of the school day. These barriers make in-school	CMP provides enrichment programming on a schoolwide basis because the Montessori educational model treats arts, physical education, and experiential learning as core components of a complete education rather than supplemental additions. Separating enrichment access by student group would be inconsistent with the Montessori philosophy of whole-child development and would undermine the inclusive, integrated	After School Sports, Well Rounded Education, VAPA Enrichment Menu of Options, CDE PFT

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and school-sponsored enrichment access particularly critical for these student groups. For English Learners, participation in Visual and Performing Arts, PE, and STEM provides language-rich, experiential learning environments that support oral language development, academic vocabulary acquisition, and peer relationship building in ways that complement designated and integrated ELD instruction. Engagement in enrichment activities reduces social isolation and builds the sense of belonging that supports both language development and academic achievement. For Low-Income Students, school-provided enrichment programming ensures equitable access to arts, athletics, and STEM experiences that peers with greater financial resources may access through private lessons, club sports, or community programs. Without school-based access, these students are at risk of falling further behind in the development of the creative, physical, and critical thinking skills that support long-term academic and career readiness. For Foster Youth, enrichment programming provides stability, positive adult relationships, and opportunities for self-expression and confidence-building that are particularly important given the disruptions and adverse experiences many foster youth have encountered. Participation in structured	learning environment that is central to CMP's educational program. Providing enrichment on a schoolwide basis directly addresses the needs of unduplicated pupils in several ways. First, a schoolwide model ensures that English Learners, Low-Income Students, and Foster Youth participate alongside their peers, reducing stigma and promoting the social integration and belonging that are particularly important for these student groups. Second, because unduplicated pupils are disproportionately less likely to have access to arts, athletics, and STEM programming outside of school, a schoolwide delivery model guarantees access without requiring families to navigate additional application processes, transportation, or financial barriers that might otherwise prevent participation. The action addresses the specific needs of unduplicated pupils by providing dedicated Music and Art instruction, PE access, field trips, and after-school enrichment opportunities that develop the creative, physical, cognitive, and social-emotional skills associated with improved academic outcomes for historically underserved students. Community partnerships extend enrichment access beyond the school day at no cost to families, directly reducing the financial barriers that disproportionately affect Low-Income Students and Foster Youth. To ensure that the schoolwide delivery of enrichment is equitably reaching unduplicated	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	enrichment activities supports social-emotional development and school connectedness, both of which are associated with improved attendance and academic outcomes for this population. CMP's decision to provide enrichment as an LEA-wide action reflects the Montessori whole-child educational philosophy, in which arts, physical education, and experiential learning are not supplemental but integral to the educational program for all students. By providing enrichment network-wide, CMP ensures that unduplicated pupils are not separated or singled out, but rather receive equitable access to the full Montessori educational experience alongside their peers. Updated metrics for 2026–27 include subgroup participation tracking and disaggregated targets for English Learners, Low-Income Students, and Students with Disabilities to ensure that equitable access is actively monitored and that enrichment programming is reaching the students with the greatest need. **Scope:** LEA-wide	pupils, CMP has updated enrichment metrics for 2026–27 to include subgroup participation tracking and disaggregated targets for English Learners, Low-Income Students, and Students with Disabilities. This shift from confirming general access to actively monitoring subgroup participation ensures that the schoolwide action produces measurable improvements in outcomes for the student groups with the greatest need, not only for the student population as a whole.	
2.2	**Action:** Math Performance **Need:** English Learners, Low-Income Students, and Foster Youth consistently demonstrate lower	CMP provides math performance actions on a schoolwide basis because strengthening math achievement requires a coherent, vertically aligned instructional system that supports all students from Tier 1 core instruction through Tier 3 intensive intervention. Limiting math improvement actions to	RTI Process for Math, Math Interventions, Math CAASPP Testing Practice, Math Enrichment

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	math proficiency rates than their peers on both CMP internal assessments and state assessments, reflecting systemic disparities that require intentional and sustained intervention. Current Parsec and CAASPP data confirm that these student groups are performing below their non-unduplicated peers across campuses, with the most significant gaps observed in math proficiency for Socioeconomically Disadvantaged students and Students with Disabilities. English Learners face the compounded challenge of developing mathematical understanding while simultaneously acquiring academic language proficiency in English. Math instruction that does not explicitly address language demands can create barriers to accessing grade-level content, limiting EL students' ability to demonstrate their mathematical knowledge and progress toward proficiency. The Montessori concrete-to-abstract instructional approach offers particular benefits for English Learners by reducing language barriers through hands-on, manipulative-based learning, but requires deliberate teacher support to ensure EL students are also developing the academic vocabulary and discourse skills needed to access abstract mathematical concepts. Low-Income Students are disproportionately less likely to have access to math tutoring, enrichment, or supplemental learning resources outside of school, making the	unduplicated pupils alone would be insufficient, as the effectiveness of Tier 2 and Tier 3 intervention depends directly on the quality and consistency of Tier 1 instruction received by all students. A schoolwide approach ensures that the foundational instructional conditions necessary for intervention to be effective are in place across every classroom. The schoolwide action addresses the specific needs of unduplicated pupils in several concrete ways. The adoption of Thinking Math as the Tier 1 math curriculum provides all students, including English Learners, with a structured, evidence-based instructional program that builds conceptual understanding through concrete and representational models before moving to abstract problem solving — an approach particularly well-suited to students who are simultaneously developing academic language proficiency. By strengthening Tier 1 instruction network-wide, CMP reduces the number of students requiring intensive intervention and ensures that unduplicated pupils are not disproportionately dependent on pull-out support to access grade-level content. Dedicated Math Specialist positions provide Tier 2 and Tier 3 intervention to students identified through progress monitoring data, with priority given to students performing furthest below grade level — a population that disproportionately includes Low-Income Students, Foster Youth, and English Learners. Progress monitoring through Parsec and i-Ready diagnostics ensures that	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	quality and intensity of in-school math instruction and intervention particularly critical for this group. Higher rates of chronic absenteeism among low-income students further compound learning gaps, as missed instructional time in math accumulates over time and is difficult to recover without targeted intervention. Foster Youth experience elevated rates of school mobility, chronic absenteeism, and academic disruption, all of which disproportionately impact math performance due to the sequential and cumulative nature of mathematical learning. Gaps created by school transitions or extended absences require timely, targeted intervention to prevent compounding effects on long-term math achievement and access to advanced coursework. CMP's math performance action addresses these identified needs through a combination of strengthened Tier 1 instruction via the adoption of Thinking Math, dedicated Math Specialist intervention at campuses where positions are filled, structured progress monitoring through Parsec and i-Ready diagnostics, and math enrichment opportunities through Club M/ELOP. Disaggregated subgroup performance targets have been established for Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities to ensure that progress for unduplicated pupils is explicitly	intervention decisions are data-driven and that unduplicated pupils are receiving timely, targeted support rather than generic enrichment. Math enrichment through Club M/ELOP provides additional access to math learning opportunities for students participating in the expanded learning program, directly addressing the lack of out-of-school academic support that disproportionately affects Low-Income Students and Foster Youth. The schoolwide delivery model also ensures that unduplicated pupils benefit from the same high-quality Tier 1 instruction as their peers, rather than being separated into intervention-only tracks that can inadvertently limit access to grade-level content and advanced coursework. Disaggregated subgroup performance targets established for Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities ensure that the schoolwide action is held accountable for producing measurable improvements in outcomes for the student groups with the greatest need, not only for the overall student population.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	monitored and that intervention resources are directed toward the students with the greatest need. **Scope:** LEA-wide		
2.3	**Action:** ELA Performance **Need:** English Learners, Low-Income Students, and Foster Youth consistently demonstrate lower ELA proficiency rates than their peers on both CMP internal assessments and state assessments, reflecting systemic disparities that require intentional and sustained intervention. Current Parsec and CAASPP data confirm that these student groups are performing below their non-unduplicated peers across campuses, with the most significant gaps observed in ELA proficiency for English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. English Learners face the dual challenge of developing English language proficiency while simultaneously accessing grade-level ELA content. Without explicit, structured language instruction integrated into core literacy programming, English Learners are at risk of falling progressively further behind in reading comprehension, writing, and academic discourse as the language demands of the curriculum increase across grade levels.	CMP provides ELA performance actions on a schoolwide basis because strengthening literacy achievement requires a coherent, vertically aligned instructional system that supports all students from Tier 1 core instruction through Tier 3 intensive intervention. Limiting ELA improvement actions to unduplicated pupils alone would be insufficient, as the effectiveness of Tier 2 and Tier 3 intervention depends directly on the quality and consistency of Tier 1 literacy instruction received by all students. A schoolwide approach ensures that the foundational instructional conditions necessary for intervention to be effective are in place across every classroom and grade level. The schoolwide action addresses the specific needs of unduplicated pupils in several concrete ways. The implementation of SIPPS as the Tier 1 structured literacy program provides all students, including English Learners, with explicit, systematic phonics and decoding instruction grounded in the Science of Reading — an approach that is particularly effective for students who have had limited exposure to language-rich environments or who are developing English proficiency simultaneously with literacy skills. By strengthening Tier 1 literacy instruction network-wide, CMP reduces the number of students	RTI Process for ELA, ELA Interventions, ELA Enrichment, ELA CAASPP Testing Practice

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Current ELPI data indicates that while CMP English Learners are making progress toward English proficiency, a significant proportion remain at intermediate proficiency levels, underscoring the need for sustained, intentional ELD instruction embedded within the literacy program. Low-Income Students are disproportionately less likely to have access to language-rich environments, books, tutoring, or supplemental literacy resources outside of school, making the quality and consistency of in-school literacy instruction particularly critical for this group. Research consistently demonstrates that students from low-income households enter school with smaller academic vocabulary bases and have fewer opportunities for the kind of extended reading practice that accelerates literacy development, making strong Tier 1 instruction and timely Tier 2 intervention essential to closing these gaps. Foster Youth experience elevated rates of school mobility and academic disruption that disproportionately impact ELA development, as literacy skills are cumulative and sequential in nature. Gaps created by school transitions or extended absences require timely, structured intervention to prevent compounding effects on reading fluency, comprehension, and writing development. The instability and adverse experiences associated with foster care placement also increase the	requiring intensive intervention and ensures that unduplicated pupils are not disproportionately dependent on pull-out support to access grade-level content. The structured intervention progression from SIPPS to Sonday to Wilson/Barton ensures that students who require Tier 2 or Tier 3 support receive increasingly intensive, evidence-based literacy intervention matched to their level of need. Dedicated reading intervention staff at all campuses ensures that this progression is consistently available regardless of campus size or staffing challenges, with priority given to students performing furthest below grade level — a population that disproportionately includes Low-Income Students, Foster Youth, and English Learners. The integration of designated and integrated ELD into Montessori environments directly addresses the language development needs of English Learners by embedding oral language development, academic vocabulary instruction, and structured discourse into existing Montessori works, seminars, and project-based learning. This approach ensures that English Learners develop both social and academic language proficiency within authentic, inclusive learning experiences rather than through isolated language instruction, supporting both ELA achievement and broader curriculum access. ELA enrichment through Club M/ELOP provides additional literacy learning opportunities for	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	risk of disengagement from reading and writing, making a supportive, language-rich learning environment particularly important for this population. CMP's ELA performance action addresses these identified needs through a combination of strengthened Tier 1 structured literacy instruction via SIPPS, a clear intervention progression from SIPPS to Sonday to Wilson/Barton based on student need, dedicated reading intervention staff at all campuses, designated and integrated ELD embedded into Montessori environments, and ELA enrichment opportunities through Club M/ELOP. Disaggregated subgroup performance targets have been established for Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities to ensure that progress for unduplicated pupils is explicitly monitored and that intervention resources are directed toward the students with the greatest need. **Scope:** LEA-wide	students participating in the expanded learning program, directly addressing the lack of out-of-school literacy support that disproportionately affects Low-Income Students and Foster Youth. The Attendance Recovery pilot, which demonstrated strong iReady reading growth among participating students, further supports unduplicated pupils who face attendance-related learning gaps by providing targeted academic recovery opportunities. The schoolwide delivery model ensures that unduplicated pupils benefit from the same high-quality Tier 1 literacy instruction as their peers, while also receiving the additional layered supports they need to close identified gaps. Disaggregated subgroup performance targets established for Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities ensure that the schoolwide action is held accountable for producing measurable improvements in outcomes for the student groups with the greatest need, not only for the overall student population.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** Services to Unduplicated Pupils **Need:** English Learners, Low-Income Students, Foster Youth, and Homeless Youth face a distinct and compounding set of barriers to educational access and achievement that extend beyond academic skill gaps and require targeted, wraparound support to address effectively. English Learners require dedicated language development support, culturally responsive instruction, and family engagement strategies that account for potential language barriers between home and school. Without intentional outreach and communication in accessible languages, English Learner families may be less able to advocate for their students, navigate school systems, or access available supports. Current ELPI data indicates that while progress is being made, a significant proportion of CMP English Learners remain at intermediate proficiency levels, and reclassification rates vary considerably across campuses, underscoring the need for sustained, targeted support beyond core instruction.	Action 2.4 is designed to address the identified needs of unduplicated pupils through a coordinated set of academic, social-emotional, behavioral, and outreach supports that collectively reduce barriers to access, engagement, and achievement for English Learners, Low-Income Students, Foster Youth, and Homeless Youth. Academic supports are designed to address language and literacy barriers for English Learners through the embedding of designated and integrated ELD into Montessori environments, with teachers supported in incorporating oral language development, academic vocabulary, and structured discourse into existing Montessori works and project-based learning. This approach ensures English Learners develop both social and academic language proficiency within inclusive, authentic learning experiences rather than through isolated pull-out instruction. Cultural competency and ELD-focused professional development for instructional staff builds teacher capacity to serve English Learners effectively within the Montessori framework, addressing a key identified need for instructionally responsive support. Social-emotional and behavioral supports are designed to address the trauma, instability, and social-emotional needs that disproportionately affect Foster Youth, Homeless Youth, and Low-Income Students. The Second Step SEL	Student Outreach, Cultural Competency Professional Development, English Learners, Summer Tutoring

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Low-Income Students are disproportionately impacted by food insecurity, housing instability, limited access to technology and transportation, and reduced access to healthcare and mental health services — all of which directly affect school readiness, attendance, and academic performance. These students are also less likely to have access to enrichment, tutoring, or college preparation resources outside of school, making school-based wraparound supports particularly critical. Chronic absenteeism data indicates that Socioeconomically Disadvantaged students are overrepresented among chronically absent students at multiple CMP campuses, reflecting the direct impact of poverty-related barriers on school attendance and engagement. Foster Youth experience some of the most significant educational disruptions of any student group, including frequent school transitions, inconsistent access to educational records, gaps in special education services, and elevated rates of trauma exposure. These factors contribute to disproportionate rates of chronic absenteeism, suspension, and academic underperformance among foster youth, and require a coordinated response that includes designated liaisons, trauma-informed practices, and proactive communication with placing agencies and caregivers. Homeless Youth face acute instability that directly undermines their ability to attend	curriculum provides all students with a structured framework for developing self-regulation, empathy, and relationship skills. Campus counselors at every CMP site provide individualized support and serve as consistent, trusted adult relationships for students who may lack stability in other areas of their lives. The behavior management playbook grounded in restorative justice practices and the network-wide PBIS system provide staff with consistent, trauma-informed approaches to behavioral support that prioritize keeping students in school and connected to their learning environment rather than relying on exclusionary discipline practices that disproportionately impact unduplicated pupils. Attendance and outreach supports are designed to address the access and engagement barriers that contribute to chronic absenteeism among unduplicated pupils. The centralized attendance letter process, monthly classroom attendance competitions, and proactive family engagement strategies reflect a multi-tiered approach to attendance intervention. When standard communication channels are insufficient, campus administrators conduct direct phone calls, in-person meetings, and home visits to ensure families are receiving needed support. On-campus resources including computer access, translation services, and meal support reduce logistical barriers for Low-Income and Homeless Youth families. Each campus maintains a designated McKinney-Vento liaison to ensure Homeless Youth receive immediate enrollment, transportation	

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	school consistently, access materials and technology, and engage fully in the learning environment. McKinney-Vento protections require that homeless students receive immediate enrollment, transportation support, and access to services, but effective implementation requires designated liaisons who are trained, proactive, and well-connected to community resources. Across all four groups, data indicates that current outreach and recruitment efforts have not yet produced proportional representation of unduplicated pupils in CMP's enrollment, and that additional targeted strategies are needed to reduce enrollment barriers and improve access. CMP's engagement with a Spanish-language media company and expanded social media presence represent initial steps, but more structured, measurable outreach strategies are needed to ensure these student groups are actively recruited and supported from initial enrollment through graduation. Cultural competency and ELD professional development for instructional staff are also identified needs, as teachers' ability to serve these populations effectively directly impacts the outcomes of all other supports provided. **Scope:** Limited to Unduplicated Student Group(s)	support, and connection to community resources as required by law. The Attendance Recovery program, piloted this year and expanding network-wide in 2026–27, directly addresses the intersection of chronic absenteeism and academic gaps that disproportionately affect unduplicated pupils. By targeting students with both excessive absences and academic support needs, the program provides a structured pathway for recovery that addresses attendance and achievement simultaneously, with iReady diagnostic data used to monitor growth and inform support decisions. Outreach and recruitment actions are designed to address the underrepresentation of unduplicated pupils in CMP enrollment by reducing barriers to access and increasing CMP's visibility in underrepresented communities. CMP's engagement with a Spanish-language media company, expanded social media presence, and review of enrollment policies and practices to identify unintended barriers reflect a shift from passive to active recruitment strategies. Actions for 2026–27 will continue to build on these efforts with more targeted, measurable outreach strategies designed to ensure that English Learners, Low-Income Students, Foster Youth, and Homeless Youth are actively recruited and supported from initial enrollment through graduation, contributing to a more equitable and representative student population across the CMP network.	

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

N/A

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,126,049	196,324	3.205%	0.000%	3.205%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,229,934.05	$843,283.00	$0.00	$127,094.00	$7,244,473.45	$5,163,001.45	$2,081,472.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Aligned Curriculums	All	No			All Schools	Ongoing	$0.00	$136,133.00	$136,133.00				$136,133.00	
1	1.2	Space for Learning	All	No			All Schools	Ongoing	$179,291.90	$687,903.00	$867,194.90				$867,194.90	
1	1.3	Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$142,751.00	$95,726.00	$142,751.00	$95,726.00			$238,477.00	2.4%
2	2.1	Student Climate and Culture	All	No			All Schools	Ongoing	$95,617.50	$0.00	$95,617.50				$95,617.50	
2	2.2	Math Performance		Yes	LEA-wide		All Schools	Ongoing	$129,396.25	$0.00	$129,396.25				$129,396.25	2.1%
2	2.3	ELA Performance		Yes	LEA-wide		All Schools	Ongoing	$118,415.00	$0.00	$91,402.00			$27,013.00	$118,415.00	1.5%
2	2.4	Services to Unduplicated Pupils	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Ongoing	$915,418.35	$0.00	$915,418.35				$915,418.35	14.9%
3	3.1	"Highly Qualified" Teachers and "Montessori Mentors"	All	No			All Schools	Ongoing	$0.00	$57,783.00	$50,416.00			$7,367.00	$57,783.00	
3	3.2	Teachers Effective in Combining Montessori and CA Standards	All	No			All Schools	Ongoing	$2,292,308.75	$0.00	$2,292,308.75				$2,292,308.75	
3	3.3	Concentrated and Targeted Professional Development	All	No			All Schools	Ongoing	$0.00	$57,783.00	$50,416.00			$7,367.00	$57,783.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.1**	Job Satisfaction and Retention Rate	All	No			All Schools	Ongoing	$205,841.60	$0.00	$205,841.60				$205,841.60	
4	**4.2**	SPED Staff as CMP Employees	All	No			All Schools	Ongoing	$825,632.00	$85,347.00	$78,075.00	$747,557.00		$85,347.00	$910,979.00	
4	**4.3**	Operating Reserve with 60 Days Cash	All	No			All Schools	Ongoing								
4	**4.4**	Network-wide Systems and Processes	All	No			All Schools	Ongoing	$258,329.10	$960,797.00	$1,219,126.10				$1,219,126.10	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,126,049	196,324	3.205%	0.000%	3.205%	$1,278,967.60	20.900%	41.778 %	**Total:**	$1,278,967.60
								LEA-wide Total:	$363,549.25
								Limited Total:	$915,418.35
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$142,751.00	2.4%
2	**2.2**	Math Performance	Yes	LEA-wide		All Schools	$129,396.25	2.1%
2	**2.3**	ELA Performance	Yes	LEA-wide		All Schools	$91,402.00	1.5%
2	**2.4**	Services to Unduplicated Pupils	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$915,418.35	14.9%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$7,880,800.00	$7,977,808.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Aligned Curriculums	No	$104,220.00	$129,477.00
1	**1.2**	Space for Learning	No	$848,849.00	$861,074.20
1	**1.3**	Enrichment	Yes	$181,343.00	$245,254.50
2	**2.1**	Student Climate and Culture	No	$73,625.00	$97,973.20
2	**2.2**	Math Performance	Yes	$62,110.00	$134,572.10
2	**2.3**	ELA Performance	Yes	$91,973.00	$119,564.90
2	**2.4**	Services to Unduplicated Pupils	Yes	$755,208.00	$977,880.50
3	**3.1**	"Highly Qualified" Teachers and "Montessori Mentors"	No	$141,104.00	$56,784.00
3	**3.2**	Teachers Effective in Combining Montessori and CA Standards	No	$2,141,516.00	$2,205,882.90
3	**3.3**	Concentrated and Targeted Professional Development	No	$229,188.00	$56,784.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Job Satisfaction and Retention Rate	No	$1,136,108.00	$976,671.00
4	**4.2**	SPED Staff as CMP Employees	No	$916,842.00	$866,497.00
4	**4.3**	Operating Reserve with 60 Days Cash	No		
4	**4.4**	Network-wide Systems and Processes	No	$1,198,714.00	$1,249,393.60

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
190,605	$1,006,493.00	$1,342,482.55	($335,989.55)	16.900%	23.100%	6.200%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Enrichment	Yes	$111,275.00	$137,478.05	1.9%	2.4%
2	2.2	Math Performance	Yes	$62,110.00	$134,572.10	1.0%	2.3%
2	2.3	ELA Performance	Yes	$77,900.00	$92,551.90	1.3%	1.6%
2	2.4	Services to Unduplicated Pupils	Yes	$755,208.00	$977,880.50	12.7%	16.8%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,833,635	190,605	0.000%	3.267%	$1,342,482.55	23.100%	46.113%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

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

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

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

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

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

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

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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