2017 Self: Study: Focus on Learning

California Montessori Project

Capitol Campus

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A California Independent Public Charter School
Sacramento City Unified School District
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Preface

Self-reflective and collegial dialogue about continuously improving student learning and school processes occurs within and across all curriculum levels in an ongoing cycle at California Montessori Project – Capitol Campus (CMP). The school’s Schoolwide Action Plan provides a systematic framework for ongoing assessment work. Broad-based participation is encouraged and supported through the use of assessment gathering and documentation as well as through semester reporting and annual program review activities. CMP engages in explicit, self-reflective activities to evaluate the impact of its programs and activities, to improve these processes, and to further develop its collective understanding of evidence.

The school’s teachers, its staff, the WASC Leadership Team, Campus Advisory Council members, among others, play key roles in facilitating dialogue. CMP builds on strong examples of Montessori education and actively seeks new research and additional learning opportunities for students and teachers alike.

Our teaching staff are highly trained Montessori educators; each teacher is not only a California Credentialed teacher but also holds a Montessori certification in the curriculum level they teach. This additional requirement supports our mission: “The Mission of the California Montessori Project is to provide a Quality, Tuition-Free, Montessori Education that challenges our students to reach their full potential.”

The investment in more technology and in a more robust technology infrastructure, including a Wide Area Network, a one-to-one device to student ratio in 3rd through 8th grade, Hive school, ELMOs, Smart boards, digital subscriptions for Digits for 7th and 8th grade math, Rosetta Stone, Accelerated Reader, Accelerated Reader and more, as well as additional training to support these new tools, has positioned the school to be a community leader.
The making of this report has challenged everyone at CMP to think critically about current practices and to identify greatest areas of need. We’ve celebrated key milestones along the way, while also doubling-down on persistent challenges. New learner needs have been identified and revised as data are updated and made available to the school’s leadership teams and stakeholders.

**An Overview of the 2016 Self-Study Report**

The report is designed to assist readers in connecting progress in WASC-specified areas to those Critical Learner Needs identified through analysis of student and community profile data. Chapter 1 is dedicated to the comprehensive review and evaluation of these data to provide guidance to stakeholders on the profile and performance of students at CMP as well as in the larger Sacramento City Unified School District. Chapter 2 offers a summary of significant developments, reports on progress made on WASC 2011 recommendations, and outlines changes made to the Schoolwide Action Plan, used to track progress on key priorities and related goals and action steps.

Chapter 3 presents a comprehensive evaluation of the data in Chapter 1 as well as Critical Learner Needs (CLN) revealed through the analysis of student and community profile data. These CLNs were shared with CMP stakeholders, including members of the five major focus groups from Chapter 4. In Chapter 4, the reporting from these groups reflects areas of noted strength over the past six years in key operational and programmatic areas of the school. These teams have also identified areas for improvement and, where possible, outlined action steps for addressing these areas of need. Chapter 5 contains the updated Schoolwide Action Plan.
Chapter I: Student/Community Profile Data and Findings
Chapter I: Student/Community Profile and Supporting Data and Findings

General Background and History

California Montessori Project Capitol Campus (CMP) is located in the College Greens neighborhood of the city of Sacramento on the eastern border of Sacramento and just west of Rancho Cordova. It is an established neighborhood with smaller homes rich with lush trees and landscaping. It is quiet yet bubbling with family activities and neighborhood gatherings. Our school is located in a former Sacramento City Unified School district facility, the Thomas Jefferson campus. We relocated to this facility in November 2009.

The neighborhood retains its family feel and atmosphere with winding roads adorned in magnolia, elm, oak, eucalyptus, and pine trees. Cul-de-sacs and sporadic speed bumps keep the pace of life slow and enjoyable. The area has an easy commute to downtown, as well as easy access to all the major highways and the American River Parkway.

The California Montessori Project Capitol Campus serves students in Kindergarten through Eighth grade. As a public charter school, there is an open enrollment policy. Many of our students live near the school in the College Greens neighborhood.

State / Federal Program Mandates

CMP complies with federal, state, and local laws and regulations that apply to charter schools including but not limited to:

- CMP shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
- CMP shall on a regular basis consult with its parents and teachers regarding CMP’s education programs.
- CMP shall comply with any applicable jurisdictional limitations to locations of its facilities.
- CMP shall comply with all laws establishing the minimum and maximum age for public school enrollment.
• CMP shall comply with all applicable portions of the Elementary and Secondary Education Act.
• CMP shall comply with the Public Records Act.
• CMP shall comply with the Family Educational Rights and Privacy Act.
• CMP shall comply with the Ralph M. Brown Act.
• CMP shall meet or exceed the legally required minimum number of school days.

Family and Community Trends

Many families live and work in the Sacramento area. This supports steady enrollment at our school. Many children will stay in our school from Kindergarten through 8th grade. The little attrition we have is usually due to families moving out of town or families choosing to attend a school closer to their home or a school that provides bus transportation. Families living in the neighborhood often walk their children to school. This connection to the neighborhood has created a strong sense of community in and around the school.

Parent Engagement

Parents are a vital resource at CMP. Their participation is crucial. Parents serve as instructional partners in the classroom, supporting teachers in the classroom, volunteering to help at events and complete special projects. In addition, their financial support enhances extra-curricular experiences, augments school supplies, and helps fund field study trips. They also contribute to a strong sense of community.

The Capitol Campus has an active parent/teacher committee, referred to as the Campus Advisory Council (CAC). The CAC functions as an advisory committee to the Principal. The primary function of the CAC is to provide support for the successful operation of the school campus through serving as a positive communication channel between the campus, parents, teachers and the community by guiding fundraising activities at the campus; and allocating donated resources. The Campus Advisory Council (CAC) provides support for the school by meeting monthly and leading growth and opportunities in key areas of the
school. These sub-committees include the gardening committee, art committee, stewardship committee and fundraising committee.

Sensitive to families’ busy schedules, the CAC committee works with parents and teachers to identify ways families can be involved outside school hours to better accommodate working families and conflicts. Periodic weekend work days, for example, have been an effective way to bring families together to beautify the campus—whether building garden boxes or setting up for a special event. Parents serve as instructional partners in the classroom assisting teachers by reading with students, supporting students with projects, sharing personal gifts and talents, and chaperoning field trips outside of the classroom.

CMP suggests parents fulfill parent volunteer hours as a bridge in supporting home to school partnership and connection. Families with one enrolled child are requested to complete 40 hours of service and families with additional enrolled children are asked to complete 70 hours of service.

The CMP Family Handbook is available on the school’s website. The handbook outlines the central role of families at CMP in a variety of capacities: describing the Montessori classroom, opportunities to assist in the classroom, and the requirements for volunteer clearance on campus.

**School / Business Relationship**

Our school is involved with our local businesses in many ways. We collaborate with various local businesses to provide after school enrichment opportunities as a way to bridge our school community with the community at large. These opportunities provide experiences for students such as dance class, art, early engineers, music or soccer on our school site that expand the scope for local small businesses. We also support local businesses, such as Sacramento Natural Food CO-OP, Raley’s and Safeway by using the
eScrip program, sending the store business while getting a return on their profits. We also hold off site restaurant fundraisers where CMP families can go to a local restaurant for a meal and identify themselves as part of the CMP community. The restaurant will then give a percentage of the profits back to the school.

CMP Middle School students build relationships in the immediate and extended community by completing 40 hours of community service acts throughout the school year. We define community service to be an act where one is servicing a community outside of their immediate family without being paid. Students fulfill many of their volunteer hours on campus but are also encouraged to volunteer in a variety of local agencies.

The Middle School students also conduct a business internship each year. During this time, students volunteer at local businesses, completely immersing themselves into a career that interests them. Our Middle School participates in Harvard University’s program teaching empathy called “Making Caring Common”. This program extends the awareness of empathy throughout the school by engaging the students in surveys, lessons and Socratic dialogue on ways we care for others.

The School Community

The California Montessori Project (CMP) is a network of Charter Montessori public schools, operating within the greater Sacramento area. CMP is the result of the desire and vision of a group of parents and teachers who sought to make Montessori methodology accessible to students in the public school sector. After one year of planning, the California Montessori Project Charter Public School opened in August of 2001. CMP schools currently maintain accreditation through AMS (American Montessori Society) and are viewed within the educational community as an exemplary model in terms of student program and school operation. Today, CMP provides an effective and innovative educational program which serves 2,600 students at six campuses, located in Sacramento.
and El Dorado Counties.

All of the six schools in our network are supported by one central administration office, residing in Sacramento County. Currently, there are 18 employees operating out of our central administration office. Their roles include Executive Director, Director of Program, Human Resources Director, two Human Resources staff, Student Information Services Manager, Information Services staff, Student Services Director, Four Technology Specialists, Special Education Director, Special Education Administrative Assistant, Accounts Payable, Special Project Coordinator, and two Administrative Assistants. The central administrative office has two large meeting rooms where members of the central administrative team and the leaders from the campuses meet regularly.
The California Montessori Project’s Capitol Campus operates within the geographic boundaries of the Sacramento City Unified School District, and was authorized as a public charter school in 2006 with a reauthorization in 2011 effective through July, 2016, and another reauthorization effective through 2021.

The Capitol Campus is particularly interested in attracting students who hold the following characteristics:

1. The interest and motivation to be educated in the Montessori approach
2. The ability and capability to work independently
3. The propensity to be self-motivated in learning and achievement

Components of the California Montessori Project program include:

- Comprehensive academic and social skills development using Montessori-based curriculum aligned to the California Common Core Standards
- Highly qualified, dynamic, California State Credentialed and Montessori-trained/certified teachers (dual certification)
- Low student-to-teacher ratios
- Quality didactic Montessori learning materials
- State-adopted core instructional materials pending new state adoption
- Technology based programs for all grade levels:
  - Rosetta Stone foreign language program
- 1:1 student-to-computer ratio in grades 3-8
- Curriculum Level Lead Teachers at each campus
- Beginning Teacher Support and Assessment (BTSA) program for new teachers
➢ Full implementation of Response to Intervention (RTI) model with academic intervention programs
➢ BEST Practices, Building Effective Schools Together, positive behavioral support program to support appropriate school behavior
➢ Special Education Teacher, Speech/Language Pathologist, and Occupational Therapist on site and School Psychologist, Clinical Psychologist, and Behaviorists as needed for students with Individualized Educational Plans
➢ Dean of Students to support implementation of RTI, BEST Behavior support, curriculum alignment/ implementation and accreditations.
➢ Ongoing parent education offered on site
➢ Monthly Principal’s Café or designated time for parents and community members to meet with and talk to the Principal
➢ After school tutoring programs

The CMP Governing Board consists of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. These members may have, among other valuable traits, experience in: education, business, technology, facilities, leadership development and organizational development. The CMP Governing Board currently consists of the District Superintendent or designee, one Montessori community member, one business community member, one charter community member, parents, and one teacher representative. The CMP Board meets on a monthly basis, rotating the meeting location between the six CMP campuses.

We currently have a vast number of Montessori early childhood programs in the local area. Many families from these schools apply for our lottery into our Kindergarten and elementary programs.

Our school is well known for having a climate that cultivates our sense of community. We have a high level of family involvement as parents and extended family are encouraged to volunteer in the classroom, participate on field trips, and help organize social events and
The California Montessori Project is supported by the Montessori Project Foundation, a California Non-Profit Public Benefit Corporation. The purpose of the Foundation is to promote CMP and direct attention and effort toward providing funding to support educational purposes of the California Montessori Project.

**WASC Accreditation History**

The California Montessori Project, Capitol Campus, submitted our Initial Visit Application to WASC in 2008. After the spring Initial Visit, CMP Capitol was granted accreditation through June 30, 2011. In March of 2011 a Self-Study visit took place and CMP Capitol was granted WASC accreditation for a six-year term. A midterm visit took place in May 2014. The Capitol Campus is looking forward to another Self-Study visit in February 2017.

**Mission Statement**

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

CMP offers an environment which has the programs, resources and school climate to enable students to become educated to high academic standards and to develop themselves to their full capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world. This mission is achieved through the dedication and commitment of the CMP Learning Community: parents, teachers, community groups, the legislature, CMP Governing Board, Campus Advisory Council (CAC), and, most importantly, the individual child.
**Fundamental Values**

- Comprehensive academic/social skills development using Montessori-based curriculum
- High academic standards and expectations, with emphasis on core subjects
- Full curriculum alignment to California state standards
- Quality Montessori learning materials for all students
- Small total school population and mixed-age classrooms
- Creative, passionate, progressive teachers (California State Credentialed and Montessori certified) who are committed to Montessori philosophy
- Participation in state-authorized BTSA Teacher-Training Program
- Responsibility, accountability, and freedom for individual student progress
- Critical thinking, creativity, and service learning
- High, unwavering standards of conduct, emphasizing respect, honesty and courtesy
- Collaboration, peer governance and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance
- Before, after school and intersession programs
- School-wide technology-based foreign language program
Expected School Wide Learner Outcomes
Core Beliefs

Dr. Montessori’s fundamental goal was to prepare the child for the “real world” and recognized that each student is a unique individual with unique personal, social, and educational needs. As a result, interactions with individual students may be unique in nature. In response to this, CMP has chosen to adopt a “principles-based” approach to professional conduct and school-wide behavior management. Under such an approach, CMP staff members have met and agreed upon a common set of principles, which shall serve as the basis for all interactions and decisions that may arise within the school community. Empirical research has shown us that people learn in two ways: through experience and by modeling. Recognizing that each person comes to our community with a different personality and a different set of life experiences, it is almost impossible to achieve total consistency of beliefs and actions within a staff. As we strive to acknowledge the unique nature of each student and staff member, consistency is achieved when social, academic and professional decisions are handled in a manner consistent with an agreed set of principles. Thus staff members are encouraged to approach situations and decisions with the understanding that the coaching, counseling, and/or consequence implemented shall be consistent with the set of values and principles agreed upon by the staff as a whole. The following list of core beliefs outlines the professional attitudes and actions of all staff members of this school:

1. Our professional attitude is a mindset with a core belief that our actions and our words should always maintain the dignity and respect of both child and adult.

2. Adults will model appropriate and respectful behavior for students and will guide students to solve their own problems in any way that does not create a problem for others.

3. Students will be given opportunities to make decisions and live with the consequences, both positive and negative. These experiences shall serve as valuable learning opportunities for our students.

4. Students will be given the opportunity to make decisions about issues that affect themselves. Outcome of choices, including inappropriate choices, will be handled with natural and/or logical consequences instead of punishment, whenever possible.
5. Outcomes of choices will be viewed as opportunities for individual problem solving and preparation for the real world. Staff acknowledges that inappropriate choices are not necessarily a personal attack on school or staff and acknowledge that other underlying personal or emotional issues may need to be considered.

School Program Data

The California Montessori Project's student-centered, teacher-guided interdisciplinary educational program supports the academic, social and emotional growth of the child. CMP offers hands-on opportunities, integrating California Common Core State Standards with Montessori methodology, while promoting respect for self, others, and the environment. CMP empowers students to develop confidence, independent thinking, and teamwork essential for world citizenship.

California Montessori Project provides various programs and opportunities for students to create a personal learning plan. Students are continuously observed, assessed and placed in curriculum accordingly. Students, teachers and parents collaborate throughout the year to discuss individual student progress. Through collaboration, adjustments are made when needed. Communication between home and school is a priority to support students academically and socially.

The foundational core of learning at CMP is the rich variety of Montessori materials. CMP makes a commitment each year to inventory all Montessori and support materials to ensure students have the materials necessary to thrive and grow in the Montessori environment.

In addition to our Montessori method of teaching, the Response to Intervention (RtI) system is in place to observe, assess, and follow students who demonstrate a need for additional assistance. This multi-tiered system includes observation and communication with parents and administrators in order to develop an individualized intervention plan. Student progress is carefully monitored and documented. Special Education services are provided for students who qualify for an Individual Education Plan (IEP). These services are provided by special education teachers, speech and language pathologists, and occupational therapists, among other specialists.
CMP recognizes the vital role that community involvement plays in improving student learner outcomes and works to provide various opportunities for family participation. Lines of communication are always kept open. Classroom and campus newsletters are distributed on a regular basis to keep parents informed of classroom activities, curriculum and upcoming community events. Teachers communicate with parents through email, phone calls, and notes home. Middle School teachers also utilize the online grade reporting platform, Aeries. Parent-teacher conferences are held twice each year in order to discuss student progress; older students are encouraged to participate in their conferences to develop their independence, confidence and competence, and autonomy.

Student independence continues to be supported by well-established classroom routines and procedures. The Montessori environment is designed to foster independence in every area of the classroom. Classroom materials and furniture are age appropriate. Children are encouraged to work freely within the classroom with older students utilizing individualized work plans to guide their learning. This freedom with responsibility develops the independent child. Children are encouraged to take care of their needs (supplies, personal care, snacks) with limited teacher guidance. The implementation of a daily uninterrupted work period supports the growth of student independence and autonomy.

Students in Kindergarten are learning to transition from one activity to another without interruption. Teachers in this curriculum level present frequent lessons on how to appropriately use materials in all areas of the classroom. They specifically give many lessons in the area of practical life with the aim of helping the younger students to develop independence in their first experiences in school.

In the Lower Elementary, CMP utilizes independent work systems, including Albanesi Language, Math and Geometry Labs. These systems review lessons and direct students to the teacher for introduction of new concepts. Students work at their own level and pace by progressing through a series of concepts with opportunities for re-teaching until mastery is achieved.

Some students require additional supports during their independent tasks. For example, teachers may provide a timer for students to use, mats to define movement break space, or more one-on-one support during independent work time. At the Middle School level,
CMP offers after-school study hall for work completion support.

Creating a school-wide climate and culture of safety, respect, and responsibility is the foundation for all learning outcomes. When a child feels safe, respected, and practices responsibility, it builds on the student’s sense of self as a competent and confident learner. The multi-age classroom and continuation in a classroom community for multiple years, builds a strong sense of pride, connection, and social competency.

In the Early Childhood classroom environments, activities are prepared to isolate difficulty, self-correct and have clearly defined direct and indirect learning outcomes. Practice with these activities, leads students to reach the indirect learning outcomes which are the true measures of a child’s progress toward confidence and competence. The completion of a Montessori activity not only achieves an academic goal, but also fosters a sense of competence and the confidence to begin more challenging tasks.

In the Elementary and Middle School classrooms, children can be observed independently completing a work cycle and managing their own work plan. The students ask and answer questions without hesitation. They confidently help other students. As students move into the Upper Elementary level, they display greater confidence when reporting aloud to the class, and they do not hesitate to voice suggestions to classmates. The students express themselves clearly, greet adults, and welcome visitors.

Some students struggle with work completion and therefore with academic confidence. These students have the opportunity to participate in Response to Intervention sessions during their school day and in after-school tutorial sessions. The teachers continue to support these programs and actively work with parents to encourage students’ participation in these after school opportunities to improve their academic confidence and competence.

Grace and Courtesy is a fundamental principle necessary for developing autonomy in the Montessori classroom. Classroom teachers regularly give lessons on Grace and Courtesy in the beginning of the year. Based on teacher observations, follow-up lessons will occur throughout the year. Students are encouraged to express their social concerns during class meetings. Teachers use this as an opportunity to provide Grace and Courtesy lessons which are meaningful and relevant. Students and teachers will role-play difficult
situations and demonstrate to the class how to appropriately respond in a respectful and peaceful manner.

The classroom community establishes rules and procedures to define appropriate behavior. This provides a roadmap for self-regulated behavior, and minimal teacher intervention. Children regulate their work-time, manage their personal responsibilities, and care for the learning environment with few prompts from the teacher. Children identify their choice of work partners with guidance and tools gained from lessons on collaboration, cooperation, and negotiation skills.

Students in the younger curriculum levels are encouraged to utilize the Peace Area of the classroom and to initiate “peace talks” with peers to autonomously resolve conflicts and practice the art of compromise.

In the Elementary Level, the student’s individualized work plan is a tool used to facilitate autonomy and independence. Daily expectations are clear, and the student’s energy is focused on accessing the curriculum. The teacher monitors the progress of each student and guides him/her through the curriculum, while empowering the student to accept responsibility for staying on task and being fully engaged in the learning process. Expectations are based on the student’s prior knowledge, assessments (both formal and informal), and areas of interest. Students are offered more challenging work as they progress through the curriculum.

The Middle School students practice personal reflection and have a designated curriculum for personal growth that promotes autonomy. Additionally, community meetings are conducted by the Middle School students which promote self-regulation and independence.

The children are allowed the freedom to choose their tasks and to work in a space in which they are comfortable. To promote intellectual autonomy, children may create their own extensions to previous Montessori lessons. Students are given many opportunities to work collaboratively on a variety of projects. This process develops skills in negotiating and compromising in a positive, respectful manner.

Through observations, teachers find that some students benefit from additional supports
and structure. This may include individual seating, the use of tools to minimize distractibility, and regular check-ins from teachers.

The natural beauty of the Montessori classroom and its materials intrinsically draw the children to engage in meaningful learning. Children are born with natural curiosities and love of learning. The Montessori classroom promotes this innate love of learning by sparking the child’s imagination and providing freedom for exploration. When children complete a cycle of work there is a sense of completion and satisfaction that leaves the child hungering for their next learning experience. Students in this environment do not rely upon reinforcement from their peers or teachers. However, through their observations teachers are able to offer important and specific feedback to students that is more valuable than praise or critique.

In a multi-age classroom, students observe others working above or below their level. The students may be motivated to work at more advanced levels and excited to give lessons to peers, providing a sense of inner satisfaction and intrinsic motivation.

In some cases, students are still developing a sense of intrinsic motivation. This may be due to learning differences, behavioral challenges, and depth of experience in Montessori education. In these situations, teachers will observe and assess children to guide them to choose work with the appropriate difficulty level. When challenged appropriately, students typically complete their work without hesitation or frustration. Teachers create an emotionally safe environment allowing the children to voice their concerns, opinions, or questions regarding their work.

Periodically, a student is observed to be off task or seemingly unmotivated to complete their assigned work. To support teachers and students, CMP has dedicated many staff professional development days to address this need and support teachers when working with individual students in this area.

In the Early Childhood and Lower Elementary classrooms, students show social responsibility by participating in circle time, establishing and following classroom rules, and taking responsibility for the care of their classroom environment. As the Early Childhood student develops self-discipline by adhering to the classroom rules, they become
contributors to the wellbeing of the classroom community. Students naturally enjoy helping others in need and the Montessori environment provides many opportunities for this. For example, if a student drops a material with many pieces all over the floor, several students will come and help clean up without being prompted and then return to their work. Another example is witnessed when children welcome visitors and greet their teacher as the day begins.

The Upper Elementary and Middle School teachers help encourage social responsibility by modeling appropriate behavior and establishing classroom norms that allow the students to be cognizant of their actions and how their actions affect others. Children respect each other’s workspace. They are courteous to each other and are respectful of the overall work environment. The children move quietly and carefully through the classroom, they use soft voices when communicating with each other, and they are assigned classroom jobs to help care for the physical environment. There is peer mentoring within the classroom community. Should difficult problems arise, the children may use the peer mediation process to help solve the conflict or enroll the support of the teaching team. The CMP teachers and staff consistently remind the students of the school’s motto of “S.O.A.R. Be Safe, Offer Peace, Always Respectful, and Responsible.”

The increased availability and use of technology in the Elementary and Middle School classes has created a need for additional lessons in the area of social responsibility with technology. The teachers are addressing this through the use of technology lessons on using Grace and Courtesy on social media, in the Google Classroom environment, and while on the internet. Outside presenters may be invited to discuss relevant and current issues pertaining to the safe use of technology.

The abundance of the Montessori materials, well equipped and well-designed classrooms, and caring Montessori teachers support academic learning. The spiritual preparation of the teacher is a key component in the academic preparation of the students. The teacher helps create a calm and productive learning environment in order to provide the students with tools to be successful learners. The use of concrete Montessori materials leads to deeper levels of perceptual and cognitive understanding of abstract concepts. Lessons are given individually, in small groups, and in large groups depending on the need(s) of the
students and the subject matter. CMP has aligned the California Common Core Standards with the Montessori curriculum. Alumni feedback has indicated that their experience with the Montessori curriculum has prepared them for the rigors of High School.

Assessments of the students’ progress are made by various methods including observation, skills assessments, open-ended questions, and computerized assessments. The Google Classroom and the Aeries System are used in the Middle School to track student progress and homework assignments.

Some students struggle with learning difficulties and/or medical issues that can interfere with their academic success in school. CMP continues to use the Response to Intervention Team, the Special Education Team, and the Network Specialists to support these students.

Assessments throughout the year ensure students are progressing through the curriculum. Progress is monitored regularly and student assignments are adjusted to meet individual needs.

Students record daily lessons and observations in their personal notebooks or binders. Teachers, in collaboration with their students, build student portfolios which are provided to the next teacher.

CMP utilizes the following data collection instruments to determine the learner outcomes of its Montessori Students:

- **Beginning Phonics Skills Test (BPST)** is administered to kindergarteners and as intervention to first graders to determine knowledge of beginning reading skills.
- **Screener of Handwriting Proficiency** is given to kindergarteners and measures the following skills: letter recognition, letter orientation, letter placement, sentence skills.
- **Kindergarten Math Assessment** is a CMP created assessment that measures the students’ understanding and skill with regard to time, geometry, counting and cardinality, addition and subtraction, number operations in base ten.
- **Kindergarten Story Comprehension** is a CMP created assessment that measures story sense, indicating early reading comprehension skills.
• Albanesi Math and Language Grade Achievement Test (GAT) is administered to Lower Elementary at the end of the year to determine mastery.
• Albanesi Junior Review Test (JRT) and Advanced Review Test (ART) are administered to Lower and Upper Elementary to determine placement and mastery in the curriculum.
• Montessori Achievement Test (MAT) is a CMP created curriculum placement tool administered to Upper Elementary students at the beginning and end of the year.
• Dynamic Indicator of Beginning Literacy (DIBELS) is administered two to three times a year at the beginning, middle (optional) and end of the year to determine the early literacy of students in first through sixth grades.
• Math facts quizzes are taken in the Lower and Upper Elementary to assess progress toward automaticity.
• Weekly spelling tests are given to Lower and Upper Elementary throughout the school year assessing weekly spelling units.
• An initial writing sample is collected at the beginning of the year for all students. Additional samples are taken throughout the school year.
• Accelerated Reader is a supplementary on-line program used by most students that encourages students to read in their zone of proximal development and measures vocabulary and comprehension.
• Renaissance Place STAR Reading/Math Tests are given five times a year to in order to measure progress, plan instruction and track longitudinal progress.
• Accelerated Math is a supplementary on-line program used for on-going practice, intervention and assessment of grade level California Common Core State Standards.
• California Assessment of Student Performance and Progress (CAASPP) is administered as both formative and summative assessments for grades 3rd through 8th to provide achievement scores in Math and English Language Arts. Standardized Science tests are administered in the 5th and 8th grades; while Physical Fitness testing is administered in 5th and 7th grade.
• Classroom work is utilized by teachers as formative assessments to evaluate students’ understanding of concepts.
• Learning.com (3rd-6th) is an on-line technology program that allows for individualized lessons followed by assessments.
• Rosetta Stone (K-8th) is an on-line, self-paced foreign language program. Progress is measured through grade level benchmark expectations.
• Ongoing informal assessments through observation and student/teacher conferences.

Local Control and Accountability Plan (LCAP)

As part of the Local Control Funding Formula (LCFF), school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP).

The LCAP must focus on eight areas identified as California’s educational priorities, as well as, its own local priorities. The eight areas of specified state priorities are intended to encompass the key ingredients of high-quality educational programs. The plan must describe the overall vision for students, annual goals and strategic actions needed to achieve the goals. In formulating the plan, each school district/county office must engage parents, employees, educators and the community in developing these plans.

The Plan must demonstrate how the budget ensures alignment of projected spending and services to support the achievement of the goals. Each year the plan must provide data on how well the plan meets the overall goals and the goals for each numerically significant student subgroup.

1. Student Achievement
2. Student Engagement
3. Other Student Outcomes
4. School Climate
5. Parental Involvement
6. Basic Services
7. Implementation of Common Core Standards
8. Course Access
The California Montessori Project annually updates and develops the LCAP in accordance with California Education Code Section 47606.5 and uses the LCAP template adopted by the California State Board of Education. In accordance with California Education Code Section 47606.5, CMP complies with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education establishes additional and/or amends school-specific goals and corresponding assessments. CMP submits the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by California Education Code Section 47604.33.

California Montessori Project has provided numerous opportunities for stakeholder engagement, as part of the greater CMP campus network. Over the past four years, there have been numerous occasions where community input was collected to improve the CMP program. Network opportunities have included community participation in ongoing accreditation processes. In addition, members of the CMP Learning Community, as well as the public-at-large, have been invited to attend monthly meetings of the CMP Governing Board, and to provide input at the Strategic Planning Session at the Board’s Annual Retreat. CMP Governing Board Minutes reflect the most recent LCAP being discussed at the following meetings: March 3, 2016 and April 6, 2016. During the months of February, March, April and May, CMP’s Executive Director, Gary S. Bowman, met with 16 distinct groups of stakeholders, representing the CMP Learning Community. 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 LCFF funding could support school improvement. Input from the stakeholders was, subsequently, organized into the eight state priorities and the input was reviewed for common threads. Considerations of fiscal impact and timeline were considered. The stakeholder meetings were well-received, and input was freely shared from the participants. This input contributed to the 2016-17 LCAP. The Executive Director will continue to solicit community input for the 2017-18 LCAP revisions.

After the Stakeholder Engagement Sessions, the input provided was organized according to the 8 State Priorities, by site, as well as network. Based on Stakeholder input, the
following expenditures were incorporated into the 2015-16 Budget:

- Teacher retention through increased compensation
- Visual and Performing Arts - Music Instruction
- Library
- Physical Education
- Technology Equipment
- Science Instruction
- Enrichment and Extension

In the 2015-2016 school year, the LCFF budget will pilot a new Common Core-aligned Middle School Math Curriculum and in the 2016-2017 school year, the LCFF budget will incorporate adoption of a new Next Generation Science Standards (NGSS) aligned Science Curriculum.

**LCAP Goals:**

- 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 and Local Priority 1
  - Identified Need: 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
  - Metric: Teacher Misassignment

- 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 and Local Priority 1
  - Identified Need: 100% of lead teachers will hold a Montessori Teaching Certificate, authorized through a Montessori-accredited agency
  - Metric: Teacher Misassignment

- CMP will maintain small student-to-teacher ratios, provide teaching assistants and professional growth opportunities. State and Local Priority 1
• Identified Need: Lead teachers will be provided qualitative incentive to serve the CMP Learning Community
  • Metric: Teacher Misassignment

• CMP will provide annual increases to the base salary, as well as incremental step and column increases, support for training, and longevity stipends.

  State and Local Priority 1
  • Identified Need: Students will have more opportunities for one-on-one instruction and teachers will have more support with instructional strategies
  • Metric: Teacher Misassignment

• CMP will increase classified pay scale, as budget allows, to encourage retention of Teaching Assistants. State and Local Priority 1
  • Identified Need: Teaching assistants will be provided additional compensatory incentive to serve the CMP Learning Community
  • Metric: Teacher Misassignment

• CMP will support Montessori Training for eligible Teaching Assistants, to better assist the Lead Teacher, while serving all students, including all student subgroups. State and Local Priority 1
  • Identified Need: Teaching Assistants will be provided Montessori Training to equip them to better serve the CMP Learning Community
  • Metric: Teacher Misassignment

• Instructional materials and curriculum, including Montessori materials, will be aligned to CA Common Core Standards. State and Local Priority 1
  • Identified Need: 100% of pupils will have access to standards-aligned materials, as well as access to a complete inventory of Montessori materials
  • Metric: Standards-aligned Materials

• Facilities will be clean and well-maintained to ensure learning as a priority; CMP will promote the safety and security of the school. State and Local Priority 1
  • Identified Need: Students and staff will be housed in facilities which are clean, safe and secure, and conducive to student learning
Metric: Facilities in Good Repair

- 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. State and Local Priority 2
  - Identified Need: 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
  - Metric: CCSS Implementation

- 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 and Local Priority 2
  - Identified Need: 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
  - Metric: CCSS Implementation

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 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. State and Local Priority 2
  - Identified Need: 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
  - Metric: CCSS Implementation
• Parents are provided numerous opportunities to serve their community, including both on-site and off-site opportunities. State and Local Priority 3
  o Identified Need: As per CMP’s Parent Participation Policy, parents are encouraged to provide service to the school community
  o Metric: Parent Participation

• 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 and Local Priority 3
  o Identified Need: Parents will have the opportunity to provide school site-specific input through the representative body of the Campus Advisory Council (CAC). Further, parents will have the opportunity to provide CMP network-specific input through representation on CMP’s Governing Board
  o Metric: Parent Input

• 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. State and Local Priority 4
  o Identified Need: 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
  o Metric: Standardized Tests

• Classroom instruction will incorporate testing strategies in preparation for the CAASPP. State and Local Priority 4
  o Identified Need: 100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
o Metric: API Scores

• 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. State and Local Priority 4
  o Identified Need: CMP will ensure EL students are properly identified, tested and demonstrating progress
  o Metric: EL Reclassification Rate

• CMP-Capitol will provide a safe and engaging learning environment for students and families, including subgroups. State and Local Priority 5
  o Identified Need: CMP-Capitol will maintain a 95% ADA rate
  o Metric: School Attendance Rates

• Parents will be informed of chronic absences and/or tardies as specified in the CMP Attendance Policy. State and Local Priority 5
  o Identified Need: Students will not have more than 3 unexcused absences or 3 unexcused tardies of 30 minutes or more during any one school year
  o Metric: Chronic Absenteeism Rate (Truancy)

• CMP-Capitol 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-Capitol middle school community. State and Local Priority 5
  o Identified Need: CMP-Capitol will retain and promote 98% of its 7th and 8th grade students
  o Metric: Dropout Rate

• 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 and Local Priority 6
  o Identified Need: CMP-Capitol will maintain an annual suspension rate of less than 2%
  o Metric: Suspension Rate

• CMP-Capitol staff will be trained on the School Safety Plan, on an annual basis, and will conduct monthly fire, earthquake, lockdown and safety drills. State and Local Priority 6
  o Identified Need: The CMP-Capitol Learning Community, including staff, students and parents, will adhere to the CMP School Safety Plan
  o Metric: Other Local Measures

• CMP-Capitol 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 and Local Priority 6
  o Identified Need: CMP-Capitol campus will provide a safe, secure learning environment for all children
  o Metric: Other Local Measures

• 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 and Local Priority 7
  o Identified Need: CMP-Capitol 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
  o Metric: Student Access and Enrollment

• CMP-Capitol students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of English and Language Arts, Mathematics, Health and Social Science. State and Local Priority 8
Identified Need: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English and Language Arts, Mathematics, Health and Social Science.

Metric: Other Tests

• CMP-Capitol students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Science. State and Local Priority 8

  Identified Need: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Science

  Metric: Other Tests

• Classroom teachers will integrate the arts across the curriculum; CMP-Capitol will coordinate after school Visual and Performing Arts programs and activities. State and Local Priority 8

  Identified Need: 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.

  Metric: Other Tests

• CMP-Capitol will provide a Physical Education teacher and/or provide staff with Physical Education training to provide standards-based, and age-appropriate, activities to all students, including all student subgroups, unduplicated students, and students with exceptional needs. State and Local Priority 8

  Identified Need: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in an articulated, standards-based Physical Education program

  Metric: Other Tests

• CMP-Capitol 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. State and Local Priority 8
  - Identified Need: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to a Foreign Language program
  - Metric: Other Tests

• CMP-Capitol will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs access to a school library. State and Local Priority 8
  - Identified Need: To further promote literacy, students need access to a school library.
  - Metric: Standards-aligned Materials

• Classrooms will receive additional technological equipment to enhance the learning environment. State and Local Priority 1
  - Identified Need: Classrooms will be fully equipped with appropriate technological equipment to enhance the learning environment.
  - Metric: Standards-aligned Materials

• CMP will hire a Testing Coordinator/Analyst, who will track the achievement of target subgroups, including Low Income, English Learners and Foster Youth. State and Local Priority 4
  - Identified Need: CMP uses internal and external assessments to track the progress of pupil achievement. The Testing Coordinator/Analyst will ensure that the assessments are used appropriately and the information gathered from them can be used to assist with student's individual academic goals.
  - Metric: Standardized Tests, EL Reclassification Rate

**Intervention Programs**

Montessori classrooms are active learning environments that are academically challenging and rich in language development and mathematical foundation. The Montessori teacher
uses Montessori curriculum and concrete materials to provide instruction and strategies that support student progress and aides in their academic development.

CMP also utilizes the multi-tier approach, Response to Intervention (RtI), to support students with learning and behavior needs. Parents, teachers, and students, when appropriate, come together as a team to create a focused plan. Students are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Progress is closely monitored to assess both the learning rate and level of performance of these students. Decisions about the intensity and duration of interventions are based on individual student response to instruction. Follow up meetings are held every six to eight weeks to review progress and make adjustments if needed. If progress is not being made after that time, the involvement of the Dean of Students, and possibly additional resources, may be necessary.

One such intervention may be tutoring. Students who demonstrate a need in core subjects (EL, students below proficient, Socio-economically Disadvantaged, Homeless Education, Indian Education and Foster Youth) are invited, free of charge. CMP staff provide tutoring before or after school and on Early Release Professional Development days (ERPDs). Students take a pre and post assessment to determine needs and level of progress. Although this program is free to families, we ask them to commit to regular attendance.

California Montessori Project administers the state and federal mandated California English Language Development Test (CELDT) to students whose primary language is not English, based on their Home Language Survey, and for whom there is no record of English language proficiency assessment results. We are also required to administer the CELDT annually to assess the progress of English learners until they are reclassified as Fluent English Proficient (FEP). Once a student has been identified as an EL student, the general education teacher monitors student's progress based on the English Language Development California Benchmark Standards. Formalized reporting of student progress takes place three times a year: First Semester Report Card (January), Spring Progress Report (March) and Second Semester Report Card (June). At designated times, the teacher indicates mastery of standards.

In addition to the Montessori curriculum, coordinating tactile materials and SDAIE
(Specially Designed Academic Instruction in English) teaching strategies, students with a proficiency level of Beginning, Early Intermediate or Intermediate on the CELDT test will be placed in English in CMP’s foreign language acquisition program.

- Guidelines for foreign language acquisition program student usage per week:
  - K: 30 minutes
  - 1-3: 30 minutes
  - 4-6: 60 minutes
  - 7-8: 120 minutes

California Montessori Project adheres to both state and federal laws for Special Education and Section 504. Students who are identified and qualify for special education receive specially designed academic instruction, including related services recommended by the child’s planning and placement team. Students who qualify for Section 504 receive “reasonable accommodations” in the classroom to benefit from their education.

**Teachers and Staff:**

In 2016-2017, The California Montessori Project Capitol Campus employs 17 full time Credentialed Teachers, 14 Classified Teachers’ Assistants and the following staff:

- School Principal
- Dean of Students
- Two part-time Special Education Teachers, (1.6 FTE)
- Speech Pathologist two days per week
- 4 Special Education Teachers’ Assistants
- 3 full-time Administrative Assistants
- Reading Intervention Teacher
- 4 part-time Club Montessori staff
- 1 full-time plant manager
- 1 part-time custodian
- Occupational Therapist two days per week

In addition to the Capitol Campus employees, CMP-Capitol also has access to CMP network staff. This includes a Special Education Director, a Behaviorist a Clinical Psychologist and other district administrative staff.
CMP hosts a twice annual Substitute Faire that is advertised on all campuses, in the Sacramento Bee and on Craig’s List. At this faire, we provide a Montessori overview, conduct a campus tour and provide information on credentials for both Montessori and California Teaching credentials. This practice has supported an increase in available substitutes throughout the CMP network. Currently, we have 44 teachers in our credentialed substitute pool. Of those 42 substitutes, 20 hold a 30-day sub permit and 22 hold a California multiple or single subject credential. We currently have 33 individuals in our classified substitute pool. At each campus there is an administrative assistant who serves as the sub coordinator.

### Classified Staff by Ethnicity

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### Certificated Staff by Ethnicity

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### Classified Staff by Gender

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### Certificated Staff by Gender

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<tr>
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<td>2013-2014</td>
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<td>2015-2016</td>
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The above tables show a large percentage of our certificated and certificated staff are female and of white ethnicity.

### Number of Staff with the Following Montessori Credentials

<table>
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<tr>
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<th>Early Childhood</th>
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<th>Secondary I</th>
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<td>3</td>
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The above table shows most of the teachers are highly qualified, with all of them holding a California State Teaching credential and at least one Montessori credential.
### Certificated Staff Level of Education

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<th>Certificated Staff Education Levels</th>
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<td>2014-2015</td>
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<td>2015-2016</td>
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The table above shows most of the certificated staff have a Bachelor’s Degree and additional units or higher.

### Certificated Staff Years of Experience

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<th>Certificated Staff Average Years of Experience</th>
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<td>2014-2015</td>
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<td>2015-2016</td>
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</table>

The table above shows, in general, the certificated staff has varying years of experience.

### Professional Development

The California Montessori Project is committed to ensuring the staff are not only highly qualified with regard to California teacher credentialing and Montessori teacher education but also with on-going opportunities for professional development. Below is a list of some of the ways CMP supports the professional development of all of its staff members:

- Early Release Days on the first and third Wednesday of the month
- Network-wide staff development day in August before school begins
- New staff orientation day on campus in August before school begins
- New staff orientation day for the network in August before school begins
- American Montessori Society Annual Conference participation—each year some staff attend this annual conference which is held in major cities in the US. Every so often
the AMS conference is held in California. When the conference is in CA, CMP sends most of the staff.

- Montessori Teacher Center is located on the CMP – Shingle Springs campus. CMP provides stipends and tuition assistance for Montessori training.
- Network-wide grade level teams meet to collaborate and develop important grade level specific documents such as curriculum guides, progress reports and report card templates, grading rubrics, etc.
- Network-wide “Super Duper Saturdays” – specifically designed professional development opportunities for staff with a stipend incentive
- Additional Montessori training provided by experienced Montessori teachers
- Professional development monies set aside for teachers to choose their own workshops and classes. Teachers must complete a proposal and receive approval before monies are released. Examples:
  1. Elementary Physical Education Workshop
  2. UC Davis Mathematics Project: Summer Institute
  3. Area 3 Writing Project
  4. Love and Logic Teacher Education
  5. Growth Mindset

### Enrollment

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<tr>
<td>Total</td>
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</table>
Enrollment has grown minimally over the past three years. Through methodical planning, we have added students when there is attrition in a classroom as necessary to accommodate the promotion of students through the grade levels.

### Enrollment by Gender

<table>
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<tr>
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<tbody>
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<td>Male</td>
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<tr>
<td>Female</td>
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<tr>
<td>Total</td>
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<td>328</td>
<td>329</td>
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</table>

The number of male students has increased more than female students over a three-year span.

### Language Proficiency

This table displays the total number of English Language Learners and their level based on the scores of the California English Language Development Test (CELDT) for 2013-2016.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Fluent - English Proficient</td>
<td>25</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td>Re-designated</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

As you can see from the table above, our school does not have a large population of English Language Learners.

### Attendance

This table displays the Average Daily Attendance, Tardiness and Truancy Rates for the Capitol Campus from Fall 2012 to Spring 2015. Average Daily Attendance is calculated by the total number of days present divided by the total number of days enrolled. Tardiness Rate is calculated by the number of days tardy (excused, unexcused, and over 30 minutes) divided by the total number of days enrolled. Truancy Rate is
calculated by the number of students with three or more unexcused absences or days unexcused tardy extending over 30 minutes, divided by the number of enrolled students.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Daily Attendance</td>
<td>96.2%</td>
<td>95.5%</td>
<td>96.9%</td>
</tr>
<tr>
<td>Tardiness Rate</td>
<td>4.2%</td>
<td>3.6%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Truancy Rate</td>
<td>22%</td>
<td>20%</td>
<td>29%</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>8%</td>
<td>7%</td>
<td>9%</td>
</tr>
</tbody>
</table>

The table and chart above clearly show a strong attendance rate with attendance rates above 95% for the past three years. We attribute our high ADA to a variety of efforts, including Response to Intervention for attendance, parent education, student assemblies, and attendance incentive programs. Our school does have higher percentages for truancy rates. We feel this is directly tied to the fact that our school doesn’t provide bus transportation. This adds to the number of days tardy over 30 minutes which is factored into the truancy rate.
Suspension and Expulsion Rates
This table displays the number of suspensions and expulsions of CMP Capitol.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>24</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

This table shows a dramatic reduction in our suspensions based on the two previous years of data.

Socioeconomic Status
This table displays the number and percentage of students qualifying for a Free and Reduced Lunch Status and Aid to Families with Dependent Children.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Free/Reduced Lunch Status</td>
<td>70</td>
<td>78</td>
<td>79</td>
</tr>
<tr>
<td>Percentage</td>
<td>22.3%</td>
<td>23.8%</td>
<td>24.0%</td>
</tr>
</tbody>
</table>

The table above shows the number of socioeconomically disadvantaged students is fairly static.
Parent Education Level
The following table displays the highest education level of our parents.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Some High School</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>7</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Some College</td>
<td>64</td>
<td>57</td>
<td>63</td>
</tr>
<tr>
<td>College Graduate</td>
<td>110</td>
<td>124</td>
<td>127</td>
</tr>
<tr>
<td>Graduate School</td>
<td>120</td>
<td>129</td>
<td>125</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

The table above show most of our families have a high level of education beyond high school.

School Facilities and Safety
California public schools are required to comply with California Education Code (CEC), Section 35294, and dealing with the preparation of Safe School Plans. In keeping with this task CMP developed a Comprehensive School Safety Plan which includes a Site Emergency Response Plan and will help guide the CMP school administrators with their safety and response plans. Each of these plans will address policies and procedures, hazard prevention, emergency preparedness, response and recovery. These plans
adopt both the framework of the National Incident Management System (NIMS) and the model of the Standardized Emergency Management System (SEMS), developed by the State of California and are designed to centralize, organize, and coordinate emergency response among various CMP organizations and public agencies. NIMS/SEMS provide an effective framework for managing emergencies ranging from minor incidents to major earthquakes. CMP’s mission for the Safety Operations Plan is to provide a Comprehensive Safety Plan and Site Emergency Response Plan for ensuring a safe, healthy and productive learning environment for all stakeholders.

In 2013, several staff members attended the ALICE Training which is an intensive full day of training on advanced lockdown drills and what to do in the event of an active shooter on campus. In 2016, CMP sent staff members to become Alice trainers so we can hold regular trainings for all staff members.

**Staff Development**

CMP is committed to highly trained teachers and dedicates significant resources toward ongoing professional development. Each year, CMP reserves five non-instructional service days for focused staff training and professional development to include topical areas such as Montessori curriculum development, special education, academic planning and other areas of educational specialty. New staff spend an additional full day with central administration personnel in completing a comprehensive orientation. Subsequent site orientations are conducted within the first few weeks after employment begins.

CMP also offers occasional afternoon and weekend professional development activities in partnership with local area training programs and presenters as well as curriculum workgroups and staff networking/planning sessions. For the past few years, CMP has instituted school closure days for staff observations. This is a time for certain CMP campuses to close down so their teachers can visit other CMP schools in the network. This is an invaluable opportunity for staff members to observe their colleagues in action to get ideas and incorporate into their own classrooms. In addition, staff members are
encouraged to seek out other professional development opportunities that will directly enhance their teaching practices in line with the school’s mission and vision. Staff are offered tuition incentives to assist with attendance at approved outside professional development events and activities. CMP has also set aside monies for professional development for teachers to learn more about the California Common Core Standards. Teachers are encouraged to attend workshops provided by the Sacramento Office of Education and other local agencies. Over the past few years, teachers have been encouraged to attend workshops on the transition to the California Common Core Standards offered by the Sacramento Office of Education. The administration pays for these workshops.

CMP provides grade level mentors and a Dean of Students to support staff for success at all levels. Additionally, CMP partners with the Sacramento County Office of Education BTSA Consortium to offer quality professional development opportunities for all staff and state-approved induction pathways for newly credentialed teachers. Through the school’s BTSA program, all newly credentialed teachers are matched to a veteran teacher for two years of one-on-one mentoring and assistance.

Finally, CMP offers both tuition assistance and financial incentives to those teachers who pursue cross certification in Montessori education through accredited training centers. This additional level of teacher preparation consists of a rigorous course of research-based pedagogical study combined with practical classroom experience. In combination with CMP’s entire professional development program, we are confident that the result is highly-trained teachers who are ready to lead our students into the 21st Century.

Co-curricular Activities and Extra-Curricular Activities

Our school offers several different types of co-curricular and extra-curricular activities.

Our before and after school academic programs include intervention support for Kindergarten through Eighth grade. Teachers carefully design programs to meet the unique needs of our students. These programs provide extra student support with Math, Phonics, Reading, and Writing. These programs are completely free to families. Student
candidates for these programs are identified through our Response to Intervention Program and performance on state testing. The teachers of these programs are eligible for additional pay through our supplementary hourly program funding. The before and after school programs vary from year to year depending on student and teacher needs and interest.

There are also several fee based programs available to our students. These are taught by individuals not necessarily connected to CMP. These include Visual and Performing Arts programs, such as Art, Choir, Dance, Piano, and Strings. The instructors of these programs are encouraged to use our facilities so we can make access to these types of enrichment programs more available to our families. We are particularly proud of our Sports Program. We compete in a CMP intramural sport program for Basketball and Volleyball.

There are several school-wide events that include all ages of students and help create a sense of community in our school. Each year, we have a World Fair Celebration, a Science Fair, whole school field trips, Fall and Spring fund raising events and socials, parent appreciation nights, school spirit days, assemblies, and graduation celebrations. We also have a school “Buddy” program where kindergarten students are paired up with older students to work on various projects and build teamwork.

Our school has a Garden Program completely run by parent volunteers. Weekly lesson plans are created by our Garden Coordinator. There is a large community garden on campus where the children garden regularly.
School Financial Support:

District Financial Data
This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits. This information is from the 2012-2013 school year.

| Sacramento City Unified School District 2013-2014 Teacher and Administrative Salaries |
|-----------------------------------------------|-----------------|--------------------------------------------------|
| Category                                      | District        | State Average for Districts in Same Category    |
| Beginning Teacher Salary                     | $39,885         | $43,165                                         |
| Mid-Range Teacher Salary                     | $52,419         | $68,574                                         |
| Highest Teacher Salary                       | $86,028         | $89,146                                         |
| Average Principal Salary (Elementary)        | $100,430        | $111,129                                        |
| Average Principal Salary (Middle)            | $102,617        | $116,569                                        |
| Superintendent Salary                        | $245,000        | $234,382                                        |
| Teacher Salary – Percent of Budget           | 33%             | 38%                                             |
| Administrative Salary – Percent of Budget    | 6%              | 5%                                              |

School Financial Data
The following table displays the school’s average teacher salary and a breakdown of the school’s expenditures per pupil from unrestricted and restricted resources. This information is from the 2013-2014 school year.
CMP Capitol Campus

School Financial Data

<table>
<thead>
<tr>
<th></th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenditures Per Pupil</td>
<td>$7,824.36</td>
</tr>
<tr>
<td>Expenditures Per Pupil From Restricted Resources</td>
<td>$1,152.03</td>
</tr>
<tr>
<td>Expenditures Per Pupil From Unrestricted Resources</td>
<td>$6,672.33</td>
</tr>
<tr>
<td>Average Teacher Salary</td>
<td>$39,027.64</td>
</tr>
</tbody>
</table>

Financial Data Comparison

The following table displays the school’s per pupil expenditures from unrestricted sources and the school’s average teacher salary and compares it to the district and state data. This information is from the 2013-2014 school year.

<table>
<thead>
<tr>
<th>Financial Data Comparison</th>
<th>Expenditures Per Pupil From Unrestricted Sources</th>
<th>Average Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitol Campus</td>
<td>$6,672</td>
<td>$39,027</td>
</tr>
<tr>
<td>California Montessori Project Network</td>
<td>$6,407</td>
<td>$38,033</td>
</tr>
<tr>
<td>Sacramento City Unified</td>
<td>$4,556</td>
<td>$65,695</td>
</tr>
<tr>
<td>California</td>
<td>$5,348</td>
<td>$69,086</td>
</tr>
<tr>
<td>School and District – Percent Difference</td>
<td>37%</td>
<td>50%</td>
</tr>
<tr>
<td>School and State – Percent Difference</td>
<td>23%</td>
<td>55%</td>
</tr>
</tbody>
</table>

The table above shows that our teacher salary is relatively low compared to the average for our authorizing district as well as the state of California.
**Pupil Achievement Outcomes:**

2012-2013 was the last year that the California Standardized Testing and Reporting (STAR) was offered, accordingly, this was the last year that an Academic Performance Indicator and an Adequate Yearly Progress Criteria was calculated. CMP-Capitol students participated in the California Assessment of Student Performance and Progress (CAASPP) Field Test in the Spring of 2014, and participated in the first real testing round in the Spring of 2015 as well as Spring 2016. At this time, CMP – Capitol only has two years of CAASPP scores to report out. As such, CMP will provide detailed CAASPP data and previous accountability progress reporting from 2013.

**2012-2013 Accountability Progress Reporting**

- Met 8 of 13 AYP Criteria
- 2013 Growth API score of 815, exceeds the minimum of maintaining an API of at least 800
- Met the 2013 API Growth Target for Schoolwide, All Student Groups and All Targets
- Comparative 2013 API Scores:
  - CMP-Capitol: 815
  - SCUSD: 760
  - California: 790
- Comparative API Growth (2012 to 2013):
  - CMP-Capitol: -3 pts
  - SCUSD: -10 pts
  - California: -1 pts
- CMP-Capitol Participation Rates exceeded the Federal Accountability Criteria of 95%
  - English-Language Arts – 99%
  - Mathematics – 100%
- Annual Measurable Objectives
o CMP – Capitol English-Language Arts proficiency rate of 67.5% (Schoolwide) did not meet the AYP Criteria
o CMP – Capitol English-Language Arts proficiency rate of 52.8% (Hispanic/Latino) did not meet the AYP Criteria
o CMP – Capitol English-Language Arts proficiency rate of 73.3% (White) met the AYP Criteria through the Safe Harbor Alternative Method
o CMP – Capitol Mathematics proficiency rate of 43.2% (Schoolwide) did not meet the AYP Criteria
o CMP – Capitol Mathematics proficiency rate of 41.5% (Hispanic/Latino) did not meet the AYP Criteria
o CMP – Capitol Mathematics proficiency rate of 44.4% (White) did not meet the AYP Criteria

California Assessment of Student Performance and Progress – 2014-2016

CMP students have taken the CAASPP Smarter Balanced online English Language Arts and Math test beginning in 2013-2014 with first official test results available from the Spring 2015 test administration. The CMP network has made numerous technological upgrades to facilitate success of our students. CMP staff analyzed the results to have an understanding of how CMP students test in comparison to other students in the District and the State and to pinpoint areas of focus for the teachers and students. The next section will give a detailed account of CMP Capitol’s performance results from Spring 2016 as well as comparison data to the state of California and Sacramento City Unified School District.
CAASPP Spring 2016 Overall Subject Analysis (Percentage of Students)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Exceeded</th>
<th>Met</th>
<th>Nearly Met</th>
<th>Not Met</th>
<th>Exceeded</th>
<th>Met</th>
<th>Nearly Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>19%</td>
<td>33%</td>
<td>19%</td>
<td>30%</td>
<td>14%</td>
<td>23%</td>
<td>33%</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>27%</td>
<td>27%</td>
<td>19%</td>
<td>27%</td>
<td>5%</td>
<td>27%</td>
<td>38%</td>
<td>30%</td>
</tr>
<tr>
<td>5</td>
<td>24%</td>
<td>21%</td>
<td>29%</td>
<td>26%</td>
<td>11%</td>
<td>8%</td>
<td>37%</td>
<td>45%</td>
</tr>
<tr>
<td>6</td>
<td>23%</td>
<td>46%</td>
<td>23%</td>
<td>9%</td>
<td>20%</td>
<td>23%</td>
<td>26%</td>
<td>31%</td>
</tr>
<tr>
<td>7</td>
<td>13%</td>
<td>58%</td>
<td>8%</td>
<td>21%</td>
<td>17%</td>
<td>25%</td>
<td>29%</td>
<td>29%</td>
</tr>
<tr>
<td>8</td>
<td>19%</td>
<td>58%</td>
<td>25%</td>
<td>0%</td>
<td>6%</td>
<td>25%</td>
<td>38%</td>
<td>31%</td>
</tr>
</tbody>
</table>

**Averages**

<table>
<thead>
<tr>
<th></th>
<th>Exceeded</th>
<th>Met</th>
<th>Nearly Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeded and Met Standard</strong></td>
<td>58%</td>
<td>33%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exceeded, Met, and Nearly Met</strong></td>
<td>79%</td>
<td>66%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data above shows 58% of students overall met or exceeded the standard in Language Arts. The highest performing grade level were the 8th graders, 75% of students met or exceeded the standard.

Data above shows 33% of students overall met or exceeded the standard in Math. The highest performing grade level was 6th grade where 43% of students met or exceeded the standard. These scores demonstrate a key concern for our school. We have scheduled professional development workshops for Math to learn new strategies for teaching Common Core Math.

By recommendation of the Middle School Collaboration team, and following a two year-long pilot, the school purchased Pearson’s Digits in 2016—an online program for Grades 7-8. The program includes accelerated and intervention materials and align to the California Common Core Standards. Teachers are now in the third year of using Digits. While most
feedback has been positive the program has needed some adjusting for best usage in the classroom setting. The CMP network is currently considering the use of a Common Core Standards textbook or online program in the upper elementary.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>4.1%</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>5.1%</td>
<td>*</td>
</tr>
<tr>
<td>Filipino</td>
<td>3.1%</td>
<td>*</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>25.1%</td>
<td>14%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0.05%</td>
<td>*</td>
</tr>
<tr>
<td>White</td>
<td>50.7%</td>
<td>23%</td>
</tr>
<tr>
<td>2 or more Races</td>
<td>11.7%</td>
<td>30%</td>
</tr>
</tbody>
</table>

The subgroups of Hispanic and white students scored significantly lower than our 2 or more races subgroups in English Language Arts and Math.
The subgroup of students with a disability scored significantly lower than those with no disability reported in both English Language Arts and Math.

63% of economically not disadvantaged students met or exceeded the standard in Language Arts compared to 40% of students that are economically disadvantaged. Results show a 23% disparity in results in Math between the same groups. Students
who are in the economically disadvantaged group have been invited to after school tutoring groups in order to give additional support.

<table>
<thead>
<tr>
<th>English-Language Fluency</th>
<th>ELA</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Math</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluent-English Proficient English Only</td>
<td>98.4%</td>
<td>21%</td>
<td>37%</td>
<td>21%</td>
<td>21%</td>
<td>13%</td>
<td>21%</td>
<td>33%</td>
<td>33%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initially-Fluent English Proficient (I-FEP)</td>
<td>4%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reclassified-Fluent English Proficient (R-FEP)</td>
<td>4.6%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learners enrolled in School in US 12 months or more</td>
<td>.05%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Learner</td>
<td>.05%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Only</td>
<td>90.8%</td>
<td>21%</td>
<td>37%</td>
<td>22%</td>
<td>21%</td>
<td>12%</td>
<td>21%</td>
<td>33%</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We have very few students who are designated as English Learners and therefore the data is not numerically significant.

<table>
<thead>
<tr>
<th>Ethnicity for Economically Disadvantaged</th>
<th>ELA</th>
<th></th>
<th></th>
<th></th>
<th>Math</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>0.015%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>0.05%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.10%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>8%</td>
<td>6%</td>
<td>25%</td>
<td>38%</td>
<td>33%</td>
<td>0%</td>
<td>13%</td>
<td>25%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>0%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>White</td>
<td>7.6%</td>
<td>0%</td>
<td>33%</td>
<td>13%</td>
<td>53%</td>
<td>0%</td>
<td>7%</td>
<td>%</td>
</tr>
<tr>
<td>2 or more Races</td>
<td>3%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

Students who are economically disadvantaged and are in the subgroups of white and Hispanic met or exceeded the standard at approximately the same level in English Language Arts, 31-33%. This is significantly lower than the overall performance in English Language Arts of 58%. In Math both subgroups are extremely low and compared to the overall performance of 33% are a concern.
<table>
<thead>
<tr>
<th>Ethnicity for NOT Economically Disadvantaged</th>
<th>ELA</th>
<th></th>
<th></th>
<th></th>
<th>Math</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Black or African American</td>
<td>2%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>4%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Filipino</td>
<td>0.010%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>16.9%</td>
<td>18%</td>
<td>27%</td>
<td>27%</td>
<td>27%</td>
<td>9%</td>
<td>18%</td>
<td>33%</td>
</tr>
</tbody>
</table>
| Native Hawaiian or Pacific Islander | 0.05% | * | * | * | * | * | * | * | *
| White | 42.5% | 28% | 42% | 18% | 12% | 17% | 22% | 35% | 27% |
| 2 or more Races | 8.7% | 35% | 41% | 6% | 18% | 24% | 35% | 29% | 12% |

Students who are not economically disadvantaged and are in the subgroup of 2 or more races met or exceeded the standard at 76%, a much higher level than the overall performance of 58%. In Math the 2 or more races subgroup met or exceeded 59% to the overall performance of 33%.
### Results Show

### Gender

<table>
<thead>
<tr>
<th></th>
<th>ELA</th>
<th></th>
<th></th>
<th>Math</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>49.2%</td>
<td>26%</td>
<td>38%</td>
<td>20%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>Males</td>
<td>49.7%</td>
<td>16%</td>
<td>38%</td>
<td>22%</td>
<td>26%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Results show a disparity in results in English Language Arts between the Females and Males. 64% of Females met or exceeded the standard compared to 52% of males. This indicates that the males scored 7 percentage points below the overall school average and 12 percentage points below the females. In Math we see a similar result with females performing 3 percentage points better than the overall average and 14 percentage points higher than males.
<table>
<thead>
<tr>
<th>Parent Education</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not a High School Graduate</td>
<td>0.5%</td>
<td>*</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>2%</td>
<td>*</td>
</tr>
<tr>
<td>Some College</td>
<td>18.9%</td>
<td>8%</td>
</tr>
<tr>
<td>(Includes AA Degree)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Graduate</td>
<td>33.3%</td>
<td>19%</td>
</tr>
<tr>
<td>Graduate School/Post Graduate</td>
<td>44.6%</td>
<td>30%</td>
</tr>
<tr>
<td>Declined to State</td>
<td>0.05%</td>
<td>*</td>
</tr>
</tbody>
</table>

CMP Capitol has a high percentage of parents who identify themselves as college graduates and post graduates, 78% of our population. Their students out-perform the students of parents who identify as having some college in both English Language Arts and Math.
This chart shows an overall comparison for the Spring 2016 CAASPP data between CMP, the state of California and Sacramento City Unified School District. It also shows comparison data between our scores from 2015. In all comparisons, except Math with the state, CMP is performing higher.
This chart shows a grade level comparison for the Spring 2016 CAASPP data in English Language Arts between CMP, the state of California and Sacramento City Unified School District. It also shows comparison data between our scores from 2015. It demonstrates that our students are increasing in performance and outperform the state and the district in all grade levels except 5th.
This chart shows a grade level comparison for the Spring 2016 CAASPP data in Math between CMP, the state of California and Sacramento City Unified School District. It also shows comparison data between our scores from 2015. It demonstrates that our students are increasing in performance year over year except in 5th grade. In Math the district and state outperform CMP in 3rd, 4th, 5th, and 8th grade. Math has been identified as our core area of improvement.
Process and Perception Data:

Local Control Accountability Plan

Each spring, since 2014, our Executive Director and campus administrators meet separately with parent, staff and student groups to gather their ideas on ways to improve the programs and facilities at each campus site. This stakeholder feedback is then used to determine how best to utilize funds from the state. Goals, an action plan, and progress on goals are written into a plan for the school, which is updated annually. Over the last three years, the focus has been on increasing science instruction and materials, visual and performing arts programs, physical education, and library improvements.

These meetings are well attended and provide an ideal venue to receive ideas from the school community. They are held in an open format which includes conversation and immediate feedback, unlike paper or on-line surveys.

Calendar Survey

Beginning in the 15-16 school year, our network developed a calendar that would support additional professional development for all staff. The administrative team developed a calendar that was approved by our CMP Governing Board which provided two early release days per month for this purpose. Rather than having one minimum day per week as local districts have, CMP decided two days per month with an earlier release time was best. This allowed more time for professional development, staff collaboration time, and staff meetings.

We are now into our second year of this calendar, and the Governing Board and administration have received feedback from all stakeholders on the viability of this calendar. This was done with on-line surveys that asked questions addressing the early release days, the extended school holidays, and the beginning and ending dates of school.

Back to School Night and Parent Communication Surveys

Starting in 2013, CMP campus administration conducted surveys to determine the
effectiveness of our Back to School Night event and preferred methods of communication. Based on questions about Back to School night, each campus was able to give feedback to teachers on their presentations in hopes for improved performance.

Preferred school to home communication was also surveyed. Overall, it was determined that the three most preferred methods of communication were: emails, classroom newsletters and campus newsletters. The administration team made changes to the communication processes in order to improve overall parent communication.

**Parent/Teacher Conference Survey**

Starting in the Fall of 2013, CMP administration surveyed the parent population to determine the effectiveness of parent/teacher communication during conferences. Overall, the data suggested that parents are satisfied with the communication. Parents also felt that the teachers had a good understanding of the curriculum and their child's performance.

**Professional Development Survey**

During the 2013/2014 school year, CMP administration surveyed teaching staff to determine the effectiveness of professional development and their professional learning needs. Survey data suggested that staff preferred to have more time in campus based professional development with a focus on behavior management and addressing special education in the classroom environment. Additionally, teachers requested more collaboration time to work with their grade level teams.

**Fundraising Committee Survey**

Starting in the Fall of 2013, CMP administration surveyed the parent population to determine the parent satisfaction of the Fundraising Committee sponsored school wide events. Overall, the data suggested that parents are satisfied with the events. Parents made suggestions of new events and alternative ways to raise funds for the school.
**Parent Survey**

In the Fall of 2016, CMP administration surveyed the parent population to determine parent satisfaction with academic achievement of their child and the safety of the school. Overall, the data suggested that parents are satisfied with both. Parents made suggestions of ways to increase safety on campus.
Chapter II: Progress Report

[Image of children gathered in a field]
Chapter II: Progress Report

Major Achievements/Accomplishments within the last five years since the initial visit:

• Charter Renewal
  o CMP-Capitol has once again been authorized through the Sacramento City Unified School District for rechartering for a full five-year term.

• Facilities
  o CMP-Capitol Campus continues to be housed at the District’s Thomas Jefferson Campus, through a California Proposition 39 lease arrangement with the District.

• Curriculum and Instructional Materials
  o CMP has continued to develop and update our Montessori-based curriculum that is aligned with the California Common Core State Standards.
  o CMP’s Leadership Team analyzed and determined a need for additional reading materials in lower elementary classrooms. As a result, CMP has undergone the process of purchasing a full complement of reading materials.
  o CMP-Capitol purchased additional quality Montessori learning materials for new classrooms and campuses. Replacement and extension materials have also been purchased for existing classrooms.
  o CMP has added the following state-adopted core instructional materials:
    Middle School adoption of Pearson’s Digits Math Curriculum.

• Technology
  o CMP-Capitol has added new computers making a 3rd-8th grade 1 to 1 ratio of student to chrome book and on Kindergarten- 2nd grade 5 to 1 student-to-desktop computer ratio.
  o CMP continues to implement technology based programs for all grade levels:
    - Rosetta Stone Foreign Language Program (licenses for each student)
    - Renaissance Place Learning Suite for reading comprehension and math support.
    - Learning.com and Typing.com
  o CMP has implemented the Google for Education suite, including Google Classroom, Google Drive and integration of the Google Chrome ecosystem.

• Certificated/Classified Staff
  o CMP has continued to hire highly qualified, dynamic, California State Credentialed and Montessori-trained/certified teachers (dual certification).
  o A Special Education Teacher, Speech/Language Therapist, and Occupational Therapist are on site for students with Individualized Educational Plans.
  o CMP continues to work towards improved compensatory packages to retain and hire quality staff.
• Teacher Support/Training
  o CMP continues to recognize the importance of staff development and teacher training. CMP honors its staff by providing numerous professional growth/orientation opportunities, including the following:
    • CMP is an active participant in the Teacher Induction Program formerly BTSA
    • CMP continues to offer Staff Development days, which include keynote addresses from nationally and locally known speakers, as well as break-out, grade-level planning sessions facilitated by CMP leaders. Strategic, network-wide, horizontal and vertical planning days are held on a regular basis.
    • Super Duper Saturdays are being offered one Saturday per month to support our Teaching Assistants and enhance their skills in the classroom.
  o CMP - Capitol has Curriculum Level Lead Teachers for each curricular level. The Curriculum Level Lead teachers work with their grade level team and meet on a weekly basis to discuss curriculum, individual student progress/interventions, parent meetings/education, and student activities and field trips.

• Student/ Family Support
  o Ongoing parent education is offered at scheduled times on site throughout the school year.
  o CMP has retained low student-to-teacher ratios.
  o CMP has fully implemented the Response to Intervention (RtI) model with academic intervention programs.
  o CMP offers inter-campus sports programs.
  o CMP offers a variety of after-school activities, clubs and enrichment opportunities.

The following are the recommendations for the Critical Areas of Follow-Up as indicated by the 2011 WASC Visiting Team:

Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up General Comments:

The committee was convinced that the school leadership and staff are committed to ongoing improvement through the action plan developed as a result of the self-study. Several key areas of improvement became evident through the written self-study and period of the visit and the school leadership team made a strong commitment to address critical areas of follow up, including active involvement of all stakeholders, explicit timelines for “checking in” on progress toward goals, and benchmarks to measure progress toward goals.
Schoolwide Areas of Strength:

1. Strong mission and vision statement and ESLRs that are accessible to all students, parents, teachers and staff.
2. Strong commitment to providing instruction that challenges the whole child and meets the needs of the individual.
3. Students are identified and assessed by the three-tiered RTI process and referred to an SST if necessary.
4. The school is located in a newer facility.
5. CMP attracts teachers who are committed to the Montessori approach and offers excellent training opportunities for teachers.
6. There is strong adherence to the Montessori Philosophy of teacher observation, individualized learning, differentiation of instruction, fostering independence, freedom of choice, hands on materials, etc.
7. Communication between parents and teachers is strong.
8. Teachers are well trained and committed to the individualized learning plans of all students.
9. A comprehensive assessment system is implemented for all students that measures progress toward the goals of both the Montessori curriculum and the State of California content standards.
10. The school offers very small class sizes in multi-age classrooms that help all students achieve maximum success.

Schoolwide Critical Areas for Follow-Up with results:

1. Ensure that all stakeholders are fully represented in the refinement of the school's purpose and expected school-wide learning results.
   - Surveys are conducted three times per year to solicit feedback from parents regarding the social, emotional and academic development of their child.
   - Parents receive a progress report in October and March and a report card in January and June. Teachers hold parent conferences in October and March to discuss student progress. In the 9-12 and Middle School communities the conferences are
student led, with participation of parents and teachers. Parents give feedback on the process in a network wide survey after the completion of the conference week.

- The leadership team compiles this data and reports back to the school community in the Montessorigram.
- At Campus Advisory Council (CAC) meetings the team has an opportunity to address concerns pertaining to the accomplishment ESLRs.

2. An assessment strategy is needed to ensure that the school measures the extent to which all students achieve the behavioral/dispositional aspects of the Expected Schoolwide Learning Results (e.g. ambassadors of grace and courtesy, agents of change, working independently, demonstrating initiative, being safe, responsible, and respectful, etc).

- A survey to parents, teachers and students has been conducted to explore the relevance and ability to assess the ESLRs.
- The revision of our Kindergarten, 6-9 and 9-12 rubrics include new designations that include the behavioral aspects of the ESLRs.
- We are able to track the progress on our ESLRs through progress reports and report cards.

3. There is a need to create a more systematic approach to assessment and data collection and dissemination so that all data can be “warehoused” in a single database that can be easily accessed by instructional staff.

- This critical area has been a major focus for the leadership team of CMP over the past three years. Staff members attended additional trainings for AERIES in order to implement the storage of assessment data in AERIES, a universal database. Currently we store STAR test results, CELDT results and take attendance for our supplemental attendance for after school tutoring in AERIES.
- The Dean of Students team developed the “Assessment Tracker”. This excel spreadsheet is used for the beginning, middle and end of year assessments to store the results for all universal assessments. We have collected 3 years of data and are able to refer to this data in order to make curricular decisions.

4. Identify ways to involve students, especially middle school students, in leadership roles within the school community.

- The Middle school community has been involved in many leadership roles over the interim three years. The following is a list of activities:

  - The Middle school students built the stone retaining walls of the new community garden working with other classes.
  - Put a proposal before the Campus Advisory Council to change the dress code for Middle School only.
  - Each year, the Middle school community establishes a student-run business. For the last 3 years, they have had a weekly recycling collection during carline every Friday morning. This school year students worked in various committees for the class business to create a student-run café.
  - Various middle school and 9-12 students are on the Safety Patrol each morning during carline.
Middle school students are required to complete 40 hours of community service each school year. Many of these hours are completed at our Community events where they help work.

Middle school students partnered with the 6-9 classrooms in creating movies for our BEST character assemblies for the 2012-2013 school year.

Middle school students participated as a math buddy in the Redwood class.

Middle school teachers, students and their parents host “Kids Night Out” events at our school multiple times each school year.

Middle school students participate in business internships for 3 days at a local business.

Middle school students participate in the Reading buddy program partnering with the kindergarteners or lower elementary classes.

Middle school student representatives participate in as interviewers on a panel for incoming middle school students. They are also paired off with 6th graders for the Middle school visit/shadow day.

WASC/CDE Visiting Committee Report: Ongoing School Improvement

CMP’s action plan was developed as part of the self-study process and focuses on three major components:

Goal 1: Increase STAR scores in mathematics for all students in grades 2-8 by 3% through professional development and the use of data to drive instruction and decision-making.

Rational: Through the analysis of data to drive curriculum and by implementing a variety of intervention strategies, teachers and staff will support and help meet the needs more effectively of CMP students in grades 2-8 in order to lessen the achievement gap in the area of mathematics.

Goal 2: To develop a BEST (Building Effective Schools Together) team to move their BEST behavior program forward by reducing the number of office discipline referrals, suspensions and expulsions thus creating an environment more conducive to learning.

Rational: A systematic, consistent BEST behavior program team is needed to ensure the forward momentum begun two years ago so that students have a safe environment conducive to learning that all teachers actively understand and utilize in a uniform manner.

Goal 3: To implement regular classroom parent meetings in order to support parent education and create a stronger sense of school community.

Rational: Hosting regular parent meetings will increase the opportunities to educate families about the Montessori methodology, provide a venue where families can network and socialize, and discuss areas that need more support. This will create a stronger sense of school community.
Goal Progress from 2014 Mid-Term Report

Goal #1: Prepare for Common Core State Standards and assessments. CMP-Capitol began implementing tasks in the Fall of 2013 to ensure they would be ready for Common Core. The following four tasks have been completed and are receiving ongoing attention school-wide:

1. Implement a testing schedule
2. Obtain devices suitable for Common Core State Standards. Dell laptops have been purchased and staff feel well prepared to meet the initial technology needs for new state tests.
3. Align Montessori Curriculum to Common Core Standards.
4. Align report cards to Common Core Standards.

Additionally, the school has created a task to consistently collect data for math and reading proficiency, once that data is available, and use that data to drive curricular and instructional changes.

Goal #2: Refine the meaning of how CMP-Capitol creates a Peaceful and Positive Community. In order to extend its positive school culture throughout the campuses, the following actions have been added to their action plan:

1. Create informational documents for stakeholders
2. Standardize peaceful / positive community lessons at each campus
3. Educate parents
4. Provide professional development to staff
5. Develop a student perception survey

Goal #3: Improve two-way communication between home and school by implementing regular classroom parent meetings, increased support for parent education opportunities and school policies, and the creation of a stronger sense of school community.

The following four tasks have been accomplished:

1. Development of a Family Engagement Guide to give an overview of parent meetings. This overview has been presented to staff at several network in-service days.
2. Provide training and support to teachers in their ability to facilitate monthly parent meetings. These opportunities have occurred at network in-service days.
3. Grade level teams have developed yearly parent meeting calendars, which are in the community calendar for all parents in the Fall.
4. Development of a parent meeting survey to be used within the parent-teacher conference.
One task is still being addressed (not completed):

1. Create a rubric to be used by administration to monitor parent satisfaction. The school intends to implement a parent communication rubric/assessment as part of the Professional Development Plan (PDP) for credentialed teachers.

CMP-Capitol stakeholders have determined that Goal 3 is broader than simply addressing parent meetings, and would like to address a variety of ways that two-way communication between home and school can be further implemented to create a stronger sense of school community.

The following are the recommendations and our responses for the Critical Areas of Follow-Up as indicated by the 2014 WASC Mid-Term Visiting Team

1. **Prepare for Common Core State Standards and assessments**
   CMP-Capitol began implementing this task in Fall 2013 to ensure success when the Smarter Balanced testing system for Common Core became available. All tasks associated with this goal have been completed and are receiving ongoing attention school-wide. The administration team supports this goal by promoting professional development opportunities that strengthen and deepen the learning of all students in the Common Core State Standards. CAASPP data is used to inform next steps when planning and implementing staff development. Teachers support students in implementation of various technology programs, including the addition of a typing program.

2. **Refine Meaning of how CMP-Capitol creates a peaceful and positive community**
   As referenced in Updated Goal #2, it is recommended that CMP-Capitol produces informational documents relating to the Montessori values of a peaceful and positive community, as well as providing education to parents so that they become empowered partners in this important work.
   In response to this recommendation CMP-Capitol has:
   - A comprehensive safety operations plan that is reviewed annually.
   - An Anti-Bullying Policy that is available to all stakeholders via the website.
   - Regular classroom meetings to improve two-way communication between school and home.

3. **Improve Parent Communication**
   As referenced in Goal #3, it is recommended that CMP-Capitol continues its commitment to educating and informing all parents. We do a very good job of using multiple means to reach out to parents, including regular meetings, newsletters, emails, and Auto-dialer messages. However, parents continue to seek further ways to access even more information. Not all parents will want to review all the information, but for those who are inclined, they would like to get more information on:
- Detailed spending of monies raised through fundraisers. Parents feel well-informed of how much money is raised, but would like to be able to access (or know how to access if it is already available) details about the budget and yearly spending.

- Minutes and notes from a variety of meetings, so that families who cannot attend can access and read summaries from the governance board meetings, and even the informal “café’s” with the Principal.

In response to this recommendation CMP - Capitol has:

- All Governing Board minutes are posted in the school offices as well on the school and network websites.

- Campus Advisory Council (CAC) and Principal Café minutes/summaries are reported in the school newsletter.

- A review of budgets and decisions on spending of funds is discussed at monthly CAC meetings.
Chapter III: Summary of Analysis of Profile Data
Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

In our 16 years of existence, CMP has emerged as a model Montessori charter school, inspiring and supporting other Montessori charter schools in their charter start-up efforts and growth. CMP attributes its success to a number of factors including an energetic, positive, and professional staff, self-motivated and independent student learners, committed parents, and supportive community members and chartering district.

In 2015 CMP Governing Board revised the mission statement to “The Mission of the California Montessori Project: to offer a quality, tuition-free Montessori education to every student.” to “The Mission of the California Montessori Project is to provide a quality, tuition-free Montessori education that challenges our students to reach their full potential.” The intent of this revision was to communicate to current and prospective CMP families that the program is available to all children, regardless of income. The revision also expanded the goal of CMP, from simply offering a tuition-free Montessori program, but to also challenge the students who attend to reach their full potential, to go beyond good enough, to require more of themselves in order to make a difference in the community.

The student and community profile data reinforces some ongoing trends that CMP - Capitol seeks to address within the context of our Charter authorization, LCAP, and the dual-accreditation process through the American Montessori Society (AMS) and WASC and subsequent visit. CMP - Capitol seeks to make adjustments in areas related to outreach and recruitment of a more diversified student body. A math program was adopted to help students transition to the new Common Core State Standards and to address the gap between Montessori lessons and the Common Core Standards. The implementation of LCAP action items has been key seeking excellence in the areas of Physical Education, Science and the Visual and Performing Arts. Finally, the expanded technology infrastructure since the 2014 Mid-term Report have enabled CMP - Capitol to provide the kind of environment in which students can thrive and where Montessori lessons as well as 21st Century learning can be fully implemented.
CMP – Capitol strives to mirror the demographic composition of the larger Sacramento City Unified School District. The administration team has made outreach efforts to neighborhoods who are underrepresented in our demographics. The school celebrates diversity in the curriculum, and administrators, teachers, and staff feel strongly that the learning environment is enhanced by increasing the number of students and families from diverse backgrounds. While the school continues to take active measures to attract greater diversity, it remains less diverse overall than the school district as a whole.

In 2014, in response to a WASC recommendation to strengthen two-way communication with parents in order to improve communication across stakeholders the Principal began Parent Cafés. Since then CMP has successfully used technology and other forms of outreach to better connect families and other stakeholders to school activities, events, and happenings at school. Outreach materials were also translated into Spanish language and distributed in a local parenting magazine. The school also holds monthly meetings of the Campus Advisory Council to hear from all stakeholders. The direct connection to parents allows CMP - Capitol to communicate current issues and to connect people to resources as needed. According to a parent survey sent in fall of 2016, 89% of parents indicated they are aware of volunteer activities at CMP - Capitol and used the newsletters, website and e-mails to stay current on school information.

The population of students of color at CMP – Capitol remained relatively static with white students representing 55% of the population in 2015-2016 as compared to 51% in 2013-2014, and for example, Hispanic students representing 24% in 2015/16 as compared to 26% in 2013-2014. The total number of Unduplicated Count of Free-Reduced Price Meals, English Learners and Foster Youth Disadvantaged students has also remained relatively static as well, with 49 students in 2013-2014 as compared to 46 students last year – on average approximately 13% of the total student population. According to Ed-Data this gives CMP – Capitol an Ethnic Diversity Index of 46%. During the charter re-authorization the district strongly recommended to increase this index to be more in line with the overall demographics of the district. At CMP – Capitol both the Hispanic and white subgroups have 16 students who qualify as Economically Disadvantaged. This group is often
challenged in ways other kids are not—traditionally there is less opportunity for enrichment at home and less access to extracurricular activities. Creating an environment where all students feel welcomed and where additional academic and social supports are available has been part of the school’s plan to maintain a close-knit community. However, the static numbers do deserve another examination and new ideas for increasing diversity should be employed.

The profile data reveal other areas for growth, including much lower scores on the Math section of CAASPP scores in 2014-15 and 2015-2016 as compared to English Language Arts scores. In English Language Arts CMP – Capitol outperformed both the state of California and Sacramento City Unified School district. This is in stark contrast to the performance on the Math. CMP – Capitol needs to do a better job preparing students for the rigor of online testing in Mathematics. The addition of writing to demonstrate that a student understands the reasoning in the computations is an area of focus. Students need additional support to answer questions that are focused at Depth of Knowledge levels one, two, three and four. Teachers have asked for support to prepare their students for this element of the Common Core State Standards. The Middle School Collaboration team participated in a two-year pilot of a new math curriculum culminating with the successful adoption for the 2016-2017 school year of Pearson’s Digits program for 7th and 8th grade.

As a result of the focus in our previous self-study and the implementation the Common Core Standards CMP – Capitol has implemented interventions to help support students and to increase their performance on CAASPP. In 2013, a Read Naturally program was established and new hires in areas of special education support staff were made to support the team in the already established RtI process. Consistency in staffing in special education has resulted in fidelity in implementing the Montessori curriculum for students with special needs. RtI interventions were expanded in 2015-2016 to include Funemcis and in 2016-2017 the SIPPS program was added.

As a result of meetings with the Executive Director in preparation of the LCAP there has been a stronger focus on Science, Physical Fitness and the Visual and Performing Arts.
As a result, CMP-Capitol implemented a Science and a VAPA mentor program as well as made a commitment to employ a full-time P. E. teacher. The Science mentor created and purchase materials to support the implementation of the Next Generation Science Standards. The VAPA mentor helped support the expansion of enrichment opportunities in the area of visual and performing arts. Demonstrating a strong commitment to the input from our parent partners has helped CMP - Capitol parents and other stakeholders feel positive about the direction the school is headed and helped preserve the strong sense of “community” on which the school was originally founded.

While the school's demographic profile has remained relatively constant over the past few years, the number of students performing at exceeded or met standard on the CAASPP Math section is not comparable to our former performance on the Math section of the STAR test. According to the two years of data available from CAASPP, students in grades 3rd, 4th, 6th, 7th and 8th grades have made between 1-7 percentage points year-over-year growth. The 5th grade students' math scores declined in exceeded or met standard by 16% from Spring 2015 to Spring 2016. While these scores represent a new testing format and new standards, the trends in math, especially in Grade 5, is new and is somewhat a major concern.

Recognizing that math scores were on a downward trend, the Middle School Collaboration teachers adopted a new math program in 2016, in part to help students with the transition to Common Core State Standards. Pearson’s Digits program is a hybrid program designed specifically to guide students in making the transition to more “hands on experiences” in learning and sharing math concepts in the classroom and at home. The program’s digital component also prepares students for the computer-based testing format of CAASPP and other exams and assignments.

Additionally, Pearson has provided professional development to assist Middle School teachers with the transition to the new math program. Digits come with tutorials for students and teachers.
Identification of Critical Learner Needs

With this critical reflection on teaching and learning, identifying Critical Learner Needs (CLN) was a natural outgrowth of the self-study process. They are:

1. **To create a Robust Science Program**: In order for our students to contribute in the future, to compete and lead in the global economy, and to be educated and inspired to pursue employment in science related fields, our students must have a solid foundation of science education that prepares them for high school and beyond. The *Next Generation Science Standards* (NGSS) go deeper than the previous standards by incorporating science disciplinary core ideas, science and engineering practices, and imbed concepts that our students should master in preparation for college and careers. The Montessori curriculum has a rich and comprehensive science curriculum for our students, K-8th grade. Even though our STAR test results in the area of science are adequate, our curriculum needs to be examined to align and incorporate the NGSS to provide our students with a more contemporary and competitive curriculum. *(Correlates to ESLOs: Are Montessori Learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are lifelong learners. Are agents of Change who have a strong sense of community, are socially responsible, connected to their environment, advocate for themselves and others, and are empowered to be problem solvers.)*
   - What steps need to take place to ensure full implementation of the Next Generation Science Standards?
   - How will CMP-Capitol students fare on the California Science Test CAST?
   - How can CMP incorporate more Science, Technology, Engineering, and Math, (STEM) into our current science curriculum?
   - What are the professional development needs of the teachers with regard to NGSS?

2. **Writing Curriculum**: CAASPP Data indicates that CMP-Capitol does well in English Language Arts. However, teacher feedback strongly supports a CMP adoption of a new writing curriculum. Furthermore, campus administration has observed through lesson plans and classroom observations, a deficit in formal writing instruction. *(Correlates to ESLOs: Are Montessori Learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are lifelong learners. Are agents of Change who have a strong sense of community, are socially responsible, connected to their environment, advocate for themselves and others, and are empowered to be problem solvers.)*
   - What will the outcome be of the CMP Network Writing Committee?
   - What parts of our current writing instruction should be maintained?
3. **Technology as a viable and meaningful experience for the child:** CMP technology been a primary focus over the past three years. This goal is designed to make sure students and staff are using the technology to enhance learning.

(Correlates to ESLOs: Are Montessori Learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are lifelong learners. Are agents of Change who have a strong sense of community, are socially responsible, connected to their environment, advocate for themselves and others, and are empowered to be problem solvers.)

- What is stakeholder perception related to technology?
- Is technology visible in every classroom?
- Is technology used to enhance Montessori learning?
- Are students receiving appropriate instruction on how to correctly use the technology?
- What type of professional development is needed to support growth in the use of technology in the classroom?

4. **Increase Depth of Knowledge (DOK) and extended mathematical thinking instruction within our existing math curricula:** The Spring 2016 CAASPP testing data demonstrated a need for support in: solving mathematics problems by applying knowledge of problem-solving skills and strategies; demonstrating the ability to analyze real-world problems, building and using mathematical models to interpret and solve problems. This goal is designed to support student achievement in mathematical thinking and applications. (Correlates to ESLO: Are Montessori Learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are lifelong learners.)

- Are there limitations in the classroom that prevent teachers from presenting all of the Montessori math lessons?
- What professional development would support teachers in meeting this goal?
- What aspects of the Common Core Math standards are not addressed in the Montessori math curriculum?
- Are the teachers assigning Math problems at all difficulty Levels (1, 2, 3 and 4) on a regular basis to familiarize their students with the types of problems that they will encounter on CAASPP Math testing?
Chapter IV: Self Study
Chapter IV: Self-Study Findings

Chapter IV
Self-Study Findings

A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1 Vision and Purpose Criterion
- The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.
  - The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.
  - There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.
  - Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

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

The Vision of the California Montessori Project Capitol Campus is to provide a comprehensive education that supports the academics and development of every child, facilitates a relationship with the environment, while empowering every student to be an agent of change for life.
In accordance with our mission and vision statement, CMP - Capitol offers an environment which has the tools, programs, resources, and support to enable students to become educated to high academic standards, and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, employers/employees, and contributors to a better society and a peaceful world. This is achieved through a strong commitment from the community, parents, teachers, local organizations, the legislature and, most importantly, the individual child. CMP - Capitol is grounded in a philosophy of trust in individuals to seek their greatest potential.

High academic standards and expectations of achievement, with emphasis on core subjects, are maintained through adherence to these values:

- Low student/teacher ratios
- Creative, passionate, progressive teachers who are committed to Montessori philosophy
- Responsibility, accountability, and freedom for individual student progress within the academic framework
- Challenges to develop critical reasoning, openness to encourage creativity, and opportunities to facilitate service
- High, unwavering standards of conduct, emphasizing respect for self and others, honesty, responsibility, and courtesy
- Emphasis on collaboration, peer governance, problem-solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance

CMP - Capitol offers a student-centered, interdisciplinary educational program that supports the academic, athletic, artistic, and social growth of the individual. CMP - Capitol provides hands-on educational opportunities while integrating California Common Core State Standards, empowering students to develop confidence, independent thinking, and

“An educational method that shall have liberty as its basis must intervene to help the child to a conquest of liberty. That is to say, his training must be such as shall help him to diminish as much as possible the social bonds which limit his activity.”

Maria Montessori
teamwork skills, which are essential for world citizenship.

Dr. Montessori’s fundamental goal was to prepare the child for the “real world”. She recognized that each student is a unique individual with unique personal, social, and educational needs. As a result, interactions with individual students are unique in nature. In response to this, CMP - Capitol has chosen to adopt a “principles-based” approach to professional conduct and schoolwide behavior management. Under such an approach, staff members have met and agreed upon a common set of principles which serve as the basis for all interactions and decisions within the school community.

Montessori Philosophy states that a child has an innate desire to learn and produce purposeful and meaningful work. Dr. Maria Montessori believed that the role of an adult in a child’s education is to provide an appropriate environment, complete with tools and methods, to facilitate the child’s own discovery of knowledge and skills at the time when it has the most impact for the child as an individual. This system has a foundation in trust and respect of the individual, and a belief that children will soar beyond traditional expectations in this environment.

CMP - Capitol holds that an educated person:
• Is well-rounded and balanced
• Is a collaborative member of a community
• Is motivated to set and achieve high goals.
• Demonstrates empathy towards others through respectful and productive communications
• Views him/herself as a global citizen
• Is empowered and responsible for making positive changes in the world and within their immediate environment
• Is developing personal habits leading to a healthy lifestyle which include balancing leisure, work, family, exercise, nutrition and community.

While recognizing that the traditional system meets the needs of many, CMP - Capitol offers an option where students work in multi-age classrooms with individual learning plans,
instruction and hands-on materials that are progressive and are frequently self-correcting.

Staff, central administration, and the CMP Governing Board believe that the presentation of Montessori methodology promotes the success of all students' academic, social and emotional success. Academically, this is measured through multiple instruments, including the California Assessment of Student Performance and Progress (CAASPP) results, as well as assorted Montessori assessments.

Staff attends a variety of collaborative meetings throughout the school year. Grade level meetings occur on a bi-weekly basis. Furthermore, Network Curriculum Level Lead meetings occur bi-annually. CMP strives to improve collaboration amongst campus level teams network-wide through the use of Early Release Days.

CMP - Capitol teachers are encouraged to regularly connect and develop relationships with families and community. These relationships are developed through:

- School assemblies
- Field trips
- Online parent surveys
- Parent education nights
- Regularly Scheduled Parent Meetings
- Campus Advisory Council (CAC)
- A recommended 40-70 parent participation hours
- Campus fundraising committee
- Twice yearly parent-teacher conferences
- Various extracurricular activities that include World Fair, Science Fair, Fall Ball, Watch Me Work Nights, sporting events, parent social fundraisers, and school dances
- Classroom and campus newsletters
- Principal's Café monthly meetings
- Annual LCAP stakeholder meetings
Weekly classroom and school newsletters offer information to families on classroom activities and news and offer parent involvement opportunities. Parents/guardians are encouraged to complete 40-70 hours of participation time each year. This brings many families into the classroom to participate in curriculum and schoolwide events. All families are invited to participate at the Campus Advisory Council (CAC) meetings which occur on a monthly basis. CAC is the vehicle for stakeholder input regarding how campus monies are spent, coordinating fundraising activities, organizing campus improvement projects, as well as refining of the school’s vision.

**SCHOOLWIDE LEARNER OUTCOMES (ESLOs)**

**California Montessori Project Students:**

- Make **Safe, Respectful, and Responsible** choices for themselves and empower others to do so as well.
- Are **Montessori Learners** who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are life-long learners.
- Are **Ambassadors of Grace and Courtesy** who celebrate the diversity in our global community.
- Are **Agents of Change** who have a strong sense of community, are socially responsible, connected to their environment, advocate for themselves and others, and are empowered to be problem solvers.

**A2 Governance Criterion**

- **The governing board** (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.
  - **The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.**
  - **There is clear understanding about the role and responsibilities of the governing board and the professional staff.**
- **Parents, community members, staff and students are engaged in the governance of the school.**
- **There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.**
The California Montessori Project purpose, vision, and goals are mutually influential in the development of the annual Local Control Accountability Plan (LCAP). Goal setting for the most recent LCAP was developed and discussed at the CMP Board meeting in March and April of 2016.

The CMP Governing Board consists of a broad cross-section of our school community, bringing together the skills necessary to appropriately oversee the operation of the organization. The governing board is comprised of the following positions:

- One Public Member from the Community (at large)
- One Charter School Representative
- One Business Community Member
- One Montessori Representative
- One Teacher Representative (at large)
- Up to Four Parents (representing each of the four charters)
- Up to Four District Superintendents, or designees (one from each authorizing District)

The members bring to the table, among other valuable traits, experience in education, business, technology, facilities management, leadership development and organizational development.

Board meetings are held once per month during the school year (August through June). In addition, the Governing Board attends an annual daylong retreat with the California Montessori Project Leadership Team to discuss long-term goals and strategies. CMP encourages the professional growth of board members through its support of board participation at charter school conferences, governance academies, workshops and training sessions.

“If an educational act is to be efficacious, it will be only that one which tends to help toward the complete unfolding of life. To be thus helpful it is necessary rigorously to avoid the arrest of spontaneous movements and the imposition of arbitrary tasks.”

-Maria Montessori
The CMP Governing Board is responsible for the operation and fiscal affairs of the school, including, but not limited to:

- The general policies of CMP
- Approval and monitoring of the School’s annual budget
- Receipt of funds for the operation of the School in accordance with the charter school laws
- Solicitation and receipt of grants and donations consistent with the mission of the School
- Oversight and final approval of the hiring, discipline or dismissal of School employees as recommended by the Principal, or by the Executive Director for the hiring of Principals
- Approving the school’s personnel policies and monitoring the implementation of these policies by the Principal and/or duly constituted committees
- Hiring and evaluating the Executive Director
- Approval of contracts with outside entities or persons over ten thousand dollars
- Financial audit oversight
- All matters related to charter approval, amendment, or revocation

CMP - Capitol elects a parent representative to serve on the CMP Governing Board. In addition, teachers elect a teacher representative from the CMP network to serve on the Governing Board. The Governing Board rotates its meeting location around each of its seven campuses throughout the school year.

Governing Board agendas and supporting documents are posted at each campus and sent by email 72 hours prior to the board meeting. During the Governing Board’s monthly meetings, members are briefed on budget, operations, and student performance as pertinent information becomes available. Each meeting has a public comment opportunity where parents and others are invited to address the Board. The Board is briefed on standardized test results as they become available. The Board establishes key performance indicators for the network through the ongoing strategic planning process. The Governing Board also holds working sessions prior to board meetings to review and refine the strategic plan, bylaws, etc.
CMP Governing Board’s policies and bylaws are periodically reviewed and revised and are posted on the CMP website.

The Governing Board is presented with a monthly report from the Principal at each campus. Principals present the information contained in their report, as well as current campus events. Campus reports are reviewed by the Board and the host Principal. Staff members are regularly invited to provide presentations to the Governing Board on a variety of topics, including new curriculum recommendations, intervention programs, school safety plans, academic testing results, sports programs, special school projects, Montessori conference experiences, etc.

The Governing Board has clearly defined an escalation process for dispute resolution, which is included in the Governing Board bylaws. In addition, there are clearly defined policies in regards to the escalation and reporting of disputes to the campus Principal, the Human Resources Department, the Executive Director, and the CMP Governing Board.

The CMP Governing Board evaluates and monitors student academic performance through an annual review of statewide test (CAASPP) scores. CMP’s Leadership Team, also referred to as the Round Table (RT), prepares and reviews CAASPP scores by campus and by grade level. Round Table also prepares and presents intervention plans for students scoring outside the standards met band.

The CMP Governing Board also receives regular presentations on the school’s budget on an interim basis. The Executive Director and the Business Services Office present the campus level and school level budgets to the board for review and approval. Based on recommendations made by the Round Table; key indicators set by the board and stakeholder input the Executive Director develops the annual Local Control Accountability Plan (LCAP). CMP’s LCAP is approved by the board and communicated to all stakeholders through a variety avenues including, but not limited to, posting on the network website. In addition, all financials are audited and the audits are thoroughly reviewed by the Governing Board.
A3 Leadership: Continuous Planning and Monitoring Criterion

- Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.
  - The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.
  - The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.
  - The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.
  - The school has effective existing structures for internal communication, planning, and resolving differences.

CMP - Capitol provides staff with many leadership opportunities related to decisions impacting student achievement. CMP - Capitol has a commitment to establishing a supportive and collaborative work environment for all staff. CMP’s network of Dean’s of Students, Curriculum Level Mentors, Teacher Induction (BTSA) Support Providers and teaching staff form the basic system of support that permeates all levels of the organization. Team members make decisions and initiate activities that focus on student achievement. These mentors are a resource at both the school and network levels, and they work closely with the school administrative staff.

CMP – Capitol’s Principal, along with the consortium of CMP network Principals, meet regularly with the CMP Executive Director/Superintendent to further discuss student achievement, student intervention, and programmatic innovation. The team of Principals, along with the Executive Director and Program Director, comprise the CMP Round Table responsible for upper-level decision-making. Decisions within the governance realm of the
CMP Governing Board are submitted for approval at the monthly Governing Board meetings, as recommended by the Executive Director.

In addition to the team of network Principals, each campus has at least one Dean of Students. Deans act as curricular coaches, student support services, campus assessment coordinators, parent liaisons, network committee leads while providing all around campus support. Each month, the team of network Deans meets with the Program Director to discuss campus needs, evaluate curriculum and create action plans to further school growth. All plans coming from the Deans are passed to the Round Table for review and approval. Furthermore, the Deans work regularly with teachers and curriculum level leads to implement approved action plans.

Teachers use a variety of assessment tools to evaluate student achievement. Based on these assessments, which are first administered at the beginning of the school year, the teachers review this data to identify students who may have learning and/or performance struggles, as well as students who are performing above grade-level standards. The data is gathered and collected in an assessment tracker.

A variety of tools are utilized including a 3-tiered Response to Intervention (RtI) process to identify students in need of additional support. Tier 1 RtI involves parent and teacher collaboration with the student being accommodated within the classroom. Tier 2 RtI introduces the Dean of Students into the collaborative efforts with the teacher and parents. After accommodations have been attempted at RtI Tier 1 and 2 levels, an RtI Tier 3, sometimes referred to as a Student Success Team (SST), meeting may be initiated. Further support is also available through the Individual Education Plan (IEP) assessment process, if appropriate. All of these processes include parents, teachers, students, administrators and special education representatives, as needed. Accommodations and extra support come in the form of after school tutoring, push-in and/or pullout services such

“The teacher must derive not only the capacity, but the desire, to observe natural phenomena. The teacher must understand and feel her position of observer: the activity must lie in the phenomenon.”

-Maria Montessori
as SIPPs, Read Naturally, Word Warm-Ups, and specialized academic instruction.

<table>
<thead>
<tr>
<th>A4 Staff: Qualified and Professional Development Criterion</th>
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<tbody>
<tr>
<td>• A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.</td>
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<tr>
<td>o The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.</td>
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<tr>
<td>o The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.</td>
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<tr>
<td>o The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.</td>
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<tr>
<td>o The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.</td>
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<tr>
<td>• The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.</td>
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CMP teachers are required to hold a valid California State Teaching Credential in addition to a Montessori Teaching Certificate from an accredited Montessori teacher program. A Montessori teaching certificate is a stand-alone certificate recognized internationally by Montessori Organizations. Certificates are earned for age ranges and not grade levels. In many cases, our staff members hold multiple Montessori Teaching Certificates qualifying them to teach a multitude of grade level spans. Teacher-to-student ratios are low and classrooms have a qualified teacher’s assistant.

Beginning teachers are active participants in the Sacramento County Office of Education Teacher Induction (BTSA) program. To support beginning teachers, Curriculum Level Leads are utilized at each grade level span. Curriculum Level Leads provide guidance to
new teachers in the areas of curriculum and instruction. Furthermore, in conjunction with BTSA, teaching mentors and Deans of Students are utilized to further support the growth of beginning teachers.

In addition to beginner teacher support Curriculum Level Leads also provide leadership for grade level teams. Leads facilitate; ongoing development and implementation of curriculum, discussions regarding students with academic or behavioral needs to identify areas of growth, and guide brainstorming sessions on intervention strategies with their grade level-peers.

For more specialized programs, CMP provides mentors to support implementation of these curricula into the classroom. Mentors have been established for the Rosetta Stone foreign language program, Accelerated Reader, Accelerated Math and Learning.com programs. These campus specialists participate in regularly scheduled network meetings and provide support to campus staff through a variety of initiatives.

As further support for teaching staff, Deans of Students are a valuable resource. Deans provide leadership in terms of teaching and learning through CMP’s professional development system. Deans are regularly in the classroom observing teaching practices, evaluating learning environments and providing feedback to new and seasoned teachers. Documentation of professional growth is completed and shared with campus Principals.

CMP’s professional development plan involves collaboration between teaching staff, Deans and Principals. Annually, teachers provide the campus administration with a self-reflection and goal setting piece. The goals are reviewed with Principals at the start of the year and used as a guide when planning professional development. In adherence with the Montessori Philosophy, the physical classroom environment is assessed by the Deans. At mid-year, Principals observe a lesson and schedule a follow up meeting with the teacher to review each observation. At the end of the year, the teacher and campus Principal meet to reflect on professional growth for the year.

Professional development is the backbone for growth of a teacher. CMP’s commitment to professional growth is evidenced by the professional development stipend approved by the Governing Board. Annually, a professional growth stipend is available as determined by
each campus and the Executive Director. In addition to professional development for teachers, teaching assistants can also apply for financial support in achieving Montessori Certificates.

Beyond providing financial assistance to teaching staff for professional development, CMP hosts two to three in-service days per year, with one offering breakout sessions, as well as featured presenters. Beginning in the 2015-2016 school year, bi-monthly Early Release Professional Development Days were implemented to support staff development. Feedback provided by teaching staff helps the administration to design purposeful professional development. Examples of topics presented at our staff development days, may include:

- Special Education – Supporting Students with Special Needs
- Mindset Training
- Curriculum specializations
- Vertical and Horizontal Planning
- Professional Learning Community (PLC)
- Best Practices for Teaching
- Assessment
- Montessori Peace Education
- Behavior Interventions
- Gifted Student Training

Professional development is initiated through dialogue at multiple levels based on teacher and student needs. Generally, the needs are stated at the site-based staff meetings and then presented at the administrative Round Table. Furthermore, professional development needs and opportunities are presented within the Executive Director’s report at the monthly CMP Governing Board meetings. In some cases, an individual staff person may request a specific training to enhance his/her professional teaching skills. Professional development opportunities for staff include participation in workshops and conferences, enrollment in
university coursework, workshops hosted through the Teacher Induction Program, as well as attendance in CMP-sponsored in-service days.

The California Montessori Project has a Personnel Handbook, a Family Handbook, Montessori Curriculum Guides, a Site Safety Operations Plan, Student and Parent Policy Documents to support teachers, staff and families. These handbooks are readily available to all stakeholders either physically at the campus or posted digitally on the CMP website. The CMP website also has a secured login section available only to staff where resources are shared between teachers and where additional support documentation is stored.
A5. Resources Criterion

- The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.
  - There is a relationship between the decisions about resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.
  - There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.
  - The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.
  - The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.
  - The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the critical learner needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

CMP - Capitol annually updates and develops the LCAP in accordance with California Education Code Section 47606.5 and uses the LCAP template adopted by the California State Board of Education. In accordance with California Education Code Section 47606.5, CMP - Capitol complies with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and establishes additional and/or amends school-specific goals and corresponding assessments. CMP - Capitol submits the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by California Education Code Section 47604.33.
CMP - Capitol has provided numerous opportunities for stakeholder engagement, as part of the greater California Montessori Project (CMP) network, as well as an individual charter school within the Sacramento City Unified School District (SCUSD). Over the past four years, there have been numerous occasions where community input was collected to improve the CMP program. Network opportunities have included community participation in ongoing accreditation and charter reauthorization processes. In addition, members of the CMP Learning Community, as well as the public-at-large, have been invited to attend monthly meetings of the CMP Governing Board, and to provide input at the Strategic Planning Session at the Board’s Annual Retreat. CMP Governing Board Minutes reflect the most recent LCAP being discussed at the following meetings: March 3, 2016 and April 6, 2016. During the months of February, 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. Open Forum Meetings with Students, Parents and Staff and the Executive Director occur annually. The Executive Director shares 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 LCFF funding could support school improvement. Input from the stakeholders was, subsequently, organized into the eight state priorities and the input was reviewed for common threads. Considerations of fiscal impact and timeline were considered. The stakeholder meetings were well-received, and input was freely shared from the participants. Stakeholders have also been invited to submit additional input by email. This input contributed to the 2016-17 LCAP. The Executive Director will continue to solicit community input for the 2017-18 LCAP revisions.

It is the Executive Director’s observation that the stakeholders have been greatly appreciative of the opportunity to have their ideas heard. 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, athletics, technology, campus safety, etc), students also provided critical input from their unique point-of-view. These student sessions, including students as young as kindergarten-age, were remarkable and poignant. CMP Leadership considered all of the input to be a great foundation for building the LCFF budget.

Based on Stakeholder input, the following expenditures were incorporated into the 2016-17 Budget: Teacher retention through increased compensation, Library, Technology Equipment, Science Curriculum and Instruction, Storage for PE/Recess/Club Montessori, Special Education Support, Writing Curriculum, Team Collaboration Time, Playground Improvements, School Nurse and Counselor Support, Safety and Security: Signage, Fencing, Communication Devices and/or Staff, Garden Programs, Teacher Assistant Training and Compensation, Character Education: Peer Mediation and Community Service Opportunities, Complete, Updated Set of Montessori Materials, Parent Education.

The California Montessori Project currently maintains a balanced budget with a positive cash flow and strong reserves. Multi-year projections indicate a future of continued fiscal solvency. In addition, teacher retention rates have been quite good. CMP - Capitol has been able to grow its student population in a slow and methodical manner and is approaching sustainability based on the classroom configuration at the Thomas Jefferson facility.

The administrative offices of CMP assist with, among other services, implementation of special education, marketing, management, human resources and business services as it relates to budget development and oversight. Each individual CMP campus receives services from the CMP central administrative offices for an indirect administrative fee.

Beginning in the 2015-2016 school year, CMP contracted services from Delta Managed Solutions (DMS), an independent charter school administrative services firm located in Sacramento. For over 12 years, DMS has provided a comprehensive set of back-office, administrative, and financing services to over 30 charter schools. DMS works with the
administration of CMP to provide budgetary oversight, payroll, accounts payable and receivable. Currently, CMP and DMS have committed to a single year agreement for business services for the CMP schools for the 2016-2017 school year.

It is the intent of the CMP Board to continue the current successful management operations in administrating the operation of four separate California public schools.

CMP provides financial reports to the District as follows, and provides additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year is delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District includes an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

CMP facilitates an annual independent audit of the School's financial affairs. The Board selects and oversees an auditor with education audit experience who is listed in the Certified Public Accountants Directory Service ("CPADS") as approved by the State Controller's Office. The Executive Director makes a recommendation to the CMP Board taking into consideration qualifications, experience, and cost of qualified auditors. The CMP Board makes the final selection. CMP follows recommended guidelines as to the frequency of changing lead auditors and/or auditing firms.

The audit verifies the accuracy of the School's financial statements, attendance and enrollment, accounting practices and reviews the school's internal controls. The audit is
conducted in accordance with generally accepted accounting principles applicable to the School along with the State Controller’s Guide for Annual Audits of California K-12 Local Educational Agencies as codified in the California Code of Regulations as applicable to charter schools. It is anticipated that the annual audit will be completed within four months after the close of the fiscal year. A copy of the auditor’s findings is forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th of each year. The Executive Director, along with an audit committee, reviews any audit exceptions or deficiencies and reports to the CMP Board with recommendations on how to resolve them. The CMP Board submits a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with a reasonable timeline for the same. Audit appeals or requests for summary review are submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. In accordance with Education Code Section 47604.3, CMP promptly responds to any reasonable inquiries of the District, County Superintendent of Schools, or Superintendent of Public Instruction including but not limited to inquiries regarding its financial records. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

California public schools are required to comply with California Education Code (CEC), Section 35294, and dealing with the preparation of “safe school plans”. In keeping with this task, California Montessori Project (CMP) developed a Comprehensive School Safety Plan which includes a Site Emergency Response Plan and will help guide the CMP school administrators with their safety and response plans. Each of these plans address policies and procedures, hazard prevention, emergency preparedness, response and recovery. These plans adopt both the framework of the National Incident Management System (NIMS) and the model of the Standardized Emergency Management System (SEMS), developed by the State of California and are designed to centralize, organize and coordinate emergency response among various CMP organizations and public agencies. NIMS/SEMS provide an effective framework for managing emergencies ranging from minor incidents to major earthquakes.

Each classroom was equipped with an average of $25,000 in classroom materials and
equipment. Over the years, these classrooms have expanded materials, resources and supplies through additional budgeting and fundraising efforts. The classrooms maintain a 5:1 student-to-computer ratio in the Kindergarten and First Grade, a 1:1 student-to-computer ratio in Grades 3-8. Upper Elementary and Middle school classrooms have a SMART Board. Lower Elementary and Kindergarten classrooms have a Smart Television, Document Camera, an LCD projector, and a wide variety of software teaching tools, and network printers.

As teachers identify student needs or curricular enhancements, materials and supplies are recommended for inclusion in future budgets. Teachers also regularly participate in textbook review and adoption processes.
A6. Resources Criterion [Charter Schools only]

- The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).
  
  o The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.
  
  o The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.
  
  o The school employs accountability measures to assure that personnel follow fiscal policies and procedures.
  
  o The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.
  
  o The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.
  
  o The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.
  
  o The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

The Executive Director relishes the opportunity to meet with stakeholder groups, including Parents, Staff and Students. The Round Table leadership format continues to be effective and successful in generating input toward suggested school improvements. This input was once again used in reviewing goals and creating new goals. The Executive Director, Development Consultant and site leadership teams routinely re-visit the stakeholder input with the goal of finding creative ways to address and/or implement requested suggestions and potentially incorporate them into the CMP program.

CMP - Capitol is authorized by the Sacramento City Unified School District. The Principal and the Executive Director meet with the District representatives on a quarterly basis. In
addition, the Principal attends the sponsoring District’s bi-monthly School Board Meetings, as appropriate, or otherwise requested by the District, to participate in items related to the operation of the charter school (i.e. charter Renewal, annual reporting and/or facilities-related issues). As a Charter School sponsored by SCUSD, CMP has entered into a Memorandum of Understanding, which further details accountability measures to assure that personnel follow fiscal policies and procedures.

• The Charter School will develop and maintain simple warrant requests and purchase order forms to document the authorization of all expenditures.

• All proposed expenditures must be approved by the Executive Director or designees who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form.

• All transactions will be posted on an electronic general ledger. The transactions will be posted on the ledger by someone at the school site or contracted bookkeeper. To ensure segregation of record recording and authorization, the bookkeeper may not co-sign check requests or purchase orders.

• The Charter School will maintain accounts with the Sacramento County Treasurer and Wells Fargo Bank. The Charter School may have a revolving and clearing account in a recognized banking institution for such items as food service deposits. The Charter School will also have accounts with recognized banking institutions for associated student body activities. The Charter School’s bookkeeper will reconcile the Charter School’s ledger(s) with its accounts in the county treasury and operating checking account on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement.

• The Superintendent/CEO or designee, and the Charter School Board designee will regularly review these statements.

• The Charter School will deposit all funds received as soon as practical upon receipt.

• A petty cash fund may not exceed one thousand dollars ($1000.00) and may be established with an appropriate ledger to be reconciled twice monthly by the Charter School designee, who shall not be authorized to expend petty cash.
• All purchases over ten thousand dollars ($10,000.00) must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Superintendent/CEO or designee shall not approve purchase orders or warrant requests lacking such documentation. All purchases in excess of thirty thousand dollars ($30,000.00) must also have prior approval from the Charter Board, and documentation shall be available for such purchases showing that at least three (3) vendors were contacted and such documentation shall be maintained for at least three (3) years by Charter School.

The CMP Board of Directors is responsible for the operation and fiscal affairs of the School including but not limited to:

• The general policies of the school;
• Approval and monitoring of the school’s annual budget;
• Receipt of funds for the operation of the school in accordance with charter school laws;
• Solicitation and receipt of grants and donations consistent with the mission of the school;
• Oversight and final approval of the hiring, discipline or dismissal of school employees as recommended by the Principal, or by the Executive Director for the hiring of Principals;
• Approving the school’s personnel policies and monitoring the implementation of these policies by the Principal and/or duly constituted committees;
• Hiring and evaluating the Executive Director;
• Approval of contracts with outside entities or persons over ten thousand dollars;
• Financial audit oversight; and
• All matters related to Charter approval, amendment, or revocation.

The Charter School Board of Directors may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established.

The Charter School shall maintain a minimum of 3% or $50,000.00, whichever is greater, of the total budgeted expenditures as a reserve account for economic uncertainty at the end of each fiscal year.
Summary
CMP - Capitol campus is a California Charter School that has a strong Vision, Purpose, Governance, Leadership and Staff, and Resources. Charter schools are held to high standards in order to continue as California public schools. CMP - Capitol works diligently to maintain: Charter status and great relationships with the school’s sponsoring district, accreditation with the American Montessori Society, accreditation with the Western Association of Schools and Colleges, a valid and updated Local Accountability Fund. Having strong organization helps CMP - Capitol to adequately address all of the Expected Schoolwide Learner Outcomes.

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

Areas of Strength
- Leadership Model including mentoring/ trickle down support
- Structured and regular meeting times for leadership and staff
- School Mission, Vision and ESLOs in alignment with Montessori philosophy
- Parent involvement
- Beautiful well maintained campus facilities
- Financial solvency
- Certified salary scale increase schedule
- Sustainability plan

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
Areas of Growth
- Input on administrative performance from all stakeholders
- Expected Schoolwide Learner Outcomes are difficult to demonstrate quantifiable improvement
- More stakeholder surveys
- Continued salary increases for all staff
B. Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards Based Curriculum Criterion
• **All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the ESLOs.** Through standards-based learning, these are accomplished.
  • **The School uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career and life.**
  • **The school has defined academic standards and college and career-readiness standards for each subject area, course, and/or program.**
  • **There is congruence between the actual concepts and skills taught the academic standards, the college and career-readiness standards, and the schoolwide learner outcomes.**
  • **There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability and security are maintained.**
  • **The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.**

The California Montessori Project blends the current California Common Core Standards and the Montessori philosophy. CMP – Capitol’s focus is teaching in accordance to the Montessori philosophy. CMP’s network of charter schools collectively built a new curriculum guide that aligns the California Common Core State Standards with the Montessori lessons. Student progress toward meeting these standards and benchmarks is documented on individual student progress reports and report cards. These reports are generated by the teachers each quarter and shared with students’ families. Teachers are asked to design lesson plans and student planners based on the curriculum guide. This guide breaks down grade level learning into periods of learning based on the calendar month. Teachers ensure that every student has access to the grade level curriculum; however, students spend a majority of their time working at their own academic level,
especially in the areas of math and language. An integral aspect of the Montessori philosophy is to move children through the curriculum when their ability to fully understand and internalize concepts is present. Students, especially younger students, do not move forward to new concepts until the previously introduced concepts are mastered. Because CMP - Capitol students are allowed to achieve mastery at their individual levels, students ultimately gain a high level of academic confidence and, when ready, tend to move beyond basic expectations. Typically, students work on their independent work during the morning portion of the school day. During this time, the teacher will give targeted and specific, individual and or small group lessons.

The focus of afternoon instruction is in the cultural subjects including: science, geography, history, and visual and performing arts. During whole group instruction teachers accommodate different learning styles and ability levels of students within grade level groups. For example, in Geography, after learning the layers of the earth by exploring a three-dimensional model, some students may match pre-printed label cards to pictures, while others create their own book with illustrations. Meanwhile, more advanced students may do online research as they identify specific facets that are particularly interesting to them. The content, process and product for each lesson are adjusted to meet each student at their level.

Current educational research supports methods that have been part of the Montessori philosophy since its inception in the early 1900s. Montessori embraces concepts of individualized instruction, teaching to all modalities (senses), use of concrete learning materials, small group and individual lessons, differentiated learning, inquiry, and interactive lessons, etc. When CMP’s educational philosophy is compared with the current trends in educational research, many parallels are found. An example of this is the current trend towards inquiry instruction. CMP – Capitol's collective observations indicate that

"With regard to the child, education should correspond to them, so that instead of dividing the schools into nursery, primary, secondary and university, we should divide education in planes and each of these should correspond to the phase the developing individual goes through."

Maria Montessori
many elements of the Montessori methodology are gaining prominence within the traditional public sector. CMP recognizes that Montessori education is a holistic, comprehensive approach rather than a sum of its parts. Dr. Maria Montessori developed her philosophy from her perspective as a scientist. She observed children and documented their response to the different materials offered to them. She systematically formulated her philosophy for education based on the results of her observations. In addition to following Dr. Maria Montessori’s research, CMP keeps current on new findings such as the recent studies that indicate the significance of Growth Mindset for student success. Ongoing professional development has been implemented to provide instructional staff an understanding of this concept and many other new research based concepts.

The leadership at CMP is committed to staying current with educational research and continues to support the teachers by offering more time for teacher training, collaboration and networking. In addition to CMP - Capitol network and campus in-services, as of the 2015/16 school year, CMP implemented Early Release Professional Development Days twice per month. Each Early Release Professional Development Day agenda is specially designed to offer a variety of professional development opportunities including topic specific presentations, structured collaboration time, focus group meetings, etc. Furthermore, once a month CMP provides Teacher’s Assistants the opportunity to attend Super Duper Saturdays. These Saturday sessions are focused on educating and refining the skill sets of CMP – Capitol’s valued support staff so they may better support teachers and student learning. Presenters of the Super Saturday workshops focus on topics such as: Montessori philosophy, curriculum, technology, systematic supervision, behavior, and classroom management. As appropriate, CMP offers stipends or financial incentives for professional development, including outside of network workshops, trainings, and conferences.

CMP – Capitol’s Schoolwide Learner Outcomes are connected to CMP - Capitol curriculum and instruction. CMP campuses have three uniform rules: Be Safe, Be Respectful, and Be Responsible. CMP - Capitol has established the motto SOAR to incorporate these three rules with the addition of the concept of Peace, which plays a prominent role in
Montessori education. SOAR stands for Safe, Offer Peace, Always Respectful and Responsible. Students are reminded of our school rules by the visual image on our ball wall along with our mascot the eagle. This project was the result of many hours of dedicated time by a parent committee. Teachers use these rules consistently in and out of the classroom. Lessons are given on these rules and behavioral expectations are established to ensure a safe and nurturing learning environment. A fundamental component of the Montessori philosophy is grace and courtesy. Starting in Kindergarten, students are instructed on how to accomplish basic tasks to create harmony within the school environment: to use manners, share with others, and communicate appropriately. Character education and peace education are also embedded in the curriculum. The standing principle of ultimate respect for each individual child creates a sense of empowerment developed in the Montessori classroom. Students build a strong sense of community, often working in mixed-age classrooms with student mentors. CMP - Capitol teaches children to respect and cherish the school environment. This is done through classroom assigned “care of environment” duties, outdoor education field trips, and science lessons that foster an understanding and compassion for the natural world.

CMP ensures all students have access to real world applications. In Montessori education, even the youngest children are introduced to a curriculum called “Practical Life”. “Practical Life” is an area of the Montessori Curriculum that teaches students how to do daily living activities such as pouring water, using a broom, sewing a button, peeling a carrot, etc. Throughout the Montessori program, these activities become more and more advanced. It is CMP’s philosophy that in order to educate the “whole child”, children must grow their self-confidence in order to be independent. CMP also offers several experiences for real world applications using technology. Computer literacy is a modern day practical life skill that will help students throughout their lives. CMP also offers several field trips each year for all grade level of students. As students get older, the duration of the trip lengthens to include multiple overnight stays allowing students to gain real life skills independent from their families. In middle school, the students also partake in a business internship giving students a chance to explore different career interests. CMP encourages entrepreneurism and classrooms and or grade levels will design and run various student-run businesses and fundraisers.
Every student has equal access to CMP – Capitol’s curriculum. The teachers are expected to differentiate instruction and create individualized learning plans for every student. Processes are in place for meeting students’ individual needs beyond what is offered in the classroom.

There is a fully operating Response to Intervention (RtI) program that assesses and evaluates student needs, identifies struggling learners, and provides additional support to ensure academic success. RtI has three distinctive tiers. Tier 1 identifies concerns and in-class accommodations that can be implemented to specifically support the individual child’s demonstrated needs. Examples of tier 1 accommodations include individualized student work plans, parent meetings, and assignment modifications. Tier 2 is offered when support is needed outside of the classroom as well. Examples of second tiered interventions include school sponsored tutoring and extra reading support. Students move into Tier 3 of the RtI process when significant progress has not been made. As a result of this move, more intensive interventions are explored in addition to alternate assessments for Individualized Education Plans, Section 504 Plans, Behavior Support Plans and Behavior Intervention Plans. CMP - Capitol in collaboration with the CMP Network has a Special Education Department which includes: a special education director, special education teachers, speech pathologists, occupational therapists, a behaviorist, school psychologists and a clinical psychologist.

Every year, the California English Language Development Test (CELDT) test is given based on the Home Language Survey. Students acquiring English are identified and supported in their classrooms using Specially Designed Academic Instruction in English (SADAIE). If a student is not finding success for any reason, they are additionally supported through Response to Intervention.

Dr. Montessori believed that children should be taught holistically. She felt strongly that...
curricular areas should be integrated, creating an understanding of the interconnectedness of the universe. She referred to this as “Cosmic Education.” There are several Montessori materials that can be used for more than one purpose. For example, the Pink Tower is used for development of visual discrimination of size, eye-hand coordination, concentration, and later on for the more advanced lessons of cubing. The fraction insets used to teach mathematics are also used to teach time. The Montessori philosophy includes tying curricular studies together. For example, when the history of life on earth is introduced to young elementary students, it coincides with zoology studies of invertebrates and vertebrates in their evolutionary order. CMP - Capitol classrooms institute thematic units of study where all elements of the curriculum support the learning of a specific unit. In middle school, each cycle of learning is theme-based with themes tying together all of the learning concepts. For example, if the cycle theme was “Identity”, the students may study genetics in science and immigration in history. At the same time, students would be offered a variety of literature to choose from, in which the main character deals with issues of identity and self-awareness.

The network-wide California Montessori Project Director of Program and the Deans of Students (DOS) are assigned to review and evaluate CMP’s curriculum. The network of Principals, Program Director, and the Executive Director assign various curricular goals for the Deans of Students to meet. Over the last two years, CMP has undergone a middle school math adoption. In the first year of this process, teachers piloted three math programs: California Math, GO Math and Pearson’s Digits. As the programs were tested, teachers provided input regarding the positive and negative attributes of each program. Parent feedback was solicited through a program showcase. Upon completion of the trial period, the CMP Network Middle School Team and Administrative Round Table made a selection to implement Pearson’s Digits program at the Capitol Campus.

During the 2014-2015 school year, CMP developed a reading committee to determine best practices for teaching reading. The committee consisted of representatives from each campus from both the Lower and Upper Elementary curriculum levels. As a result, the committee drafted best practice documents for the curriculum levels and classroom inventories to ensure equal access to reading materials.
Recently, CMP recognized the need to streamline the reading curriculum. There were inconsistencies between campuses regarding reading resources and this led to the creation of a committee, which generated a reading survey for classroom teachers to complete. The committee also created an ideal classroom materials list, depending on grade level. As a result of this survey the first, second, and third grades (Lower Elementary) showed the greatest need for additional resources. The recommended list was broken into two parts: first and second year purchases. Materials on the first year’s list were purchased based on individual classroom needs identified through the reading survey. The second year purchases took place this year.

CMP also formed a committee to identify new spelling goals for its spelling curriculum and selected a spelling program for administration and the governing board to approve. The committee met regularly and reviewed many spelling programs. Ultimately an *Instructional Spelling Level Spelling*, a Montessori-based spelling program, was chosen and approved. The new program was first implemented during the 2012-2013 school year.

To assist eighth graders in their transition to high school, the Middle School Team communicates with local high schools about transition information. Additionally, general and special education teachers hold transition meetings to assist their students with this change. Currently, there is no formal survey to track the progress of students after they graduate from CMP in the eighth grade; however, many students and families stay in close contact after graduation. The graduates feel a sense of belonging and often come back to campus to share their experiences from high school. Students who graduated as 8th graders are invited back each year for 8th grade graduation. This is a great time to hear from each alumni student to see what career and or college choices the students have made for their future. Network administration is continuing to consider options for formally following up with CMP middle school graduates so we may better prepare CMP students for the transition to high school.
CMP provides many opportunities for students to use a personal work plan. At the beginning of each year, students are assessed in various areas and placed in the curriculum accordingly. Students, teachers and parents then work together throughout the year to ensure each student is meeting his or her personal and academic goals. Adjustments are made, when needed, and communication between home and school is emphasized to help keep students on track academically and socially.

At CMP, we utilize an independent work system called Albanesi, which reviews lessons taught and introduces students to new concepts at their own level and pace. Students are assessed at the beginning of each year and then placed at an appropriate level. Progress is monitored regularly and student assignments are adjusted to meet individual student needs. Students are instructed individually and in small groups for much of the day. Whole-group instruction is utilized for subjects such as cultural.

Montessori incorporates many concrete materials which students use to gain a better
understanding of concepts, particularly in math and language. All students have access to these materials. Most materials will be available to a student within his or her own classroom, though sometimes students working above and below grade level are able to obtain material from other classrooms.

The use of technology is an important component of the CMP curriculum. There are several technology-based programs used to supplement the Montessori and California Common Core Standards curriculum. Rosetta Stone is a web-based foreign language instructional program. Each student studies a language of their choice. Foreign Language study takes place throughout the year via self-guided tutoring sessions, allowing students to progress at their own pace. Students in grades Kindergarten through third grade are free to explore a different language each year, while students in grades fourth through sixth grade are expected to continue with one language for three years. In Middle School, students are once again free to change their language of study. Students in Kindergarten start with English in Rosetta Stone until they are proficient in using the program, then they begin their chosen foreign language. The goal is for every Kindergarten student to be working in a foreign language by the spring semester. First through sixth grade students utilize Renaissance Place online learning products such as: Accelerated Reader, AR 360, Accelerated Math, Math Facts in a Flash and STAR Math and STAR Reading. Accelerated Reader provides the opportunity for students to read books within their Zone of Proximal Development (ZPD) and take follow-up quizzes to measure their reading comprehension. The ZPD is the level at which a student will benefit most and show the most growth in their reading skills. AR 360 is a non-fiction reading comprehension program with current articles and online questions and interactive activities. Accelerated Math supplements the Montessori and Albanesi math curriculum and prepares students for the language and structure of end of year CAASPP testing. Students in the third through eighth grades use Learning.com, a computer literacy and technology web-based program where students learn how to use the internet as a research tool, how to work with basic software programs for word processing, slide presentation, and spreadsheets, as well as practicing their keyboarding skills. Computer based assessments include Renaissance Place STAR Math and STAR Reading.
Students, parents and teachers work together in many ways to create the best learning experience possible. Staff and administration are diligent in keeping the lines of communication open between school and home. Each classroom puts out a weekly newsletter to keep parents informed on classroom activities and upcoming events. The newsletters also let parents know how they can best support the class and help provide needed supplies. Teachers communicate on a regular basis with parents through phone calls and email, as well as notes home in the student’s planner. Students bring home a work plan (daily or weekly) that documents the work completed in class so parents are kept informed of their child’s day-to-day academic progress. Parent-teacher conferences are held twice each year to discuss student progress, achievements, concerns, strategies and goals. Students are encouraged to be a part of these conferences especially older students. A student’s input is a critical component in determining individual academic goals and the strategies to help meet them.

Summary

The curriculum of the CMP - Capitol campus is strengthened by its solid roots in Montessori philosophy. The Montessori curriculum and methodology has been around for over one hundred years. Where traditional education tends to ebb and flow with the times, Montessori holds firm to its core philosophies which actually correlate nicely with modern day practices including: hands-on-learning, real life application, differentiated learning, self-discovery, problem solving, self-directed and independent learning. For the areas of curriculum not as clearly identified by Dr. Montessori, CMP - Capitol diligently seeks alternative materials that meld nicely with the foundational curriculum. Examples of this are the Common Core math textbooks for Middle School, Rosetta Stone, strategies for teaching writing, Renaissance Place Learning and other technology based curricula. The already strong curriculum and the systems in place for collectively and strategically
implementing new curriculum will help the school to address the critical learner needs of
further developing our writing and science curriculum.

Standards-based Student Learning: Curriculum

Strengths

- Adherence to the Montessori Philosophy of teacher observation individualized learning,
differentiation of instruction, fostering independence, providing freedom of choice and
hands-on materials, etc.
- Individualized work plans
- CMP Curriculum Guide that aligns California academic standards and Montessori
curriculum
- Practices in place for regular review and analysis of curriculum
- Curriculum adoption is driven by the teachers and supported by the administration
- Coherent and relevant curriculum
- Curriculum is presented in exciting ways that support all learning modalities
- Response to Intervention, and Special Education programs functioning successfully
- Professional development is provided for teachers
- Curriculum crosses over disciplines
- Field Trips linking curriculum to real-world experiences
- Business Internships
- Student-run businesses
- Practical Life area of study
- Regular parent-teacher conferences and the inclusion of upper elementary and middle
  school students in these conferences
- Peace Curriculum
- Curriculum spiraling

Standards-based Student Learning: Curriculum

Areas for Growth

- Align Montessori Science lessons and update curriculum to meet the Next Generation
  Science Standards
- Update RtI documents (on-going process)
- Writing program development
• Meeting the needs of advanced learners

**Standards-based Student Learning: Curriculum**

**Evidence**

• Montessori Materials
• CMP Curriculum Guide
• Lesson plans
• Sample work plan (K-6)
• Sample study guide (middle school)
• Student work samples for all grade levels and curriculum
• Sample rubrics for evaluation of student work
• Report cards and progress reports
• Observations of classroom instruction and independent work time
• Professional Development In-Service agendas
• Financial records of classroom businesses/fundraisers
• Montessori Teacher Conference handouts and catalogs
• Business Internship curriculum
• RtI and Special Education files
• Learning.com reports
• Renaissance Place reports
• Rosetta Stone record keeping
• Aeries website for communicating academic progress (middle school)
• Albanesi curriculum cards and assessments
• All adopted textbooks and digital resources
• Early Release Professional Development Day teacher survey results
The California Montessori Project formulates its instruction based on the basic pedagogies of the Montessori Philosophy, which employs several strategies to ensure every student is supported and challenged in the learning process. First, teachers are trained to be tactical observers. It is through this level of observation that every student’s ability level is determined so the teacher can match instruction to the student. The goal is to guide the child to learn within his or her “zone of proximal development” (the level of learning where the child can be successful, yet still challenged). The environment is set up so students can work independently in the classroom on their various exercises using didactic materials. This allows the teacher to give lessons to small groups of students while the others are busy learning. Teachers may give similar lessons to groups of students, but the delivery will match the needs of that particular group of learners. Lessons and follow-up activities are modified for content, process, and product allowing differentiation for each student.

"Spotlight the good and the good will grow."

Maria Montessori
The teacher designs student work plans/planners or study guides providing listed goals and expectations. Students are expected to work independently on the listed goals they can complete without teacher intervention. The student has the ability to choose the order of assignments to complete. When the time comes, a teacher will invite the student to attend a group lesson, thus supporting the student to complete items on his or her list that require more teacher support. In the elementary classroom, these work plans are individualized for each student after they are assessed for their placement in the math and language curriculum. Once placed, the student works at his or her own pace until concepts are mastered. When a student does not appear to be moving through the curriculum at a pace relative to their grade level and the academic standards, they will move into the Response to Intervention (RtI) process. At that point, the RtI team meets to discuss possible interventions to help the child find success.

A great deal of time and energy are put into preparing the classroom environment to promote the expected level of instructional independence. The classrooms are carefully designed to allow space for large and small group lessons, as well as individual instruction. There are several shelves holding Montessori materials to engage the students in their learning. All necessary materials; paper, pencils, markers, tape, glue, scissors, etc. are organized and placed so they are readily accessible to students. Students and teachers meet daily at a circle time or a class meeting where the teacher can discuss expectations and guidelines. This is also a time for students to share their perceptions and experiences. A classroom agenda is formed and any student at any time may add an item to the agenda for a class discussion. This empowers the children to take initiative while giving them a sense of control over their educational experience.

Academic expectations are expressed in a variety of ways. In lower grades, explicit teacher modeling is done through prepared lessons. Teachers use intentional movements and minimal wording to express expectations for student outcomes. As concepts presented

“Education should no longer be mostly imparting of knowledge, but must take a new path, seeking the release of human potentialities.”

-Maria Montessori
become more challenging, teachers will engage in more explicit instruction of expectations. Student exemplars, guided questions and rubrics are some examples of methods utilized by teachers in the upper grades to communicate expectations to their students.

Montessori teachers respect their students and the learning process. Teachers are careful to protect the learning process by limiting interruptions during periods of concentration. Instead, teachers are silent observers who take cues from the students as to how to direct the students’ learning. Teachers welcome feedback from students and students are invited to share preferences on lessons and instructional strategies. The teachers listen and are empowered to be creative with their instruction to meet the unique needs of their students.

Students are given a voice by becoming involved in parent-teacher-student conferences. This is a time for students to verbalize what is working for them and what they find challenging in the learning process. As students get older, they are asked to develop personal learning goals. Progress toward these goals is evaluated during conferences. CMP believes it is very important for students to feel empowered and take responsibility for their education.

**C2. Student Engagement Criterion**

- **Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.**
  - Teachers facilitate learning as coaches to engage all students.
  - Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.
  - Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.
  - Students use technology to support their learning.
  - Students use a variety of materials and resources beyond the textbook.
  - All students have access to and are engaged in career preparation activities.

The California Montessori Project is committed to creating engaging learning experiences for all of our students. Students find many opportunities for engagement within the structure of the Montessori classroom. Students are encouraged to work with the hands-
on Montessori materials and teachers are trained to design lessons that are exciting and engaging, “to spark the imagination of the child”. Besides the traditional Montessori approaches, there are several other ways CMP encourages students to fully engage in their learning. Currently, CMP has a one to one laptop policy for students 3rd through 8th grade. All 3rd through 8th grade students are assigned a Chromebooks. In kindergarten through 2nd grade, students have access to computers at an average of a five to one ratio. Not only is the ratio of students to computers low, many classrooms have been outfitted with document cameras, SMART Boards or SMART televisions.

CMP has a managed network that provides access to both wired and wireless connections. Technology is integrated into the classrooms to provide organic extensions of activities and provide extended learning opportunities. Students regularly engage with technology to conduct research, work on projects and utilize one of the many web-based, interactive learning tools CMP offers: Learning.com helps students to develop computer skills and technology literacy; Rosetta Stone provides self-guided foreign language lessons; Accelerated Reader encourages students to read and improve comprehension as well as provides teachers a tool to monitor and assess each student and Accelerated Math provides an extension and supplement to Montessori Math lessons and offers the ability to also monitor student progress.

In addition to technology, teachers also engage students by extending and enhancing lessons through project based learning, art, music, and theater. Many students are creatively inclined and are inspired to express their learning in artistic ways. More importantly, CMP provides learning opportunities beyond the classroom walls through milestone field trips and immersion trip learning experiences.

Every year, students take multiple field trips outside of the classroom to broaden the scope
of learning. Students visit various local attractions like the American River, California Railroad Museum, B Street Theater, Challenger Space Center, Apple Hill, Nimbus Fish Hatchery, etc. Starting in fourth grade, students partake in several milestone field trips. Milestone field trips help students develop their sense of personal independence and responsibility as well as strengthen the classroom community. Middle school students attend multiday field trips called Immersion Trips. Immersion Trips are specifically designed for two purposes: expose adolescents to experiences not typical for their community and connect the learning from the classroom to the real world. For example, students have traveled to San Francisco to experience living and navigating in a big city. Other trips have included a ropes challenge course, Monterey-Steinbeck Studies, and Ashland Oregon’s Shakespeare Festival. Some of these trips involve visits to farms, so students can experience “working the land.” During these trips, students learn about the origin of their food and how to manage the land without causing lasting harm to the environment.

Another core component of our middle school experience is the business internship. Middle school students partake in a three-day Job Sharing experience where students volunteer in a local business of their choice. This provides adolescent students with safe and organized venues for career exploration. In addition to the internship, middle school students are required to provide a minimum of 30 hours of community service. Both the internship and the community service are invaluable for the adolescent to gain a broader perspective on life. These are just some of the ways that our school is committed to engaging our students in productive acquisition of academic standards and our ESLOs.

Like our students, our staff is encouraged to strive for excellence. CMP offers financial incentives for educational advancements; credentialed teachers are offered a stipend toward professional development courses and staff is highly encouraged to take part in an annual Montessori Conference. Furthermore, CMP believes that all staff should be models of lifelong learning. As such, classified staff is also provided with professional development through the new Super Duper Saturday (SDS) series. The SDS series is a series of nine full day workshops designed to provide teacher assistants with development in the areas of Montessori Philosophy, Special Education and classroom management techniques.
Benefits for classified staff attending the series include: developed confidence and competence in all areas of the Montessori Classroom and a financial stipend is provided after attending eight of nine of the workshops.

To further support the professional development of our staff, CMP designates two early release days per month, as well as network-wide professional development days. Early Release Day time is designed to: provide guest speakers/workshops; allow collaborative time as grade level professional learning communities (PLCs) as well as vertical collaboration in the core subjects.

CMP works closely with the Sacramento County Office of Educations consortium of the Teacher Induction program (BTSA) and has several teacher advisors and participants. Our director of Human Resources helps facilitate the Teacher Induction program (BTSA) and regularly updates our staff of professional development opportunities. The Montessori Training Center, our local American Montessori Society-affiliated Montessori Teacher Education program, is housed at the CMP Shingle Springs campus. This makes furthering Montessori teacher education more accessible to all teachers in our CMP network. Also, there are incentive programs to support the acquisition of Montessori Secondary Training by attending the Houston Montessori Center over the summer. CMP is proud to provide a broad range of opportunities for our teachers’ professional development, ensuring they are current in instructional content and research-based instructional methodologies.

**Standards-based Student Learning: Instruction – Strengths**

- Adherence to the Montessori Philosophy of teacher observation, individualized learning, differentiation of instruction, fostering independence, freedom of choice, hands on materials, etc.
- Individualized work plans
- Clear student expectations
- Prepared environment
- Montessori materials are present to engage student learning
- Educational experiences outside of the classroom
- Implementation of technology in the learning process
- Curriculum Guide which aligns Montessori lessons with California Common Core Standards
• Small group lessons
• Staff Collaboration

Standards-based Student Learning: Instruction – Areas for Growth

• Next Generation Science Standards
• Writing Curriculum
• Integrate technology into instruction
• Differentiate instruction utilizing technology
• Inquiry instruction to increase depth of knowledge

Standards-based Student Learning: Instruction – Evidence

• Student work portfolios
• Lesson Plans
• Teacher Observations
• Curriculum Guides
• Student work samples
• Student planners
• Sample study guides
• Field trip itineraries
• Staff files to show levels of professional development
• Salary scale to show educational incentives
• Professional development agendas
• Viewing the prepared classrooms
• Books and articles on Montessori Philosophy
• Early Release Professional Development Day Teacher Survey Results
D: Standards-based Student Learning- Assessment and Accountability

**D1 and D2. Assessment and Accountability Criterion**

- The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.
  - The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.
  - The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.
  - The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

- Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.
  - Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.
  - Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.
  - Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

California Montessori Project collects, disaggregates, analyzes and reports student performance data in accordance with California Charter School Law through a variety state mandated assessments, including CAASPP, CELDT, the state physical fitness test given in grades 5 and 7, and the state science test (CAST) in grades 5 and 8.

Teachers also use a variety of other formative and summative assessments throughout the year to monitor student progress.

Assessments include:
• DIBELS Dynamic Indicators of Basic Early Literacy Skills. (1-6) DIBELS is a set of procedures and measures for assessing the acquisition of early literacy skills from first through sixth grade.

• BPST-1 Basic Phonics Skills Test (K). Assesses students’ knowledge of a broad range of phonics skills. Given two times a year.

• Handwriting Without Tears Proficiency Screener (K). Assesses kindergarten handwriting proficiency. Given three times a year. Also used as an optional screening tool for intervention in higher grades. (1-6)

• CMP Kindergarten Mid and End of Year Reading and Math Assessment

• Instructional Level Spelling Assessment (K-6) is given to determine placement in the spelling curriculum. Weekly spelling tests are given throughout the school year.

• Math and Language GAT-Grade Achievement Test. (1-6). These tests are given at the beginning of the year to determine student’s skills and goals. The GAT is given again at the end of the year to determine skills that have been mastered.

• Math/Geometry and Language MAT- Montessori Achievement Test used as a placement tool for Montessori curriculum.

• ART-Advanced Review Test/JRT-Junior Review Test. (1-6). These tests are given to determine what students have mastered and what curriculum level (Albanesi) students should be placed in. Next level JRTs are given when students show mastery of the previous level.

• Renaissance Place STAR Reading Test (1-8) is given four times a year as a reading assessment tool.

• Renaissance Place STAR Math Test (1-8) is given four times a year as a math assessment tool.

• California Assessment of Student Performance and Progress (3-8) are given in the spring of each year to provide achievement scores for Math and Language Arts.

• CST Science Exam (5th and 8th grades) is given in the spring of each year to provide achievement scores for Science.

• CELDT – California English Language Development Test is given in the beginning of the school year to determine English Language proficiency of students whom speak another language other than English at home.
• Classroom work (K-8) produced by students is monitored to show understanding of concepts taught.
• California State Physical Fitness Testing (5th and 7th grades)

At the conclusion of assessments, student data is recorded and collected in the following ways: teacher records, assessment tracker, the Aeries Student Information System and other online assessment databases.

Assessment Trackers
The CMP Curriculum Level Assessment Tracker houses the data for campus-based assessments such as, DIBELS. Teachers utilize the document to help identify students in need of further interventions. Additionally, data from the assessments is reported to parents through bi-annual progress and report cards. As part of the assessment process, the documents are collected in the assessment tracker and submitted to the Deans of Students in order to identify areas of schoolwide need. Currently, campus administration is aware that there is a need to improve to the collection and analysis of data.

Aeries Student Information System
Presently, CMP-Capitol uses Aeries as the student information system to collect and house student enrollment records, attendance data, CAASPP scores, Physical Fitness scores,
CELDT scores and reporting of discipline. CAASPP scores can be disaggregated by school, by grade level, by subgroup and by individual student. Aeries also houses the grade reporting system for Middle School. Grade reports generated from the program are used to communicate progress with parents.

**Online Assessment Databases**

In addition to utilizing the Assessment Trackers and Aeries, other online assessment databases are used. Below is the list of databases:

- UO DIBELS Data System
- Renaissance Place Suite
- Handwriting Without Tears
- CAASPP Disaggregation

Student reports are generated by the State of California and are sent to families by campus administration. Data is disaggregated by teachers and administrators identifying areas of improvement for teaching and learning. Currently, disaggregated data is kept in its own spreadsheet; however, administration plans to include this information on future assessment planners. Students who are identified as, 'Standard Not Met' or, ‘Standard Nearly Met’ may be tracked into the first tier of the RTI process. CAASPP scores are also tracked longitudinally to follow students as they matriculate through the grades. Results of the CAASPP tests are available to the community at large, and can be accessed by visiting the California Department of Education website.

Observation is the fundamental assessment tool in a Montessori environment. Teachers are continuously observing how students interact with each other and the materials.
Teachers observe which materials the children are drawn to, find success with, avoid, or misuse in order to provide insight into which Montessori lessons need to be presented to the student. Interactions between students give the teacher information as to the dynamics of their classroom community. Based on these observations, lessons can be given as needed to support student grace and courtesy, attention to rules, and how proper behavior contributes to a positive learning environment for all students.

Findings from assessments are used to guide individual student curriculum, including modifications and accommodations. Based on the results of these assessments, teachers accommodate students’ work plans and performance expectations for the classroom. Teachers regularly use these results to communicate with parents during parent-teacher conferences conducted in October and March. Progress reports are given at this time to document student progress. Formalized reporting of student progress via report cards is provided to parents in January and June. These formal reports use rubrics based on California Common Core State Standards and Montessori benchmarks. In Kindergarten through grade sixth, students receive rubric marks on their report cards. Beginning in seventh grade, students receive letter grades instead of rubric marks, given in relation to their overall percentages. This allows a natural transition to the traditional high school marking system, as most of our students’ transition to local public high schools.

Students have an assessment portfolio collected over each year of attendance at CMP. These portfolios matriculate with the child. Assessment portfolios are used to familiarize teachers about their new students. The portfolio can also demonstrate student abilities and
**D3 Assessment and Accountability Criterion**

- The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs.
  - The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.
  - The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.
  - The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.
  - The school periodically assesses its curriculum and instruction review and evaluation processes.
  - The school employs security systems that maintain the integrity of the assessment process.

Assessment data is used to adjust classroom approaches to daily instruction. Assessment data also affects decisions regarding support programs that the school implements, such as before-and-after school tutoring and classroom interventions. For example, CELDT results indicate the need for English Language interventions. Students not initially proficient in English are placed in Rosetta Stone’s English program.

Beyond our immediate school community, we submit a School Accountability Report Card (SARC) every year demonstrating the condition and performance of the school. Based on perceived areas of growth, a Local Control Accountability Plan (LCAP) is designed and implemented describing how we intend on meeting our annual school specific goals. Both the SARC and the LCAP are made public on our network website.

CMP – Capitol values the input of all its stakeholders. As such, CMP regularly engages its stakeholders in the improvement of teaching and learning. Teachers, administrators
and parents collaborate through a variety of meetings and events to improve the school community.

These events can include, but are not limited to:

- Regularly Scheduled Classroom Parent Meetings
- Parent/Teacher Conferences
- RTI Team Meeting
- Principal’s Cafe
- SPED Staff Meetings
- Network/Campus In-service
- Early Release Professional Development
- Network Curriculum Level Lead Meetings
- Grade Level Meetings
- Dean of Student Meetings
- Round Table Meetings
- Governing Board Meetings
- LCAP Meetings
- CAC Meetings
- Parent Education Nights
- Student Led Class Meetings

Since CMP’s inception, teachers and administrators have reviewed assessments. Through the review process, a wide variety of student supports were developed. These supports include:

- Before and after school tutoring for academic support
- Read Naturally, Word Warm Up and Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) reading intervention programs, Fry’s Sight Words
- Accelerated Reader goal setting for additional reading support
- Rosetta Stone computer program for EL student support
- RTI protocols and system created to support all levels of students

“To stimulate life, leaving it then free to develop, to unfold, herein lies the first task of the educator. In such a delicate task, a great art must suggest the movement, and limit the intervention, in order that we shall arouse no perturbation, cause no deviation, but rather that we shall help the soul which is coming into the fullness of life and which shall live from its own forces.”

Maria Montessori
- Cultural activities and/or electives are sometimes replaced with extra math and language lessons/tutoring and/or fine motor activities
- Reading buddies are used to allow students from upper grades to visit primary classrooms to read with students
- Network Grade Level Curriculum teams continue to meet to update math, language arts, history, and science curriculum guides and rubrics

CMP highly values the security of assessments and privacy of student data. All CMP staff strictly adhere to the Family Educational Rights and Privacy Act (FERPA) as well as California State Testing procedures.

The allocation of discretionary and non-discretionary funds is determined at either the CMP administrative level or the campus level, depending on the source of the funds. The Campus Advisory Council (CAC) meets on a monthly basis and is comprised of parents, teachers and staff. Together, they plan fundraisers and make decisions on how and where to allocate raised funds. The Round Table, a group comprised of CMP’s Executive Director, Program Director and the six CMP campus Principals, meet weekly to discuss a variety of topics. The Round Table team ultimately decides how educational material funds are spent, and form committees of teachers and Deans of Students to come together to review assessment data, explore curricular options and write proposals for new adoptions of materials. This process is very thorough and carefully monitored by the Round Table. The CMP campus Deans of Students meet monthly to discuss curricular goals set forth by the Round Table, and investigate assessment options.

**Assessment and Accountability - Strengths**

- Regular assessment schedule
- Monthly grade level meetings
- Twice per month staff meetings
• Weekly Special Education Team meetings
• Albanesi system of on-going assessment of student achievement of Montessori curriculum
• Correlation of Common Core State Standards and Montessori curriculum
• CMP encourages parents to participate in classroom and schoolwide activities. Parents have the opportunity to observe during student work time, on field trips, and at various events showcasing students’ skills
• Portfolio assessments
• Student work kept in journals and compiled for a complete year to show progress
• Teachers as observers of student progress
• Teacher mentoring program
• Special Education Teachers to provide teaching staff with support for students with special needs and unique learning styles

Assessment and Accountability - Areas for Growth

• Develop an internal writing assessment
• Connecting assessment data to instruction
• Streamlining universal assessments and data collection for each grade level
• Alignment of report cards to progress reports
• Understanding of DIBELS assessment data
• Preparation for new Science assessment

Assessment and Accountability - Evidence

• Assessment Results Binder
• Classroom RTI Log
• Samples of formal assessments
• Individualized student work plans
• 504/RTI/SST/IEP documentation
• Teacher grade books
• Lesson plan record books
• Student cumulative record files
• Student portfolios
• Student journals
• Aeries, online grade tracking for middle school students
• Sample rubrics for student reports, projects, and assignments
• CMP Board, CAC, and Round Table meeting agendas and minutes
• Dean of Students meeting agendas and minutes
• SARC report
• CDE website for CAASPP assessment data
E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

- The School leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the teaching/learning process.
  - The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, specials needs, and online student.
  - The school uses community resources to support student learning.

California Montessori Project strives to partner with parents to best serve the needs of our students. An essential component in creating a peaceful school community is participation and inclusion of all parties involved: teachers, support staff and administration, as well as parents and the broader local community. This is accomplished through parent education and orientation, frequent and positive communication between staff and families, and regular parent involvement.

CMP provides a variety of parent education opportunities and events throughout the year. Before school begins, an “Open House” event gives parents and students an opportunity to visit their classroom, meet their teacher, walk the campus and reconnect after the summer break. Within the first few weeks of school, a Back-to-School Night orientation is hosted by teachers, to provide parents with information about the curriculum, classroom schedule, field trips, and other pertinent policies. There are parent trainings scheduled monthly which introduce parents to Montessori principles and philosophy. Later in the year, parents have an opportunity to visit the classroom with their children for “Watch Me Work Night.”

Teachers also communicate weekly with parents via a newsletter, sharing curriculum highlights, upcoming field trips or fundraisers, and opportunities for parent involvement. Schoolwide communications are also distributed via email on a weekly basis. Additionally, the school office maintains communication through the use of our voice dialer and mass emails. Both classroom and schoolwide newsletters are made available online for a limited time on the school website, www.cacmp.org.
All enrolled CMP families are encouraged to contribute 40 hours of volunteer service to the school (70 hours for two or more enrolled children) for the purpose of participating and assisting in the ongoing development of the school and its academic goals. Parents can choose to complete their hours by volunteering as a classroom helper, art docent, photocopier, serving on the Fundraising Committee, making materials, or in some cases, presenting lessons based on a special talent or interest. For example, we have had parents who have worked for the fire or police department talk to the students about safety or parents in the medical professions have taught about dental hygiene or nutrition. Also, middle school parents are invited to lead electives such as photography, scrapbooking or knitting. Parents can also earn hours by volunteering to help run a schoolwide activity, for example athletic clubs or teams. Schoolwide fundraising events such as the annual Fall Ball and World Fair serve as opportunities for parents to network, raise money, volunteer, and build community.

Parents are also a key factor in the success of field trips, providing transportation and supervision for the students off campus. Many of our field trips involve visits to local organizations and businesses that provide an outdoor classroom for students, bringing the curriculum to life. Some of these field trips involve giving back to the community, such as assisting at local food banks and working the land at nearby agricultural learning centers. In addition, our middle school students connect with our local community by participating in a Business Internship / Job Shadow experience each year. Parents, family friends and/or local businesses provide students with real-world experience in the workplace and help build life skills needed after they

“We cannot know the consequences of suppressing a child’s spontaneity when he is just beginning to be active. We may even suffocate life itself. That humanity which is revealed in all its intellectual splendor during the sweet and tender age of childhood should be respected with a kind of religious veneration. It is like the sun which appears at dawn or a flower just beginning to bloom. Education cannot be effective unless it helps a child to open up himself to life.”

– Maria Montessori
complete their education.

In addition to volunteering directly with the classroom, CMP encourages and welcomes parents to work with their school's Campus Advisory Council (CAC) and other standing committees. These groups provide a forum for parents, teachers, and administrative staff to support the school, staff and students. Parents are also invited to run and serve as a member of our Governing Board, which meets on a monthly basis. Agendas and minutes from Governing Board meetings are posted regularly on the school website.

Additionally, we regularly invite parent input and feedback on all aspects of CMP operations. CMP conducts surveys of parents and staff, collecting feedback on various aspects of school community and programs. The results of these surveys are shared with the Principals, the Governing Board, and staff, and are used to effectively implement positive program change. Yearly, the Executive Director meets with stakeholders at each campus, sharing information on the current state and future of the network. Stakeholders have the opportunity to share areas of improvement and concerns with him. This information is used to develop CMP’s Local Control Accountability Plan as mandated by the state.

To communicate academic progress, CMP has many methods in place. In kindergarten through sixth grades, students use a work plan to monitor their class work progress. Work plans are sent home on a daily or weekly basis to communicate progress with parents. In the middle school program, students have study guides for each subject, outlining the assignments that need to be completed over a cycle of learning. Middle school students also record assignments daily in an agenda planner, which may be viewed by their parents to track daily work. Grades are available online for middle school students and parents through the web-based Aeries grade book program. Teachers send weekly grade reports from Aeries to parents via email. Parents, teachers, and administration participate in RtI meetings as needed. CMP – Capitol’s academic performance is available to public view on the School Accountability Report Card (SARC) on the CMP website, www.cacmp.org.

CMP recognizes parent and teacher collaboration is integral to student academic success. In addition to informal discussions and communications throughout the year, CMP offers two formal opportunities each school year for parents and teachers to discuss their child’s
progress one-on-one. These parent-teacher conference periods are scheduled in the fall, to provide an overview of the goals and objectives of the student’s academic plan for the year, and in the spring, to provide an update on the student’s progress toward subject mastery.

For parents in our local community who are seeking an alternative educational model or have students entering kindergarten, we hold regular campus tours, allowing visitors to observe the classrooms in action. Parents must sign up for tours in advance, which take place monthly or as needed. We have an “Open Door Policy” for parents to come observe classroom activities after our first 6-8 week normalization period; however, we encourage parents to schedule an appointment with their teacher in advance to alleviate scheduling conflicts and limit distractions in the learning environment.

### E2. School Environment Criterion

- **The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.**
  - The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning, including internet safety.
  - The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.
  - The school has an atmosphere of trust, respect, and professionalism.

The Montessori philosophy emphasizes having a carefully prepared classroom environment, creating a beautiful, clean, and orderly setting to maximize learning potential. In grades K-6, materials are organized on shelves around the room, grouped by subjects and ordered from simple to complex and from concrete to abstract. Students learn the proper use and placement of the materials and are able to progress through the lessons. After using materials, each student understands how to put them back in the same place
for the next student. Teachers instruct each student how to properly care for their classroom environment and students assume responsibility through the assignment of Care of the Environment jobs. In addition, parent volunteers often come in to help organize the classrooms.

The Thomas Jefferson facility is leased from the Sacramento City Unified School District. As part of the MOU between CMP – Capitol and the district we employ 2 custodians and have access to outside maintenance workers through the district’s work order process.

An essential component of our school begins with the Montessori philosophy of peace. Beginning in Kindergarten, students are taught how to cultivate peace and settle conflicts respectfully. “Peace corners” or “peace tables” are utilized in the Montessori classroom to bring together students to resolve conflicts or provide a single student a quiet place to reflect. These areas may include calming activities like labyrinths or Zen peace gardens, soothing music, and/or tools for mediating discussions. In addition to cultural studies being embedded in the curriculum throughout the year, CMP – Capitol holds an annual World Fair. This message of peace is pervasive throughout the school community. Our teachers also talk about our motto: Eagles SOAR, Be Safe, Offer Peace, Always be Respectful and Responsible. This is reinforced by classroom activities and discussions and are posted in classrooms and common areas. All of these efforts encourage our students to embrace our ESLO of becoming Ambassadors of Grace and Courtesy who celebrate the diversity in our global community. Dr. Montessori believed that the only way world peace would be achieved is for us to study other cultures in an effort to understand them.
Grace and courtesy are central to the Montessori environment. Teachers and staff conduct themselves with this principle in mind at all times and interactions with students, staff, and parents always emphasize respect. Because of this, CMP has been successful in creating a trusting community. CMP’s commitment to maintaining a low total school population and teacher/student class ratios also allows trust to flourish between teacher and student, as well as teacher and parent.

CMP – Capitol has a high standard for safety with special emphasis on systematic supervision of students at all times. Use of the common areas is strategically planned to limit the number of students in a given area at one time. Teachers and administration share the responsibility of keeping our parking lot safe and directing traffic flow. Teacher's Assistants and/or volunteers are assigned in front at drop-off and pick-up times. The team uses wireless radios to help facilitate effective communication at pick-up times and communicate during emergencies.

State law requires schools to develop a comprehensive safety plan to address the policies and procedures in place that provide for a safe, orderly, school environment conducive to learning. (California Education Code 32280 through 32289) CMP’s Comprehensive School Safety Plan describes programs put in place to assist in offering a safe environment for all stakeholders. A school safety committee, including staff, parents, and students, oversees and implements necessary safety procedures and plans. A public copy of the school safety plan is available for viewing in the office and available online. Safety procedure information is available in each classroom in the event of an emergency to provide staff with access to the appropriate protocol. Safety drills, (fire, earthquake, shelter-in-place and lockdown drills) are scheduled on a regular basis. Classroom sizes are small and many classrooms have a teacher as well as an assistant. The presence of more than one adult in each classroom supports our primary goal of safety and responsiveness in the event of an actual emergency.

CMP-Capitol implements a behavior management system that is based on teacher
conferencing and student reflection. Through the use of incident reports student behaviors are documented. The teacher and student use these forms to reflect on the incident and determine an appropriate action. If an incident requires further intervention by an administrator an office referral form is used for documentation. The administrator will investigate the incident and discuss it with the student, teacher, and parents.

At the end of each school year, CMP has a staff retreat. During this time, teachers and administration come together to discuss the successes and challenges of the previous year, and plan for the upcoming year. Teacher input is respected by the administration and a true bond of trust and teamwork has been cultivated and maintained.

Teachers at CMP are fully credentialed, with many faculty members also holding Master’s degrees and multiple credentials. In addition to state credential requirements, CMP teachers hold Montessori certificates, which are earned through an American Montessori Society accredited agency. The process of obtaining a Montessori certificate ensures all staff members are fluent in Montessori methodologies, developmental needs and milestones of our students, lesson planning, and proper implementation of Montessori materials.

Parent volunteers are required to complete several clearances including, 7 Habits of Highly Effective Volunteers Parent Education Class, Live scan Fingerprint Report from the Department of Justice, and TB testing (every 4 years) to be qualified to volunteer on campus. If a parent is driving students on a field trip, they must have a copy of their current driver’s license on file, a DMV H-6 Report (10 Year Driver History Report) submitted yearly, current copy of their vehicle registration, and a minimum requirement of $100,000 person / $300,000 occurrence auto insurance.

Each campus offers additional parent education that may include, Math Nights, Montessori 101, Technology, and Reading Parent Nights. By providing educational opportunities for our parents, we ensure that parent volunteer behavior is consistent with our school culture.
Continuous collaboration and professional development also play a key role in our staff’s professionalism and consistency. CMP provides grade level mentors and Deans of Students to support our staff. Additionally, CMP partners with the Sacramento County Office of Education Teacher Induction Program (BTSA) to offer quality professional development opportunities for all staff and state-approved induction pathways for newly credentialed teachers. CMP is committed to highly trained teachers and dedicates significant resources to ongoing professional development. During the 2015-2016 school year CMP began implementing Early Release Professional Development Days twice a month (September-May) for focused staff training and professional development sessions on topics such as special education, Montessori curriculum development, and academic planning.

Academic expectations are clearly established by teachers in the classroom. Teachers in upper and lower elementary classrooms prepare a work plan for each of their students to guide their daily/weekly lessons and independent work. Teachers in the middle school prepare study guides clearly outlining academic expectations in each subject of study for a given period of time. Students use these work plans and study guides to direct the learning process, while the teacher becomes the facilitator/observer.

In an effort to meet the needs of CMP students and prepare them for college and career readiness, California Montessori Project offers students access to personal school email and the Google Apps for Education Suite. All classrooms in third through eighth have a 1:1 ratio of students to Chromebook and all other classrooms kindergarten through second grade maintain an approximate 1:5 ratio (desktops or laptops). With the presence of technology students have access to materials that some families prefer to limit or eliminate. The school staff, parents, and guardians of minors are responsible for setting and conveying the standards that students should follow when using these technology resources. CMP supports and respects each family’s right to decide whether or not to allow their student access to any part of these technologies.
Each fall all students are presented The Children’s Internet Protection Act (CIPA) lessons that are appropriate for their curriculum level. These lessons address concerns about access to the Internet and other information. CIPA imposes certain requirements, but does not require the tracking of Internet use by minors or adults. CMP is taking every effort to follow CIPA’s guidelines to restrict:

(a) The access by minors to inappropriate matter on the Internet and World Wide Web;
(b) The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
(c) The unauthorized access, including so-called “hacking,” and other unlawful activities by minors online;
(d) The unauthorized disclosure, use, and dissemination of personal information regarding minors; and
(e) Minors’ access to materials inappropriate or harmful to them.

The technology provided are for students to conduct research, enrich educational experiences, and communicate with others in relation to school work. Access to technological services is given to students who agree to act in a considerate and responsible manner. Parent/guardian permission is required. Access is a privilege, not a right. Therefore, based upon CMP’s acceptable use guidelines, the system administrator and/or staff will deem what is inappropriate use, and their decision is final. The administration or staff may deny, revoke, or suspend specific privileges. Individual users are responsible for their use of the technologies available to them. The use of these tools must be in support of education and research and must be consistent with academic expectations of CMP. Transmission of any material in violation of US or state regulations including copyrighted, threatening, or obscene material is prohibited.
In order to support different learning levels, CMP has many systems in place. In general, Montessori materials are self-correcting and self-paced in order to facilitate learning for students at all levels. Teachers use both quantitative and qualitative data to design lessons, curricula, and assessments to determine student’s academic levels. They use this information to place them in the curriculum at their ability level. CMP also uses a system of academic intervention called Response to Intervention (RtI). RtI is a method of academic intervention, designed to provide early, effective assistance to students who are having difficulty learning. The RtI team generally consists of the teacher, parent and student who brainstorm ways to help support the student. Issues addressed may include low test scores, behavior problems, poor focus, or difficulty completing homework and/or class work. Tutoring is offered, either before or after school, to provide students with additional support in core academic areas. This may be subject-specific, such as math or reading, or may focus on building skills such as organization, test taking, time management, or homework completion.

“If education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man’s future. For what is the use of transmitting knowledge if the individual’s total development lags behind?”

-Maria Montessori
To help students receive appropriate support and to ensure all students have individualized learning plans, we follow the Montessori philosophy of following the child. Dr. Montessori believed children learn at their own pace and it is the role of the teacher to present lessons appropriate to that child. At CMP, students are given lessons individually or in small groups. Each child is also given a work plan to meet their individual needs. Teachers match the difficulty of work to the student's ability, creating individualized work plans, differentiating instruction, and creating rubrics for evaluating work. To affirm
understanding of concepts, students are exposed to materials that not only teach the concepts but also integrate many different learning modalities. This ensures all students are able to access presented concepts.

Throughout the year, all students are assessed for their academic level. When students are not performing at grade level academically, or are struggling with socialization or behavior issues, they are escalated through the RtI process. During the process, teachers, parents, and students work together to support student success and interventions are implemented. Some examples of interventions are Read Naturally and Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS), two evidenced based programs designed to build students reading, writing, comprehension and critical thinking skills. Other interventions are Word Warm Ups, Handwriting without Tears (Upper Elementary), individual work areas, sound-limiting headphones, timers, and before-and-after school tutoring. If adequate progress is not made throughout this process, the student is escalated to RtI Tier 3. During RtI Tier 3, often referred to as a Student Success Team (SST) it may become evident that there is a learning difference or special consideration. If the student is not making progress the SST team may recommend an assessment for special education.

Relevant testing and assessments are given and an Individualized Educational Plan (IEP) meeting is scheduled. An administrator, either the Principal or Dean of Students, attends these meetings to ensure students are receiving the appropriate resources through the special education program. Our special education program is run through the Yuba County SELPA. CMP maintains a specific allocation of funds earmarked for Special Education, ensuring the needs of special education students are adequately met. We also have a Special Education Director who assists with compliance with all laws and rights protecting students. Each year, General Education Teachers, Special Education Teachers, Deans of Students, and the Principals seek out professional development opportunities in the area of special education. CMP strives to stay current with IDEA, Section 504 of the Americans with Disabilities Act, and best practices.
CMP abides by all federal and state laws for identifying English Language Learners. Students are tested in the fall based on the information given on the Home Language Survey. Students are identified for assessment using the California English Language Development Test (CELDT) based on their parent/guardians answers to the following three questions: which language did your child learn when he/she first began to talk; which language does your child most frequently speak at home; which language do you (the parents or guardians) most frequently use when speaking with your child?

The Montessori philosophy of education works well to keep students who are academically gifted feeling challenged and motivated to learn. CMP – Capitol is comprised of multi-aged classrooms that allow for a wide span of ability levels. Students are allowed to progress through curriculum at their own pace, especially in math and language. In the cultural subjects, teachers can make lessons challenging to advanced learners by providing extensions to lessons, advanced assignments, and rubrics that allow for maximum potential. Occasionally, students performing at higher academic levels are placed in the RtI process to be certain we are adequately meeting their needs.

In order to prepare students for their futures beyond CMP, teaching staff regularly plan and implement a variety of instructional activities that address college and career readiness. Organizational and time management skills are built into the day to day workings of the classroom through the use of work plans/planners and study guides. Work plans are individualized so that each student knows the daily minimum expectations for work-time without having to wait for formal teacher directions. As students are working on an individualized learning plan, they are able to develop concentration skills, as the work is personally relevant and meaningful for their particular needs. Through conferencing, classroom staff check-in with their students daily to assess student progress and provide assistance in time management. Student collaboration and peer mentoring is encouraged, allowing students to develop critical thinking skills as they learn to explain complex thoughts and processes to others. As student work is based on their individual needs, they
are more likely to see learning as a positive experience which will ultimately inspire a desire to continue learning throughout their lifetime. These tools and activities inspire our students to achieve the ESLO of our students being, *Montessori learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and be lifelong learners.*

In addition to in-class systems to support career and college readiness, experiences outside of the normal classroom routine are designed to expose students to everyday life. Examples of such activities experiences span from Career Days in primary classrooms to job shadowing and student run businesses in middle school. Field trips and assemblies are also utilized to facilitate growth in the schoolwide learning outcomes.

**School Culture and Support for Student Personal and Academic Growth - Strengths**

- Intentional community formed by being a school of choice
- High degree of parent involvement
- Fully credentialed and qualified teachers (Teachers hold both a California and Montessori credential)
- Curriculum-based field trips
- Individualized learning
- Multi-age classrooms
- Campus Advisory Council and Governing Board as additional forums for parents and students to communicate with the CMP administration
- Beautiful, well-maintained environment
- BTSA Support Providers
- Mentors for specific technology based curriculums
- Safety Operations Plan / Safety Training
School Culture and Support for Student Personal and Academic Growth - Areas for Growth

- Peace Education implementation in 4-8 grades
- Update Incident Reports
- Service Learning / Student Leadership Opportunities

School Culture and Support for Student Personal and Academic Growth - Evidence

- Meeting Agendas
- Newsletters
- School website
- Teacher credentials
- Family handbook
- Comprehensive School Safety Plan
- Safety Drill Schedule
- Montessori work plans
- CMP’s Focus on a Peaceful School Environment – Bullying Prevention Policy
- Middle school study guides
- Safety Information
- School rules
- Aeries website for attendance and grades
- STAR tutoring attendance sheets
- Community tour schedule/calendar
- Field trip authorizations
- SARC report
• RTI information binder
• IEP, RtI, 504 plans
• Master daily schedule
• Charter documents
• Professional Development agendas and sign in sheets
• Early Release Professional Development Day Teacher Survey Results
• Incident Reports
• Early Release Professional Development Day Teacher Survey Results
Chapter V Schoolwide Action Plan
Chapter V: Schoolwide Action Plan

To create a robust science program

Goal #1: CMP Science curriculum needs to be examined to align and incorporate the NGSS to provide our students with a more contemporary and competitive curriculum

Rationale: As a response to stakeholder input and in conjunction with the State of California’s adoption of NGSS and new science testing, there is a vital need to create a more robust science program


ESLO Addressed: CMP students are Montessori Learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are life-long learners.

Evaluation: Administration and Network Curriculum Level Leads will review science curriculum guides to confirm that NGSS is integrated. Science mentors will facilitate the development of activities to expand the Montessori Science program.

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

Action Plan: Incorporate and implement NGSS into Montessori Science Curriculum:

- Network Curriculum Level Teams will review and compare the current curriculum guides to NGSS
- Discussion and implementation of alignment of current curriculum guide to meeting requirements of NGSS
- Identify Science Mentors whom will facilitate the expansion of the Montessori science program at each campus
- Official approval of New Curriculum Guide by CMP Leadership Team
- Develop an action plan for funding new materials needed to align curriculum
- Train teachers on effective instructional strategies regarding NGSS.
- Begin implementation of newly aligned curriculum guide into classroom instruction
## Goal #1: To create a robust science program

<table>
<thead>
<tr>
<th>#1 – Network Curriculum Level Teams</th>
<th>Curriculum Level Leads • Deans of Students</th>
<th>NGSS • Curriculum Guides</th>
<th>Meeting Agenda/Notes</th>
<th>Fall of 2017 • Ongoing</th>
<th>Staff Meetings • Grade Level Meetings • Principal Round Table Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>#2 - Discussion and implementation of alignment of current curriculum guide to meeting requirements of NGSS.</td>
<td>Curriculum Level Leads • Deans of Students</td>
<td>NGSS • Curriculum Guides</td>
<td>Meeting Agenda/Notes • Draft of Curriculum guide</td>
<td>Fall of 2017 • Ongoing</td>
<td>Staff Meetings • Grade Level Meetings • Principal Round Table Meetings</td>
</tr>
<tr>
<td>#3 - Identify Science Mentors who will facilitate the expansion of the Montessori science program at each campus.</td>
<td>Director of Program • HR • Principals</td>
<td>Teaching Staff with training/pas sion for science</td>
<td>Staff Hired • Stakeholder Surveys • Statewide Test Data • Science Initiatives Started</td>
<td>Fall of 2017 • Ongoing</td>
<td>Staff Meetings • Grade Level Meetings • Principal Round Table Meetings</td>
</tr>
<tr>
<td>#3 - Official approval of New Curriculum Guide by CMP Leadership Team</td>
<td>Principals • Director of Program • Executive Director</td>
<td>NGSS • Curriculum Guide</td>
<td>Approval of Curriculum Guide</td>
<td>Spring of 2018 • Ongoing</td>
<td>Staff Meetings • Grade Level Meetings • Principal Round Table Meetings</td>
</tr>
<tr>
<td>#4 - Develop an action plan for funding new materials needed to align curriculum</td>
<td>Curriculum Level Leads • Deans of Students • Principals • Director of Program • Executive Director</td>
<td>NGSS • Curriculum Guides</td>
<td>Meeting Agenda/Notes • Action plan • LCAP</td>
<td>Spring of 2018 • Ongoing</td>
<td>Staff Meetings • Grade Level Meetings • Principal Round Table Meetings</td>
</tr>
<tr>
<td>#5 - Train teachers on effective instructional</td>
<td>Administrators • Trained Teaching Staff</td>
<td>NGSS • Curriculum Guides • NGSS</td>
<td>Schedule of Trainings • Training Agendas</td>
<td>Spring of 2018 • Ongoing</td>
<td>ERPD Days • In-service Days • Staff Meetings • Grade Level</td>
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<tr>
<td>strategies regarding NGSS.</td>
<td>Training Resources</td>
<td>Meetings</td>
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</table>
| #6- Begin implementation of newly aligned curriculum guide into classroom instruction. | • Deans of Students  
• Curriculum Level Leads  
• Teaching Staff | • NGSS  
• Curriculum Guides  
• Trainings | • Classroom Observations  
• Lesson Plans  
• CAST Results | • Fall of 2018  
• Ongoing | • ERPD Days  
• Staff Meetings  
• Grade Level Meetings |
**Writing Curriculum**

**Goal #2: To research and adopt a writing curriculum**

**Rationale:** Our most recent California Assessment of Student Performance and Progress scores indicate that there is a need for the school to address writing in a systematic way. Furthermore, campus administration has observed through lesson plans and classroom observations inconsistent formal writing instruction. Teachers have indicated that the adoption of a writing curriculum would assist in the improvement of writing instruction.

**Annual Goal:** To convene a formal writing committee to investigate and pilot potential curricula.

**ESLO Addressed:** CMP students are Montessori Learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are life-long learners.

**Evaluation:** Administration, Grade Level Mentors and Grade Level Team meetings will be scheduled regularly to review and discuss the piloted curricula.

**Progress Reports:** Status reports given regularly to all stakeholders via faculty meetings, newsletters and presentations to the Board.

**Action Plan:** In order to adopt a writing curriculum:
- Establish and convene a writing committee
- Research and collect a pool of potential writing curricula
- Select program(s) to pilot
- Gather teacher and student feedback on pilot
- Program Adoption
Goal #2: To research and adopt a writing curriculum

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Responsible Person(s)</th>
<th>Resources</th>
<th>Means to Assess Improvement</th>
<th>Timeline</th>
<th>Means to Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1- Establish and convene a writing committee</td>
<td>• Administration</td>
<td>• Campus Staff</td>
<td>• Participation rate</td>
<td>• Fall 2017</td>
<td>• Curriculum Level Meetings</td>
</tr>
<tr>
<td>#2- Research and collect a pool of potential writing curricula</td>
<td>• Writing Committee Members</td>
<td>• CDE Recommended Curriculums</td>
<td>• Participation rate</td>
<td>• Fall 2017</td>
<td>• Faculty meetings</td>
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<tr>
<td></td>
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<td>• Previously Trained Staff</td>
<td>• Meeting Agenda</td>
<td>• Ongoing</td>
<td>• Principal Round Table reports</td>
</tr>
<tr>
<td>#3 - Select program(s) to pilot</td>
<td>• Campus Administration</td>
<td>• Director of Program</td>
<td>• Staff survey</td>
<td>• Fall 2017</td>
<td>• Staff and Board meetings</td>
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<tr>
<td></td>
<td>• Writing Committee Members</td>
<td>• Writing Committee</td>
<td>• Staff feedback</td>
<td>• Ongoing</td>
<td>• Principal Round Table reports</td>
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<tr>
<td></td>
<td>• Director of Program</td>
<td>• Curriculum Level Leads</td>
<td>• Participation rate</td>
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<td>• Staff development calendar</td>
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<td>• Staff feedback</td>
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<tr>
<td>#4 – Gather teacher and student feedback on pilot</td>
<td>• Administration</td>
<td>• Campus Staff</td>
<td>• Survey Results</td>
<td>• Spring 2018</td>
<td>• Staff and Board meetings</td>
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<tr>
<td></td>
<td>• Writing Committee Members</td>
<td>• Surveys</td>
<td>• Stakeholder Feedback</td>
<td>• Ongoing</td>
<td>• Principal reports</td>
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<td></td>
<td></td>
<td>• Students</td>
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<td>• Writing Committee notes</td>
</tr>
<tr>
<td>#5- Program Adoption</td>
<td>• Writing Committee</td>
<td>• Writing Curriculum</td>
<td>• Lesson Plans</td>
<td>• Fall 2018</td>
<td>• Faculty Meetings</td>
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<tr>
<td></td>
<td>• Director of Program</td>
<td></td>
<td>• Classroom Observation</td>
<td>• Ongoing</td>
<td>• Principal Round Table reports</td>
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<td></td>
<td>• Principals Round Table</td>
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<td>• Writing Samples</td>
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<td></td>
<td>• Deans of Students</td>
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<td></td>
<td>• Teaching Staff</td>
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Technology as a Viable and Meaningful Experience for the Child

Goal #3: Incorporate technology as a viable and meaningful experience for the child.

Rationale: To support stakeholder requests for more technology in the classroom as well as to provide structured and developmentally appropriate learning opportunities in extension of Montessori Philosophy.

Annual Goal: Research developmentally appropriate uses of technology in order to further next steps.

ESLO Addressed: All

Evaluation: Administration will evaluate progress through regular stakeholder surveys, Professional Learning Community (PLC) discussions and observational data.

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

Action Plan:
- Survey all stakeholders to gather perception data
- Research developmentally appropriate technology usage in school
- Disaggregate perception data and research to determine next steps
- Identify Library Mentors to facilitate the development of campus libraries
- Incorporate technology into the school library to provide intra-school resource
Goal #3: Incorporate technology as a viable and meaningful experience for the child

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Responsible Person(s)</th>
<th>Resources</th>
<th>Means to Assess Improvement</th>
<th>Timeline</th>
<th>Means to Report</th>
</tr>
</thead>
</table>
| #1 – Survey all stakeholders to gather perception data | • Campus Administration  
• Executive Director  
• Director of Program  
• Technology Department | • Teachers  
• Parents  
• Students | • State Testing  
• Stakeholder Surveys  
• Observation | • Fall 2017  
• On Going | • Newsletters  
• Staff Meetings  
• Round Table Reports  
• Board Meeting Notes |
| #2 - Research developmentally appropriate technology usage in school | • Technology Department  
• Administration | • Professional Development  
• Professional Literature | • State Testing  
• Stakeholder Surveys  
• Observation | • Fall 2017  
• On Going | • Newsletters  
• Staff Meetings  
• Round Table Reports  
• Board Reports |
| #3 – Disaggregate perception data and research to determine next steps | • Campus Administration  
• Executive Director  
• Director of Program  
• Technology Department | • Technology Department  
• Teachers with a passion/training in technology | • State Testing  
• Stakeholder Surveys  
• Observation | • Spring 2018  
• On Going | • Newsletters  
• Staff Meetings  
• Round Table Reports  
• Board Reports |
| #4 - Incorporate technology into the school library to provide intra-school resource | • Executive Director  
• Technology Department | • Library Mentor  
• Teachers with passion for reading  
• Technology Department | • State Testing  
• Stakeholder Surveys  
• Observation | • Spring 2018  
• On Going | • Newsletters  
• Staff Meetings  
• Round Table Reports  
• Board Reports |
Mathematics

Goal #4: Increase Depth of Knowledge (DOK) and extended mathematical thinking instruction within our existing math curricula

Rationale: To support student achievement in mathematical thinking and application.

Annual Goal: Infuse existing curricula with additional strategies for deeper thinking into real world mathematical applications.

ESLO Addressed: All

Evaluation: Administration will evaluate progress through assessment, Professional Learning Communities (PLC) discussions, and observational data.

Progress Reports: Status reports given regularly at PLC meetings, faculty meetings, network curriculum meetings, and presentations to the Round Table.

Action Plan:
• Identify areas of growth in the math curriculum via assessment scores, staff feedback, and teacher survey
• Gather resources to meet needs (trainings, digital, materials, sample extensions, etc.)
• Plan implementations with in grade level PLC and network curriculum teams
• Incorporate DOK and real world problems into curriculum
Goal #4: Incorporate deeper level thinking (DOK) and real world problems into our existing math curriculums.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Responsible Person(s)</th>
<th>Resources</th>
<th>Means to Assess Improvement</th>
<th>Timeline</th>
<th>Means to Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 – Identify areas of growth</td>
<td>Director of Program, Deans of Students, Network Curriculum Level Leads</td>
<td>Teachers, Curriculum, DOK/Extension Problem Examples, Student Exemplars, CAASPP Question Examples</td>
<td>Assessment Scores, Teacher Feedback, Observation</td>
<td>Fall 2017, On Going</td>
<td>Staff Meetings, Network Curriculum Meetings, PLC Meetings, Round Table Reports</td>
</tr>
<tr>
<td>#2 - Gather resources to meet needs (trainings, digital, materials, sample extensions, etc.)</td>
<td>Director of Program, Deans of Students, Network Curriculum Level Leads</td>
<td>Teachers, Curriculum, DOK/Extension Problem Examples, Student Exemplars, CAASPP Question Examples</td>
<td>Teacher Feedback</td>
<td>Fall 2017, On Going</td>
<td>Staff Meetings, Network Curriculum Meetings, PLC Meetings, Round Table Reports</td>
</tr>
<tr>
<td>#3 – Plan implementations with in Grade Level PLC and Network Curriculum Teams</td>
<td>Director of Program, Deans of Students, Network Curriculum Level Leads, Teachers</td>
<td>Teachers, Curriculum, DOK/Extension Problem Examples, Student Exemplars, CAASPP Question Examples</td>
<td>Assessment Scores, Teacher Feedback, Observation</td>
<td>Spring 2018, On Going</td>
<td>Staff Meetings, Network Curriculum Meetings, PLC Meetings, Round Table Reports</td>
</tr>
<tr>
<td>#4 - Incorporate DOK and real world problems into curriculum.</td>
<td>Director of Program, Deans of Students, Network Curriculum Level Leads, Teachers</td>
<td>Teachers, Curriculum, DOK/Extension Problem Examples, Student Exemplars, CAASPP Question Examples</td>
<td>Assessment Scores, Teacher Feedback, Observation</td>
<td>Spring 2018, On Going</td>
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</table>
Appendices:

All supporting documents will be available digitally during the Self-Study visit.