

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: California Montessori Project- Shingle Springs

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LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>California Montessori Project-Shingle Springs (CMP-SS) has provided numerous opportunities for stakeholder engagement, as part of the greater California Montessori Project (CMP) 7-campus network, as well as an individual charter school within the Buckeye Union School District (BUSD).</p> <p>Over the past three years, there have been numerous occasions where community input was collected to improve the CMP program. Network opportunities have included community participation in the ongoing accreditation processes through the Western Association of Schools and Colleges (WASC) and the American Montessori Society (AMS), 2011 through 2017. In addition, members of the CMP Learning Community, as well as the public-at-large, have been invited to attend monthly meetings of the CMP Governing Board, and to provide input at the Strategic Planning Session at the Board's Annual Retreat (November, 2013).</p> <p>During the months of March, April and May, CMP's Executive Director, Gary S. Bowman, met with 16 distinct groups of stakeholders, representing the CMP Learning Community, at-large, to receive input on school improvement.</p> <p>Meetings specific to CMP-SS included the following: April 2, 2014: Open Forum Meeting with Parents May 22, 2014: Open Forum Meeting with Staff May 22, 2014: Open Forum Meeting with Students</p> <p>At the meetings, the Executive Director shared components of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP), including the eight state priorities. Community members present at the meetings were asked for suggestions on how the new LCFF funding could support school improvement. Input from the stakeholders was, subsequently, organized into the eight state priorities and the input was reviewed for common threads. Considerations of fiscal impact and timeline were considered. Input was also solicited on the CMP web site, and the draft CMP-SS LCAP was posted for review in early June, 2014.</p> <p>The stakeholder meetings were well-received, and input was freely shared</p>	<p>In developing the LCFF Budget for the 2014-15 school year, the Executive Director sought input from parents, pupils, both classified and certificated staff, and school leaders.</p> <p>In the area of 'Stakeholder Engagement' sessions, CMP sought genuine, unfiltered input. Accordingly, the Executive Director committed to holding the meetings in casual settings, which would allow Stakeholders to feel comfortable while providing candid and honest input. These settings included Principal's Cafés, Campus Advisory Councils, Staff Meetings, and Student Circles.</p> <p>At the meetings, the CMP Executive Director shared information regarding the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP), including the '8 State Priorities.' Participating stakeholders were invited, in a round-robin style, how they would spend LCFF dollars to bring improvement to the CMP program. The length of each meeting was determined by the stakeholders, themselves, as every participant was allowed to contribute his/her input, until such time as all ideas had been exhausted. Stakeholders have also been invited to submit additional input by email to the Executive Director (gbowman@cacmp.org) and/or Development Consultant, Stephanie Garrettson (sgarrettson@cacmp.org). It is the Executive Director's observation that the stakeholders have been greatly appreciative of the opportunity to have their ideas heard.</p> <p>The CMP Executive Director met with CMP Staff, Parents and Students at the various Stakeholder Engagement Sessions. The Staff and Parents provided valuable (and welcome) input regarding School Improvement. At the same time, the Executive Director found Student input to be especially refreshing and valuable. While much of the student input was consistent with that of the adults (including the importance of art/music programs and athletics), students also provided critical input from their unique point-of-view. These student sessions, including students as young as kindergarten-age, were remarkable and poignant. CMP Leadership considered all of the input to be a great foundation for building the LCFF budget.</p> <p>After the Stakeholder Engagement Sessions, the input provided was organized according to the 8 State Priorities, by site, as well as network.</p>

Involvement Process	Impact on LCAP
<p>from the participants. This input contributed to the 2014-15 LCAP Plan (see 'Impact on LCAP').</p> <p>On June 9, 2014, the CMP Governing Board will hold a public hearing on the draft of the CMP-SS LCAP and the 2014-15 CMP-SS Budget.</p> <p>On June 16, 2014, the CMP Governing Board will approve the 2014-15 CMP-SS LCAP and 2014-15 CMP-SS Budget.</p> <p>The Executive Director will continue to solicit community input for the 2015-16 LCAP revisions.</p>	<p>Based on Stakeholder input, the following expenditures were incorporated into the 2014-15 Budget:</p> <ul style="list-style-type: none"> • Teacher retention through increased compensation • Visual and Performing Arts • Library • Physical Education • Writing Curriculum <p>In the 2015-2016 school year, the LCFF budget will incorporate adoption of a new Common Core-aligned Math Curriculum and in the 2016-2017 school year, the LCFF budget will incorporate adoption of a new Common Core-aligned English/Language Arts Curriculum.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school

site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
100% of lead teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing	All lead teacher candidates screened for employment will hold a valid CA Teacher Credential with appropriate English Learner authorization (or be allowed to teach using an approved internship)	All	All	n/a	Students will be taught by teachers with the highest level of teacher training	Students will be taught by teachers with the highest level of teacher training	Students will be taught by teachers with the highest level of teacher training	State Priority #1 Basic Services: <i>Teachers</i>
100% of lead teachers will hold a Montessori Teaching Certificate, authorized through a Montessori-accredited agency	All lead teacher candidates screened for employment will hold a valid Montessori Teaching Certificate (or agree to enroll and complete certification if employment is offered)	All	All	n/a	Students will be taught by teachers who are committed to the Montessori methodology	Students will be taught by teachers who are committed to the Montessori methodology	Students will be taught by teachers who are committed to the Montessori methodology	State Priority #1 Basic Services: <i>Teachers</i>
Lead teachers will be provided qualitative incentive to serve the CMP Learning Community	CMP will maintain small student-to-teacher ratios, provide teaching assistants and professional growth opportunities	All	All	n/a	Students will have more opportunities for one-on-one instruction and teachers will have more support with instructional strategies	Students will have more opportunities for one-on-one instruction and teachers will have more support with instructional strategies	Students will have more opportunities for one-on-one instruction and teachers will have more support with instructional strategies	State Priority #1 Basic Services: <i>Teachers</i>

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Lead teachers will be provided compensatory incentive to serve the CMP Learning Community	CMP will provide annual increases to the base salary, as well as incremental step and column increases, support for training, and longevity stipends	All	All	n/a	With more financial incentive to continuously serve the CMP Learning Community, students will have more opportunities to be instructed by experienced staff	With more financial incentive to continuously serve the CMP Learning Community, students will have more opportunities to be instructed by experienced staff	With more financial incentive to continuously serve the CMP Learning Community, students will have more opportunities to be instructed by experienced staff	State Priority #1 Basic Services: <i>Teachers</i>
Teaching assistants will be provided additional compensatory incentive to serve the CMP Learning Community	CMP will increase classified pay scale, as budget allows, to encourage retention of Teaching Assistants	All	All	n/a	CMP will retain highly-qualified and experienced teaching assistants	CMP will retain highly-qualified teaching assistants	CMP will retain highly-qualified teaching assistants	State Priority #1 Basic Services: <i>Teachers</i>
Teaching assistants will be provided Montessori Training to equip them to better serve the CMP Learning Community	CMP will support Montessori Training for eligible teaching assistants, to better assist the Lead Teacher, while serving all students, including all student subgroups	All	All	n/a	Students will benefit by having a second Montessori-trained guide in the classroom	Students will benefit by having a second Montessori-trained guide in the classroom	Students will benefit by having a second Montessori-trained guide in the classroom	State Priority #1 Basic Services: <i>Teachers</i>
100% of pupils will have access to standards-	Instructional materials and curriculum,	All	All	n/a	CMP will purchase and	CMP will purchase and	CMP will purchase and	State Priority #1 Basic Services:

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
aligned materials, as well as access to a complete inventory of Montessori materials	including Montessori materials, will be aligned to CA Common Core Standards				implement a Writing curriculum, with Common Core and Montessori alignment	implement a Math curriculum, with Common Core and Montessori alignment	implement an English-Language Arts curriculum, with Common Core and Montessori alignment	<i>Instructional Materials</i>
Students and staff will be housed in facilities which are clean, safe and secure, and conducive to student learning	Facilities will be clean and well-maintained to ensure learning as a priority; CMP will promote the safety and security of the school	All	All	n/a	CMP will ensure that facilities are clean, safe, secure, & well-maintained	Students will benefit from facilities that are clean, safe and secure	Students will benefit from facilities that are clean, safe and secure	State Priority #1 Basic Services: <i>Facilities</i>
The CMP Curriculum Guides will be updated to ensure full alignment with the CA Common Core State Standards (CA CCSS) and 100% of teachers will participate in annual professional development on the implementation of CA CCSS	The Director of Program will work with Principals, Deans of Students and grade level curriculum mentors to review and update the curriculum alignment, as necessary, and identify elements of CA CCSS to guide professional development / trainings	All	All	n/a	Teachers will begin instruction using the updated Common-Core aligned CMP Curriculum Guides which will enhance the student's overall learning experience and the ability to succeed on the Smarter	Teachers will continue instruction using the updated Common-Core aligned CMP Curriculum Guides and will further enhance their skill sets with CMP provided professional development	Teachers will continue instruction using the updated Common-Core aligned CMP Curriculum Guides and will further enhance their skill sets with CMP provided professional development	State Priority #2 Implementation of Common Core Standards: <i>CA CCSS Implementation</i>

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					Balanced state test	pertaining to the Common Core curriculum	pertaining to the Common Core curriculum	
100% of EL students will gain academic content knowledge through the implementation of the CA CCSS as CMP will construct and develop a program to be inclusive of student needs especially as it relates to English Language Learners	Teachers in CMP classrooms will utilize Montessori materials, within both individual and small group settings, to ensure that English Language Learners will understand the academic content in a concrete manner	All	All	n/a	EL students will be able to gain academic content knowledge through the concrete Montessori materials and implantation of Common Core	EL students will be able to gain academic content knowledge through the concrete Montessori materials and implantation of Common Core	EL students will be able to gain academic content knowledge through the concrete Montessori materials and implantation of Common Core	State Priority #2 Implementation of Common Core Standards: <i>EL Students & Academic Content Knowledge</i>
CMP will construct and develop a program to be inclusive of student needs especially as it relates to EL students using ELD and SDAIE methodologies	As part of an English Language Learner's individual academic work plan, the student will be mainstreamed into their classroom, receiving instruction in individual and small group settings using concrete Montessori materials and participating in the Rosetta Stone online language program to	All	All	n/a	EL students will have access to English within the online Rosetta Stone program to further enhance their acquisition of the English language, which will be included in the student's	EL students will have access to English within the online Rosetta Stone program to further enhance their acquisition of the English language, which will be included in	EL students will have access to English within the online Rosetta Stone program to further enhance their acquisition of the English language, which will be included in	State Priority #2 Implementation of Common Core Standards: <i>EL Students & English Language Proficiency</i>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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	support English language acquisition. The richness of the language found in the Montessori program and the Matrix of SDAIE Techniques will assist teachers in moving from the pre-Common Core ELD standards to the anticipated ELD standards				individualized academic work plans	the student's individualized academic work plans	the student's individualized academic work plans	
As per CMP's Parent Participation Policy, parents are encouraged (and expected) to provide service to the school community	Parents are provided numerous opportunities to serve their community, including both on-site and off-site opportunities	All	All	n/a	With parental service to the school community, the school will be able to focus time and resources on other student focused areas	With parental service to the school community, the school will be able to focus time and resources on other student focused areas	With parental service to the school community, the school will be able to focus time and resources on other student focused areas	State Priority #3 Parental Involvement: <i>Achieving and Maintaining Parental Involvement</i>
Parents will have the opportunity to provide school site-specific input through the representative body of the Campus Advisory Council (CAC). Further,	School administration will work with the parent community to recruit parents to the CAC and the Governing Board via school newsletters and	All	All	n/a	Parents will have the opportunity to have a direct voice in their child's school as well as the	Parents will have the opportunity to have a direct voice in their child's school as well	Parents will have the opportunity to have a direct voice in their child's school as well	State Priority #3 Parental Involvement: <i>Promoting Parent Participation</i>

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parents will have the opportunity to provide CMP network-specific input through representation on CMP's Governing Board	communiqués, and through parent meetings/events. CAC and Governing Board Representative elections are held on a regular basis				CMP network	as the CMP network	as the CMP network	
60% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts / Literacy and Mathematics	Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials; use of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning	All	All	n/a	At least 60% of students will show their mastery of grade appropriate English Language Arts/Literacy and Mathematics by scoring proficient or higher on the Smarter Balanced testing system	At least 61% of students will show their mastery of grade appropriate English Language Arts/Literacy and Mathematics by scoring proficient or higher on the Smarter Balanced testing system	At least 62% of students will show their mastery of grade appropriate English Language Arts/Literacy and Mathematics by scoring proficient or higher on the Smarter Balanced testing system	State Priority #4 Student Achievement CAASPP: ELA-Literacy and Mathematics
100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as	Classroom instruction will incorporate testing strategies in preparation for the CAASPP	All	All	n/a	Students will gain knowledge in test taking strategies	Students will gain knowledge in test taking strategies	Students will gain knowledge in test taking strategies	State Priority #4 Student Achievement API

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mandated by the CA State Board of Education								
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	State Priority #4 Student Achievement <i>UC/CSU Course Requirements</i>
CMP will ensure EL students are properly identified tested and demonstrating progress	CMP will create a CELDT Process Operations Manual to ensure proper identification, testing and progress monitoring of EL students. Also, EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies	All	All	n/a	CELDT Process Operations Manual will be developed	School site staff will receive training on the CELDT Process Operations Manual and will begin using it	The CELDT Process Operations Manual will be amended, as needed	State Priority #4 Student Achievement <i>EL Proficiency Rates</i>
CMP will ensure EL students are properly identified, tested and demonstrating progress; Students will make steady progress toward being Reclassified Fluent English	CMP will create a CELDT Process Operations Manual to ensure proper identification, testing and progress monitoring of EL students. Also, EL	All	All	n/a	Proper identification and testing of EL students will ensure that these students are receiving	Proper identification and testing of EL students will ensure that these students are	Proper identification and testing of EL students will ensure that these students are	State Priority #4 Student Achievement <i>EL Reclassification Rates</i>

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Proficient	students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies				the necessary services and support	receiving the necessary services and support	receiving the necessary services and support	
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	State Priority #4 Student Achievement <i>AP Exam Passage Rate</i>
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	State Priority #4 Student Achievement <i>College Preparedness</i>
CMP-Shingle Springs will maintain a 95% ADA rate	CMP-Shingle Springs will provide a safe and engaging learning environment for students and families, including subgroups	All	All	n/a	Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis	Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis	Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis	State Priority #5 Student Engagement <i>Student Attendance Rates</i>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Students will not have more than three absences or 3 tardys of 30 minutes or more during any one school year	Parents will be informed of chronic absences and/or tardys as specified in the CMP Attendance Policy	All	All	n/a	A Montessori curriculum is difficult to replicate outside of a Montessori classroom, as such, students will have the most benefit in the classroom on a regular basis	A Montessori curriculum is difficult to replicate outside of a Montessori classroom, as such, students will have the most benefit in the classroom on a regular basis	A Montessori curriculum is difficult to replicate outside of a Montessori classroom, as such, students will have the most benefit in the classroom on a regular basis	State Priority #5 Student Engagement <i>Student Absenteeism Rates</i>
CMP-Shingle Springs will retain and promote 98% of its 7 th and 8 th grade students	CMP-Shingle Springs will offer an academically engaging learning environment and will build a middle school community that is connected and encouraging, enticing middle school students to continue to be part of the CMP-Shingle Springs middle school community	All	All	n/a	Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis	Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis	Creating a safe and engaging learning environment will encourage students to want to be at school on a regular basis	State Priority #5 Student Engagement <i>Middle School Dropout Rates</i>
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	State Priority #5 Student

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
								Engagement <i>High School Dropout Rates</i>
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	State Priority #5 Student Engagement <i>High School Graduation Rate</i>
CMP-Shingle Springs will maintain an annual suspension rate of less than 2%.	Teachers will be trained in positive discipline methods (including Love & Logic and Positive Discipline); Peace Education will be incorporated in the curriculum; the school's BEST team will focus on Safety, Respect and Responsibility; the Principal and Dean of Students will collaborate with teachers and families to develop strategies to manage student behavior issues and concerns	All	All	n/a	By emphasizing Peace Education and a Positive Discipline approach, the majority of disciplinary issues will be addressed before they become large issues	By emphasizing Peace Education and a Positive Discipline approach, the majority of disciplinary issues will be addressed before they become large issues	By emphasizing Peace Education and a Positive Discipline approach, the majority of disciplinary issues will be addressed before they become large issues	State Priority #6 School Climate <i>Pupil Suspension Rate</i>
CMP-Shingle Springs will maintain an annual expulsion rate of less than 1%	Teachers will be trained in positive discipline methods (including Love & Logic and Positive	All	All	n/a	By emphasizing Peace Education and a Positive	By emphasizing Peace Education	By emphasizing Peace Education	State Priority #6 School Climate <i>Pupil Expulsion Rates</i>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	Discipline); Peace Education will be incorporated in the curriculum; the school's BEST team will focus on Safety, Respect and Responsibility; the Principal and Dean of Students will collaborate with teachers and families to develop strategies to manage student behavior issues and concerns				Discipline approach, the majority of disciplinary issues will be addressed before they become large issues	and a Positive Discipline approach, the majority of disciplinary issues will be addressed before they become large issues	and a Positive Discipline approach, the majority of disciplinary issues will be addressed before they become large issues	
The CMP-Shingle Springs Learning Community, including staff, students and parents, will adhere to the CMP School Safety Plan	CMP-Shingle Springs staff will be trained on the School Safety Plan, on an annual basis, and will conduct monthly fire, earthquake, lockdown and safety drills	All	All	n/a	By ensuring that there are proper practices in place and that staff are properly trained, students will be safer in the event of an emergency	By ensuring that there are proper practices in place and that staff are properly trained, students will be safer in the event of an emergency	By ensuring that there are proper practices in place and that staff are properly trained, students will be safer in the event of an emergency	State Priority #6 School Climate <i>Other Safety and School Connectedness Measures (Surveys)</i>
CMP-Shingle Springs campus will provide a safe, secure learning environment for all	CMP-Shingle Springs will continue to implement the network 'Peace Education' (Anti-	All	All	n/a	By practicing Peace Education and creating a	By practicing Peace Education and creating a	By practicing Peace Education and creating a	State Priority #6 School Climate <i>Other Safety and School</i>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
children	Bullying) Policy, and revise, as appropriate, to promote a safe, secure learning environment for all children				peaceful learning environment, students and staff will feel safe when coming to school	peaceful learning environment, students and staff will feel safe when coming to school	peaceful learning environment, students and staff will feel safe when coming to school	<i>Connectedness Measures (Surveys)</i>
CMP-Shingle Springs instructional staff will ensure that each student, including unduplicated students and students with exceptional needs, will have access to, and enrollment in, a broad course of study, as evidenced in the students' individual work plans	The CMP Director of Program will ensure that the Curriculum Guides for each grade level will provide guidance for the instructional staff as they prepare lessons that cover a broad course of study for all students, including subgroups	All	All	n/a	Students will use state-adopted Common Core materials and curriculum, aligned with Montessori methodology	Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology	Students will use state-adopted Common Core materials and curriculum, aligned with Montessori methodology	State Priority #7 Course Access
All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy	CMP-Shingle Springs students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of English and Language Arts/Literacy	All	All	n/a	Students will use state-adopted Common Core materials and curriculum, aligned with Montessori methodology	Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology	Students will use state-adopted Common Core materials and curriculum, aligned with Montessori methodology	State Priority #8 Other Student Outcomes <i>English</i>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics	CMP-Shingle Springs students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Mathematics	All	All	n/a	Students will use state-adopted Common Core materials and curriculum, aligned with Montessori methodology	Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology	Students will use state-adopted Common Core materials and curriculum, aligned with Montessori methodology	State Priority #8 Other Student Outcomes <i>Mathematics</i>
All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in History, Civics and Social Science	CMP-Shingle Springs students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of History, Civics and Social Science	All	All	n/a	Students will use state-adopted Common Core materials and curriculum, aligned with Montessori methodology	Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology	Students will use state-adopted Common Core materials and curriculum, aligned with Montessori methodology	State Priority #8 Other Student Outcomes <i>Social Science</i>
All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Science	CMP-Shingle Springs students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Science	All	All	n/a	Students will use state-adopted Common Core materials and curriculum, aligned with Montessori methodology	Students will use state-adopted Common Core materials & curriculum, aligned with Montessori methodology	Students will use state-adopted Common Core materials and curriculum, aligned with Montessori methodology	State Priority #8 Other Student Outcomes <i>Science</i>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have the opportunity to participate in a visual and performing arts program, including music, drama, dance and/or visual arts	Classroom teachers will integrate the arts across the curriculum; CMP-Shingle Springs will coordinate after school Visual and Performing Arts programs and activities	All	All	n/a	Students will have greater access to Visual and Performing arts activities during and after school	Students will have greater access to Visual and Performing arts activities during and after school	Students will have greater access to Visual and Performing arts activities during and after school	State Priority #8 Other Student Outcomes <i>Visual and Performing Arts</i>
All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in an articulated, standards-based Physical Education program	CMP-Shingle Springs will provide staff a Physical Education teacher to provide standards-based, and age-appropriate, activities to all students, including all student subgroups, unduplicated students, and students with exceptional needs	All	All	n/a	Students will have greater access to Physical Education activities during the school day	Students will have greater access to Physical Education activities during the school day	Students will have greater access to Physical Education activities during the school day	State Priority #8 Other Student Outcomes <i>Physical Education</i>
All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in an articulated, standards-based Health program	CMP-Shingle Springs will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs access to written materials, direct instruction, and family	All	All	n/a	Students will have greater access to a Health program during the school day	Students will have greater access to a Health program during the school day	Students will have greater access to a Health program during the school day	State Priority #8 Other Student Outcomes <i>Health (Grades 1-6 only)</i>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. All priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
	participation activities related to the health content standards							
All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to a Foreign Language program	CMP-Shingle Springs will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs, an account to the Rosetta Stone online Foreign Language program, classroom and home usage of the program and after school usage available at school site	All	All	n/a	Students will have greater access to a Foreign Language program, using the Rosetta Stone online application available at school and at home	Students will have greater access to a Foreign Language program, using the Rosetta Stone online application available at school and at home	Students will have greater access to a Foreign Language program, using the Rosetta Stone online application available at school and at home	State Priority #8 Other Student Outcomes <i>Foreign Language (Grades 7-12 only)</i>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Sec. 2)	Actions and Services	Level of Service (Indicate school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 2014-15	Year 2: 2015-16	Year 3: 2016-17
All lead teacher candidates screened for employment will hold a valid CA Teacher Credential with appropriate English Learner authorization (or be allowed to teach using an approved internship)	State Priority #1 Basic Services: <i>Teachers</i>	New teachers are required to participate in BTSA (Beginning Teacher Support and Assessment) induction. CMP will provide stipends for Support Providers for teachers participating in BTSA induction	LEA-wide	n/a	\$1500 BTSA stipend for Support Providers; Will vary from year to year; Fund source: LCFF Base	\$1500 BTSA stipend for Support Providers; Will vary from year to year; Fund source: LCFF Base	\$1500 BTSA stipend for Support Providers; Will vary from year to year; Fund source: LCFF Base
All lead teacher candidates screened for employment will hold a valid Montessori Teaching Certificate (or agree to enroll and complete certification if employment is offered)	State Priority #1 Basic Services: <i>Teachers</i>	Lead teachers are required to hold Montessori Certification. CMP will provide financial support for the training, as needed. Total annual expense will vary, depending on the number of new hires	LEA-wide	n/a	Training cost ranges from \$5000-\$7000 per teacher; Total cost will vary from year to year. Fund Source: LCFF	Training cost ranges from \$5000-\$7000 per teacher; Total cost will vary from year to year. Fund Source: LCFF	Training cost ranges from \$5000-\$7000 per teacher; Total cost will vary from year to year. Fund Source: LCFF
CMP will maintain small student-to-teacher ratios, provide teaching assistants and professional growth opportunities	State Priority #1 Basic Services: <i>Teachers</i>	CMP will maintain Class-Size Reduction (CSR) ratios of 24 or less in all K-3 classrooms	LEA-wide	n/a	Teaching Assistant and CSR impact is dependent on enrollment; Source: LCFF	Teaching Assistant and CSR impact is dependent on enrollment; Source: LCFF	Teaching Assistant & CSR impact is dependent on enrollment; Source: LCFF
CMP will provide annual increases to the certificated base salary, as well as incremental step and column increases, support for training, and longevity	State Priority #1 Basic Services: <i>Teachers</i>	As teacher retention is correlated with quality of instruction, especially in a public Montessori program, CMP will increase certificated base salary by	LEA-wide	n/a	At \$1000 per teacher, total additional cost is projected at \$19,500; Fund Source: LCAP	At \$1000 per teacher, total additional cost is projected at \$20,000; Fund Source: LCAP	At \$1000 per teacher, total additional cost is projected at \$20,000; Fund Source: LCAP

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Sec. 2)	Actions and Services	Level of Service (Indicate school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 2014-15	Year 2: 2015-16	Year 3: 2016-17
stipends		\$1000 annually, in addition to incremental step/column			Supp. & Conc.	Supp. & Conc.	Supp. & Conc.
CMP will increase classified pay scale, as budget allows, to encourage retention of Teaching Assistants	State Priority #1 Basic Services: <i>Teachers</i>	Working collaboratively with the Lead Teacher, Teaching Assistants are vital to the success of the Montessori classroom	LEA-wide	n/a	CMP-San Juan will honor the current step increases	CMP-San Juan will increase hourly compensation (amount TBD)	CMP-San Juan will increase hourly compensation (amount TBD)
CMP will support Montessori Training for eligible teaching assistants, to better assist the Lead Teacher, while serving all students, including all student subgroups	State Priority #1 Basic Services: <i>Teachers</i>	Montessori Training will allow the TA to better assist the Lead Teacher, while serving all students, including all student subgroups, unduplicated students, and students with exceptional needs	LEA-wide	n/a	CMP-San Juan will support Montessori training for 1-2 Teaching Assistants \$4500-\$5000 each; Fund Source: LCFF	CMP-San Juan will support Montessori training for 1-2 Teaching Assistants \$4500-\$5000 each; Fund Source: LCFF	CMP-San Juan will support Montessori training for 1-2 Teaching Assistants \$4500-\$5000 each; Fund Source: LCFF
Instructional materials and curriculum, including Montessori materials, will be aligned to CA Common Core Standards	State Priority #1 Basic Services: <i>Instructional Materials</i>	CMP Director of Program and Dean of Students will continue to work with instructional staff to align Montessori materials with CCSS	LEA-wide	n/a	Purchase of Writing Materials; Fund: Lottery	Mathematics Adoption; Fund: LCFF	English/L.A. Adoption; Fund: LCFF
Facilities will be clean and well-maintained to ensure learning as a priority; CMP will promote the safety and security of the school	State Priority #1 Basic Services: <i>Facilities</i>	The Executive Director and Principal will ensure cleanliness and safety/security of the school	LEA-wide	n/a	CMP Admin will monitor the cleanliness and safety of the school. Fund: n/a	CMP Admin will monitor the cleanliness and safety of the school. Fund: n/a	CMP Admin will monitor the cleanliness and safety of the school. Fund: n/a
The Director of Program will work with Principals, Deans of Students and grade level curriculum mentors to review and update the	State Priority #2 Implementation of Common Core Standards: CA CCSS	Facilitated by the CMP Director of Program, the Leadership Team will identify beneficial Common Core trainings and session	LEA-wide	n/a	Leadership Team will determine in-service focus and session	Leadership Team will determine in-service focus and session	Leadership Team will determine in-service focus and session

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Sec. 2)	Actions and Services	Level of Service (Indicate school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 2014-15	Year 2: 2015-16	Year 3: 2016-17
curriculum alignment, as necessary, and identify elements of CA CCSS to guide professional development and trainings	<i>Implementation</i>	offerings to be provided at the network's fall in-service, and otherwise, provided for instructional staff			offerings for the 2014-15 school year; Expenditures, Fund: TBD	offerings for the 2015-16 school year; Expenditures, Fund: TBD	offerings for the 2016-17 school year; Expenditures/Fund: TBD
Teachers in CMP classrooms will utilize Montessori materials, within both individual and small group settings, to ensure that English Language Learners will understand the academic content in a concrete manner	State Priority #2 Implementation of Common Core Standards: <i>EL Students & Academic Content Knowledge</i>	CMP will provide highly-qualified, Montessori-trained teachers to use Montessori-Common Core-aligned curriculum and materials to ensure that English Language Learners understand the academic content in a concrete manner	LEA-wide	n/a	CMP will provide Montessori training for all certificated lead teachers; Expenditures will vary, depending on the number of new hires; Fund Source: LCFF	CMP will provide Montessori training for all certificated lead teachers; Expenditures will vary, depending on the number of new hires; Fund Source: LCFF	CMP will provide Montessori training for all certificated lead teachers; Expenditures will vary, depending on the number of new hires; Fund Source: LCFF
As part of an English Language Learner's individual academic work plan, the student will be mainstreamed into their classroom, receiving instruction in individual and small group settings using concrete Montessori materials and participating in the Rosetta Stone online language program to support English language	State Priority #2 Implementation of Common Core Standards: <i>EL Students & English Language Proficiency</i>	CMP teachers, trained in SDAIE techniques and strategies, will utilize concrete Montessori materials to provide support for English Language Learners; Every ELL will participate in the Rosetta Stone technology-based Language Program; The CMP teacher of record will monitor the student's progress, and provide	LEA-wide	n/a	CMP will continue to hire and train highly-qualified teachers to serve ELL students; CMP will provide student access to the Rosetta Stone Language Program; Materials will be	CMP will continue to hire and train highly-qualified teachers to serve ELL students; CMP will provide student access to the Rosetta Stone Language Program; Materials will be	CMP will continue to hire and train highly-qualified teachers to serve ELL students; CMP will provide student access to the Rosetta Stone Language Program; Materials will

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Sec. 2)	Actions and Services	Level of Service (Indicate school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 2014-15	Year 2: 2015-16	Year 3: 2016-17
acquisition. The richness of the language found in the Montessori program and the Matrix of SDAIE Techniques will assist teachers in moving from the pre-Common Core ELD standards to the upcoming ELD standards		additional interventions, as appropriate; Instructional staff will explore additional learning materials to support ELL students; Instructional staff will explore training opportunities to strengthen their skills			purchased, and staff will attend ELL trainings, as appropriate. Funding amount: TBD; Fund Source: LCAP	purchased, and staff will attend ELL trainings, as appropriate. Funding amount: TBD; Fund Source: LCAP	be purchased, and staff will attend ELL trainings, as appropriate. Funding amount: TBD; Fund Source: LCAP
Parents are provided numerous opportunities to serve their community, including both on-site and off-site opportunities	State Priority #3 Parental Involvement: <i>Achieving and Maintaining Parental Involvement</i>	The CMP Leadership Team will collaborate on strategies to promote and encourage parental involvement, including more opportunities for participation	LEA-Wide	n/a	Planning Year; Fund Source: n/a	Implementation Year: Actions TBD; Fund Source: n/a	Actions TBD; Fund Source: n/a
School administration will work with the parent community to recruit parents to the CAC and the Governing Board via school newsletters and communiqués, and through parent meetings/events. CAC and Governing Board Representative elections are held on a regular basis	State Priority #3 Parental Involvement: <i>Promoting Parent Participation</i>	The Leadership Team will explore strategies to promote parental leadership, and will incorporate parental survey tools to inform best practices for School-to-Home communication	LEA-Wide	n/a	Planning Year; Fund Source: n/a	Implementation Year: Actions TBD; Fund Source: n/a	Actions TBD; Fund Source: n/a
Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials; use	State Priority #4 Student Achievement <i>CA MAPP: ELA-Literacy and Mathematics</i>	The Director of Program will work collaboratively with the Principal, Dean of Students and Mentors to assure that the student learning environment,	LEA-Wide	n/a	Planning Year; Fund: n/a Teaching Assistants; Fund Source: LCFF Base	Teaching Assistants; Fund: LCFF; Purchase of Reading Intervention	Teaching Assistants; Fund: LCFF; Purchase of Reading Intervention

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Sec. 2)	Actions and Services	Level of Service (Indicate school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 2014-15	Year 2: 2015-16	Year 3: 2016-17
of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning		including delivery of program and course materials, is conducive to learning. The team will further explore Reading Interventions for at-risk students and tech-based Mathematics support; CMP will provide Teacher Assistants in all K-6 classrooms				materials for at-risk students; Fund Source: LCAP Sup and Concentration Grant	materials for at-risk students; Fund Source: LCAP Sup and Concentration Grant
Classroom instruction will incorporate testing strategies in preparation for the CAASPP.	State Priority #4 Student Achievement <i>API</i>	CMP will support Common Core Training and Collaborative Planning Time	LEA-Wide	n/a	Common Core Workshops (as needed); Fund: Common Core	Common Core Workshops (as needed); Fund: Common Core	Common Core Workshops (as needed); Fund: Common Core
N/A	State Priority #4 Student Achievement <i>UC/CSU Course Requirements</i>	N/A	N/A	N/A	N/A	N/A	N/A
CMP will create a CELDT Process Operations Manual to ensure proper identification, testing and progress monitoring of EL students. Also, EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, and/or usage of SDAIE and ELD	State Priority #4 Student Achievement <i>EL Proficiency Rates</i>	Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate	LEA-Wide	n/a	Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate; Expenditures TBD, based on need	Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate; Expenditures TBD, based on need	Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate; Expenditures TBD, based on need

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Sec. 2)	Actions and Services	Level of Service (Indicate school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 2014-15	Year 2: 2015-16	Year 3: 2016-17
instructional strategies							
CMP will create a CELDT Process Operations Manual to ensure proper identification, testing and progress monitoring of EL students. Also, EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, and/or usage of SDAIE and ELD instructional strategies	State Priority #4 Student Achievement <i>EL Reclassification Rates</i>	Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate	LEA-Wide	n/a	Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate; Expenditures TBD, based on need	Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate; Expenditures TBD, based on need	Annual review of CELDT Process Operations Manual, with revisions, as needed; services provided, as appropriate; Expenditures TBD, based on need
N/A	State Priority #4 Student Achievement <i>AP Exam Passage Rate</i>	N/A	N/A	N/A	N/A	N/A	N/A
N/A	State Priority #4 Student Achievement <i>College Preparedness</i>	N/A	N/A	N/A	N/A	N/A	N/A
CMP-Shingle Springs will provide a safe and engaging learning environment for students and families, including subgroups	State Priority #5 Student Engagement <i>Student Attendance Rates</i>	CMP will expand the number of 'early-release' collaborative planning days in 2014-15, to address student and family engagement strategies	LEA-wide	n/a	Planning year; Fund Source: n/a	Implementation - Funding for supervisory coverage (TBD) Fund Source: LCAP Sup/Con	TBD; Fund Source: n/a
Parents will be informed of	State Priority #5	The CMP Student Services	LEA-wide	n/a	Continued	Continued	Continued

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Sec. 2)	Actions and Services	Level of Service (Indicate school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 2014-15	Year 2: 2015-16	Year 3: 2016-17
chronic absences and/or tardys as specified in the CMP Attendance Policy	Student Engagement <i>Student Absenteeism Rates</i>	coordinator will collaborate with school AA's to track absenteeism rates and enforce the CMP Attendance Policy			enforcement of Attendance Policy; Student Services Coordinator Fund: LCFF	enforcement of Attendance Policy; Student Services Coordinator Fund: LCFF	enforcement of Attendance Policy; Student Services Coordinator Fund: LCFF
CMP-Shingle Springs will offer an academically engaging learning environment and will build a middle school community that is connected and encouraging, enticing middle school students to continue to be part of the CMP-Shingle Springs Middle School community	State Priority #5 Student Engagement <i>Middle School Dropout Rates</i>	The site-based and network-wide Middle School teams will meet regularly to discuss strategies to engage students, and to collaborate on events for middle school students; CMP will support Middle School Training for new staff	LEA-wide	n/a	Some funds may be allocated for substitute coverage for Middle School meetings; Teacher training needs will be finalized during the summer of 2014; Fund Source: LCFF	Some funds may be allocated for substitute coverage for Middle School meetings; Teacher training needs will be finalized during the summer of 2015; Fund Source: LCFF	Substitute coverage for Middle School meetings; Teacher training needs will be finalized during the summer of 2016; Fund Source: LCFF Base
N/A	State Priority #5 Student Engagement <i>High School Dropout Rates</i>	N/A	N/A	N/A	N/A	N/A	N/A
N/A	State Priority #5 Student Engagement <i>High School Graduation Rate</i>	N/A	N/A	N/A	N/A	N/A	N/A
Teachers will be trained in positive discipline methods (including Love & Logic and Positive Discipline); Peace Education will be	State Priority #6 School Climate <i>Pupil Suspension Rate</i>	The Dean of Students will take an active leadership role in the 'Response to Intervention' (RtI) Process; Appropriate training will be	LEA-wide	n/a	Staff training, including conferences, workshops, and school in-	Staff training, including conferences, workshops, and school in-	Staff training, including conferences, workshops, and school in-

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Sec. 2)	Actions and Services	Level of Service (Indicate school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 2014-15	Year 2: 2015-16	Year 3: 2016-17
incorporated in the curriculum; the school's BEST team will focus on Safety, Respect and Responsibility; the Principal and Dean of Students will collaborate with teachers and families to develop strategies to manage student behavior issues and concerns		provided to staff, including conferences, workshops, and school in-services			services. Fund Source: LCFF	services. Fund Source: LCFF	services. Fund Source: LCFF
Teachers will be trained in positive discipline methods (including Love & Logic and Positive Discipline); Peace Education will be incorporated in the curriculum; the school's BEST team will focus on Safety, Respect and Responsibility; the Principal and Dean of Students will collaborate with teachers and families to develop strategies to manage student behavior issues and concerns	State Priority #6 School Climate <i>Pupil Expulsion Rates</i>	The Dean of Students will take an active leadership role in the 'Response to Intervention' (RtI) Process; Appropriate training will be provided to staff, through conferences, workshops, and school in-services	LEA-wide	n/a	Staff training, including conferences, workshops, and school in-services. Fund Source: LCFF	Staff training, including conferences, workshops, and school in-services. Fund Source: LCFF	Staff training, including conferences, workshops, and school in-services. Fund Source: LCFF
CMP-San Juan staff will be trained on the School Safety Plan, on an annual basis, and will conduct monthly fire, earthquake, lockdown and safety drills	State Priority #6 School Climate <i>Other Safety and School Connectedness Measures</i>	CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to refine School Safety Plan	LEA-wide	n/a	Annual review and training on School Safety Plan; Staff attendance at CCSA	Annual review and training on School Safety Plan; Staff attendance at CCSA	Annual review & training on School Safety Plan; Staff attendance at CCSA

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Sec. 2)	Actions and Services	Level of Service (Indicate school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Conference; Fund: LCFF	Conference; Fund: LCFF	Conference; Fund: LCFF
CMP-Shingle Springs will continue to implement the network 'Peace Education' (Anti-Bullying) Policy, and revise, as appropriate, to promote a safe, secure learning environment for all children	State Priority #6 School Climate <i>Other Safety and School Connectedness Measures</i>	CMP Safety Coordinator will work collaboratively with the Principal, Safety Committee and School Board to refine and implement Peace Education (Anti-Bullying) Policy	LEA-wide	n/a	Annual review of Peace Education (Anti-bullying) Policy; Staff attendance at AMS & CCSA Conferences; Fund: LCFF	Annual review of Peace Education (Anti-bullying) Policy; Staff attendance at AMS & CCSA Conferences; Fund: LCFF	Annual review of Peace Education Policy; Staff attendance at AMS & CCSA Conferences; Fund: LCFF
The CMP Director of Program will ensure that the Curriculum Guides for each grade level will provide guidance for the instructional staff as they prepare lessons that cover a broad course of study for all students, including subgroups	State Priority #7 Course Access	The Director of Program will work collaboratively with the Principal and grade level/subject area mentors to oversee the delivery of curriculum at all grade levels, covering a broad course of study for all students, including subgroups	LEA-wide	n/a	Teacher Mentor stipends funded through LCFF (determined in Summer, 2014)	Teacher Mentor stipends funded through LCFF (determined in Summer, 2015)	Stipends funded through LCFF (determined in Summer, 2016)
CMP-Shingle Springs students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of English and Language Arts/Literacy	State Priority #8 Other Student Outcomes <i>English</i>	CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in English and Language Arts	LEA-wide	n/a	\$6000 for adoption and implementation of Common Core-aligned Writing Program; Fund Source: Lottery	Implementation of Common Core-aligned Writing Program	Continued use of Common Core-aligned Writing Program
CMP-Shingle Springs students will utilize Common Core and	State Priority #8 Other Student Outcomes	CMP will provide teacher support for professional development, related to	LEA-wide	n/a	School begins review of Common Core-	Adoption and implementation of Common	Continued use of Common Core-aligned

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Sec. 2)	Actions and Services	Level of Service (Indicate school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 2014-15	Year 2: 2015-16	Year 3: 2016-17
Montessori-aligned curricula and resources (including technology-based programs) in the study of Mathematics	<i>Mathematics</i>	Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Mathematics			aligned Mathematics curriculum	Core-aligned Mathematics curriculum, as grade level appropriate	Mathematics curriculum
CMP-Shingle Springs students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of History, Civics and Social Science	State Priority #8 Other Student Outcomes <i>Social Science</i>	CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Social Science	LEA-wide	n/a	School adoption of curriculum pending	School adoption of curriculum pending	School adoption of curriculum pending
CMP-Shingle Springs students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Science	State Priority #8 Other Student Outcomes <i>Science</i>	CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Science	LEA-wide	n/a	School adoption of curriculum pending	School adoption of curriculum pending	School adoption of curriculum pending
Classroom teachers will integrate the arts across the curriculum; CMP-Shingle Springs will coordinate after school Visual and Performing Arts (VAPA) programs and activities	State Priority #8 Other Student Outcomes <i>Visual and Performing Arts</i>	CMP will provide teacher support for professional development, related to Common Core standards and Montessori methodology; CMP will provide materials to support Common Core in Social Science	LEA-wide	n/a	\$3000 - VAPA Materials and supplies; Available \$750 per participant, for Standards-aligned VAPA workshops; Fund: LCAP	\$3000 - VAPA Materials and supplies; Available \$750 per participant, for Standards-aligned VAPA workshops; Fund: LCAP	\$3000 - VAPA Materials and supplies; \$750 per participant, for Standards-aligned VAPA workshops; Fund: LCAP

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Sec. 2)	Actions and Services	Level of Service (Indicate school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 2014-15	Year 2: 2015-16	Year 3: 2016-17
CMP-Shingle Springs will provide a Physical Education teacher to provide standards-based, and age-appropriate, activities to all students, including all student subgroups, unduplicated students, and students with exceptional needs	State Priority #8 Other Student Outcomes <i>Physical Education</i>	CMP will provide teacher support for professional development, related to Common Core standards; CMP will provide materials to support of Common Core in Physical Education	LEA-wide	n/a	\$1500 for PE Equipment; Available \$750 per participant, for Standards-aligned PE workshops (i.e. EPEW); Fund Source: LCAP	\$1500 for PE Equipment; Available \$750 per participant, for Standards-aligned PE workshops (i.e. EPEW); Fund Source: LCAP	\$1500 for PE Equipment; Available \$750 per participant, for Standards-aligned PE workshops (i.e. EPEW); Fund: LCAP
CMP-Shingle Springs will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs access to written materials, direct instruction, and family participation activities related to the health content standards	State Priority #8 Other Student Outcomes <i>Health (Grades 1-6 only)</i>	CMP will provide materials and resources to support Health Education in Grades 1-6; School adoption of curriculum pending	LEA-wide	n/a	School adoption of curriculum pending	School adoption of curriculum pending	School adoption of curriculum pending
CMP-Shingle Springs will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs, an account to the Rosetta Stone online Foreign Language program, classroom and home usage of the program and after school usage available at	State Priority #8 Other Student Outcomes <i>Foreign Language (Grades 7-12 only)</i>	CMP will provide foreign language access and support to all students, utilizing the technology-based Rosetta Stone Foreign Language program	LEA-wide	n/a	\$6000 per site; Fund: LCFF	\$6000 per site; Fund: LCFF	\$6000 per site; Fund: LCFF

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Sec. 2)	Actions and Services	Level of Service (Indicate school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR 2014-15	Year 2: 2015-16	Year 3: 2016-17
school site							

- B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
100% of low-income pupils will gain academic content knowledge through the implementation of the CA CCSS as CMP will construct and develop a program to be inclusive of student needs	State Priority 2 Implementation of Common Core Standards	For low income pupils: Teachers in CMP classrooms will utilize Montessori materials, within both individual and small group settings, to ensure that students will understand the academic content in a concrete manner	LEA-wide	n/a	CMP will provide Montessori training for all certificated lead teachers; Expenditures will vary, depending on the number of new hires; Fund Source: LCFF	CMP will provide Montessori training for all certificated lead teachers; Expenditures will vary, depending on the number of new hires; Fund Source: LCFF	CMP will provide Montessori training for all certificated lead teachers; Expenditures will vary, depending on the number of new hires; Fund Source: LCFF
CMP-Shingle Springs will provide all English Learners an account to the Rosetta Stone online Foreign Language (English) program, classroom and home usage of the program and after school usage available at school site	State Priority 8 Other Student Outcomes	For English learners: CMP will provide access and support to EL students, utilizing the technology-based Rosetta Stone Foreign Language (English) program	LEA-wide	n/a	\$6000 per site; Fund: LCFF	\$6000 per site; Fund: LCFF	\$6000 per site; Fund: LCFF
100% of low-income pupils will gain academic content	State Priority 2 Implementation	For foster youth: Teachers in CMP	LEA-wide	n/a	CMP will provide Montessori	CMP will provide	CMP will provide

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
knowledge through the implementation of the CA CCSS as CMP will construct and develop a program to be inclusive of student needs	of Common Core Standards	classrooms will utilize Montessori materials, within both individual and small group settings, to ensure that students will understand the academic content in a concrete manner			training for all certificated lead teachers; Expenditures will vary, depending on the number of new hires; Fund Source: LCFF	Montessori training for all certificated lead teachers; Expenditures will vary, depending on the number of new hires; Fund Source: LCFF	Montessori training for all certificated lead teachers; Expenditures will vary, depending on the number of new hires; Fund Source: LCFF
CMP-Shingle Springs will provide all English Learners an account to the Rosetta Stone online Foreign Language (English) program, classroom and home usage of the program and after school usage available at school site	State Priority 8 Other Student Outcomes	For redesignated fluent English proficient pupils: CMP will provide access and support to EL students, utilizing the technology-based Rosetta Stone Foreign Language (English) program.	LEA-wide	n/a	\$6000 per site; Fund: LCFF	\$6000 per site; Fund: LCFF	\$6000 per site; Fund: LCFF

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Current year estimated supplemental and concentration grant funding in the LCAP year 2013-14: \$ 00.00

Current year Minimum Proportionality Percentage (MPP) for LCAP year 2013-14: 0%

Current year estimated supplemental and concentration grant funding in the LCAP year 2014-15: \$ 12,087.00

Current year Minimum Proportionality Percentage (MPP) for LCAP year 2014-15: 0.51%

Current year estimated supplemental and concentration grant funding in the LCAP year 2015-16: \$ 15,792.00

Current year Minimum Proportionality Percentage (MPP) for LCAP year 2015-16: 0.60%

Current year estimated supplemental and concentration grant funding in the LCAP year 2016-17: \$ 10,161.00

Current year Minimum Proportionality Percentage (MPP) for LCAP year 2016-17: 0.37%

CMP-Shingle Springs believes that the programs and services that are identified as being provided on a school-wide basis is the most effective use of funds to meet the program's goals for unduplicated pupils in the state priority areas.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

For the term of the LCAP 2014-2015 through 2016-2017, CMP-Shingle Springs will provide on-going interventions for English Learners, RFEP, Low-income, and/or Foster Youth. Technology-based interventions will be provided through the use of Rosetta Stone (for English Learners) and Accelerated Reader/Accelerated Math. In addition, 'unduplicated count' students will have access to after-school intervention programs, including 'Star Power.' In preparation for the SBAC testing, CMP-Shingle Springs has purchased additional laptop computers, which will result in a higher computer-to-student ratio, benefiting all students. These interventions and resources, coupled with the LEA-wide implementation of the LCAP, will improve student learning for low socio-economic students, English Learners, and Foster Youth.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.