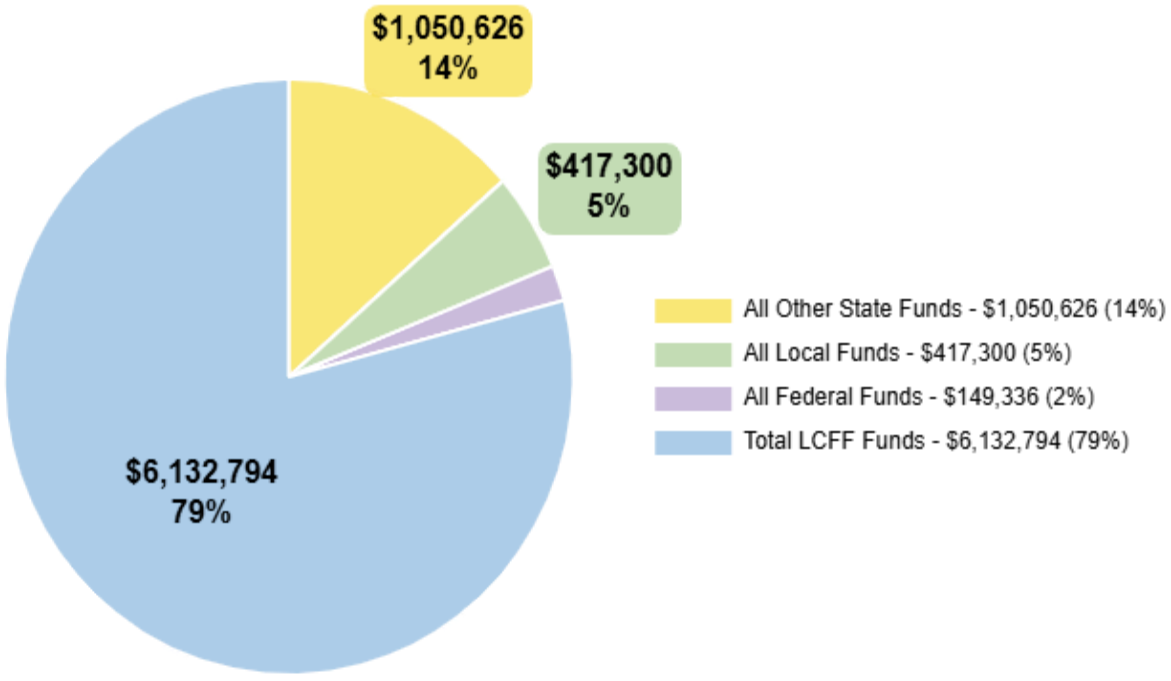
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: California Montessori Project-Shingle Springs Campus
CDS Code: 09618380111724
School Year: 2025-26
LEA Contact Information: Stephanie Garrettson | sgarrettson@cacmp.org | 9169712432

School districts receive funding from different sources: state funds under the Local Conmprove services for high needs studentstrol 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).

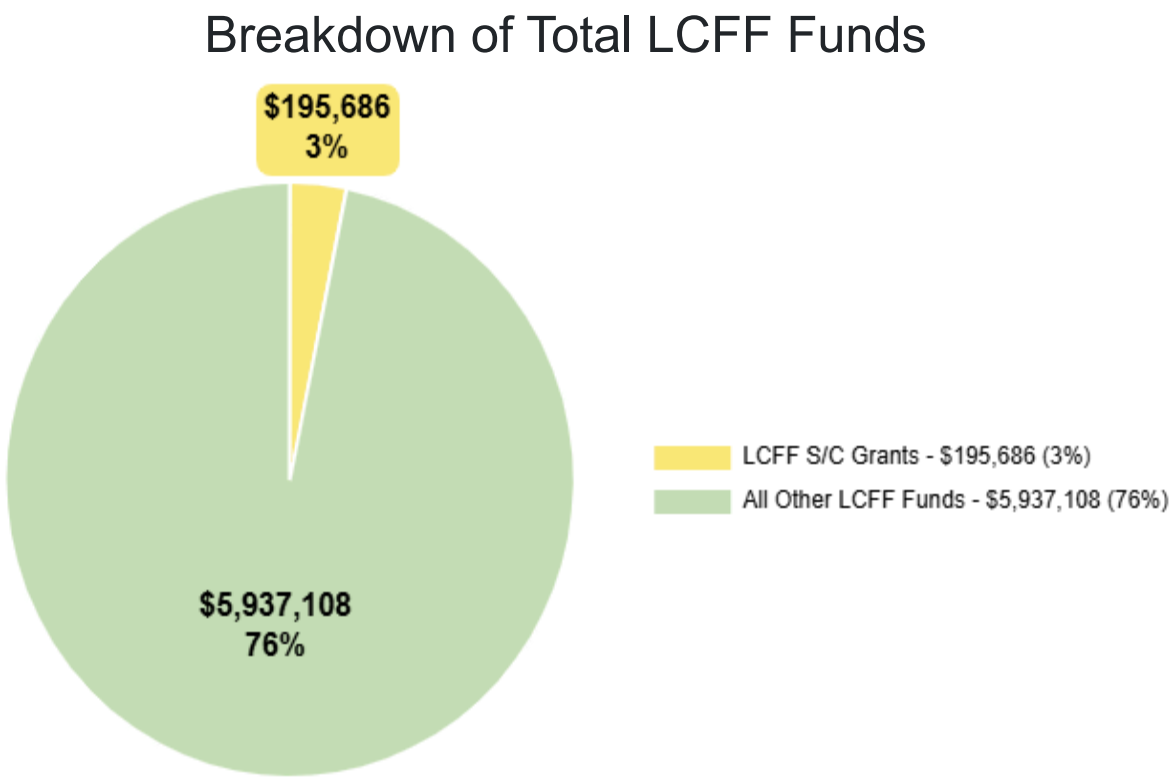
Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	$1,050,626	14%
All Local Funds	$417,300	5%

Source	Funds	Percentage
All Federal Funds	$149,336	2%
Total LCFF Funds	$6,132,794	79%

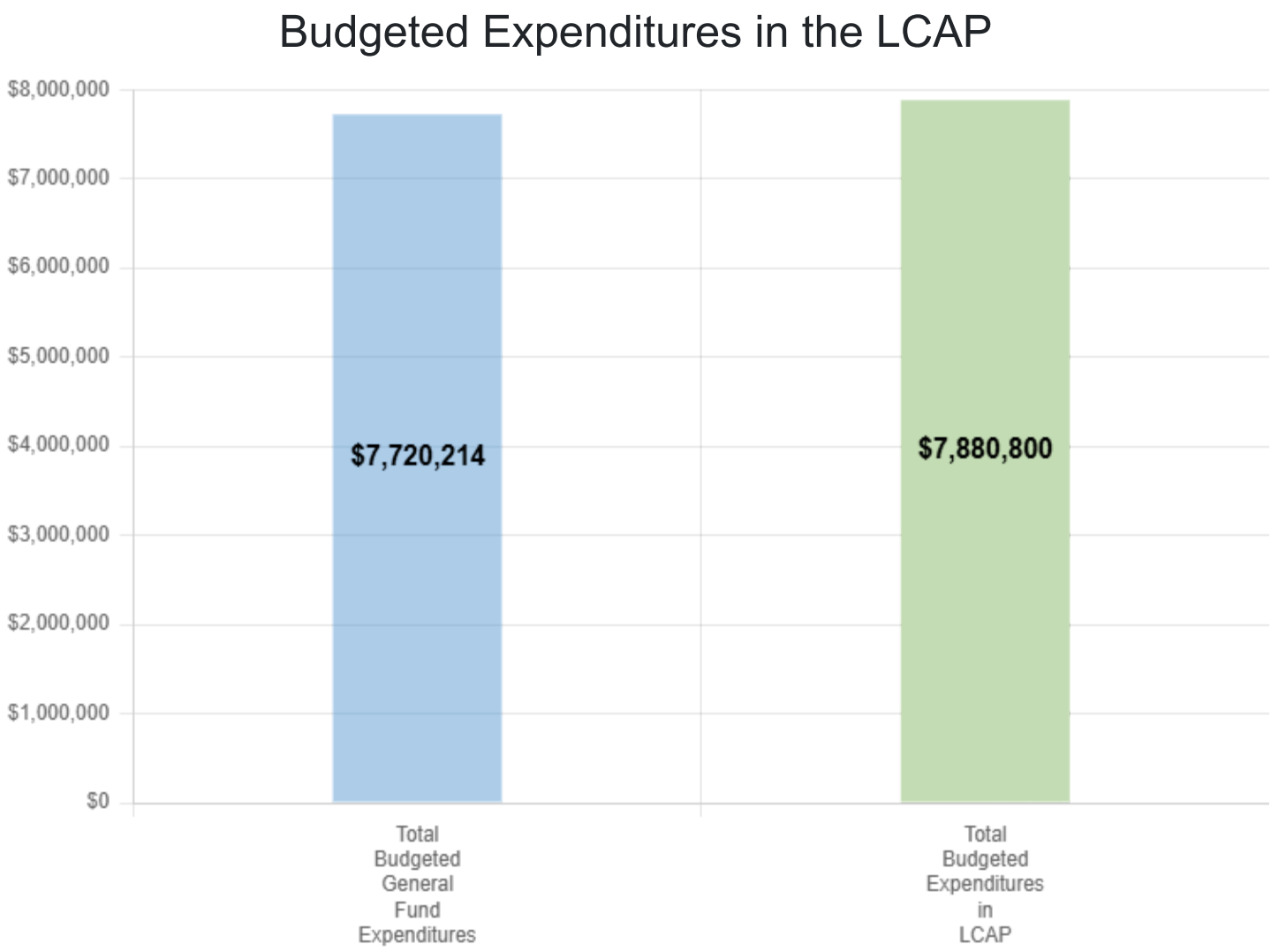


Source	Funds	Percentage
LCFF S/C Grants	$195,686	3%
All Other LCFF Funds	$5,937,108	77%

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

The total revenue projected for California Montessori Project-Shingle Springs Campus is $7,750,056, of which $6,132,794 is Local Control Funding Formula (LCFF), $1,050,626 is other state funds, $417,300 is local funds, and $149,336 is federal funds. Of the $6,132,794 in LCFF Funds, $195,686 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much California Montessori Project-Shingle Springs Campus plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

California Montessori Project-Shingle Springs Campus plans to spend $7,720,214 for the 2025-26 school year. Of that amount, $7,880,800 is tied to actions/services in the LCAP and $-160,586 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

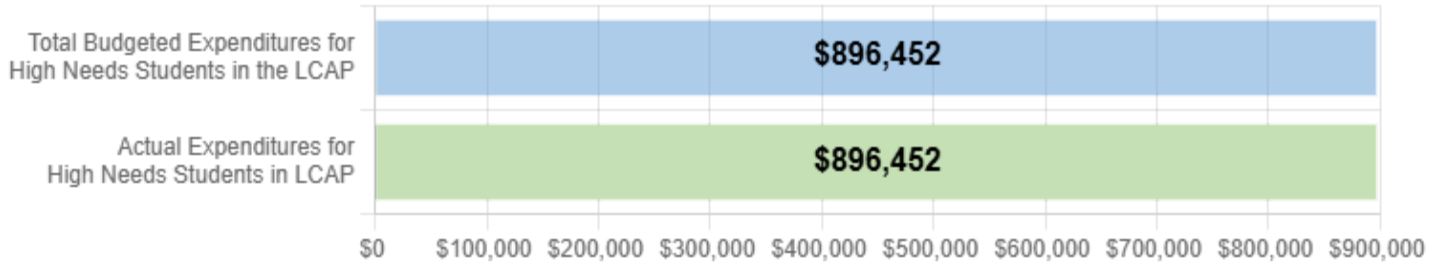
N/A

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, California Montessori Project-Shingle Springs Campus is projecting it will receive $195,686 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 $1,090,634 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25

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



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

In 2024-25, California Montessori Project-Shingle Springs Campus's LCAP budgeted $896,452 for planned actions to increase or improve services for high needs students. California Montessori Project-Shingle Springs Campus actually spent $896,452 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of $0 had the following impact on California Montessori Project-Shingle Springs Campus's ability to increase or improve services for high needs students:

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 2025-26

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.

The Mission of the California Montessori Project is to offer a quality, tuition-free Montessori Education that challenges our students to reach their full potential. The Vision of the California Montessori Project is to provide a Montessori education that supports the intellectual, social and emotional development of every child. This will be achieved by:
* Promoting independence
* Teaching respect for oneself and others
* Building confidence
* Creating a sense of social responsibility, and
* Empowering every student to be a global citizen.

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

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

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

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

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

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

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

Reflections: Annual Performance

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

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 committment to high-quality Tier 1 instruction.

CMP-Shingle Springs received a red status (very low performance in this category) overall for chronic absenteism. 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 subroup and the White subgroup. CMP went through the process of re-establishing the Positive Behavioral Inverventions and Supports system (an evidence-based framework for supporting students' behavioral, academic, social, emotionial 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.

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

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

The California Montessori Project - Shingle Springs Campus has provided opportunities for educational partner engagement, as part of the greater California Montessori Project (CMP), as well as an individual charter school within the Buckeye Union School District (BUSD). Members of the CMP Learning Community, as well as the public-at-large, have been invited to attend monthly meetings of the CMP Governing Board, and to provide input regarding the creation and implementation of the Strategic Plan and Local Control Accountability Plans (LCAP). CMP's Executive Director, Matt Taylor, met with groups of students at each site, to receive input. Members of the community (including parent/guardians, credentialed staff and classified staff) were invited to a virtual meeting where the LCAP, and Strategic Plan goals and action steps were shared. Educational Partners were asked to help prioritize goals for the following year. Priot to the meeting, a survey was sent to Educational Partners requesting input.

Input from the Educational Partner meetings and the survey input was reviewed for common threads. Considerations of fiscal impact and timeline were considered when reviewing this input. Educational Partner respondents encouraged CMP to continue focus on the following:

* Support for Students with Disabilities (SPED) & Reducing External Contracts - Suggestions to reduce external contract spending and instead hire for all positions, especially aides and support staff, with the intention of improved IEP implementation. Ensure staff have appropriate space to serve all students. (Goal 4: Metric 11, Action 2)
* Counseling & Mental Health Services - Consistent emphasis on expanding access to on-site counselors and mental health support, especially in response to post-pandemic needs. (Goal 1: Metric 9; Goal 2: Metric 5; Goal 3: Metric 13)
* Enrichment Programs (VAPA, PE, STEM) - Educational Partners view arts, music, PE, and STEM as essential to a whole-child Montessori model and seek broader options. (Goal 1: Metric 9, Metric 13,

Action 3)
* Student Behavior Support & PBIS - A recurring theme focused on improving schoolwide behavior systems, restorative practices, and clarity around behavioral expectations. (Goal 2: Metric 4; Goal 3: Metric 13)
* Montessori Fidelity - Strong support for preserving Montessori classroom integrity, materials, adult training, and multi-age learning environments. Ensure class sizes are manageable and staffing ratios aligned with Montessori principles. (Goal 1: Metric 1, Metric 2, Metric 3, Metric 4, Metric 8, Metric 9, Action 1; Goal 2: Metric 15; Goal 3: Metric 1, Metric 2, Metric 4, Metric 11, Action 1, Action 2; Goal 4: Metric 8, Metric 9)
* Campus Safety & Supervision - Educational Partners want improvements to student supervision, visitor protocols, and physical campus safety. (Goal 1: Metric 7)
* Parent Engagement & Volunteerism - Desire for more structured opportunities for parents to volunteer, participate in decision-making, and engage with the school community. (Goal 4: Metric 18)
* Targeted Academic Intervention for Math and English Language Development - Educational Partners want expanded intervention for struggling learners, including afterschool tutoring, small learning groups, and math support. There is also an expressed need for a designated english langauge development program with dedicated resources and professional development. (Goal 2: Metric 8, Metric 12); Goal 3: Metric 8, Action 3; Goal 4: Metric 12)
* Staff Wellness & Retention - Concerns about burnout and turnover prompted calls for increased support, recognition, and investment in staff well-being. (Goal 4: Metric 8, Metric 9, Action 1)
* Communication & Transparency - Requests for clearer communication about school priorities, budget decisions, and progress toward goals. Educational Partners are requesting CMP to review attendance process and communications as well as exploring attendance recovery, independent study options and wrap around services for studnets in need. (Goal 2: Metric 3, Metric 23)

At CMP-Shingle Springs, the 'Two or More Races' student group showed the following results on the 2023 CA School Dashboard:
* Chronic Absenteeism - Red (Very Low Performance)
* Suspension - Blue (Very High Performance)
* Academic English Language Arts - No performance color assigned due to number of students in the subgroup
* Academic Math - No performance color assigned due to number of students in the subgroup

The 'Two or More Races' student groups showed the following results on the 2024 CA School Dashboard:
* Chronic Absenteeism - Green (High Performance) (Goal 2: Action 1)
* Suspension - Orange (Low Performance) (Goal 2: Metric 4, Action 1)
* Academic English Language Arts - Green (High Performance) (Goal 2: Metric 13)
* Academic Math - Green (High Performance) (Goal 2: Metric 9)
While there has been improvement in the areas of Chronic Absenteeism, English Language Arts and Math, CMP recognizes that there is continued work to do with Suspension Rate. CMP has addressed these areas within the LCAP. (Goal 2: Metric 4, Action 1)

Goals and Actions

Goal

Goal #	Description	Type of Goal

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

State Priorities addressed by this goal.

Course Access, Basic, Implementation of State Standards

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Montessori Materials	End of year inventories are completed and materials are ordered as needed.	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.
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	Campuses utilize the Montessori method along with a blend of programs aligned with California State Standards. CMP's Math curriculum is		CMP will adopt California standards aligned curriculum for English/Language Arts and Math (including curriculum for students in need of	CMP has maintained its core instructional approach and expanded alignment efforts through new committees and curriculum

		Classroom Mathematics and Teachers Curriculum Institute (TCI).	aligned with 2nd-8th grade Montessori and State Standards. A Reading Committee has been established to align Montessori curriculum with the Science of Reading. CMP'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.		intervention and remediation), and Next Generation Science Standards curriculum for Science which will be in alignment with the core Montessori curriculum.	pilots in reading, writing, and science, reflecting progress beyond the baseline.
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	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.

		Exemplars are future projects.				
4	AMS and WASC Accreditations	CMP was re-accredited by WASC in 2024 for another six-year term. There was an AMS accreditation visit in 2023/24 but the results of that visit have not yet been received.	CMP is accredited by WASC. CMP received a 2 year deferment from AMS, and will move forward with re-accreditation 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.
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.
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.
7	Campus Safety	The upper campus is housed in an enclosed facility and efforts are underway to	CMP-Shingle Springs is working toward installing securing fencing		CMP will ensure each campus is housed in an enclosed facility; implement	CMP-Shingle Springs continues safety improvements, with progress toward

		fully encluse the lower campus; CMP maintains safety committees at each campus and invites local law enforcement and safety agencies to participate in the annual update of the safety plan.	between the Upper and Lower Campus. CMP maintains safety committees at each campus and invites local law enforcement and safety agencies to participate in the annual update of the safety plan.		best practices with security camera installations on school grounds; maintain safety committees at each campus and invite local law enforcement and safety agencies to participate in the annual update of the safety plan.	securing fencing between campuses, while maintaining established safety committee practices.
8	Student to Teacher/Teaching Assistant Ratio and Montessori Training for Teachers and Teaching Assistants	All teachers possess or are in progress of obtaining their Montessori certification. All classrooms have a TA. The CMP-Shingle Springs average student to teacher ratio is 1 to 24.	All teachers possess or are in progress of obtaining their Montessori certification. All classrooms have two teachers or a teacher and a Teacher's Assistant. CMP-Shingle Springs has an average student to teacher ratio of 1 to 22.5.		CMP will maintain a low student to teacher ratio. CMP will commit to maintaining a credentialed, Montessori trained teacher as well as a trained teaching assistant in every classroom, lowering the overall student to adult ratio. CMP will provide all teaching assistants opportunities to become Montessori trained.	All CMP classrooms have two instructional staff. The average student to teacher ratio has decreased by 1.5.
9	Adequate Facility Space	The CMP-Shingle Springs	The shade structure project was		Based on school optimal	The shade structure

		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.	successfully completed on August 1, 2024. The newly constructed area was finished in time to provide shaded lunch tables and outdoor space for our Upper Campus students before the first day of school, enhancing both comfort and usability of the campus environment.		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.	project was complete.
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.
11	After School Sports	CMP-Shingle Springs students are offered 13 different sport opportunities through the El Dorado County Small Schools Sports	CMP-Shingle Springs has a robust sports program in partnership with the El Dorado County Sports League.		CMP will continue to offer after-school multi-sport opportunities.	No change from baseline.

		League, including boys and girls soccer which was newly added this year.				
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, standards-aligned field trips.	No change from baseline.
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 continues to provide performing arts instruction and after-school enrichment.
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		100% of CMP-Shingle Springs 5th and 7th grade students participated in the 5 PFT test components.	CMP-Shingle Springs 7th graders did not have 100% of students participating in the 5 PFT test components due to

			grade students participated in the 5 PFT components.			medical waivers.

Goal Analysis for 2025-26

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

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

A review of Goal #1—strengthening the environmental component of the Montessori Learning Triangle—shows that while CMP largely stayed aligned with its planned actions, some substantive differences between planning and actual implementation emerged across key areas.

In several metrics, actual implementation met or exceeded expectations. For example, CMP made progress in curriculum alignment by establishing dedicated committees and launching pilots in reading, writing, and science, demonstrating greater implementation activity than initially anticipated at the baseline. The successful completion of the shade structure project at CMP-Shingle Springs ahead of the 2024–25 school year is another example of accelerated or fully realized implementation that moved beyond early-stage planning.

A few planned actions experienced delays or slower implementation. For example, while CMP's vision included the development of comprehensive Student Work Plan exemplars and universal scope and sequence adoption across all content areas, progress remained limited to math scope and sequence updates. Similarly, goals related to campus safety enhancements (such as securing fencing and camera installation) and expansion of visual and performing arts enrichment offerings were initiated but not yet fully realized.

Overall, the differences between planned and actual implementation reflect a balance of progress and pacing—certain initiatives advanced faster or deeper than expected, while others have remained steady or require continued development to meet Year 3 targets. These variances inform strategic adjustments as CMP continues to strengthen its learning environment across all campuses.

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

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

The specific actions taken under Goal #1—strengthening the environmental component of the Montessori Learning Triangle—were largely effective in making progress toward the goal over the course of the three-year LCAP cycle.

CMP demonstrated notable effectiveness in enhancing curriculum alignment with state standards while

maintaining fidelity to the Montessori model. The formation of reading and writing committees, the piloting of curricula, and the alignment of math and science programs represent meaningful progress beyond initial planning. These actions contributed to a more integrated instructional approach that supports both academic rigor and Montessori principles.

Additionally, CMP's successful completion of key facility improvement projects, such as the shade structure at CMP-Shingle Springs, enhanced the physical learning environment, directly supporting the environmental component of the learning triangle. The consistent maintenance of safety committees and continued progress toward campus security improvements reflect ongoing commitment to student safety, another critical aspect of the environment.

The implementation of a full-time VAPA teacher and expanded after-school enrichment options at CMP-Shingle Springs also contributed positively to the goal by enriching students' daily experiences and supporting a well-rounded educational environment.

Overall, CMP's actions were effective in building out the physical, academic, and enrichment dimensions of the Montessori environment. The initiatives that combined clear structure, stakeholder involvement, and alignment with student needs tended to result in the most meaningful progress toward the goal.

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

Reflections on the implementation of Goal #1 over the course of the three-year LCAP cycle have led CMP to refine both the scope and prioritization of actions and desired outcomes for the coming year. While the overarching goal—to strengthen the environmental component of the Montessori Learning Triangle—remains unchanged, CMP has adjusted its focus based on observed implementation challenges and progress to date.

One key change involves placing greater emphasis on curriculum alignment and instructional consistency. The work of CMP's reading, writing, and curriculum committees has laid important groundwork, and reflections indicate that continued focus on piloting, reviewing, and adopting standards-aligned curriculum that complements Montessori philosophy is a priority. As a result, the desired outcomes related to ELA, math, and science curricula will be more explicitly staged, allowing for phased implementation and clearer benchmarks in the coming year.

CMP also recognized the need for increased support in developing a cohesive, articulated scope and sequence across all grade levels. While progress was made in math, reflections revealed that rolling this work out to other subjects will require more structured timelines, dedicated personnel, and professional development.

These changes reflect CMP's commitment to continuous improvement and adapting practices based on implementation realities, while staying grounded in the Montessori framework that defines its educational mission.

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
Action #1	Aligned Curriculums	All students will have access to a high quality, 21st Century Montessori education that is California state standards aligned.	$104,220.00	No
Action #2	Space for Learning	All students and staff will have access to a safe, fully functioning, adequate space for learning and working.	$848,849.00	No
Action #3	Enrichment	All students will have access to enrichment programs, during the school day and outside of traditional school hours (i.e. sports, academics, visual and performing arts, STEM).	$181,343.00	Yes

Goal

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

State Priorities addressed by this goal.

School Climate, Student Achievement, Student Engagement, Pupil Outcomes

An explanation of why the LEA has developed this goal.

Montessori education links the child, the environment and the teacher in an interdependent triangle. These three components and the unique way they are connected are the pillars of a Montessori education. By strengthening one corner of the Montessori triangle you strengthen the entirety of the learning triangle itself. CMP aims to provide a quality, tuition-free Montessori Education that challenges

our students to reach their full potential and we are more likely to reach that goal by strengthening the Montessori Learning Triangle.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	RTI Process to Include SEL	A new SST procedure manual, which includes includes RTI and Social Emotional Learning and information on Tier 1 and Tier 2 strategies, has been created and diseminated 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.
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.
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 was 8.1%. CMP administers a school climate survey twice each year to 3rd-8th grade		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 continuing to review and refine the attendance process.

			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 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.			
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 bahavioral challenges arise.	The CMP-Shingle Springs campus suspension rate was 0.6% for the 2024-2025 school year. CMP has created a behavior management playbook, focusing on restorative justice practices to support the campus with options (other than 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.		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 campuses suspension rate increased by 0.4%.

5	Student Leadership Opportunities	CMP-Shingle Springs continued with leadership opportunities started in the 22/23 school year. The campus started the SOAR leadership program: "Student Outreach Advocacy Representatives" and a middle school business.	CMP-Shingle Springs continued with leadership opportunities started in the 22/23 school year. The campus started the SOAR leadership program: "Student Outreach Advocacy Representatives" and a middle school business.		CMP will research and expand best practices for student leadership opportunities in all grade levels.	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.
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.
8	Math Enrichment	The following are examples of math enrichments provided during Club	The following are examples of math enrichments provided during Club		The Club M team and Math Committee will partner to further refine	No change from baseline.

		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.	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 Math enrichment and tutoring opportunities before school, after school, and during the summer.	
9	Math CAASPP Testing Practice	CMP students are provided math testing practice opportunities through CAASPP Interim Assessment Blocks.	CMP students are provided math testing practice opportunities through CAASPP Interim Assessment Blocks. CMP-Shingle Springs maintained green status on the California Dashboard and out performed the State of California. CMP-Shingle Springs'		CMP students will have opportunities to practice CAASPP testing and CAASPP like questions via interim testing prior to the summative test and will have opportunities to become familiar with any testing accommodations prior to the summative test.	Math testing practice remains consistent. CMP-Shingle Springs maintained green status and outperformed the state, though overall Distance from Standard declined slightly.

			overall Distance From Standard declined.			
10	RTI Process for ELA	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.	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 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.
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.

12	ELA Enrichment	The following are examples of ELA enrichment offered during the ELOP program: Silent Reading, Read-Alouds, Homework Support, journaling with and without writing prompts, book-writing/publishing, buddy work on 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, book-writing/publishing, 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.
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 out performing 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 accommodations prior to the summative test.	ELA practice remains consistent through CAASPP IABs. CMP-Shingle Springs maintained green status and outperformed the state, though overall Distance from Standard declined slightly.

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 under-represented 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 under-represented 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		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.

			address the multiple learning modalities. CMP is working toward implementation of designated ELD. Each campus has a designated McKinney-Vento liason.			
16	English Learners	CMP received a proposal from the Sacramento County Office of Education (SCOE) to support CMP with English Learner Professional Development, with plans to move forward with a partnership.	CMP has recognized the 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.		CMP will provide Professional Development for English learner oversight and will provide follow up trainings, lessons and strategies.	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.
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	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		CMP will explore offering a summertime tutoring program, to unduplicated and/or non-proficient students.	Club M continues to provide personalized i-Ready lessons and Expanded Learning Opportunities, with CMP exploring additional support through an Attendance Recovery program.

		Opportunties Program.	Program. CMP is exploring offering additional education support through an Attendance Recovery program.			

Goal Analysis for 2025-26

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

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

Throughout the LCAP cycle for Goal #2—strengthening the student component of the Montessori Learning Triangle—CMP generally aligned its actions with the original plan; however, several substantive differences between planned actions and actual implementation emerged, primarily in pacing, depth, and staffing-related execution.

While several initiatives such as RTI processes for Math and ELA, intervention staffing, and enrichment programs were implemented as planned, other components like refining the RTI process and expanding enrichment opportunities progressed more slowly than anticipated. For example, although expanding math and ELA enrichment and tutoring beyond Club M was part of the goal, implementation remained largely at the exploratory stage, with enhancement efforts planned for future years.

Some actions evolved beyond their initial scope. CMP's student outreach efforts, initially focused on hiring a DEI Coordinator, shifted toward actively reviewing policies and enrollment practices to reduce barriers for underrepresented families. Similarly, cultural competency professional development expanded to include Restorative Practices and Social Emotional Learning.

Emergent needs also influenced priorities. CMP's focus on reducing chronic absenteeism led to a dedicated attendance team incorporating family outreach and policy reviews, extending beyond the original LCAP outline. In response to behavioral data and suspension rates, CMP developed a Behavior Playbook and emphasized restorative practices as alternatives to suspension.

Additionally, CMP moved from planning partnerships, such as with the Sacramento County Office of Education for English Learner support, to actively developing internal systems for a designated English Language Development program and associated professional development. This reflects a deeper commitment and internal capacity-building than initially envisioned.

In summary, while CMP followed the overall direction of its planned actions, actual implementation was influenced by emerging data, staffing realities, and evolving strategic priorities. These factors led to both delays and enhancements, which will guide future development and scaling of these efforts in the remaining years of the cycle.

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

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

The specific actions taken during demonstrated mixed effectiveness in making progress toward strengthening the student component of the Montessori Learning Triangle. Several key initiatives showed positive results, while others experienced slower progress or remained in early stages.

Efforts to integrate Social Emotional Learning (SEL) into the RTI process and develop a comprehensive Behavior Playbook with restorative practices contributed to a notable decline in suspension rates, reflecting improved school climate and behavioral supports.

The continued presence of intervention staff and enrichment opportunities in Math and English Language Arts (ELA) helped maintain or improve student achievement, as evidenced by stable or improved CAASPP scores.

Moreover, CMP's evolving approach to diversity, equity, and inclusion, including expanded professional development and policy reviews, strengthened supports for underrepresented students beyond initial expectations. This adaptation reflects responsiveness to student needs and a broader commitment to equitable access.

Overall, the actions taken were effective in some critical areas—such as reducing suspensions and chronic absenteeism, maintaining intervention staffing, and improving ELA outcomes—while other planned initiatives will require continued focus and development to fully realize their intended impact. These results highlight both the successes achieved and the areas needing sustained effort as CMP moves forward in strengthening the Montessori Learning Triangle for its students.

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

Based on reflections from prior practice, several changes were made to the planned goal, metrics, desired outcomes, and actions for the coming year. While the overarching goal of strengthening the student component of the Montessori Learning Triangle remains, CMP refined its focus to emphasize continued development and full implementation of key systems such as RTI, PBIS, and restorative practices.

Actions have been updated to prioritize expanding professional development around cultural competency, equity, and English learner support, building on partnerships with local agencies and internal teams. Additionally, CMP has increased efforts to broaden student leadership opportunities and refine enrichment and tutoring programs, particularly in Math and ELA, based on observations that some initiatives remain in early stages and require more targeted implementation.

Outreach strategies are being enhanced to remove barriers for underrepresented families, with recruitment efforts more intentionally focused on free and reduced lunch, English learner, and foster youth populations. CMP is considering expanding the Club M program to include summer tutoring to support non-proficient and unduplicated students.

Overall, these changes reflect CMP's commitment to deepening and scaling successful practices while addressing areas needing greater attention, ensuring more effective progress toward the goal in the coming year.

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
Action #1	Student Climate and Culture	CMP will see an annual increase in student climate and culture satisfaction. CMP-Shingle Springs Campus received a red indicator on the CA School Dashboard for Chronic Absenteeism for its Schoolwide population and for the Two or More Races and White subgroups. CMP-Shingle Springs also qualifed for Additional Targeted Support Identification (ATSI) for its Students with Two or More Races subgroup, and chronic absenteeism was the contributing factor for this qualification.	$73,625.00	No

Action #	Title	Description	Total Funds	Contributing
		CMP has dedicated a team to review attendance policies and processes and to engage with the community regarding attendance practices.		
Action #2	Math Performance	CMP will see an annual improvement in math performance on CMP and state assessments.	$62,110.00	Yes
Action #3	ELA Performance	CMP will see an annual improvement in English Language Arts performance on CMP and state assessments.	$91,973.00	Yes
Action #4	Services to Unduplicated Pupils	CMP will increase and improve services to unduplicated pupils: English language learners, low-income students, foster youth and homeless youth.	$755,208.00	Yes

Goal

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

State Priorities addressed by this goal.

Basic, Implementation of State Standards, Student Achievement

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Montessori Training for Teachers and Teaching Assistants	CMP continues to support Montessori training.	CMP 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.
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 curriciulum and standards-aligned curriculum. For Math, there is a Mathematics instructional vision, and teachers have access to pacing guides that include		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.

			Montessori lessons, state standards, academic vocabulary, and unit assessments. Teachers provide lessons to support procedural fluency, conceptual understanding, 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.			
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.
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 curriciulum and standards-aligned curriculum. For Math, there is a Mathematics instructional vision, and teachers have		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	CMP's professional development process is under refinement, focusing on integrating Montessori and standards-aligned curricula with clear instructional guidance and alignment committees for Math and ELA.

			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 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,		becoming effective.		

			a committee was formed to align common core standards with all the Montessori lessons.			
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.
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.
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.
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		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	Professional development was based on staff survey as well as conversations with Principals regarding their staff and site needs.

			of their staff. Professional development was then planned based on this feedback, as well as individual campus' needs as determined by site administration.		instructional staff to academic targets.	
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 action or service. Based on the results of the Needs Assessment, CMP is looking to allocate LREBG		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.

			funding to professional development focused on ELA, ELD and Math.			
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.
11	Montessori Training for Counselors	The CMP-Shingle Springs Counselor did not participate in Montessori training. CMP is investigating the National Center for Montessori in the Public Sector for opportunities for counselors.	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.
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.
13	Response to Intervention Process Trainings	SWIS has been implemented to track behavior data. SWIS training was provided at all campuses.	SWIS is utilized to track behavior data. Multiple PBIS and SWIS trainings have been provided at all		The CMP Special Education, Counseling, and Behavior Departments will develop and provide training	SWIS and PBIS trainings continue across all campuses, with consistent use of SWIS for behavior

		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.	campuses. SST/RTI process training provided at all campuses. Threat assessment and reporting requirement training was provided at each campus.		regarding the Response to Intervention process to support teachers with students showing behavioral challenges.	data tracking and ongoing SST/RTI and threat assessment training.

Goal Analysis for 2025-26

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

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

While CMP has remained committed to strengthening the teacher component of the Montessori Learning Triangle, there were several substantive differences between planned actions and actual implementation across the three-year LCAP cycle, primarily due to staffing challenges, evolving organizational priorities, and extended timelines for system development.

1. Professional Development Process (PDP) Refinement:
CMP planned to fully refine and implement a formal PDP process that included clear criteria for Montessori Mentor designation and evaluation of integrated instructional practices. While meaningful steps were taken—such as supporting curriculum alignment committees for Math and ELA and providing Montessori mentors—the full systematization and documentation of PDP processes have been slower than anticipated, and further development is still in progress.

2. Exemplar Lesson Plans:
The creation of exemplar lesson plans by the Deans of Education was initiated as planned, but the completion and distribution of finalized exemplars have not yet occurred, indicating a gap between the planned goal of full implementation and the actual developmental phase still underway.

Despite these implementation variances, CMP has made steady progress in embedding Montessori-aligned professional supports and curriculum alignment efforts, and has created a strong foundation for continued growth in subsequent years.

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 did not have as many staff needing Montessori professional development as originally budgeted for.

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

CMP’s actions toward strengthening the teacher component of the Montessori Learning Triangle have been effective, while noting some ongoing development or limited impact in some areas.

CMP consistently supported Montessori training for teachers and teaching assistants by providing all teachers with Montessori mentors. These supports strengthened teacher understanding of Montessori principles and helped integrate them into classroom practice, aligning with CMP’s foundational instructional philosophy. The alignment of Montessori lessons with Common Core standards, particularly in Math and ELA, was a significant step forward. Teachers were provided with pacing guides, instructional tools, and scope and sequence documents that supported standards-aligned instruction while honoring Montessori methodology. These actions reflect strong alignment with the goal and improved instructional coherence across the system.

While initial efforts, such as the formation of a committee and identification of instructional priorities, were put in place, the full implementation of a refined and systematic PDP—including clear mentor definitions and evaluation tools—was still in development by the end of the cycle. Thus, the effectiveness of this action is moderate and shows promise for future cycles. CMP Deans of Education began developing exemplar lesson plans; however, they were not finalized or implemented across the system. The effort was initiated but remains incomplete, limiting its overall effectiveness during this cycle.

In summary, CMP’s actions demonstrated a strong philosophical alignment and incremental progress toward strengthening the teacher role within the Montessori Learning Triangle. While some initiatives were fully realized and effective, others were either delayed in implementation or had limited reach during the cycle, indicating opportunities for deeper systemization and broader impact in the next cycle.

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

As a result of reflections on the prior year, CMP has identified several areas where adjustments are necessary to strengthen implementation and increase progress toward Goal #3, Metric #9, Action #3. These adjustments reflect a commitment to using implementation data, educator feedback, and outcome trends to inform continuous improvement.

One key change is the refinement of the Professional Development Plan (PDP). While a framework was in place, CMP will now revise the PDP process to include clearly defined mentor expectations, a rating system for Montessori mentorship, and evaluation tools that assess both Montessori and standards-aligned instructional practices. This move from broad intentions to a more structured and actionable process reflects a need for greater clarity and accountability.

These changes reflect CMP’s recognition of both its accomplishments and its implementation challenges and are designed to deepen the impact of planned actions, enhance instructional quality, and further strengthen the Montessori Learning Triangle.

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
Action #1	"Highly Qualified" Teachers and "Montessori Mentors"	100% of CMP teachers will be considered "Highly Qualified" by state and federal standards (within 3 years of employment at CMP) and 50% of CMP teachers will be considered a "Montessori Mentor" by CMP standards.	$141,104.00	No
Action #2	Teachers Effective in Combining Montessori and CA Standards	80% of CMP teachers will be rated effective in combining Montessori and California standards aligned curriculums.	$2,141,516.00	No
Action #3	Concentrated and Targeted Professional Development	All CMP staff will receive concentrated and targeted Professional Development.	$229,188.00	No

Goal

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

State Priorities addressed by this goal.

Basic, Parental Involvement and Family Engagement, Student Achievement

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

		their desired pathway. HR looks to our current staff for any new opportunities.	different positions.			
3	Substitutes	CMP has a robust susbitute 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 efforts to expand the pool.
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.
5	Recruitment Efforts in Diverse Communities	The CMP HR Team partcipates 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 In Deed, 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.

6	HR On-Boarding 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 on-boarding.	CMP enhanced its onboarding process by implementing Vector for training and PayCor's recruiting tools to improve communication with supervisors on new hire status.
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.
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		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.

			increasing the Teaching Assistant pay scale with the goal of staff retention.			
9	Stipends and Benefits	CMP offers a robust stipend structure on all pay scales for staff. Types of stipends and the amount for each stipend is dependent on role. CMP adopted a robust mental health, nutrition, and finance support program that offers virtual services for staff. CMP increased its benefits contribution to lower staff costs for benefits.	Upon evaluation and review of a local compensation study, CMP chose to move away from the stipend structure and build a more robust 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.		Provide robust stipend (Montessori, Longevity, and continuing education) and benefit programs to increase staff retention and satisfaction.	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.
10	Recruitment Best Practices	CMP reivews its recruitment practices to ensure we have a diverse pool of candidates for open positons. CMP's HR team has strong	CMP has strong relationships with Sacramento State University and Sacramento County Office of Education teaching programs to		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 through a

		relationships with the credentialing entities in our region.	recruit candidates. CMP also has a residency program partnership with Sacramento State University and a partnership with Ventura County for credentialing analysis support.			residency program and credentialing analysis partnership with Ventura County.
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.
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	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		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.

		service minutes around general education schedules, and individualized emergency response plans.	training is appropriate for certain staff.			
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.
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.
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	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		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

		meets with the back office service provider weekly and the campus principals meet with the back office service provider monthly.	Superintendent and other admin on a weekly basis.			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.
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.
17	Enrollment and ADA Projections	CMP-Shingle Springs Campus ended the 2023-2024 school year 3 students over the 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 maintained a stable enrollment at budgeted enrollment.
18	Parent Communication System	ParentSquare has been adopted and implemented throughout the network.	ParentSquare is being consistently used throughout the network.		More streamlined and efficient communication systems with families through an	ParentSquare continues to be consistently used across the network.

					online parent communication system.	
19	Streamlined and Efficient Communication Systems	CMP uses a number of technology platforms that have streamlined communications and internal processes. The Data Department and Student Services Departments implemented electronic processes for student registration and enrollment and a new system to manage Club M applications, registration, enrollment and payments. CMP's Technology Department transitioned the entire network to the Google platform.	CMP implemented 'CMP Help Desk', a new ticketing system via Fresh Desk to support staff requests to the Technology, Human Resources, Payroll and Data Management departments.		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 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.
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,		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

			including principals.			for all staff, including principals.
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 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	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.

		the Central Administration Office (Technology, HR, Payroll, Data & Accounts Payable) has a set of processes and procedures through working documents and manuals to follow both for Central Admin staff and site level staff that are used for training and as ongoing resources.	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.			
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		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.

			could focus more on supportive measures. This process will be reviewed to determine effectiveness for the organization and for the parent community.			

Goal Analysis for 2025-26

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

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

There were no major substantive differences between the planned actions under Goal 4 and the actual implementation; however, many initiatives remain in progress or are being refined. CMP made progress across several areas:

The Human Resources team continued revising the performance evaluation process. CMP maintained a strong substitute pool and enhanced onboarding with tools like Vector and PayCor. Career fairs and expanded recruitment strategies, including social media and signing bonuses, were used to attract a diverse candidate pool, particularly in special education.

CMP transitioned from a stipend model to a more robust salary scale, aligned with a compensation study, to improve recruitment, retention, and STRS benefits. Professional development for special education staff was structured with regular trainings, and administrative support was maintained. Dedicated spaces for SPED services were secured at all campuses.

Operational improvements included implementing the CMP Help Desk system, expanding ParentSquare use, and streamlining internal processes. While procedural manuals and 360-degree departmental reviews are still under development, there has been progress in sharing and standardizing practices across departments.

On the financial side, CMP refined its meeting structure to enhance fiscal oversight and transparency. Long-term facility agreements remained unchanged, and enrollment projections were slightly under target. Overall, actions aligned closely with planned goals, with most initiatives either implemented or actively evolving.

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.

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

CMP's actions under Goal 4 were largely effective in making progress toward strengthening operations to better support the Montessori Learning Triangle over the three-year LCAP cycle. Many initiatives moved from planning to implementation, with measurable improvements in staffing systems, communication structures, and support services.

CMP enhanced its ability to attract and retain staff by transitioning to a more competitive and equitable salary structure, replacing the former stipend model. Recruitment efforts in diverse communities expanded through increased participation in job fairs and broader use of digital platforms. Internal career pathways and onboarding processes were strengthened, supported by new tools like PayCor and Vector, contributing to more consistent and professional human resources practices.

The establishment of dedicated special education spaces at every campus, combined with consistent SPED staff training and administrative support, demonstrated CMP’s commitment to equitable service delivery. The implementation of the CMP Help Desk system and the consistent use of ParentSquare improved communication across departments and campuses, while onboarding and procedural work contributed to more aligned and efficient operations.

While some initiatives—such as the development of 360-degree reviews and procedural manuals—remain in progress, CMP took meaningful steps to build the necessary infrastructure and lay the foundation for long-term systems improvement. Similarly, efforts to streamline attendance monitoring and shift key processes to central administration reflect a broader move toward consistency and organizational coherence.

Overall, CMP's actions were effective in advancing Goal 4, with most initiatives showing tangible progress or building strong momentum toward long-term success.

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

CMP intends to refine several components of Goal 4 to ensure continued progress and sustainability. As a result, upcoming actions will place greater emphasis on formalizing and systematizing initiatives that began during the initial LCAP cycle. For example, while early efforts focused on developing career pathways and onboarding systems, the coming year will prioritize implementing fully defined professional growth plans, career ladders, and departmental procedural manuals to ensure consistency and accountability across the network.

CMP also recognized the need for increased data-driven evaluation. In response, the metrics and desired outcomes will evolve to better measure effectiveness—such as incorporating staff satisfaction, retention trends, and service delivery quality as part of the review process.

Additionally, due to the success and value of centralizing certain processes—such as attendance letters and onboarding communications—CMP will continue to centralize other operational tasks to improve coherence and reduce site-level administrative burdens.

Overall, adjustments for the coming year reflect CMP's focus on deepening and sustaining systems improvements, clarifying success indicators, and ensuring that strategic actions directly support operational excellence aligned with the Montessori Learning Triangle.

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
Action #1	Job Satisfaction and Retention Rate	95% of CMP staff will report a high level of job satisfaction and CMP will see an increased staff retention rate.	$1,136,108.00	No
Action #2	SPED Staff as CMP Employees	95% of CMP Special Education staff will be CMP employees.	$916,842.00	No
Action #3	Operating Reserve with 60 Days Cash	CMP will create an operating reserve that includes 60 days cash on hand.	$0.00	No
Action #4	Network-wide Systems and Processes	CMP's central office and site administration teams will work to build stronger systems and processes across the network.	$1,198,714.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant

$195,686.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.00%	0.00%	$0.00	3.00%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 3	Enrichment programs provide essential opportunities for students to explore their interests, develop new skills, and engage in activities that promote social, emotional, and cognitive growth. For Foster Youth, English Learners, and Low-Income Students, who often face additional challenges and barriers, these programs can be particularly transformative. They offer a constructive outlet and a supportive environment where students can build confidence, resilience, and a sense of belonging. Access to sports and physical activities is crucial for promoting	All students, including Foster Youth, English Learners, and Low-Income Students, require access to enrichment programs both during the school day and outside of traditional school hours. These programs, which encompass sports, academics, visual and performing arts, and STEM, are vital for the holistic development of students.	After School Sports, Well Rounded Education, VAPA Enrichment Menu of Options, CDE PFT

	physical health, teamwork, and leadership skills. Academic enrichment programs offer additional support and challenge, helping to close achievement gaps and enhance learning outcomes. Participation in visual and performing arts fosters creativity, self-expression, and cultural awareness. STEM programs are essential for preparing students for future careers and for fostering problem-solving and critical thinking skills. For these subgroups, who may have limited access to such opportunities outside of school, providing enrichment programs during and beyond the traditional school day ensures that they receive the comprehensive educational experience they need to thrive. These programs also help mitigate the effects of socioeconomic disparities, offering equitable access to resources that can significantly impact students' academic and personal success.		
Goal 2 Action 2	CMP (California Montessori Project) will see an annual improvement in math performance on CMP and state assessments, particularly for Foster Youth, English Learners, and Low-Income Students. Enhancing math proficiency is critical for academic success and future opportunities in a	The need for CMP to see an annual improvement in math performance on CMP and state assessments is essential for promoting educational equity and ensuring that all students, including Foster Youth, English Learners, and Low-Income Students receive the support they need to achieve academic	RTI Process for Math, Math Interventions, Math CAASPP Testing Practice, Math Enrichment

	variety of fields. Foster Youth, English Learners, and Low-Income Students often face educational disparities that can result in lower math performance compared to their peers. These disparities may be due to factors such as limited access to resources, less academic support at home, and higher levels of mobility and absenteeism. Addressing these gaps requires focused and sustained efforts to improve math instruction and support for these students. Improving math performance has a direct impact on students' overall academic achievement and confidence in their abilities. Math skills are foundational for success in many academic subjects and are essential for critical thinking and problem-solving. For Foster Youth, English Learners, and Low-Income Students, enhanced math proficiency can open doors to advanced coursework, higher education, and career opportunities in STEM fields and beyond. Targeted strategies to improve math performance might include strengthening Tier 1 instruction, providing differentiated instruction, additional tutoring and intervention programs, professional development for teachers on effective math instruction	success. By prioritizing math proficiency, CMP can help close achievement gaps and provide all students with the skills and confidence they need to excel in their education and future endeavors.		

	techniques, and the integration of technology and hands-on learning experiences. Providing these supports helps ensure that all students, regardless of their background, have the opportunity to succeed in math.		
Goal 2 Action 3	The California Montessori Project (CMP) will demonstrate yearly progress in English Language Arts (ELA) on both CMP and state evaluations, particularly for Foster Youth, English Learners, and Low-Income Students. Advancing ELA proficiency is vital for the comprehensive academic achievement of students and their capacity to communicate and participate effectively across diverse settings. Foster Youth, English Learners, and Low-Income Students frequently face substantial challenges that can impact their performance in English Language Arts (ELA). Such challenges can encompass a lack of exposure to language-rich environments, lack of educational resources at home, and elevated levels of stress and instability. To enhance ELA outcomes for these groups, targeted support and interventions are necessary to overcome these distinct obstacles. Strong ELA skills are foundational for academic achievement across all subjects and	It is crucial for CMP to demonstrate yearly progress in ELA outcomes on both CMP and state evaluations to foster educational fairness and guarantee that every student, including Foster Youth, English Learners, and Low-Income Students, gets the support they need to thrive academically. Focusing on ELA proficiency enables CMP to narrow the achievement disparities and equip all students to realize their utmost capabilities in academic and personal endeavors.	RTI Process for ELA, ELA Interventions, ELA Enrichment, ELA CAASPP Testing Practice

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

Limited Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Goal 2 Action 4	CMP (California Montessori Project) will increase and improve services for unduplicated pupils, specifically English Language Learners, Low-Income Students, Foster Youth, and Homeless Youth. These student groups face unique and significant challenges that require tailored support to ensure their academic success and overall well-being.	By increasing and improving services for unduplicated pupils, CMP can address the specific barriers that hinder their educational progress and create a more equitable learning environment. This involves not only providing academic support but also addressing the social, emotional, and physical needs of these students to ensure they have the opportunity to thrive. Some of the supports that CMP offers are: Second Step (social-emotional curriculum), school counselors at every CMP site, additional resources for students experiencing homelessness, staff trained in trauma-informed practices, behavior management through the Positive Behavioral Interventions and Supports (PBIS) system, restorative practices trainings, etc. CMP seeks to engage underrepresented families by first being present and visible in the school community. If campus administration feels that a family is not being reached through the normal modes of communication, direct phone calls, in-person meetings, and/or home visits will be made to ensure the family is receiving the support that is needed. CMP also provides on campus services for families in need, including computer access, translators,	Student Outreach, Cultural Competency Professional Development, English Learners, Summer Tutoring

		meals, etc. The need to increase and improve services for English Language Learners, Low-Income Students, Foster Youth, and Homeless Youth is critical for promoting educational equity and ensuring that all students have the support and resources necessary to succeed. By addressing the unique challenges faced by these students, CMP can help close achievement gaps and provide a supportive and inclusive educational experience for all.	

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	1:32	N/A
Staff-to-student ratio of certificated staff providing	1:22	N/A

direct services to students		

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2025-26	$5,718,483.00	$195,686.00	3.42%	0.00%	3.42%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$7,204,046.00	$549,807.00	$0.00	$126,947.00	$7,880,800.00	$6,001,687.00	$1,879,113.00

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

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

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
4	1	Job Satisfaction and Retention Rate	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
4	2	SPED Staff as CMP Employees	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
4	3	Operating Reserve with 60 Days Cash	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing
4	4	Network-wide Systems and Processes	All	No	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	Ongoing

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	$0.00	$104,220.00	$104,220.00	$0.00	$0.00	$0.00	$104,220.00	0.00%
1	2	$180,288.00	$668,561.00	$848,849.00	$0.00	$0.00	$0.00	$848,849.00	0.00%
1	3	$159,713.00	$21,630.00	$111,275.00	$70,068.00	$0.00	$0.00	$181,343.00	0.00%
2	1	$73,625.00	$0.00	$73,625.00	$0.00	$0.00	$0.00	$73,625.00	0.00%
2	2	$62,110.00	$0.00	$62,110.00	$0.00	$0.00	$0.00	$62,110.00	0.00%
2	3	$91,973.00	$0.00	$77,900.00	$0.00	$0.00	$14,073.00	$91,973.00	0.00%
2	4	$755,208.00	$0.00	$755,208.00	$0.00	$0.00	$0.00	$755,208.00	0.00%
3	1	$116,833.00	$24,271.00	$141,104.00	$0.00	$0.00	$0.00	$141,104.00	0.00%
3	2	$2,141,516.00	$0.00	$2,141,516.00	$0.00	$0.00	$0.00	$2,141,516.00	0.00%
3	3	$194,833.00	$34,355.00	$229,188.00	$0.00	$0.00	$0.00	$229,188.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percenta of Improve Services
4	1	$1,136,1	$0.00	$1,136,1	$0.00	$0.00	$0.00	$1,136,1	0.00%
4	2	$891,279	$225,563.0	$324,229	$479,739	$0.00	$112,874	$916,842	0.00%
4	3	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
4	4	$198,201	$1,000,5	$1,198,7	$0.00	$0.00	$0.00	$1,198,7	0.00%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
$5,718,483.0	$195,686.00	3.42%	0.00%	3.42%	$7,204,046.0	0.00%	125.98%

Totals by Type	Total LCFF Funds
Total:	$7,204,046.00
LEA-wide Total:	$6,448,838.00
Limited Total:	$755,208.00
Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentag of Improved Services (%)
1	3	Enrichmen	Yes	LEA-Wide	English Learners, Foster	All Schools	$111,275.0	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 Percentag of Improved Services (%)
					Youth, Low Income			
2	2	Math Performance	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	$62,110.00	0.00%
2	3	ELA Performance	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	All Schools	$77,900.00	0.00%
2	4	Services to Unduplicated Pupils	Yes	Limited	English Learners, Foster Youth, Low Income	All Schools	$755,208.00	0.00%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$6,735,332.00	$7,482,354.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Aligned Curriculums	No	$135,681.00	$148,671.00
1	2	Space for Learning	No	$761,765.00	$851,334.00
1	3	Enrichment	Yes	$157,370.00	$154,092.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	1	Student Climate and Culture	No	$71,657.00	$71,657.00
2	2	Math Performance	Yes	$52,415.00	$52,415.00
2	3	ELA Performance	Yes	$89,237.00	$89,237.00
2	4	Services to Unduplicated Pupils	Yes	$597,430.00	$604,971.00
3	1	"Highly Qualified" Teachers and "Montessori Mentors"	No	$23,400.00	$15,814.00
3	2	Teachers Effective in Combining Montessori and CA Standards	No	$1,818,854.00	$2,170,462.00
3	3	Concentrated and Targeted Professional Development	No	$42,017.00	$36,950.00
4	1	Job Satisfaction and Retention Rate	No	$673,806.00	$1,165,985.00
4	2	SPED Staff as CMP Employees	No	$1,219,072.00	$755,017.00
4	3	Operating Reserve with 60 Days Cash	No	$68,911.00	$64,867.00
4	4	Network-wide Systems and Processes	No	$1,023,717.00	$1,300,882.00

Goal Analysis

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

A review of Goal #1—strengthening the environmental component of the Montessori Learning Triangle—shows that while CMP largely stayed aligned with its planned actions, some substantive differences between planning and actual implementation emerged across key areas. In several metrics, actual

implementation met or exceeded expectations. For example, CMP made progress in curriculum alignment by establishing dedicated committees and launching pilots in reading, writing, and science, demonstrating greater implementation activity than initially anticipated at the baseline. The successful completion of the shade structure project at CMP-Shingle Springs ahead of the 2024–25 school year is another example of accelerated or fully realized implementation that moved beyond early-stage planning. A few planned actions experienced delays or slower implementation. For example, while CMP's vision included the development of comprehensive Student Work Plan exemplars and universal scope and sequence adoption across all content areas, progress remained limited to math scope and sequence updates. Similarly, goals related to campus safety enhancements (such as securing fencing and camera installation) and expansion of visual and performing arts enrichment offerings were initiated but not yet fully realized. Overall, the differences between planned and actual implementation reflect a balance of progress and pacing—certain initiatives advanced faster or deeper than expected, while others have remained steady or require continued development to meet Year 3 targets. These variances inform strategic adjustments as CMP continues to strengthen its learning environment across all campuses.

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

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

The specific actions taken under Goal #1—strengthening the environmental component of the Montessori Learning Triangle—were largely effective in making progress toward the goal over the course of the three-year LCAP cycle. CMP demonstrated notable effectiveness in enhancing curriculum alignment with state standards while maintaining fidelity to the Montessori model. The formation of reading and writing committees, the piloting of curricula, and the alignment of math and science programs represent meaningful progress beyond initial planning. These actions contributed to a more integrated instructional approach that supports both academic rigor and Montessori principles. Additionally, CMP's successful completion of key facility improvement projects, such as the shade structure at CMP-Shingle Springs, enhanced the physical learning environment, directly supporting the environmental component of the learning triangle. The consistent maintenance of safety committees and continued progress toward campus security improvements reflect ongoing commitment to student safety, another critical aspect of the environment. The implementation of a full-time VAPA teacher and expanded after-school enrichment options at CMP-Shingle Springs also contributed positively to the goal by enriching students' daily experiences and supporting a well-rounded educational environment. Overall, CMP's actions were effective in building out the physical, academic, and enrichment dimensions of the Montessori environment. The initiatives that combined clear structure, stakeholder involvement, and alignment with student needs tended to result in the most meaningful progress toward the goal.

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

Reflections on the implementation of Goal #1 over the course of the three-year LCAP cycle have led CMP to refine both the scope and prioritization of actions and desired outcomes for the coming year. While the overarching goal—to strengthen the environmental component of the Montessori Learning

Triangle—remains unchanged, CMP has adjusted its focus based on observed implementation challenges and progress to date. One key change involves placing greater emphasis on curriculum alignment and instructional consistency. The work of CMP's reading, writing, and curriculum committees has laid important groundwork, and reflections indicate that continued focus on piloting, reviewing, and adopting standards-aligned curriculum that complements Montessori philosophy is a priority. As a result, the desired outcomes related to ELA, math, and science curricula will be more explicitly staged, allowing for phased implementation and clearer benchmarks in the coming year. CMP also recognized the need for increased support in developing a cohesive, articulated scope and sequence across all grade levels. While progress was made in math, reflections revealed that rolling this work out to other subjects will require more structured timelines, dedicated personnel, and professional development. These changes reflect CMP's commitment to continuous improvement and adapting practices based on implementation realities, while staying grounded in the Montessori framework that defines its educational mission.

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

Throughout the LCAP cycle for Goal #2—strengthening the student component of the Montessori Learning Triangle—CMP generally aligned its actions with the original plan; however, several substantive differences between planned actions and actual implementation emerged, primarily in pacing, depth, and staffing-related execution. While several initiatives such as RTI processes for Math and ELA, intervention staffing, and enrichment programs were implemented as planned, other components like refining the RTI process and expanding enrichment opportunities progressed more slowly than anticipated. For example, although expanding math and ELA enrichment and tutoring beyond Club M was part of the goal, implementation remained largely at the exploratory stage, with enhancement efforts planned for future years. Some actions evolved beyond their initial scope. CMP's student outreach efforts, initially focused on hiring a DEI Coordinator, shifted toward actively reviewing policies and enrollment practices to reduce barriers for underrepresented families. Similarly, cultural competency professional development expanded to include Restorative Practices and Social Emotional Learning. Emergent needs also influenced priorities. CMP's focus on reducing chronic absenteeism led to a dedicated attendance team incorporating family outreach and policy reviews, extending beyond the original LCAP outline. In response to behavioral data and suspension rates, CMP developed a Behavior Playbook and emphasized restorative practices as alternatives to suspension. Additionally, CMP moved from planning partnerships, such as with the Sacramento County Office of Education for English Learner support, to actively developing internal systems for a designated English Language Development program and associated professional development. This reflects a deeper commitment and internal capacity-building than initially envisioned. In summary, while CMP followed the overall direction of its planned actions, actual implementation was influenced by emerging data, staffing realities, and evolving strategic priorities. These factors led to both delays and enhancements, which will guide future development and scaling of these efforts in the remaining years of the cycle.

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

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

The specific actions taken during demonstrated mixed effectiveness in making progress toward strengthening the student component of the Montessori Learning Triangle. Several key initiatives showed positive results, while others experienced slower progress or remained in early stages. Efforts to integrate Social Emotional Learning (SEL) into the RTI process and develop a comprehensive Behavior Playbook with restorative practices contributed to a notable decline in suspension rates, reflecting improved school climate and behavioral supports. The continued presence of intervention staff and enrichment opportunities in Math and English Language Arts (ELA) helped maintain or improve student achievement, as evidenced by stable or improved CAASPP scores. Moreover, CMP's evolving approach to diversity, equity, and inclusion, including expanded professional development and policy reviews, strengthened supports for underrepresented students beyond initial expectations. This adaptation reflects responsiveness to student needs and a broader commitment to equitable access. Overall, the actions taken were effective in some critical areas—such as reducing suspensions and chronic absenteeism, maintaining intervention staffing, and improving ELA outcomes—while other planned initiatives will require continued focus and development to fully realize their intended impact. These results highlight both the successes achieved and the areas needing sustained effort as CMP moves forward in strengthening the Montessori Learning Triangle for its students.

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

Based on reflections from prior practice, several changes were made to the planned goal, metrics, desired outcomes, and actions for the coming year. While the overarching goal of strengthening the student component of the Montessori Learning Triangle remains, CMP refined its focus to emphasize continued development and full implementation of key systems such as RTI, PBIS, and restorative practices. Actions have been updated to prioritize expanding professional development around cultural competency, equity, and English learner support, building on partnerships with local agencies and internal teams. Additionally, CMP has increased efforts to broaden student leadership opportunities and refine enrichment and tutoring programs, particularly in Math and ELA, based on observations that some initiatives remain in early stages and require more targeted implementation. Outreach strategies are being enhanced to remove barriers for underrepresented families, with recruitment efforts more intentionally focused on free and reduced lunch, English learner, and foster youth populations. CMP is considering expanding the Club M program to include summer tutoring to support non-proficient and unduplicated students. Overall, these changes reflect CMP's commitment to deepening and scaling successful practices while addressing areas needing greater attention, ensuring more effective progress toward the goal in the coming year.

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

While CMP has remained committed to strengthening the teacher component of the Montessori Learning Triangle, there were several substantive differences between planned actions and actual implementation across the three-year LCAP cycle, primarily due to staffing challenges, evolving organizational priorities, and extended timelines for system development. 1. Professional Development Process (PDP) Refinement: CMP planned to fully refine and implement a formal PDP process that included clear criteria for Montessori Mentor designation and evaluation of integrated instructional practices. While meaningful steps were taken—such as supporting curriculum alignment committees for Math and ELA and providing Montessori mentors—the full systematization and documentation of PDP processes have been slower than anticipated, and further development is still in progress. 2. Exemplar Lesson Plans: The creation of exemplar lesson plans by the Deans of Education was initiated as planned, but the completion and distribution of finalized exemplars have not yet occurred,

indicating a gap between the planned goal of full implementation and the actual developmental phase still underway. Despite these implementation variances, CMP has made steady progress in embedding Montessori-aligned professional supports and curriculum alignment efforts, and has created a strong foundation for continued growth in subsequent years.

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 did not have as many staff needing Montessori professional development as originally budgeted for.

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

CMP’s actions toward strengthening the teacher component of the Montessori Learning Triangle have been effective, while noting some ongoing development or limited impact in some areas. CMP consistently supported Montessori training for teachers and teaching assistants by providing all teachers with Montessori mentors. These supports strengthened teacher understanding of Montessori principles and helped integrate them into classroom practice, aligning with CMP’s foundational instructional philosophy. The alignment of Montessori lessons with Common Core standards, particularly in Math and ELA, was a significant step forward. Teachers were provided with pacing guides, instructional tools, and scope and sequence documents that supported standards-aligned instruction while honoring Montessori methodology. These actions reflect strong alignment with the goal and improved instructional coherence across the system. While initial efforts, such as the formation of a committee and identification of instructional priorities, were put in place, the full implementation of a refined and systematic PDP—including clear mentor definitions and evaluation tools—was still in development by the end of the cycle. Thus, the effectiveness of this action is moderate and shows promise for future cycles. CMP Deans of Education began developing exemplar lesson plans; however, they were not finalized or implemented across the system. The effort was initiated but remains incomplete, limiting its overall effectiveness during this cycle. In summary, CMP’s actions demonstrated a strong philosophical alignment and incremental progress toward strengthening the teacher role within the Montessori Learning Triangle. While some initiatives were fully realized and effective, others were either delayed in implementation or had limited reach during the cycle, indicating opportunities for deeper systemization and broader impact in the next cycle.

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

As a result of reflections on the prior year, CMP has identified several areas where adjustments are necessary to strengthen implementation and increase progress toward Goal #3, Metric #9, Action #3. These adjustments reflect a commitment to using implementation data, educator feedback, and outcome trends to inform continuous improvement. One key change is the refinement of the Professional Development Plan (PDP). While a framework was in place, CMP will now revise the PDP process to include clearly defined mentor expectations, a rating system for Montessori mentorship, and evaluation tools that assess both Montessori and standards-aligned instructional practices. This move from broad intentions to a more structured and actionable process reflects a need for greater clarity and accountability. These changes reflect CMP’s recognition of both its accomplishments and its

implementation challenges and are designed to deepen the impact of planned actions, enhance instructional quality, and further strengthen the Montessori Learning Triangle.

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

There were no major substantive differences between the planned actions under Goal 4 and the actual implementation; however, many initiatives remain in progress or are being refined. CMP made progress across several areas: The Human Resources team continued revising the performance evaluation process. CMP maintained a strong substitute pool and enhanced onboarding with tools like Vector and PayCor. Career fairs and expanded recruitment strategies, including social media and signing bonuses, were used to attract a diverse candidate pool, particularly in special education. CMP transitioned from a stipend model to a more robust salary scale, aligned with a compensation study, to improve recruitment, retention, and STRS benefits. Professional development for special education staff was structured with regular trainings, and administrative support was maintained. Dedicated spaces for SPED services were secured at all campuses. Operational improvements included implementing the CMP Help Desk system, expanding ParentSquare use, and streamlining internal processes. While procedural manuals and 360-degree departmental reviews are still under development, there has been progress in sharing and standardizing practices across departments. On the financial side, CMP refined its meeting structure to enhance fiscal oversight and transparency. Long-term facility agreements remained unchanged, and enrollment projections were slightly under target. Overall, actions aligned closely with planned goals, with most initiatives either implemented or actively evolving.

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.

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

CMP's actions under Goal 4 were largely effective in making progress toward strengthening operations to better support the Montessori Learning Triangle over the three-year LCAP cycle. Many initiatives moved from planning to implementation, with measurable improvements in staffing systems, communication structures, and support services. CMP enhanced its ability to attract and retain staff by transitioning to a more competitive and equitable salary structure, replacing the former stipend model. Recruitment efforts in diverse communities expanded through increased participation in job fairs and broader use of digital platforms. Internal career pathways and onboarding processes were strengthened, supported by new tools like PayCor and Vector, contributing to more consistent and professional human resources practices. The establishment of dedicated special education spaces at every campus, combined with consistent SPED staff training and administrative support, demonstrated CMP’s commitment to equitable service delivery. The implementation of the CMP Help Desk system and the consistent use of ParentSquare improved communication across departments and campuses, while onboarding and procedural work contributed to more aligned and efficient operations. While some initiatives—such as the development of 360-degree reviews and procedural manuals—remain in progress, CMP took meaningful steps to build the necessary infrastructure and lay the foundation for

long-term systems improvement. Similarly, efforts to streamline attendance monitoring and shift key processes to central administration reflect a broader move toward consistency and organizational coherence. Overall, CMP's actions were effective in advancing Goal 4, with most initiatives showing tangible progress or building strong momentum toward long-term success.

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

CMP intends to refine several components of Goal 4 to ensure continued progress and sustainability. As a result, upcoming actions will place greater emphasis on formalizing and systematizing initiatives that began during the initial LCAP cycle. For example, while early efforts focused on developing career pathways and onboarding systems, the coming year will prioritize implementing fully defined professional growth plans, career ladders, and departmental procedural manuals to ensure consistency and accountability across the network. CMP also recognized the need for increased data-driven evaluation. In response, the metrics and desired outcomes will evolve to better measure effectiveness—such as incorporating staff satisfaction, retention trends, and service delivery quality as part of the review process. Additionally, due to the success and value of centralizing certain processes—such as attendance letters and onboarding communications—CMP will continue to centralize other operational tasks to improve coherence and reduce site-level administrative burdens. Overall, adjustments for the coming year reflect CMP’s focus on deepening and sustaining systems improvements, clarifying success indicators, and ensuring that strategic actions directly support operational excellence aligned with the Montessori Learning Triangle.

2024-25 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$160,755.00	$779,590.00	$787,131.00	($7,541.00)	12.00%	522.10%	510.10%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage
1	3	Enrichment	Yes	$92,923.00	$92,923.00	3.00%	89.30%
2	2	Math Performance	Yes	$0.00	$0.00	3.00%	30.40%
2	3	ELA Performance	Yes	$89,237.00	$89,237.00	3.00%	51.70%
2	4	Services to Unduplicated Pupils	Yes	$597,430.00	$604,971.00	3.00%	350.70%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,308,932.00	$160,755.00	0.00%	3.03%	$787,131.06	522.10%	536.93%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should

support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

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

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

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory

groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

- For school districts, see Education Code Section 52062 (California Legislative Information);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the

2024–25 LCAP as “Not Applicable.”

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding

identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If “Yes” is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to

supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

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

must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.

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

Contributing Actions Annual Update Table

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

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

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

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

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

dividing the LCFF Carryover (12) by the LCFF Funding (9).