

Charter for the Renewal of the



*Shingle Springs Campus
Charter School*

A California Public Charter School

*Submitted February 10, 2014 to
Buckeye Union School District*

**Charter Renewal Term:
July 1, 2014 – June 30, 2019**

“Table of Contents of Legal Requirements”:

This charter has been created in the format encouraged by the California State Board of Education in its adopted “Model Application for Charter Schools” and goes beyond the legal requirements of Education Code Section 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed out of the order presented in the Education Code, this “Table of Contents of Legal Requirements” is presented to assist the Reviewer in establishing that all requirements of law have been met.

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AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter renewal for the California Montessori Project Shingle Springs Campus (“CMP-Shingle Springs”, or “Charter School”), located within the Buckeye Union School District (“BUSD” or “District”) boundaries, is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School is committed to the following affirmations:

- The Charter School shall meet all statewide standards and conduct all required pupil assessments pursuant to Education Code Section 60605 and any other statewide standards authorized in statute and pupil assessments applicable to pupils in non-charter public schools.
- The Charter School shall be deemed the exclusive public school employer of the employees of CMP- Shingle Springs for purposes of the Educational Employment Relations Act.
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations.
- The Charter School will not charge tuition.
- The Charter School will not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).
- The Charter School will admit all pupils who wish to attend the Charter School and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents or guardians within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C).
- The Charter School Governing Board Meetings shall be held in accordance with the Brown Act.
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”), Section 504 of the Rehabilitation Act (“Section 504”), and the Americans with Disabilities Act (“ADA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary.

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers.
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall continually strive for a healthy, collaborative, synergistic relationship with the District without imposing a burden or liability on the District.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.
- The Charter School will follow any and all other federal, state, and local laws and regulations that apply to the Charter School including but not limited to:
 - The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.
 - The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs.
 - The Charter School shall comply with any and all jurisdictional limitations to locations of its facility.
 - The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment.
 - The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
 - The Charter School shall comply with the Public Records Act.
 - The Charter School shall comply with the Family Educational Rights and Privacy Act.
 - The Charter School shall comply with the Ralph M. Brown Act.

Gary Bowman, Executive Director

Date

I. **INTRODUCTION/FOUNDING GROUP**

BACKGROUND

▪ **The Charter Schools Act**

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. In May, 2006, State Superintendent Jack O’Connell reaffirmed the significance of this Legislative action, through his recognition of California Montessori Project (“CMP”), along with other charter schools in the state, for “the dedicated service they provide to our youth and public school system.” In this Certificate of Recognition, State Superintendent O’Connell boldly reiterated the success of California’s charter schools, as they have:

- Improved pupil learning
- Increased learning opportunities for all pupils
- Encouraged the use of different and innovative teaching methods
- Created new professional opportunities for teachers
- Provided parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- Shown accountability in meeting measurable pupil outcomes
- Provided vigorous competition within the public school system to stimulate continual improvements in all public schools

California Montessori Project embraces, and strives to fully honor, the Legislative intent of the Charter Schools Act, and its mandate, as affirmed by California’s State Superintendent.

In 2002, the California legislature approved Assembly Bill 1994 (“AB 1994”) which requires a charter school to locate within the boundaries of its authorizing agency. AB 1994 provided a limited grandfather clause for a charter school in operation prior to July 1, 2002, and located outside of its authorizing agency, to remain in its current location through the expiration of its current charter.

The California Montessori Project (“CMP”) was initially granted a charter in 2000 through the Wheatland School District, operating five (5) campuses located within the boundaries of four (4) school districts.

Capitol Campus	Sacramento City Unified School District
Carmichael Campus	San Juan Unified School District
American River Campus	San Juan Unified School District
Elk Grove Campus	Elk Grove Unified School District
Shingle Springs Campus	Buckeye Union School District

In accordance with the terms of AB 1994, CMP sought and received approval of a charter within each of the school districts in which the school operated. The charters in Sacramento City Unified, San Juan Unified, and Elk Grove Unified applied for, and received, 5-year renewals,

effective July 1, 2011. CMP-Shingle Springs is now in its thirteenth year of successful operation, including six-plus years under the supervisory oversight of the Buckeye Union School District (“District”). The District, again, has an opportunity to review the performance of CMP-Shingle Springs while considering approval. In preparation for this renewal, CMP encourages the District’s thorough review of CMP-Shingle Spring’s past and present operations. CMP aspires to continue its transparent, positive, and collaborative relationship with the District.

This charter petition is presented to the Buckeye Union School District for the renewal of CMP-Shingle Springs in accordance with Education Code Sections 47607 and 47605.

HISTORY AND ACCOMPLISHMENTS

The California Montessori Project continues to honor the original vision to offer a quality, tuition-free Montessori education to students in the public school sector. Today, the CMP network serves over 2000 students at seven campuses throughout the greater Sacramento area. The CMP-Shingle Springs Campus currently serves 366 students in kindergarten through eighth grade.

The stated mission of CMP, “To Offer a Quality, Tuition-Free Montessori Education,” provides the foundation for decision-making and oversight at every level.

Components of the current California Montessori program include:

- Comprehensive academic/social skills development using Montessori-based curriculum
- Curriculum alignment to Common Core State Standards
- Quality Montessori learning materials
- State-Adopted core instructional materials
- Highly-qualified, CA State-Credentialed & Montessori-Certified teachers (dual certification)
- Participation in state-authorized BTSA Teacher-Training Program
- Low Student-to-Teacher ratios
- Parent education classes (Montessori 101, 102 and 103)
- Before/After School Programs
- Intersession Programs
- Afterschool Academic Intervention/Enrichment Programs
- Dean of Students to provide curricular/instructional support to staff
- Field-based learning where all classrooms participate in field trips
- Utilization of B.E.S.T. program
- Implementation of Rosetta Stone, foreign language technology-based program
- Implementation of Learning.com integrated technology program
- Implementation of Accelerated Reader program
- Implementation of Accelerated Math and Math Facts in a Flash programs
- Implementation of Read Naturally, Signs for Sounds, and Word Warm Ups programs
- Implementation of Response to Intervention program (RTI)
- Implementation of Peace Education program

- Recognizing 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 BTSA program.
 - CMP routinely offers a summer ‘Boot Camp’ for new instructional staff. The sessions, presented for a period of 3-5 days, have offered sessions addressing Alignment of State Standards and Montessori Curriculum, Use of Montessori Materials, Positive Discipline, and Application of Technology in the Classroom. The program, on an annual basis, has served between 15 and 20 new hires.
 - In addition, CMP offers Staff Development days, which include keynote addresses from nationally-known speakers, as well as break-out planning sessions facilitated by CMP instructional leaders.
 - CMP supports the extensive training of non-Montessori certified K-6 teachers at site-based, accredited Montessori Training Centers and Teachers Colleges. CMP also supports out-of-state Montessori training of Middle School teachers.

Highlights of the 2009-2013 school years include the following:

- California Montessori Project-Shingle Springs met 7 of 9 Adequate Yearly Progress (AYP) criteria, as stated in the California Department of Education’s 2012-13 Accountability Progress Report (APR). CMP-Shingle Springs had a 99% schoolwide participation rate in English-Language Arts, and 100% schoolwide participation rate in Mathematics (the state has established a 95% target rate for each subject). CMP-Shingle Springs met the ‘percent proficient rate’ criteria, for Mathematics (75.8%), through the Safe Harbor Alternative Method, and did not meet the ‘percent proficient rate’ criteria for English Language Arts (76%), falling short of the state target of 89.2%. The Charter’s overall 2013 Growth API (Academic Performance Index) of 898 represented a 6 point growth from the previous year, far exceeding the state criteria of at least one point. CMP-Shingle Springs met the Growth Targets for Schoolwide, All Student Groups and All Targets.
- All of the schools in the CMP network, including CMP-Shingle Springs, received re-accreditation through the Western Association of Schools and Colleges (WASC), following an extensive review by the WASC accreditation team. This re-accreditation has a term of six years: July 1, 2011 – June 30, 2017.
- Through a coordinated, collaborative effort, CMP was awarded accreditation status by the American Montessori Society (AMS) and WASC in May of 2012.

- In February 2005, the Charter School Facility Program awarded the CMP-Shingle Springs campus \$5.3 million for construction of a new facility. As part of the review process, both the Office of Public School Construction (OPSC) and the California School Finance Authority (CSFA), CMP has been deemed financially solvent, and all program requirements have been met. Recently OPSC has increased the award to approximately \$10.3 million. Construction of a new CMP-Shingle Springs facility has been tentatively scheduled for Spring 2014 with occupancy projected for 2015-2016.
- CMP's EETT (Enhancing Education Through Technology) Technology Plan (2011-2014) was approved by the Education Technology Office of the California Department of Education. CMP is committed to using the tools and resources of the 21st century to promote the success of every child.

Highlights specific to the CMP-Shingle Springs campus include the following:

- Credentialed Physical Education teacher on staff serving K-8th grade students
- Athletics Program, including volleyball, basketball, flag football, wrestling, cross country and track & field for 4th- 8th graders
- Successful before and after school programs for academic support, enrichment, and child care support
- Free tutoring, before and after school, to eligible students
- Participation in Nature Bowl, Science Olympiad, and Spelling Bee programs
- Raised over \$100,000 in fundraising each year through the Campus Advisory Council
- Outreach Programs: The Cambia Girls (education for girls in The Gambia, West Africa), the Heifer Project, American Red Cross Disaster Relief, canned food drives, Toys for Tots, and CASA programs.

THE PRESENT

Current projects and program goals include:

- CMP-Shingle Springs offers a holistic Montessori education, while upholding rigorous academic standards.
- CMP-Shingle Springs is currently at an enrollment level of 366 Kindergarten through 8th grade students.

- CMP-Shingle Springs is currently developing plans with the Proposition 55 allocation received from the State to purchase an additional 10-acre parcel adjacent to the current campus and expand its current facilities with a Multipurpose Room, 14 classrooms, and administrative offices.
- The CMP-Shingle Springs teaching staff has increased technology use on campus and currently offers multiple technology-based student programs, including: Rosetta Stone, Accelerated Reader, Accelerated Math, Math Facts in a Flash and Learning.com.

THE FUTURE

- CMP plans to continue its successful program at the CMP-Shingle Springs Campus.
- CMP plans to continue its practice of honoring the State's Class Size Reduction program, allowing for a maximum of a 20:1 student/teacher ratio in grades K-3. In Grades 4-8, the student/teacher ratio will be 27:1. Instructional assistants, Montessori specialists, parent volunteers, and other program specialists will further reduce the student-to-adult ratio. The Charter School will be on a single track school calendar of 180 days, serving approximately 366 students in 2014-15. CMP-Shingle Springs will continue to offer in excess of the annual state-mandated instructional minutes at all grade levels.
- CMP, as a whole, will continue its review of new Montessori materials and state-adopted textbooks to continue to meet the current needs of our student population.
- CMP-Shingle Springs will continue to develop a BEST team to move our BEST behavior program forward by reducing the number of minor incident reports, office discipline referrals, suspensions and expulsions, thus creating an environment more conducive to learning.
- CMP will embrace technology tools to further promote student academic success, parent communications, staff effectiveness, and management of school operations. The use of technology as an effective tool, both in academic courses and in the arts, will be emphasized.
- CMP-Shingle Springs Campus seeks to construct a permanent school site by 2015, using Proposition 55 funds.
- CMP-Shingle Springs looks forward to working collaboratively with the Buckeye Union School District, and appreciates the support of the BUSD academic and operational teams of talented staff.
- CMP will implement the Smarter Balanced Assessment Consortium (SBAC)/California Measurement of Academic Performance and Progress (CALMAPP)

MISSION

A. Mission Statement

The mission of the CMP is to offer a quality, tuition-free Montessori education for our students and families in the greater Sacramento area. CMP offers an environment which has the programs, resources and school climate to enable students to become educated to high academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world.

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

B. Fundamental Values

- High academic standards and expectations, with emphasis on core subjects
- Small total school population and mixed-age classrooms
- Creative, passionate, progressive teachers who are committed to Montessori philosophy
- 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

FOUNDING GROUP

California Montessori Project was founded through the dynamic vision and thoughtful implementation of Keith Alpaugh, Deanna Gardner, Norman Lorenz, and Marion MacGillivray.

- Keith Alpaugh

Keith Alpaugh, M.E., served as the initial Executive Director of California Montessori Project. With degrees in both Business and Education, he provided strong finance and business skills, as well as experience in educational reform and the charter school movement.

- Deanna Gardner

Deanna Gardner is a second generation Montessorian who has over 30 years of experience working in Montessori education. Prior to cofounding CMP and serving as the site administrator for the American River Campus, she owned and operated a private Montessori school in Shingle Springs.

- Norman Lorenz

Norman Lorenz, M.Ed., served as the Montessori Education Curriculum and Instruction Director at CMP through the fall of 2004. Mr. Lorenz has over 20 years of experience in Montessori education, Infant through Middle School.

- Marion MacGillivray

Marion MacGillivray has extensive experience in the non-profit sector as well as charter school administration. As a cofounder of CMP, she served as CMP's Director of Development.

LEADERSHIP TEAM

The current administration of CMP brings together leaders in school district administration, Montessori education, child development, school finances and facilities operation.

- Gary S. Bowman (Executive Director/Superintendent)

The current Executive Director/Superintendent of California Montessori Project is Gary S. Bowman, an educator with over 20 years of extensive experience as teacher, administrator, school board member and consultant within the domains of traditional, charter and private schools. Mr. Bowman received his Masters of Science in Education Degree in Curriculum and Instruction from Dominican College of San Rafael, CA, and Administrative Services Credential (Levels One and Two) in association with coursework completed at St. Mary's College (Moraga, CA) and Chico State University.

Mr. Bowman has received statewide recognition for his work with Native-American students and families, receiving awards at the Governor's Mansion and at the Lawrence Livermore National Lab. He has presented numerous workshops for CSDC (Charter School Development Center), CCSA (California Charter Schools Association) and AMS (American Montessori Society).

In addition to an extensive teaching career, he has served as a site and/or District administrator in Mendocino, Humboldt and Nevada Counties, as well as Yuba County, where he served as District Superintendent for Camptonville USD. Mr. Bowman was recently elected to serve as a Board Member for the American Montessori Society.

- Mickey Slamkowski (Director of Program)

Mickey Slamkowski has over 20 years of experience in education and education management including human resources, marketing, operations and testing. She has worked in both private and public schools, with infants through middle school students, including experience with at risk students in the Elk Grove Unified School District. Ms. Slamkowski served for seven years as Principal of the CMP-Elk Grove Campus, and currently serves as the Director of Program for CMP. This position allows Mickey to work closely with the Executive Director, Principals, Deans of Students, mentors, and instructional staff to achieve academic objectives of the network as well as promote programmatic consistency and excellence. Ms. Slamkowski is currently a Commissioner for School Accreditation for the American Montessori Society.

A Northwestern University graduate, she held the positions of Administrative Coordinator and Consultant for the Montessori Teachers College, a teacher training center in Sacramento. Ms. Slamkowski also served as a Board Member on the National Center for Montessori Education.

- Kim Zawilski (Principal – Shingle Springs)

Kim Zawilski began her career as a manager in a large computer services division, providing computer services to the California State Legislature. She worked in this industry for 14 years, utilizing her Bachelor's Degree in Business and Public Administration. In this position, she was responsible for developing and managing division budgets, overseeing the interviewing, hiring, and training & development of personnel, presenting new hardware and software solutions to large groups, and other general managerial duties.

Kim became involved in the field of Montessori Education over 20 years ago as a parent of two children enrolled in a private Montessori school. She was inspired by the Montessori philosophy and earned her Montessori teaching credential. She taught at the pre-school and K-3rd grade level for seven years prior to seizing the opportunity to marry her new career with her old by becoming Principal at the newly formed charter school: The California Montessori Project. Kim just began her 13th year as Principal of the Shingle Springs Campus and functions as a mentor Principal to several of the other Principals within the California Montessori Project network, serves on the CMP Technology Advisory Council and supports California Montessori Project's major facilities building projects.

- Cherie Gardner Cooney (Dean of Students-Shingle Springs)

Cherie Gardner Cooney's experience in Montessori education began at an early age. She was a Montessori student herself! Since her early childhood experiences in Montessori, she has gained a Bachelors Degree in Child Development, a California State Teaching Credential, and her Montessori training for ages 2 ½ through 15. She has taught preschool through Middle School in private and public Montessori schools since 1991. Her experience and education make her an excellent resource for the position of "Dean of Students." In this role, she facilitates the Response to Intervention program, the SST process, the Best Practices in Discipline program, curriculum support, etc. She is an enthusiastic member of the leadership team and is committed to ensuring that CMP schools are constantly striving for excellence.

CHARTER RENEWAL PETITION

In accordance with Education Code Section 47600 et. seq., CMP petitions the Buckeye Union School District (hereafter referred to as "District") for the renewal of the K-8 charter for the California Montessori Project-Shingle Springs Campus for a term of five (5) school years beginning July 1, 2014 and ending on June 30, 2019.

The Charter School shall continue to operate as one school within the geographic boundaries of Buckeye Union School District, as authorized pursuant to Education Code Section 47605. The school site is currently located at 4645 Buckeye Road Shingle Springs, CA 95682.

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.

The following shall serve as documentation confirming that CMP-Shingle Springs exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Please see DataQuest Reports attached as Appendix A):

- CMP-Shingle Springs has exceeded its API growth target in the last three years, both schoolwide and for all groups of pupils served by the charter school.
- CMP-Shingle Springs has achieved a statewide API rank of 9 for the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).
- CMP-Shingle Springs has achieved a statewide API rank of 4 or higher in two of the last three years, meeting the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Over the prior charter term, CMP-Shingle Springs had the following API scores:

2009-2013 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
2008-2009	9	5	890	A (+33)	Yes
2009-2010	9	6	909	A (+19)	Yes
2010-2011	9	8	890	A (-19)	Yes
2011-2012	9	4	889	A (-1)	Yes
2012-2013	9	2	898	A (+6)	Yes

"A" means the school or student groups scored at or above the statewide performance target of 800. (Source: CDE DataQuest, accessed January 31, 2014.)

CMP-Shingle Springs has one numerically significant student subgroup, White, which had the following API scores for the past three years:

2012-2013 API Growth Scores: Significant Student Subgroup				
Subgroup	Numerically Significant in Both Years?	2013 API Growth	API Growth Target (Actual Growth)	Met Student Group's Growth Target?
White	Yes	908	A (+9)	Yes

"A" means the school or student groups scored at or above the statewide performance target of 800 in the 2012 Base. (Source: CDE DataQuest, accessed January 31, 2014.)

2011-2012 API Growth Scores: Significant Student Subgroup				
Subgroup	Numerically Significant in Both Years?	2012 API Growth	API Growth Target (Actual Growth)	Met Student Group's Growth Target?
White	Yes	897	A (-1)	Yes

"A" means the school or student groups scored at or above the statewide performance target of 800 in 2011. (Source: CDE DataQuest, accessed January 31, 2014.)

2010-2011 API Growth Scores: Significant Student Subgroup				
Subgroup	Numerically Significant in Both Years?	2011 API Growth	API Growth Target (Actual Growth)	Met Student Group's Growth Target?
White	Yes	898	A (-11)	Yes
"A" means the school or student groups scored at or above the statewide performance target of 800 in 2010. (Source: CDE DataQuest, accessed January 31, 2014.)				

CMP-Shingle Springs’s API growth scores have far exceeded the statewide performance target of 800 in the prior charter term; in 2013, the API growth score was 898. Therefore, CMP-Shingle Springs has scored high enough that the school has not been assigned a growth target for the past five years and is noted to have met its growth target for each year. Moreover, for the past five years, CMP-Shingle Springs has had a statewide API rank of 9; and for the two of the last three years, CMP-Shingle Springs has had a similar schools rank of 4 or higher. Therefore, CMP-Shingle Springs has met and exceeded the charter renewal standards of Education Code Section 47607(b).

CMP-Shingle Springs’s outstanding student subgroup performance further solidifies its renewal status under Education Code Section 47607(a) (3), which states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.”¹

CMP-Shingle Springs has one numerically significant student subgroup – White – which achieved an API growth score of 908 in 2013. This subgroup has also scored high enough that the it has not been assigned a growth target for the past three years and is noted to have met its growth target for each year. By far exceeding its growth targets in all significant student subgroups, CMP-Shingle Springs should be granted a five-year charter renewal term pursuant to Education Code Section 47607.

¹ See Education Code Section 47607(a)(3), Senate Bill No. 1290 (Alquist), Approved by the Governor September 26, 2012 and effective January 1, 2013.

II. EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. --California Education Code Section 47605(b)(5)(A)(i)

A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. --California Education Code Section 47605(b)(5)(A)(ii)

INTRODUCTION

The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. 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 him/her as an individual. This system has a foundation in trust and respect of the individual, ideally resulting in children who soar beyond traditional expectations. Children with remedial needs, or those developing at a different rate, get a solid foundation at their own pace, and all work on a time-line that is right for them. Conclusively, children who are delayed in development, as well as advanced learners, are continually challenged through the didactic kinesthetic environment.

Montessori techniques and teaching concepts were initially developed in the early 1900's for disadvantaged students who were, at that time, considered mentally retarded. Dr. Maria Montessori's students, using the child centered approach she had created through scientific observation, soon scored at grade level with other "normal" students. Her program was quickly moved into the general population with amazing success.

The spread of Dr. Montessori's methodologies in the United States have been focused, predominately, at younger children. However, private elementary Montessori schools are frequently unavailable to the economically disadvantaged due to high tuition costs, in addition to having extensive waiting lists for enrollment. Students from Montessori Children's Houses (age 2-6) typically enter the public school system academically ahead of their non-Montessori peers (especially in core subjects such as mathematics and language) and demonstrate a greater level of independence, self-direction, and organization. They have a positive feeling toward "their work" and take ownership in their daily tasks and accomplishments.

Most importantly, the child has developed self-discipline, shows initiative, and accepts responsibility for his/her own progress: He/she loves learning and considers it "his/her work".

He/she knows how to "facilitate" him/herself, and so has become a life-long learner with the utmost confidence in his/her abilities.

CMP proudly offers a quality educational alternative that promotes the student's natural interest and joy in discovery. In Montessori, children work at their own pace until mastery has been acquired, take responsibility for their own learning through their personal work plans, work individually and collaboratively, and are assessed on a regular basis, to include student self-assessment. Children learn at a concrete level using hands-on, specifically developed learning materials before moving onto learning at the abstract level.

* * *

WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE:

CMP-Shingle Springs Campus is targeting students in Kindergarten through 8th Grade. As a public charter school, we will offer an open enrollment policy. CMP-Shingle Springs Campus will be 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

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

The spread of Dr. Montessori's methodologies in the United States has been focused, predominately, at younger children. Private elementary Montessori schools are frequently unavailable to the economically disadvantaged due to high tuition costs, or have extensive waiting lists for enrollment.

Recent trends in educational reform have targeted certain population groups—socio economically disadvantaged students, special needs students, minority students who speak English as a second language, to name a few. While these students, as well as those identified as "gifted or special needs", receive special programs and help, the identified average student in a traditional public school environment must fit into a teacher-directed system that may or may not match his/her developmental stages and learning style, capitalize on his/her strengths, or promote his/her natural interest and joy in discovery.

CMP students are given freedom with responsibility. Montessori education encourages independence in children. They are asked to make choices and to take on much of the responsibility for their own learning. An independent learner does not wait for the rest of the group to catch up or expect everyone else to be doing the same thing at the same time. Independence is a life skill necessary for survival as an adult. By encouraging independence CMP prepares the children to lead fully satisfying lives as adults. Clear expectations of how

learning is approached in the classroom are modeled. Students learn to cultivate useful habits which serve them in their lifelong quest for knowledge, long after graduation from CMP.

While recognizing that the traditional system has met the educational needs of many, the option of a school where students work in multi-age classrooms with individualized work plans using proven styles of instruction and materials which are progressive, and frequently self correcting, can be a great benefit to students in any community.

Within the community, there are approximately five Montessori preschools. Parents choosing to continue a Montessori elementary and middle school education for their children may submit a lottery application. Parents looking for an alternative educational venue may apply to the CMP-Shingle Springs Campus. These students may be struggling academically in their current school setting, or may be advanced and need to be challenged, which the self-paced environment of the Montessori program provides. Students who have been enrolled in Home School programs often enroll in our campuses when parents desire a more social setting for their children with a home-like atmosphere and an educational approach of self-directed learning. Many of our new families are referred by our current or past families.

Doctors and counselors have, on occasion, referred parents to Montessori education as a possible better fit for the child. Families moving into the area who wish to continue a Montessori education for their children contact our campuses and submit applications.

All of these parents love it when they hear about our individualized, self-paced curriculum. They see the great benefits to allowing a child to progress at their own pace based on their individual strengths and challenges.

* * *

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY:

CMP holds that an educated person in the 21st Century is well-rounded and balanced. This individual is able to use the intellect as well as the body to its fullest. The student shall become an empathetic, collaborative member of the community, yet motivated to set and achieve personal goals. Students demonstrate proactive empathy towards others through respectful and productive communications. The student is guided to view him/herself as a global citizen who is empowered and responsible for making positive changes in the world and within the immediate environment. Accordingly, the educated person in the 21st century should be fluent in English, if not proficient in more than one language. The student seeks understanding and peace within a multi-age classroom, and appreciates and protects the right of others to do likewise. The student develops personal habits leading to a healthy lifestyle that include balancing leisure, work, family, and community. The student experiences the arts as a vehicle for self-expression, and utilizes technology as a tool to promote benefit within his/her community.

As a **SCHOLAR**, the student is proficient in math, science, social studies, languages and the arts. As a member of the global community, the student is proficient in at least one language in addition to English.

As a **HEALTHY PHYSICAL BEING**, the student is knowledgeable of and practices good nutrition, safety, and a healthy lifestyle. The student develops habits of physical challenge in ways that provide pleasure, stress release, and fitness.

As a **COMMUNITY MEMBER**, the student is able to collaborate with others, cooperate on projects, and manage and resolve conflicts. The student is motivated and ready to provide meaningful service to others and makes significant contributions with developed talents.

As a **CITIZEN OF THE WORLD**, the student understands the basis of our constitutional democracy, the rights and responsibilities of all, and stays informed on important political, social, and environmental issues. The student is informed regarding other political, social and cultural systems and seeks to understand and co-exist peacefully.

As a **MEMBER OF AN INCREASINGLY TECHNICAL AND INFORMATION BASED WORLD**, the student is competent and comfortable using a wide variety of technology as an integral part of life and is open to embracing new alternatives as they become available.

* * *

HOW LEARNING BEST OCCURS

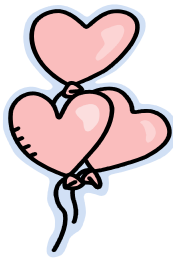
Student learning best occurs at CMP when children are successfully connected to the materials and curriculum. Through repetition and exploration various concepts and ideas are explored. Materials are designed to promote self-confidence and independence, as many are self-checking and placed in a sequential order where the students can manage and track their own progress. Tapping into prior knowledge, learning is enriched by the repeated use of materials students are already familiar with. Colored beads are used for simple math operations, multiplication, squaring, cubing, analysis of a square and finding square roots. Learning is also accentuated by the excitement of a scientific curriculum, which ties in the aspects of the universe. Teachers blend learning modalities as children learn about geography, history, life sciences and other cultures. Research and high level thinking activities follow. Further learning is made available as ideas are presented, shared, discussed evaluated. Appealing to the whole child, at CMP we place a high emphasis on creating aesthetically beautiful classroom environments where students feel safe and secure. Building trust and confidence is another piece that helps connect our students to the materials and curriculum. When our students are offered a safe environment where they can be challenged and successful, they are able to reach their full potential.

CMP-Shingle Springs Campus believes that learning best occurs when:

- Students are actively engaged in meaningful tasks
- A connection is made between what students learn and the real world in which they live
- Individual plans and support are an intrinsic part of the educational program
- Students have some choice in the structure of their own projects and plans
- Work is accomplished individually and as members of a group
- Activities are integrated and meaningful
- Work is developmentally appropriate, leads to success, and is progressively complex

- Meaning is constructed from experiences
- Students are encouraged and expected to learn
- Coaches, mentors, family, and advocates support the learners
- Students are encouraged to help others learn and to learn from others

Montessori Methodology emphasizes respect for the child, rather than the prioritization of specified curriculum or method of instruction. Maria Montessori stated, “Education is not something which a teacher does, but...it is a natural process which develops spontaneously in the human being.” Our goal, then, is to provide the child with the appropriate ability-level material and personnel resources (teacher/facilitator) to promote his/her personal achievement. It is our belief that the cultivation of each child’s innate desire to learn is of primary importance. Accordingly, our pedagogical strategies embrace the concept of the child’s ownership of his/her education, through the presentation of choice of activities. We also support the child’s fulfillment of his/her sense of discovery, as well as his/her expanded exploration of topics of interest. Ultimately, recognizing Maria Montessori’s belief that “the most favorable time for a child to learn is when she wants to do it herself,” we are promoting the child’s sense of independence and joy, resulting from his/her sense of self-sufficiency and achievement.



A child’s inner life is nourished by an environment warm with love. --- Maria Montessori

CMP is committed to the goal of developing *self-motivated, competent, life-long learners*. The Montessori curriculum is designed to promote individual initiative, critical thinking, self-reliance, intra- and interpersonal awareness and community involvement.

Dr. Montessori’s methods are based on her scientific studies of how learning best occurs. Specific methods for encouraging self-motivated learning include:

- Multi-age, skill/readiness-based class groupings
- Interdisciplinary, project based learning
- Individualized lessons and learning in small group settings
- Use of a prepared environment and hands-on materials which are progressive in complexity and often self-correcting
- A flexible time-line which allows introduction of new material when it is most impactful to the individual
- Individual Work Plans
- Low student-to-teacher ratios

Attached as Appendix B, please find a document entitled, “Exploring the Montessori Classroom” which identifies some of the differences between Montessori public education and traditional public education. Attached as Appendix C, please find a glossary of Montessori terminology.

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ANNUAL GOALS OF THE EDUCATIONAL PROGRAM TO ACHIEVE THE STATE PRIORITIES:

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control Accountability Plan (“LCAP”)

On or before July 1, 2014, the Charter School will produce a Local Control Accountability Plan (“LCAP”) using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2015, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer and the El Dorado County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into “subpriorities.”

STATE PRIORITY #1— BASIC SERVICES	
<i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	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 as well as certificated from a Montessori teacher’s college.
ACTIONS TO ACHIEVE GOAL	All lead teacher candidates screened for employment will hold a valid CA Teaching Credential with appropriate English learner authorization (or be allowed to teach using an approved internship) as well as hold a certification from a Montessori teacher’s college (or agree to enroll and complete certification if employment is offered); Human Resources Manager will annually review credential status.

SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials as well as access to a complete set of Montessori materials to support the age groups/grades served in the classroom.
ACTIONS TO ACHIEVE GOAL	All instructional materials, including Montessori materials, purchased will be aligned to CA Common Core State Standards and aligned with CMP’s charter petition.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Utilizing Proposition 55 funding, CMP-Shingle Springs will open doors to its expanded facility and new school grounds during the 2015-2016 school year.
ACTIONS TO ACHIEVE GOAL	The Principal and the Executive Director will work closely and diligently with the Project Manager, contractors and state agencies (CDE, CSFA, OPSC, etc) to ensure that the project is moving forward.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	The Director of Program will work with Principals, Deans of Students and grade level curriculum mentors on reviewing and updating the curriculum plans as necessary and will identify elements of CA CCSS to guide professional development and trainings.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	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.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	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 upcoming ELD standards.

<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	As per CMP’s Parent Participation Policy, parents are expected to provide service to the school community.
ACTIONS TO ACHIEVE GOAL	Parents are provided numerous opportunities to serve their community, including both on-site and off-site opportunities.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	School administration will work with the parent community to recruit parents to the CAC and the Governing Board via school newsletters/communiqués and through parent meetings/events. CAC and Governing Board Parent Representative elections are held on a regular basis.
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. CA Measurement of Academic Progress and Performance statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	60% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CA MAPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	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.

SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CA MAPP.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
Not applicable.	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	CMP will ensure EL students are properly identified, tested and demonstrating progress.
ACTIONS TO ACHIEVE GOAL	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.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	CMP will ensure EL students are properly identified, tested and demonstrating progress; Students will make steady progress toward being Reclassified Fluent English Proficient.
ACTIONS TO ACHIEVE GOAL	CMP will create a CELDT Process Operations Manual to ensure proper identification, testing and progress monitoring of ELL 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.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
Not applicable.	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
Not applicable.	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
A. <i>School attendance rates</i>	
B. <i>Chronic absenteeism rates</i>	
C. <i>Middle school dropout rates (EC §52052.1(a)(3))</i>	
D. <i>High school dropout rates</i>	
E. <i>High school graduation rates</i>	

SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	CMP – Shingle Springs will maintain a 96% ADA rate.
ACTIONS TO ACHIEVE GOAL	CMP-Shingle Springs will provide a safe and engaging learning environment for students and families, including subgroups.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences or 3 tardys of 30 minutes or more during any one school year.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences and/or tardys, as specified in the CMP Attendance Policy.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Shingle Springs will retain and promote 98% of its 7 th and 8 th grade students.
ACTIONS TO ACHIEVE GOAL	CMP – Shingle Springs will offer an academically engaging learning environment and will build a middle school community that is connected and encouraging, enticing middle school students to continue to be part of the CMP-Shingle Springs middle school community.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
Not applicable.	
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
Not applicable.	
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u>	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Shingle Springs will maintain an annual suspension rate of less than 2%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained in positive discipline methods, including “Love and Logic” and Jane Nelson’s “Positive Discipline”; Peace Education will be incorporated in the curriculum; a BEST team will focus on Safety, Respect and Responsibility; the Principal and Dean of Students will work with teachers and families to develop strategies to manage student behavior issues and concerns.

SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Shingle Springs will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained in positive discipline methods, including “Love and Logic” and Jane Nelson’s “Positive Discipline”; Peace Education will be incorporated in the curriculum; a BEST team will focus on Safety, Respect and Responsibility; the Principal and Dean of Students will work with teachers and families to develop strategies to manage student behavior issues and concerns.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Shingle Spring students and staff will adhere to the School Safety Plan.
ACTIONS TO ACHIEVE GOAL	School employees will be trained on the School Safety Plan, on an annual basis. Students will participate in monthly fire, earthquake, and safety drills.
<u>STATE PRIORITY #7— COURSE ACCESS</u>	
<p><i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Shingle Springs’ instructional staff will ensure that each student’s individual work plan contains lessons that cover a broad course of study.
ACTIONS TO ACHIEVE GOAL	CMP Director of Program will ensure that the Curriculum Guides for each grade level will guide the teachers in preparing lessons that cover a broad course of study, for all students, including subgroups.
<u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u>	
<p><i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i></p>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	Depending on grade level, CMP-Shingle Springs students participate in the online Accelerated Reader program, Montessori Word Building Program, Montessori Albanesi Language Arts Curriculum, McGraw Hill SRA Reading Laboratory, Instructional Level Spelling Program, Handwriting Without Tears, 6-1 Scholastic Writing Trait Crates, Houston Montessori Reproducible Materials, Historic Literature Novels, Literature Circles Novels, small group work, one-to-one conferring, speaking skills to present information, narrative and response to literature; consultation with the inclusion specialist and collaboration with colleagues to support student learning goals.

SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	Depending on grade level, CMP-Shingle Springs students participate in the Montessori Albanesi math curriculum, Accelerated Math online program, Math Facts in a Flash, Harcourt Brace, Key to Workbook Series, CGP: Mathematics Course Two and Algebra and McDougal Littell: Geometry.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using Houghton-Mifflin: From Sea to Shining Sea, Houghton-Mifflin: Oh California, Teacher’s Curriculum Institute: History Alive! Other strategies will also include: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry-based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices using the Montessori Science Curriculum, McGraw Hill SRA Science Reading Laboratory, Pearson Prentice Hall: Science Explorer: Physical Science and Pearson Prentice Hall: Science Explorer: Life Science. Other strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have the opportunity to participate in drama, theater and/or visual arts.
ACTIONS TO ACHIEVE GOAL	Classroom teachers will integrate the arts across the curriculum; teachers will utilize the Monart program in support of art instruction to students.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in Physical Education.
ACTIONS TO ACHIEVE GOAL	California Montessori Project-Shingle Springs will provide a Physical Education teacher to incorporate regular Physical Education lessons to all students, including all student subgroups, unduplicated students, and students with exceptional needs.

SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in Health.
ACTIONS TO ACHIEVE GOAL	California Montessori Project-Shingle Springs will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs access to written materials, direct instruction, and family participation activities related to the health content standards.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to a Foreign Language program.
ACTIONS TO ACHIEVE GOAL	California Montessori Project-Shingle Springs will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs an account to the Rosetta Stone online Foreign Language program, classroom and home usage of the program and after school usage available at school site.

CURRICULUM AND INSTRUCTIONAL DESIGN

CMP is aligning Montessori curriculum with California Common Core State Standards, which will supersede our current curricular alignment. CMP curricular teams have aligned the K-6 Curriculum Guides with the Common Core State Standards and are in the process of updating the Middle School Curriculum Guide. Attached as Appendix D, please find the aligned K-6 Curriculum Guides and the current Middle School Curriculum Guides.

ACADEMIC OVERVIEW



Who was Maria Montessori?

Maria Montessori was a doctor, research scientist, and educator from the late 1800's – early 1900's who made observations about how children learn. The Montessori Philosophy of Education is based on Dr. Maria Montessori's observation that children have a natural desire to learn and that stages of development exist for which there should be corresponding educational environments and trained adults who prepare these environments. Children can learn independently in a prepared environment with teachers who guide and serve as the links between the student and the environment. By providing freedom of choice, this enriched learning environment cultivates individuals who learn to make independent decisions and to solve

problems creatively. They learn to develop healthy social relationships, to develop skills in concentration, and to master basic academic and life skills. At CMP, students are challenged to create, explore and imagine.

Montessori Education provides children with a lifetime gift – the opportunity to fully develop their innate intellectual, physical, social and emotional potential. CMP encourages parents to be an integral part of their child’s education by learning about the Montessori philosophy, observing in the classrooms, and volunteering in the school.

The Montessori Approach to Education

The Montessori philosophy was originally developed in the late 1800s-early 1900s by Dr. Maria Montessori to enhance a child’s opportunities for learning, relevant to the student’s relationship to the world around him/her. Over the years, the philosophy has evolved to challenge the whole child's personality and intellect in a variety of multicultural settings. Her teaching system is based on a strong integration of adult to child observation and practical hands on activities. From her observations, she designed functional learning environments created to support and enhance a child’s innate desire to learn about the world around him/her. Classroom materials offer learning experiences in a clear, concrete manner. Students are encouraged to use motor and intellectual discovery when working with these materials. There is an emphasis on the sequential and orderly acquisition of both motor and cognitive skills. This ordered work method also allows for individualization and usually offers a two to three-year age span within the classroom, enabling students to work and learn at their own pace, as well as in group settings. The integration of varied age spans allows older students to gain confidence by working and role modeling materials with younger students. Collaborative learning and projects completed in groups encourage students to teach and learn with each other. This combination of order and freedom is facilitated by what is called "the prepared environment."

A well-prepared Montessori learning environment is given careful attention, allowing and encouraging the child accessibility to all materials she/he needs in performing and experiencing the step-by-step process of individual work. The classroom is thus arranged in a series of easily accessible shelves designed to accommodate specific work areas. This framework of organization gives accessibility to the necessary learning materials and frees the student to concentrate on the work, allowing an increase in independence and responsibility. This, in turn, decreases the need of direction from the teacher. As a result, children develop internal, rather than external, referencing. The teacher is also better able to observe the total classroom environment. Within the California Montessori Project each classroom follows Montessori’s concepts and is carefully designed to provide for the developmental needs of its students.

The areas of the classroom consist of materials to support learning in the core subjects of language arts (reading and writing), mathematics, and geometry while also providing concentrations in the areas of history, geography, and natural sciences (biology: botany, zoology; astronomy, etc). Cultural subjects such as art, music, second languages and physical education are interwoven. Each class contains materials that teach specific concepts for the particular age range. The materials are designed in a logical sequence of skill acquisition and concept building while reinforcing the development of abstract thinking. In this way, the students observe and experience a movement toward self-set goals. The learning materials initially isolate knowledge

to one concept at a time in a concrete manipulative style. Eventually, the child progresses toward an abstract, more divergent level of evaluation.

The Montessori teacher acts as a facilitator of information and is always responsible for what is called "making the match". Through observation, the teacher assesses the needs and level of each student to guide him/her towards a path to meet his/her individual interests, maturity levels, capabilities and educational needs. As a result of these observations, teachers can make adjustments in individual learning plans, both academically and behaviorally. The student who is in a period of self-directed activity can be given much freedom regarding choice. All students can work at their own speed and must demonstrate mastery of material before moving on.

The California Montessori Project offers these prepared classrooms in a variety of age/grade combinations. In the early grades, students receive the foundation of the Montessori curriculum by learning and practicing the cornerstone concepts of:

- Care of Self
- Care of Environment
- Control of Movement
- Grace and Courtesy

The elementary approach to learning introduces educational opportunities in a new and exciting light. It is designed to begin with the aspects of impressions. For the first six years of life (first plane of development), the child has absorbed the world around him/her: visually, auditorally, and tactually. Mastery of concrete experiences has taken place. Moving into the second plane of development, we can now begin an adventure of building abstractly on these early concrete experiences.

The following information is an overview of CMP's philosophy for elementary (second plane of development) and middle school (third plane of development) Montessori programs. For this experience to be a successful adventure, it calls for a fully participating and committed team.

The first plane of development in a child is that of birth to age 6. The second plane is from ages 6 to 12. The third plane is ages 12 to 16. Each developmental plane has certain characteristics that should be considered in formulating a plan for the child's education. These varying characteristics may be considered from four distinct aspects:

Intellectual

Social

Emotional

Moral

Intellectual: Dr. Montessori identified two sensitive intellectual periods during the second and third planes: Imagination and the understanding of the abstract. Imagination is the great power of this age. This special mental ability enables us to imagine what exists or has existed but cannot be seen because of time or distance. Not only can imagination travel through infinite space but also through infinite time. So, the child aged 6 to 12, and then 12 to 16, uses a creative imagination based on reality in order to psychologically conquer the world.

At these ages, the student's need to assimilate concepts using the concrete Montessori materials is still prevalent, and many appropriate materials are provided. The elementary and middle school-aged child develops the ability to move from the concrete into abstraction of a concept, based on this repeated opportunity for concrete experience.

Between the ages of 6 to 16 is the period of life during which the elements of all science should be given. This time frame could be called the "sensitive period of culture." In the early years of life, the child takes in her/his immediate environment. After the age of six, the child begins to take in the greater world surroundings.

The starting point is to introduce a vision of the world as a whole. CMP offers culture to show the intimate and interrelated relationship between things, living nature, and humankind. It also stresses the ability to understand the task of each element and of each force, including our human society and each of us as individual members of society in assisting or hindering such tasks.

Social: In the second and third planes, the group beyond the family, the peer group, now attracts the child. Children begin to form a society of their own peers and resist adult control as far as possible. The basic moral principle in operation during these periods requires a commitment from the individual: The commitment of the individual to the peer group.

Emotional: The child aged 6 to 16 is less gentle and less accommodating. Sweetness of character may give way to a hardness that continues through adolescence. This period may be an age of rudeness. Dr. Montessori explained this developmental change in terms of Nature's logic, whose aim is to arouse in the child not only a hunger for knowledge and understanding but also a claim to mental independence, a desire to distinguish good and evil by one's own power, and to resist limitation by arbitrary authority.

Moral: During the second and third planes, a sensitive period of morality comes to the forefront. A concept of justice is born at this age, together with a growing understanding of the relationship between our acts and the needs of others. Children at these ages will react strongly against anything they regard as unjust or unfair.

According to Dr. Montessori, nature has equipped the children of this age (6-16) with the qualities of loyalty, generosity, a sense of responsibility, a strong sense of justice, admiration for what is outstanding and progressive, and a distaste for trivialities. The children of this age want to become self-sufficient, prove their new independence, and help their neighbor.

One of Montessori's basic principles is that the adult should understand the natural tendencies driving the child at each plane of development and cooperate with those tendencies rather than go against nature.

BASIC ACADEMIC AREAS OF CMP'S MONTESSORI EDUCATIONAL PROGRAM:

Montessori education offers a wide variety of academic study for all students, in a way that interrelates each subject to the others; which in turn supports the development of a better rounded individual. One of the classic components of the Montessori approach is to provide uninterrupted units of work time for the students, spanning two to three hours at a time, to allow

them ample opportunity to work through various academic tasks each day. At CMP, breaking the academic day into two distinct parts provides these units of work time: Core academics (Language Arts, Math, and Geometry) are presented in the morning and cultural subjects such as History, Geography, and Science are presented in the afternoon. Practical Life lessons are practiced daily (care of self, care of environment, control of movement, grace and courtesy) and subjects traditionally referred to as cultural in nature (fine art, performing art, second languages, etc.) are interwoven throughout the week.

Core Academics:

Reading and Language are essential for all areas of learning. Children learn phonetically through the use of tactile materials such as sandpaper letters, through auditory repetition and visual identification. Then they progress into reading and working independently through study cards (Albanesi) that give direction to their individualized program and to their researches. Reading and language are integral parts of all cultural lessons.

Writing is used in almost every academic experience. Printing and cursive are developed in the early years, as the child is ready. Later, students develop formal writing and composition skills.

Basic Math facts (counting, addition and subtraction) are stressed as the prerequisite for accomplishing the more-advanced math that follows: fractions, long multiplication and division, powers of numbers, systems of numeration, squaring, and cubing.

Geometry is studied as it assists in the development of a creative capacity in the child. It is the foundation toward the construction of reality. This progression flows naturally from the 3-6 year old experience with sensorial materials.

Cultural Subjects:

Subjects such as History, Geography, and Science are referred to as Cultural Lessons and are studied as interrelated aspects of the same world.

History begins with the concept of time and evolves each year through a study of the Fundamental Needs of Humans, the Timeline of Life, and Stages in the Progress of Civilization. Geography continues from the preschool period with completed work in maps. Successive work includes a study of landforms and their classified nomenclature in conjunction with the study of the earth as our home. Geology continues this study of the earth and its historical relationships.

Science encompasses units of study in areas such as Biology, Astronomy and Chemistry in the later grades, etc., and is presented in a way that allows the student to explore and observe the world around him/her. Biology is initially presented to younger students through dual studies divided between Botany and Zoology; beginning with botanical and zoological classified nomenclature. These units of study continue with experiments on vital functions of the plant kingdom and a comparative study of the vital functions of the different phyla and classes of the animal kingdom, progresses into a study of human functions and structure, and culminate in the later years with family life studies and sex education.

Through diversity of lessons, each student learns that each part of the universe - whether rock or sun or insect or coral in the sea or human - has a mission, a task, which is essential to the functioning of the whole.

Research and Projects:

Within the Montessori method, opportunities for study and projects on various levels of thinking are essential, especially in the elementary years. While students may be concerned with similar topics, they are given an independent choice in their methods of study and designs of projects. Critical and creative-thinking skills are an integral link to the Montessori philosophy and curriculum.

Character Education and Peace Education: Teaching Students to Become Contributing Members of Their Society

CMP recognizes that the role of the parent/guardian is paramount in developing civic values and ethical behavior in their children. Montessori curriculum is developed to encourage and support students in the further development of the civic values and ethical behaviors that support them to become responsible and caring citizens, family members and workers within society. Character education is interwoven throughout the educational program and fosters qualities such as: honesty, respect for self, others and property, morality (understanding what is right, legal and ethical), responsibility, human dignity, empathy, justice, civility, courage and concern for the common good. CMP encourages all students to participate in community service projects to learn the importance of giving back to their community.

CMP believes in the dignity of all and that everyone, including students, families and staff, should be treated with dignity and respect. There is a great deal of diversity in the families we serve, and we strive to ensure that everyone feels welcome within our schools. Differences are celebrated! Maria Montessori was an advocate of Peace Education: The idea that the study and understanding of different cultures and societies would lead to acceptance and peace between nations. The breadth of the Montessori curriculum is designed to provide students with this exposure to a variety of cultures, societies, beliefs and to support students to be good citizens as well as progressive and compassionate thinkers and high-level communicators.

In accordance with this aim, CMP will not tolerate behavior by students, families, staff or visitors which is insulting, degrading or stereotyping of any of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Vision of the Montessori Classroom Environment

In Montessori education, the total child must always be considered. Thus, it is in the best interest of the student that home and school environments are consistent. For positive development of the child, the physical, mental, emotional, social and academic needs of the child must constantly be taken into consideration:

- CMP has chosen to implement the philosophy of Dr. Maria Montessori versus a traditional educational approach. Therefore, CMP classrooms and school environment will operate using the concepts and methodology of Montessori.
- CMP believes that children need pro-active and positive affirmation regarding self-image and esteem.
- CMP provides guidance in the area of behavior and attitudes; and recognizes that each child has a unique personality, likes and dislikes, values, strengths and weaknesses. Uniqueness of the child will be honored while providing guidance.
- Each class establishes rules within the first week of the school year. It is the expectation that these rules are set with the understanding that everyone will respect and follow them. This provides the child with ability to reason and think for her/himself and to experience natural consequences for her/his choices.
- At CMP, children are encouraged to communicate in a respectful, assertive and socially acceptable manner. An atmosphere in which students feel safe to express their differing viewpoints will be provided, as well as guidance with conflict resolution.
- All levels and styles of learning are encouraged. CMP schools reference both Gardner's Multiple Intelligence Theories and Bloom's Taxonomy of Cognitive Thought Process structures to enhance the critical thinking skills of all students.
- CMP conducts Albanesi inventories to assist in making academic assessments. Placement, pretests and posttests are conducted in language arts, mathematics, and geometry. Reading assessments will be conducted for reading readiness.
- At CMP, personal responsibility and accountability is taught and practiced. Guidelines, limits, freedom of choice, and consequences will be made understandable to the students.
- CMP will provide clear and timely communication to families in all areas of the educational program.

ACADEMIC PROGRAM LEVELS

The following information provides a closer look at the various levels of the academic program: Kindergarten, Junior (Lower) Elementary, Upper Elementary, and Middle School.

Kindergarten Program:

Kindergarten is the culmination of the early childhood program, which addresses the needs of the child during the first plane of development. Within the Kindergarten class, students transition from parallel play to an attitude of cooperative play. During this stage of development, the child gravitates toward a desire to work along with her/his peers. During the early childhood years, the child has moved from a sense of working alone, to working among a group of students, to

working along with the group. The Kindergarten classroom allows these concepts to develop naturally through the role modeling of the teachers as well as the integration of age levels and interests.

In the Kindergarten environment, the students explore Montessori materials introduced during pre-school in a more advanced manner. In mathematics, the golden bead material used for counting and introducing concepts of 1-10, progress into addition and subtraction. The sensorial area concentrates more on geometry that eventually ties in with concepts in math. Language and reading materials guide the child toward recognition of the alphabet both by letter as well as phonetically.

Upon mastery of the above foundational tasks, pre-reading and reading skills are integrated with the use of small primer books designed to allow the child to begin putting together in book form, what she/he has experienced visually. Writing extensions are now integrated to strengthen the interest in reading. D'Nealian style Manuscript handwriting is incorporated in all areas of the classroom, both in pre-writing or tracing activities, along with actual experience stories. The students move through writing of lower case letters first, and follow with the UPPER CASE LETTERS.

The practical life area of the classroom enables the child to extend her/his concentration and coordination of independence into a stronger sense of order for the future. In Kindergarten, the cultural lessons explore the areas of zoology, botany, geography, history, art and music. Within each area, specific units of study are presented. Physical education is also explored within a group process, both indoors and out.

Junior (Lower) Elementary Program: First through Third Grade Levels (ages 6 to 9)

The California Montessori Project works toward continuously increasing self-direction and independence of the junior child, age 6-9 years. In achieving these goals, the students gain strong self-concepts and effective roles of direction in self-responsibility. Our elementary staff believe that in order to provide an appropriate learning environment for the child, we must encourage opportunities for reflective thinking, problem solving, and critical evaluation. Our environment provides opportunities for creative expression and encourages divergent thinking skills. We are able to allow and encourage your child's personal rate of learning, and can vary our teaching strategies to accommodate the needs of each individual student.

The curriculum is specifically designed with the elementary child in mind. We integrate the structure of Dr. Montessori's methodology, by using the core subjects of Language Arts, Mathematics, and Geometry, within the Cultural Subjects (including but not limited to: History, Geography, Zoology, and Botany) as our foundation of knowledge. CMP integrates the expectations of the California state academic and Common Core standards for this age and developmental stage and has paid careful attention to aligning the Montessori curriculum with state standards across the board.

Upper Elementary Program: Fourth through Sixth Grade Levels (ages 9 to 12)

The philosophy of Montessori Education is to encourage the student to classify, analyze, and evaluate information based on the introduction of any given academic subject matter from an impressionistic viewpoint. The goal for the student is to take information and apply it to real life experiences. These experiences then create opportunities for critical thinking and logical analysis.

The upper elementary curriculum continues to be specifically designed with the elementary child in mind. Core subjects of Language Arts, Mathematics, and Geometry are integrated throughout the Cultural Subjects (including but not limited to: History, Geography, Zoology, and Botany) as they remain the base for further knowledge and deeper exploration. Technology and research, as well as an introduction into Biology with a unit on “Adult Life Skills Education” are included in the upper elementary student’s school experience. The upper elementary expectations of the California state and Common Core standards for this age and developmental group serve as a minimum standard, with the Montessori curriculum often surpassing these minimum standards and offering students personal challenge toward academic excellence.

Middle School Program: Seventh and Eighth Grade Levels (ages 12 and older)

According to Joan Lipsitz, a leading adolescent psychologist, “Young adolescents undergo more changes during the middle school years than at any other age except for the time between birth and age 3. If the social and emotional needs of children this age are ignored, little happens cognitively.” A strong part of the Montessori philosophy is to consider the unique developmental stages of adolescent students in order to support their changing needs.

In addition to continuing the acquisition of core academic information, including the Common Core State Standards, Montessori Middle school students extend their grasp and stock of abstract interpretive concepts. Our students use a form of Socratic discussion to learn to interpret core data in terms of the social and environmental issues of the world, past and present.

Classes are taught in cycles of 6-week durations. Each cycle emphasizes a specific part of the curriculum and provides students with the opportunity for in-depth study, exploration and research. During the last week of each cycle, the students participate in an “immersion experience” in which they spend time away from the classroom participating in applicable hands-on learning in the real world (known as field lab trips).

Class structure is based on collaborative learning and research based projects. The Middle School program structure guides each student to develop his/her own abilities to become highly effective young adults.

Technology based multi-media is also integrated throughout this period of learning.

“NORMALIZATION”

Dr. Montessori used the terms “normal” and “normalization” to describe a unique process she observed in child development. When children are allowed freedom in an environment suited to

their needs, they blossom. After a period of intense concentration, working with materials that fully engage their interest, children appear to be refreshed and contented. Through continued, concentrated work of their own choice, children grow in inner discipline and peace. This progression of self-development and harmony is what Dr. Montessori referred to as the “normalization process”. Dr. Montessori cited “normalization” as “the single most important result of our work” (“The Absorbent Mind”, by Dr. Maria Montessori, 1949).

At the beginning of each school year, teachers and other staff members refer to the period of normalization. This is a time when students are acclimating to their new environment, their new teachers, and their new classmates. This is also the time when students will be learning how to use the bulk of new classroom materials and working to establish expectations and order within their classroom peer group. Once students have had a chance to “normalize”, parents will begin to observe a very wonderful routine and structure to the daily and weekly classroom activity.

CHOOSING MONTESSORI MATERIALS AND OTHER INSTRUCTIONAL MATERIALS FOR THE CLASSROOM

CMP has developed a process for reviewing and selecting instructional materials, textbooks, and library books used in the school. The review process of state-adopted textbooks involves staff and community review and recommendations, followed by Governing Board approval.

Attached as Appendix E, please find a current list of instructional resources (including state-adopted materials).

Montessori Materials in Kindergarten and Junior Elementary:

For the younger students in the Montessori classroom, learning materials are arranged invitingly on low, open shelves. During specified periods of uninterrupted work time, children may choose from all the lessons that have been demonstrated to them, particularly those that attract their interest, and work with them as long as they hold the child’s interest (independence and freedom of choice). When students have finished with each lesson (job), they return it to the shelf from which it came (care of environment and self-responsibility). Bright arrays of solid geometric forms, knobbed puzzle maps, colored beads, and various specialized rods and blocks naturally attract children to the lessons that the materials teach.

Each lesson in a Montessori classroom isolates one specific quality. In this way, the concept that the child is to discover is presented more clearly. Moreover, the materials are self-correcting. When a piece does not fit, or is left over, the child easily perceives the error, thus eliminating the need for adult correction. The child is able to solve problems independently; building self-confidence and analytical thinking skills, and earning the satisfaction that comes from accomplishment.

Montessori Materials in the Upper Levels:

For the older students, instructional materials are appropriate to their level of learning and a higher level of independent work takes place. Montessori 9-12 classrooms are designed in a multi-age mix which allows for both individual and social development. The classrooms are

beautiful by design. They are set up in an open style, with work areas throughout the room and materials available on accessible shelving. Most lessons are given to small groups or individual children while other children are working independently.

For the 9-12 lessons Montessori materials, charts, timelines, objects of nature, treasures from the wealth of cultures around the world and sometimes conventional tools are used to teach the children. Guided by the teacher, Montessori students actively participate in planning their time and taking responsibility for their work.

HOMEWORK POLICY

Homework is not necessarily a traditional component of the Montessori philosophy because it is difficult at best, to attempt to re-create the Montessori classroom environment in each student's home. However, CMP acknowledges that homework is a valuable way to extend the classroom lessons, giving students more time to practice and review concepts they have learned. Homework benefits the student by developing good study skills, discipline, and responsibility. It also provides parents the opportunity to be involved in and stay current with their child/ren's education.

Homework assignments may consist of weekly math drills, spelling practice, reading or research projects. It should relate to classroom instruction, reinforce and extend learning, promote immediate recall of basic skills, and match the student's needs and academic level. CMP teachers develop their own homework practices that are shared with parents during a Back to School Night at the beginning of each school year. When there is no assigned homework, students are encouraged to read.

* * *

SUPPORT FOR ACCELERATED LEARNERS

While CMP-Shingle Springs Campus does not subscribe to a GATE-specific program, the Montessori Methodology meets the advanced educational needs of the School's gifted individuals, within the regular classroom, as well as through administration of extra-curricular activities. In substance, our programs are similar to GATE while not a GATE specific program. In the Montessori classroom, students are assessed in math, language arts, reading, and geometry in order to determine placement in each of these curriculums at the beginning of the year. Based on these assessments, an individualized work plan is prepared for each student. Students working above grade level are placed in the curriculum at the appropriate level, which allows them to work in their own classroom, in an age-appropriate environment. For example, a 4th grade student may be working in the 4th grade curriculum in language arts and reading, but at a 5th grade curriculum level in math and geometry. This allows for individualized instruction at an advanced level in the coursework area that is appropriate for the student.

When these students advance to the Middle School environment, where they are pushing the envelope on the 8th grade curriculum, additional programs are available to meet their advanced needs. For example, CMP-Shingle Springs has implemented a high school level Geometry

Course for those students who have completed the Algebra I coursework in 7th grade. In setting up this course, a local high school head of a math department was consulted to ensure that the same textbook was utilized and CMP-Shingle Springs' students were progressing at the same rate as the high school program. Several of the Geometry students have continued on to high school, and started their freshman year in an Advanced Algebra II course with excellent success. Advanced Language Arts and Advanced Science programs are also offered for our accelerated students.

In addition to meeting the needs of those students excelling in the above subject matter, we have instituted the following programs for students who show great aptitude in other areas of the curriculum:

- o Science Olympiad - This program, sponsored by the California State University at Sacramento, is offered each year for our students who have an aptitude in science. Working after school with an instructor and coach, our students prepare to compete in this hands-on science curriculum. CMP students have had excellent success in this competition.
- o Nature Bowl - Our younger scientists participate in the local Nature Bowl competition. Again, this program is offered after school as advanced coursework for those students with an aptitude in science.
- o Drama Club - Students with a specific interest and aptitude in theatre arts are encouraged to participate in this after-school program, sponsored by a local drama teacher. All aspects of stage productions are explored.
- o Arts Program - An after-school program has been in place for our students who are gifted in the area of art. Local artists come in to conduct six-week specialty sessions throughout the school year.
- o Rosetta Stone - CMP has implemented the Rosetta Stone language program for all students, Kindergarten through 8th grade. The web-based version allows students and teachers to log on to practice their language of choice at school or at home. Students may choose from a list of several languages offered: Spanish, Mandarin, French, Italian, German, etc.. English is offered to English Language Learners. CMP anticipates that students will have the opportunity to complete up to three foreign language programs while enrolled at CMP.
- o Accelerated Reader - CMP students utilize the Accelerated Reader STAR Assessment program at school to assess their current reading level and set reading goals for the school year. Students also utilize Accelerated Reader to take quizzes to demonstrate comprehension of the books that they have read at their target reading level.
- o Accelerated Math – CMP students utilize the Accelerated Math STAR Assessment program at school to assess their math level and set math goals for the school year. Students also utilize Accelerated Math to generate problem sets to move students through the grade level curriculum.

- Math Facts in a Flash – Students in 1st through 6th grade participate in daily practice drills and regular assessment tests utilizing the Renaissance Learning Math Facts in a Flash Program. Students may practice online both at school and at home, and then take their tests for mastery of facts during the school day.
- Learning.com - CMP is utilizing this technology teaching tool to allow all students in 4th through 8th grade to complete teacher-assigned lessons that integrate their current classroom assignments with technology. Teachers assign lessons out of the technology library that correlate to the current unit of study, as well as the state guidelines for technology use at the student's grade level.
- Sports Programs - CMP participates in the El Dorado County Sports League programs for small schools. CMP currently participates in Cross Country (grades 3-8), Coed Flag Football (grades 6-8), Girls and Boys Basketball (grades 6-8), Girls and Boys Volleyball (grades 3-8), Coed Wrestling (grades 3-8), and Track and Field (grades 6-8).

SUPPORT FOR STUDENTS PERFORMING BELOW/ ABOVE GRADE LEVEL

Montessori classrooms, by design, effectively serve students who, historically, are academically low-achieving, as well as those who are academically high-achieving.

Research supports the concept that children develop at different rates. Montessori education supports this research by providing each child with a solid foundation at his/her own pace, allowing each child to work on an individualized timeline that is appropriate, based on experience and mastery learning. Every child, including those who are developmentally-delayed, is continually challenged through the didactic kinesthetic experience.

In addition to the dedicated implementation of Montessori Methodology, the plan for low academic achievers includes three remediation areas. These include, Student Success Team plans, access to academic support programs, and the availability of supplemental materials to teachers:

Student Success Team members identify specific academic areas of need for low achievers and plan interventions that are monitored and reviewed at subsequent meetings. Plans include specific modifications within the classroom, resource materials and referral to supplementary programs which target specific academic skills.

Programs which target the needs of academically low achievers include leveled reading groups at the primary level, Read Naturally, STAR POWER after school tutoring, and an open study hall with class work assistance from Resource Program staff.

- *Read Naturally*
Read Naturally uses three research-based strategies to develop fluency: teacher modeling, repeated reading, and progress charting. Teachers and support staff assess student reading levels and progress with one minute timed tests. The students are trained to be self-directed in getting materials at a center and proceeding to practice towards their

reading goals. Students use stories on CDs, headphones and printed stories to follow a research-proven model. They take an active part in monitoring their progress and in record keeping.

CMP uses Read Naturally to help children who have fluency problems due to reading habits such as skipping words, adding words, and speeding up and slowing down. The program shall be available to children with IEPs, children with Language Arts scores at “Basic,” “Below Basic,” or “Far Below Basic” and children referred by Student Study Teams to promote improved comprehension. Children with IEPs use the lab during the school day. Students without IEPs may have a session during the school day or during the STAR Power tutoring program in addition to tutoring in other subjects.

- *STAR Power*

STAR Power is a free, hourly tutoring program designed to help students with core subject areas. Qualified staff members serve as tutors in reading, math, writing and science. Students are identified as eligible for STAR Power based on the California Standardized Test results. The program is offered after school in six week cycles.

Instructional materials used within the Montessori curriculum have the flexibility to provide concrete lessons for those students who are not ready for more abstract learning. The flexibility of the curriculum also allows for students within a classroom to work at multiple skill levels. Students' individualized work plans are modified to target skill remediation as needed or to provide additional challenges for skills already achieved. In addition to the availability of a wide variety of Montessori materials, teachers have access to supplementary materials and support from the Resource Program. Teachers check out math and language arts materials to target skill areas as needed. They also have access to the Pre-referral Intervention Manual (PRIM), which provides multiple classroom interventions for specific academic areas.

The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. 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 him/her as an individual. Children learn at their own pace and the teacher, through her observations of each student, is able to prepare individualized lessons to meet the needs of the students in her care. This system has a foundation in trust and respect of the individual, resulting in children who soar beyond traditional expectations.

RESPONSE TO INTERVENTION (RTI) / STUDENT SUCCESS TEAM (SST)

Response to Intervention, RTI, is a program that focuses on proactive strategic methods of providing student interventions for behavior, attendance and academic goals. An RTI Coordinator facilitates the program usage throughout the school year by providing teacher support, documentation tools, and guidance to individual teachers. Teachers follow the tiered levels of intervention and proceed through a series of processes and documentation that supports student interventions. The tiers are described as follows: RTI Tier 1 includes all students in the general education classroom. Teachers complete documentation on: student assessment results (beginning, mid, and end of year), classroom logs for students with behavior or academic

concerns, student observations, and early intervention accommodations. Teachers conduct a parent meeting to discuss concerns and strategize early intervention accommodations. After a period of 6-8 weeks, the student will either remain RTI Tier 1, with his or her progress continuing to be monitored with regularly scheduled follow-up meetings, or it may be determined to refer the student to RTI Tier 2. RTI Tier 2 level interventions include more intense support in one or more areas or through a specialized school program that may include small group instruction either inside or outside of the classroom. Teachers document student progress and continue to communicate with parents. If the desired results are not seen, a student may move to RTI Tier 3 level interventions. At this time a Student Success Team process begins.

A Student Success Team, SST, meeting includes the parent, teacher, administrator and other school personnel or interested persons, while using a systematic problem-solving approach to assist students with any concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher, and student. An SST is a general education function. An RTI Tier 3/SST referral includes, but is not limited to those students achieving below grade level; those who are achieving above grade level and require greater challenge; and students who have experienced emotional trauma, behavioral issues, or language issues. On a case by case basis depending upon the needs of the student, RTI may not be utilized prior to an SST meeting being called. For example a student for whom there are serious concerns academically or behaviorally, may benefit from bypassing the time requirements of the RTI process for an RTI Tier 3/SST referral.

Anyone who has a concern for a student can refer that student to RTI for consideration. Anyone who is connected with that student can be included in the RTI to provide information to share about the student strengths, concerns, and strategies that have been used in the past. These people may include but are not limited to teachers, parents, counselors, doctors, administration, social workers, and law enforcement.

Our twelve SST meeting steps include:

1. Team members introduce themselves and their roles.
2. Purpose and process of the meeting are stated.
3. Timekeeper is appointed.
4. Strengths are identified.
5. Pertinent information and accommodations that are already in place are documented and listed.
6. Concerns are discussed and prioritized.
7. Questions pertaining to the prioritized concerns are presented.
8. Strategies to address concerns are brainstormed.
9. Team prioritizes the best strategies to carry into actions.
10. Individuals make commitments to actions.
11. Person responsible and timelines for actions are recorded.
12. Follow-up date is set.

During the RTI Tier 3/SST follow-up meeting, it may be determined that the student is making progress with the interventions in place. The student will either remain in RTI Tier 3 with interventions remaining in place as is, or may be moved back to RTI Tier 2 or RTI Tier 1, with RTI Tier 3 being repeated as necessary. If the student has not made the anticipated progress, he or she may be referred for additional resource intervention/testing. An RTI Tier 3 follow-up meeting (2nd follow-up SST meeting) is scheduled and resource personnel are invited to participate in this process. A referral for special education assessment might be deemed appropriate through the SST process.

* * *

PLAN FOR ENGLISH LEARNERS

The Montessori classroom contains multiple supports for EL students. There is a diversity of materials and concrete lessons provide many opportunities for support strategies such as sheltered English, in addition to labeled items and leveled materials. The Montessori philosophy honors individual learning needs and the classroom creates an environment of acceptance of diverse learners. Montessori-trained teachers encourage peer tutoring and cooperative learning, which are recommended strategies for English Learners.

The Montessori materials in the classroom and the methodology by which teachers teach, address the needs of English Learners and Bi-Lingual students.

First, labels (or name cards) are used to name the objects in and around the classrooms. This helps the students learn the names of objects around them.

Second, the different subject matters have three part cards that have picture cards, names, and definitions. As an example, in Science, CMP offers 3 part cards for different vertebrates, invertebrates, plants, landforms, planets, and many others. For Social Studies, CMP provides 3 part cards about Presidents, different countries, and other topics. For Language, CMP provides numerous word and picture cards that teach different concepts and skills, such as antonyms/synonyms, homonyms/homophones, singular/plural, and many others. CMP also provides 3 part cards for music (composers and musical instruments from all over the world) and practical life (family, grocery, self-help, etc.)

To further enhance the learning of English, CMP uses the Primary Phonics Workbooks, Explode the Code workbooks and Spell Well workbooks, all of which have words and pictures to help English Learners make the connection between words and objects. In addition, the Montessori Language curriculum is rich in 3-part graphic matching jobs, where students match pictures and words in the Language Arts curriculum, the Science curriculum, and the History curriculum.

CMP also has numerous computer programs for different subject matters that help the English Learner and Bi-Lingual students. CMP uses the Rosetta Stone (English and foreign language programs), Accelerated Reader, Read Naturally, Word Roots and Word Element programs, science and social studies programs. The English language is offered to English Learners. All these make it easier for EL and Bi-Lingual students to assimilate the language.

Lastly, CMP's Montessori/State Certified teachers teach language, grammar and writing daily and across the curriculum through the use of multiple intelligences.

Student goals will be tracked for adequately yearly progress as required by Title III, and staff will conduct parent conferences to inform parents of their students' goals and progress.

Teachers with CLAD certification serve EL students and can assist in adapting Montessori materials for EL instruction.

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). All students who indicate that their home language is other than English will be CELDT tested within thirty days² of initial enrollment and at least annually thereafter between July 1st and October 31st until re-designated as fluent English proficient.

Annual assessments of English Learner pupils are conducted in order to determine when reclassification of a pupil is appropriate. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- 1) Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT,
- 2) Participation of the pupil's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery,
- 3) Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the School's reclassification procedure including seeking their opinion and consultation during the reclassification process,
- 4) Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

² The thirty day requirement applies to students first enrolling in a California Public School or those who have not yet been CELDT tested. All others will be tested in the annual schedule.

The Charter School's small size and low student-teacher ratio allows for more focused instruction for English Learners and for more opportunities for intensive interventions where appropriate, including increased opportunities for varied types of grouping. CMP teachers will use all of these strategies in the classroom. Each student will have a specific written plan of English language support.

CMP has developed an English Learner Program Handbook. The handbook contains English Language Development Standards approved by the State Board of Education, and current adopted K-8 ESL programs and instructional materials. The handbook also includes the 2004-2005 Title III Accountability Report Information Guide, prepared by the CDE Language Policy and Leadership Office. This guide provides a reference chart for annual growth targets based on CELDT proficiency scores. Should any student score below Early Advanced, or Advanced at the English proficient levels, CMP uses the guide and English Language Development Standards to develop individualized goals to monitor yearly growth in English proficiency. CMP shall update the handbook by June 30th each year for implementation in the following school year.

As of the date of the submission of this renewal charter, there are three (3) English Language Learners, based upon the Home Language Survey and subsequent CELDT testing.

* * *

PLAN FOR SPECIAL EDUCATION/ SECTION 504 OF THE REHABILITATION ACT/ AMERICANS WITH DISABILITIES ACT

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA"). The Montessori classroom provides flexibility and multiple learning modalities to support diverse learners. Implementation of Special Education service begins with RTI and pre-referral remediation and monitoring of low achievers by Student Success Team members. The team, including students' teachers, identifies problem areas for low achievers and plans interventions that are monitored and reviewed at subsequent meetings. When students do not make satisfactory progress after implementation of remedial programs and strategies, they may be referred for evaluation under Section 504 or the IDEIA.

Special Education

The School will continue to function as a local educational agency for purposes of providing special education instruction and related services under the Individuals with Disabilities Education Improvement Act pursuant to Education Code Section 47641(a).

In 2006, in preparation for the initial Charter authorization by Buckeye USD, Elk Grove USD, Sacramento City USD and San Juan USD, California Montessori Project requested, for Special Education purposes, participation as a Local Education Agency (LEA) in the Yuba County SELPA. This request was unanimously approved by both the Yuba County SELPA Operations

Council (January 23, 2006) and the Yuba County Superintendent's Council (February 27, 2006). Fully sanctioned by the California Department of Education, CMP and the Yuba County SELPA operated as part of a Special Education Pilot Program until December 2009, when the California State Board of Education recommended that CMP be released from pilot status. As an LEA, CMP is fully responsible for Special Education compliance under state and federal law. While CMP operates as an LEA, Buckeye Union School District shall have no responsibility for the oversight or provision of Special Education instruction or related service to the students enrolled in and attending the Charter School. Attached as Appendix F, please find the Memorandum of Understanding with CMP and the Yuba County SELPA.

The Charter School pledges full compliance with the IDEA and Education Code provisions regarding special education. All teachers and special education providers (employees and contractors) will hold appropriate credentials and/or licenses. Attached as Appendix G, please find CMP's Board Policy and Procedures with regard to the School's implementation of the child find, assessment, identification, and service requirements of the IDEA and State law.

As of this renewal submission, CMP-Shingle Springs Campus currently has:

- 11 students who receive SAI services only
- 5 students who receive both SAI & OT services
- 1 student who receives both SAI & Speech services
- 2 students who receive both Speech & OT services
- 2 students who receive SAI, Speech & OT services
- 23 students who receive Speech services only

CMP-Shingle Springs students qualify for services in the following categories:

- 290 Specific Learning Disability
- 280 Other Health Impairment: ADHD
- 240 Speech/Language Impairment
- 320 Autism
- 220 Hard of Hearing

CMP-Shingle Springs has a .8 FTE Special Education Teacher on site. CMP-Shingle Springs has a Special Education aide who works under her direction five days per week. The school also contracts with a Speech Pathologist who works two days per week onsite to cover her caseload. CMP-Shingle Springs has an Occupational Therapist onsite who works one day per week. Two CMP BICMs (Behavior Intervention Case Managers) and one CMP BCBA (Board Certified Behavior Analyst) serve as resources for behavior intervention. Psychologists are contracted from a pool of independent evaluators for Initial and Triennial eligibility assessments. In collaboration with the Campus principal, the Special Education Coordinator provides program oversight and compliance monitoring, including submission of monthly CASEMIS reports to the SELPA.

The special education staff work individually with the students who are struggling with reading. They utilize the Read Naturally program, as well as the Signs for Sounds curriculum.

“Read Naturally” is individualized for IEP purposes. In the Special Education Program, CMP-Shingle Springs uses several different materials for reading remediation purposes. To teach phonics, reading and spelling, staff uses the “Signs for Sounds” spelling program, which allows for multiple exposure and practice of phonics patterns that build on each other. The teacher gives mini-lessons and then dictates words while the student circles the proper letters, then writes the word and takes a “test” at the end of each lesson. At the end, the student reads the word list back to the teacher. For emergent readers, CMP uses Scholastic mini-books that start at beginning pre-primer level. These books expose students to high frequency words, reinforce phonics patterns, and help students begin to develop fluency as they read fun stories. The stories also build on each other and often correspond with Signs for Sounds. Once students have built enough reading skills in the mini-books, students move on to the Read Naturally program to help further build fluency and decoding skills. The multiple practice readings of the passages make Read Naturally an ideal remediation tool. Students don't mind the multiple practices because they can see their growth as they chart their progress at the end of each passage. CMP-Shingle Springs staff usually do reading remediation with groups of one, two, or three students at a time for 20 to 30 minutes per session. Staff records daily progress in a binder kept in the student's classroom and use this as a communication tool for teachers and special education providers

Section 504 /ADA

The School shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Section 504 is the responsibility of the general education program and administration. The Principal or Designee will be the primary 504 coordinator at the CMP-Shingle Springs Campus; 504 plans are developed by a school based 504 team.

Further, the School maintains a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity such as learning is eligible for accommodation by the School.

A 504 team will be assembled by the Principal, or designee, and shall include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for least restrictive environment. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials, including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- c. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and noticed in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School's professional staff. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program modification shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Attached as Appendix H, please find CMP's Board Policy and Procedures with regard to the School's Identification, Evaluation and Education under Section 504.

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ATTENDANCE GUIDELINES

California Montessori Project shall maintain and implement an attendance policy and will offer or exceed the minimum number of instructional minutes as set forth in Education Code 47612.5 for the appropriate grade levels and will provide, at minimum, the required number of 180 instructional days. CMP expects that students will attend school on a daily basis, unless ill (CMP requires documentation in the form of a physician's note if the student is absent for three or more consecutive days due to illness). Accurate contemporaneous records of student attendance will be maintained, and those records will be available for audit and inspection.

School Day

CMP provides a school day from 8:30 a.m. to 3:00 p.m., and offers optional extended care from 7:00 a.m. to 6:00 p.m., Monday through Friday. Due to school traffic requirements, some campuses have variations in the actual school drop off and pick up times.

Calendar

CMP has a modified traditional school calendar. School starts in August and ends in June, with an extended winter and spring break. It is our belief that this calendar format allows parents and students a balanced school year with equal times off at various times during the year. During these intersession periods, families can celebrate traditional holidays and have additional opportunities to vacation outside of peak travel seasons. Additionally, this type of calendar provides students with more educational advantage by limiting the length of time they are out of school during the summer, which has been shown to reduce the loss of learning that traditionally occurs.

The school calendar is established and approved on an annual basis by the CMP Governing Board of Directors and is subject to change. Attached as Appendix I, please find the 2014-2015 school calendar.

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BEFORE AND AFTER SCHOOL CARE - CLUB MONTESSORI

CMP offers an optional fee-based extended care and intersession care program to provide year-round care options for our CMP families.

The Club Montessori Program is available for our CMP families for a fee. Families may utilize the program from 7AM to 6PM, both during regular school days and during CMP intersessions. The number of currently enrolled students in the Club Montessori Program at the Shingle Spring Campus is reported to the Buckeye Union School District Board in the Principal's Report each month. In addition to regular enrollees, families may purchase Club M punch cards, which they periodically use to cover the costs of intermittent hourly care.

III. MEASURABLE STUDENT OUTCOMES, ASSESSMENTS AND OTHER USES OF DATA

Governing Law: The measurable pupil outcomes identified for use by the Charter School. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (d) of Section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. --California Education Code Section 47605(b)(5)(B)

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. --California Education Code Section 47605(b)(5)(C)

PUPIL OUTCOMES

CMP is aware that 2012-2013 was the last year that the California Standardized Testing and Reporting (STAR) was offered. Accordingly, 2012-2013 was the last year that an Academic Performance Indicator and an Adequate Yearly Progress Criteria was calculated, based on the traditional STAR test data. CMP-Shingle Springs will be participating in the Smarter Balanced Field Test in the Spring of 2014. Also, with the inception of the Local Control Funding Formula and the eight State Priorities, CMP-Shingle Springs is in the process of creating the Local Control Accountability Plan.

CMP-Shingle Springs standardized testing scores (broken down by subgroups and grade levels) are provided as follows:

The CMP-Shingle Springs outcomes and goals as they relate to the 8 State Priorities and the LCAP have been included (immediately following the STAR test data).

Grade level information on STAR is listed for the California Standards Tests (CST) for the 2011-2012 and 2012-2013 school year. In addition, data is presented for the 2011-2012 and 2012-2013 Accountability Progress Reporting (APR) and Adequate Yearly Progress (AYP).

CALIFORNIA STANDARDIZED TESTING AND REPORTING (STAR)
California Standards Test Scores – 2013

Grade Level information on STAR – Spring, 2013 (Total Number Tested: 269)

Lang. Arts	Advanced	Proficient	Basic	Below Basic	Far Below Basic
2 nd Grade	45%	27%	20%	5%	2%
3 rd Grade	37%	23%	33%	5%	2%
4 th Grade	53%	31%	11%	2%	2%
5 th Grade	44%	27%	29%	0%	0%
6 th Grade	53%	29%	16%	3%	0%
7 th Grade	36%	48%	16%	0%	0%
8 th Grade	43%	43%	14%	0%	0%

Grade Level information on STAR – Spring, 2013 (Total Number Tested: 228)

Mathematics	Advanced	Proficient	Basic	Below Basic	Far Below Basic
2 nd Grade	48%	43%	7%	2%	0%
3 rd Grade	47%	33%	21%	0%	0%
4 th Grade	60%	20%	20%	0%	0%
5 th Grade	23%	41%	25%	9%	2%
6 th Grade	32%	41%	24%	3%	0%
7 th Grade	43%	57%	0%	0%	0%

Grade Level information on STAR – Spring, 2013 (Total Number Tested: 5)

Mathematics	Advanced	Proficient	Basic	Below Basic	Far Below Basic
8 th Grd-Genl.	N/A	N/A	N/A	N/A	N/A

Grade Level information on STAR – Spring, 2013 (Total Number Tested: 28)

Algebra	Advanced	Proficient	Basic	Below Basic	Far Below Basic
7 th Grd-Alg	N/A	N/A	N/A	N/A	N/A
8 th Grd-Alg	17%	33%	33%	17%	0%

Grade Level information on STAR – Spring, 2013 (Total Number Tested: 5)

Geometry	Advanced	Proficient	Basic	Below Basic	Far Below Basic
8 th Grd-Geo	N/A	N/A	N/A	N/A	N/A

Grade Level information on STAR – Spring, 2013 (Total Number Tested: 28)

History	Advanced	Proficient	Basic	Below Basic	Far Below Basic
8 th Grade	50%	36%	11%	4%	0%

Grade Level information on STAR – Spring, 2013 (Total Number Tested: 73)

Science	Advanced	Proficient	Basic	Below Basic	Far Below Basic
5 th Grade	42%	40%	18%	0%	0%
8 th Grade	64%	21%	11%	0%	4%

**CALIFORNIA STANDARDIZED TESTING AND REPORTING (STAR)
California Standards Test Scores – 2012**

Grade Level information on STAR – Spring, 2012 (Total Number Tested: 261)

Lang. Arts	Advanced	Proficient	Basic	Below Basic	Far Below Basic
2 nd Grade	55%	25%	11%	7%	2%
3 rd Grade	50%	33%	11%	4%	2%
4 th Grade	45%	30%	23%	3%	0%
5 th Grade	60%	31%	7%	2%	0%
6 th Grade	39%	21%	39%	0%	0%
7 th Grade	60%	23%	13%	3%	0%
8 th Grade	35%	48%	13%	3%	0%

Grade Level information on STAR – Spring, 2012 (Total Number Tested: 221)

Mathematics	Advanced	Proficient	Basic	Below Basic	Far Below Basic
2 nd Grade	36%	34%	16%	9%	5%
3 rd Grade	67%	26%	7%	0%	0%
4 th Grade	25%	25%	25%	20%	5%
5 th Grade	24%	40%	26%	10%	0%
6 th Grade	38%	38%	19%	4%	0%
7 th Grade	48%	22%	26%	4%	0%

Grade Level information on STAR – Spring, 2012 (Total Number Tested: 10)

Gen Math	Advanced	Proficient	Basic	Below Basic	Far Below Basic
8 th Grade	N/A	N/A	N/A	N/A	N/A

Grade Level information on STAR – Spring, 2012 (Total Number Tested: 24)

Algebra	Advanced	Proficient	Basic	Below Basic	Far Below Basic
7 th Grade	N/A	N/A	N/A	N/A	N/A
8 th Grade	0%	41%	41%	18%	0%

Grade Level information on STAR – Spring 2012 (Total Number Tested: 4)

Geometry 8 th Grade	Advanced N/A	Proficient N/A	Basic N/A	Below Basic N/A	Far Below Basic N/A
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Grade Level information on STAR – Spring, 2012 (Total Number Tested: 32)

History 8 th Grade	Advanced 31%	Proficient 41%	Basic 25%	Below Basic 0%	Far Below Basic 3%
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Grade Level information on STAR – Spring, 2012 (Total Number Tested: 73)

Science 5 th Grade	Advanced 48%	Proficient 43%	Basic 7%	Below Basic 0%	Far Below Basic 2%
8 th Grade	39%	39%	19%	0%	3%

2012-2013 ACCOUNTABILITY PROGRESS REPORTING (“APR”)

California Montessori Project-Shingle Springs Campus (Buckeye Union School District)

FEDERAL ACCOUNTABILITY: ADEQUATE YEARLY PROGRESS (AYP)

- CMP-Shingle Springs Campus met 7 of its 9 AYP Criteria for 2013.

ACADEMIC PERFORMANCE INDEX (API)

- 2012-13 Growth of 6 points far exceeds the minimum of maintaining an API of at least 800.
- CMP-Shingle Springs met the 2013 API Growth Target for ‘Schoolwide’ and ‘All Subgroups.’
- Comparative 2013 API Scores: CMP-Shingle Springs: 898; BUSD: 901; California: 790
- Comparative API Growth (2012 to 2013): CMP-Shingle Springs: 6 pts; BUSD: 5 pts; California: 2 pts
- CMP-Shingle Springs API Scores (2010-13): 2013: 898; 2012: 892; 2011: 890; 2010: 909

CALIFORNIA STATE STANDARDS-2013

CST English-Language Arts:

60% or more students scored Advanced/Proficient in grades 2nd - 8th.

CST Mathematics:

64% or more students scored Advanced/Proficient in grades 2nd – 7th.

CST General Mathematics:

(Note: 8th grade scores were not reported due to non-significant number of test takers)

CST Algebra:

50% of students scored Advanced/Proficient in grade 8th.

(Note: 7th grade scores were not reported due to non-significant number of test takers)

CST Geometry:

(Note: 8th grade scores were not reported due to non-significant number of test takers)

PARTICIPATION RATE - 2013

ELA: Of 270 students enrolled on the first day of testing, 268 students were tested (99%).

MATH: Of 270 students enrolled on the first day of testing, 270 students were tested (100%).

These participation rates far exceed the Federal Accountability Criteria of 95%,

PERCENT PROFICIENT-ANNUAL MEASURABLE OBJECTIVES (“AMOs”)

ENGLISH-LANGUAGE ARTS

Of 267 students with valid scores, 203 students scored at or above proficient.

This proficiency rate of 76% does not exceed the Federal Accountability Target of 89.2%.

CMP-Shingle Springs did not meet the ‘percent proficient rate criteria’ in English-Language Arts.

MATHEMATICS

Of 269 students with valid scores, 204 students scored at or above proficient.

This proficiency rate of 75.8% did not exceed the Federal Accountability Target of 89.5%.

However, CMP-Shingle Springs is considered to have met the ‘percent proficient rate criteria’ in Mathematics via the Safe Harbor Alternative Method.

PERCENT PROFICIENT- AMOs – Hispanic or Latino

ENGLISH-LANGUAGE ARTS

Of 41 students with valid scores, 25 students scored at or above proficient.

This proficiency rate of 61% does not exceed the Federal Accountability Target of 89.2%.

The subgroup of ‘Hispanic or Latino’ did not meet the ‘percent proficient rate criteria’ in English-Language Arts.

MATHEMATICS

Of 41 students with valid scores, 23 students scored at or above proficient. This proficiency rate of 56.1% does not exceed the Federal Accountability Target of 89.5%. The subgroup of 'Hispanic or Latino' did not meet the 'percent proficient rate criteria' in Mathematics.

PERCENT PROFICIENT- AMOs – White

ENGLISH-LANGUAGE ARTS

Of 183 students with valid scores, 145 students scored at or above proficient. This proficiency rate of 79.2% does not exceed the Federal Accountability Target of 89.2%. The subgroup of 'White' did not meet the 'percent proficient rate criteria' in English-Language Arts.

MATHEMATICS

Of 185 students with valid scores, 149 students scored at or above proficient. This proficiency rate of 80.5% does not exceed the Federal Accountability Target of 89.5%. The subgroup of 'White' did not meet the 'percent proficient rate criteria' in Mathematics.

PERCENT PROFICIENT- AMOs – Two or More Races

ENGLISH-LANGUAGE ARTS

Of 31 students with valid scores, 25 students scored at or above proficient. This proficiency rate of 80.6% does not exceed the Federal Accountability Target of 89.2%. The subgroup of 'Two or More Races' did not meet the 'percent proficient rate criteria' in English-Language Arts.

MATHEMATICS

Of 31 students with valid scores, 21 students scored at or above proficient. This proficiency rate of 67.7% does not exceed the Federal Accountability Target of 89.5%. The subgroup of 'Two or More Races' did not meet the 'percent proficient rate criteria' in Mathematics.

PERCENT PROFICIENT- AMOs – Socioeconomically Disadvantaged

ENGLISH-LANGUAGE ARTS

Of 17 students with valid scores, 10 students scored at or above proficient. This proficiency rate of 58.8% does not exceed the Federal Accountability Target of 89.2%. The subgroup of ‘Socioeconomically Disadvantaged’ did not meet the ‘percent proficient rate criteria’ in English-Language Arts.

MATHEMATICS

Of 18 students with valid scores, 9 students scored at or above proficient. This proficiency rate of 50% does not exceed the Federal Accountability Target of 89.5%. The subgroup of ‘Socioeconomically Disadvantaged’ did not meet the ‘percent proficient rate criteria’ in Mathematics.

PERCENT PROFICIENT- AMOs – Students with Disabilities

ENGLISH-LANGUAGE ARTS

Of 43 students with valid scores, 27 students scored at or above proficient. This proficiency rate of 62.8% does not exceed the Federal Accountability Target of 89.2%. The subgroup of ‘Students with Disabilities’ did not meet the ‘percent proficient rate criteria’ in English-Language Arts.

MATHEMATICS

Of 45 students with valid scores, 30 students scored at or above proficient. This proficiency rate of 66.7% does not exceed the Federal Accountability Target of 89.5%. The subgroup of ‘Students with Disabilities’ did not meet the ‘percent proficient rate criteria’ in Mathematics.

CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School’s outcomes that align with the state priorities and the Charter School’s goals and actions to achieve the state priorities, as identified in Element II of the charter.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

STATE PRIORITY #1— BASIC SERVICES

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY	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 as well as certificated from a Montessori teacher’s college.
ACTIONS TO ACHIEVE GOAL	All lead teacher candidates screened for employment will hold a valid CA Teaching Credential with appropriate English learner authorization (or be allowed to teach using an approved internship) as well as hold a certification from a Montessori teacher’s college (or agree to enroll and complete certification if employment is offered); Human Resources Manager will annually review credential status.
MEASURABLE OUTCOME	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 (or be allowed to teach using an approved internship) as well as certificated from a Montessori teacher’s college (or agree to enroll and complete certification if employment is offered).
BASELINE PERFORMANCE LEVEL	Over the past five years, 100% of lead teachers held a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing (or were allowed to teach using an approved internship) as well as certificated from a Montessori teacher’s college (or agreed to enroll and complete certification if employment was offered).
METHODS OF MEASUREMENT	Initial and annual verification of lead teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of SARC

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials as well as access to a complete set of Montessori materials to support the age groups/grades served in the classroom.
ACTIONS TO ACHIEVE GOAL	All instructional materials, including Montessori materials, purchased will be aligned to CA Common Core State Standards and aligned with CMP’s charter petition.
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials as well as access to a complete set of Montessori materials to support the age groups/grades served in the classroom.
BASELINE PERFORMANCE LEVEL	Over the past five years, 100% of pupils have had access to standards-aligned materials, including Montessori materials.
METHODS OF MEASUREMENT	The Principal will review all instructional materials, including Montessori materials, before purchase and will complete an annual audit of the materials in the classroom and will replace items that are in disrepair or missing.

SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Utilizing Proposition 55 funding, CMP-Shingle Springs will open doors to its expanded facility and new school grounds during the 2015-2016 school year.
ACTIONS TO ACHIEVE GOAL	The Principal and the Executive Director will work closely and diligently with the Project Manager, contractors and state agencies (CDE, CSFA, OPSC, etc) to ensure that the project is moving forward.
MEASURABLE OUTCOME	Project meeting actions and outcomes will be documented, including construction updates and action plans.
BASELINE PERFORMANCE LEVEL	This will be CMP’s second construction project utilizing Proposition 55 funds within the past year. The new CMP-Elk Grove campus, also funded through Proposition 55 funds, opened its doors in Fall 2013.
METHODS OF MEASUREMENT	CMP-Shingle Springs’ expanded facility and new school grounds in the 2015-2016 school year.
<u>STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS</u>	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CA CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	The Director of Program will work with Principals, Deans of Students and grade level curriculum mentors on reviewing and updating the curriculum plans as necessary and will identify elements of CA CCSS to guide professional development and trainings.
MEASURABLE OUTCOME	Curriculum meetings’ actions and outcomes will be documented and 100% of teachers will participate in annual professional and trainings in CA CCSS.
BASELINE PERFORMANCE LEVEL	The CMP curriculum team has reviewed and updated the curriculum guide on a routine basis to ensure that it meets contemporary standards and best practices. CMP routinely offers professional development addressing relevant topics that will enhance instruction in the classroom.
METHODS OF MEASUREMENT	The curriculum plans will be fully aligned with the CA CCSS by 2015. Professional development agendas and participation rosters will be documented.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	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.

MEASURABLE OUTCOME	CMP will create a Matrix of SDAIE Techniques for CMP teachers to utilize when serving English Language Learners in attaining grade level benchmarks in listening, speaking, reading and writing to ensure 100% of EL students are gaining academic content knowledge.
BASELINE PERFORMANCE LEVEL	CMP-Shingle Springs has traditionally provided intervention and resources to English Language Learners. CMP-Shingle Springs will continue to commit appropriate resources to English Language Learners, as necessary.
METHODS OF MEASUREMENT	EL student performance on the MAPP statewide assessments; CELDT Assessments; teacher assessments; classroom-based progress reports and report cards
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	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 upcoming ELD standards.
MEASURABLE OUTCOME	100% of EL students will reach Reclassified Fluent English Proficient within four years of initial classification as an English learner through the implementation of the CA CCSS, ELD curriculum and SDAIE techniques and related instructional strategies.
BASELINE PERFORMANCE LEVEL	In 2013, 100% of students who were once classified as English Language Learners had reached Reclassified Fluent English Proficients within an approximate four year period.
METHODS OF MEASUREMENT	Student performance on CELDT Assessment, EL reclassification documentation
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	As per CMP’s Parent Participation Policy, parents are expected to provide service to the school community.
ACTIONS TO ACHIEVE GOAL	Parents are provided numerous opportunities to serve their community, including both on-site and off-site opportunities.

MEASURABLE OUTCOME	The Parent Participation Policy states that a family with one child at the school will donate a minimum of 40 hours of service time and that a family with more than one child at the school will donate a minimum of 70 hours of service time.
BASELINE PERFORMANCE LEVEL	Over the past five years, 80% of CMP-Shingle Springs families have met the minimum number of service hours, as per the Parent Participation Policy.
METHODS OF MEASUREMENT	Service hour tracking documentation
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	School administration will work with the parent community to recruit parents to the CAC and the Governing Board via school newsletters/communiqués and through parent meetings/events. CAC and Governing Board Parent Representative elections are held on a regular basis.
MEASURABLE OUTCOME	On an annual basis, parents will have the opportunity to participate and/or serve on the CAC and the Governing Board.
BASELINE PERFORMANCE LEVEL	Over the past 5 years, there have been 2 parent representative seats on the CAC and 1 parent representative seat on the Governing Board.
METHODS OF MEASUREMENT	CAC and Governing Board Agendas and Notes/Minutes will identify parent participants/representatives.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. CA Measurement of Academic Progress and Performance statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	

SUBPRIORITY A – CA MAPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	60% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CA MAPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	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.
MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CA MAPP statewide assessments; at least 60% of students at every applicable grade level, including all subgroups, score proficient or higher on the CA MAPP statewide assessment in the areas of English Language Arts/Literacy and Mathematics
BASELINE PERFORMANCE LEVEL	In 2013, 60% of students in grades 2 nd through 8 th , scored proficient or higher on the California Standards Tests for English Language Arts; 64% of students in grades 2 nd through 8 th , scored proficient or higher on the California Standards Tests for Mathematics.
METHODS OF MEASUREMENT	CA MAPP Score reports, Teacher observations, Pre and post unit test results, Unit assessments, Assignment & project rubrics
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	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.
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation for the CA MAPP.
MEASURABLE OUTCOME	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
BASELINE PERFORMANCE LEVEL	In 2013, schoolwide API target was met; API targets were met for 1 of 1 numerically significant subgroup.
METHODS OF MEASUREMENT	CA MAPP Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
Not applicable.	
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	CMP will ensure EL students are properly identified, tested and demonstrating progress.
ACTIONS TO ACHIEVE GOAL	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.

MEASURABLE OUTCOME	The CMP CELDT Process Operations Manual will be fully utilized at the campus level.
BASELINE PERFORMANCE LEVEL	In 2013, 100% of incoming students received a Home Language Survey. Based on the parent/guardian information provided on the survey, 100% of qualifying students were CELDT tested.
METHODS OF MEASUREMENT	CELDT Score Reports; EL Reclassification documentation maintained by CELDT Coordinator; and annual report cards
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	CMP will ensure EL students are properly identified, tested and demonstrating progress; Students will make steady progress toward being Reclassified Fluent English Proficient.
ACTIONS TO ACHIEVE GOAL	CMP will create a CELDT Process Operations Manual to ensure proper identification, testing and progress monitoring of ELL 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.
MEASURABLE OUTCOME	The CMP CELDT Process Operations Manual will be fully utilized at the campus level.
BASELINE PERFORMANCE LEVEL	In 2013, 100% of students who were once classified as English Language Learners had reached Reclassified Fluent English Proficients within an approximate four year period.
METHODS OF MEASUREMENT	Analysis and review of CELDT results, and CA MAPP statewide assessment scores
SUBPRIORITY F – AP EXAM PASSAGE RATE	
Not applicable.	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
Not applicable.	
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u>	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	CMP – Shingle Springs will maintain a 96% ADA rate.
ACTIONS TO ACHIEVE GOAL	CMP-Shingle Springs will provide a safe and engaging learning environment for students and families, including subgroups.

MEASURABLE OUTCOME	Annual Average Daily Attendance will be at least 96%.
BASELINE PERFORMANCE LEVEL	Over the past five years, CMP has emphasized attendance-related communications to parents. During that period, CMP-Shingle Springs ADA has increased from 96.08% in 2009 to 97.77% in 2013; this data is evidenced in our historical monthly, quarterly, and annual attendance reports
METHODS OF MEASUREMENT	Monthly, Quarterly, and Annual ADA reports; Periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will not have more than three absences or 3 tardys of 30 minutes or more during any one school year.
ACTIONS TO ACHIEVE GOAL	Parents will be informed of chronic absences and/or tardys, as specified in the CMP Attendance Policy.
MEASURABLE OUTCOME	80% of enrolled students will have fewer than three absences or 3 tardys of 30 minutes or more during any one school year.
BASELINE PERFORMANCE LEVEL	In 2012-13, 79% of CMP-Shingle Springs students had less than 3 absences or 3 tardys of 30 minutes or more during the school year.
METHODS OF MEASUREMENT	End-of-term absence and tardy reports from AERIES. Periodic attendance updates to families, emphasizing the importance of attendance as a primary factor of learning. Evidence of success is determined by monthly, quarterly, and annual attendance reports.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Shingle Springs will retain and promote 98% of its 7 th and 8 th grade students.
ACTIONS TO ACHIEVE GOAL	CMP – Shingle Springs will offer an academically engaging learning environment and will build a middle school community that is connected and encouraging, enticing middle school students to continue to be part of the CMP-Shingle Springs middle school community.
MEASURABLE OUTCOME	98% of the 7 th and 8 th grade classes will be comprised of students who were enrolled at CMP-Shingle Springs the prior academic year.
BASELINE PERFORMANCE LEVEL	In 2013-2014, the dropout rate at CMP-Shingle Springs was XX%.
METHODS OF MEASUREMENT	Student re-enrollment documentation as verified by AERIES and CALPADS.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
Not applicable.	

SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
Not applicable.	
STATE PRIORITY #6— SCHOOL CLIMATE	
<i>School climate, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. <i>Pupil suspension rates</i> B. <i>Pupil expulsion rates</i> C. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Shingle Springs will maintain an annual suspension rate of less than 2%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained in positive discipline methods, including “Love and Logic” and Jane Nelson’s “Positive Discipline”; Peace Education will be incorporated in the curriculum; a BEST team will focus on Safety, Respect and Responsibility; the Principal and Dean of Students will work with teachers and families to develop strategies to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 2% or fewer of all enrolled students will be suspended.
BASELINE PERFORMANCE LEVEL	CMP-Shingle Springs has maintained a suspension rate of less than 2%.
METHODS OF MEASUREMENT	Annual School Accountability Report Card, CALPADS, Suspension Reports
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Shingle Springs will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Teachers will be trained in positive discipline methods, including “Love and Logic” and Jane Nelson’s “Positive Discipline”; Peace Education will be incorporated in the curriculum; a BEST team will focus on Safety, Respect and Responsibility; the Principal and Dean of Students will work with teachers and families to develop strategies to manage student behavior issues and concerns.
MEASURABLE OUTCOME	Annually, 1% or fewer of enrolled students will be expelled
BASELINE PERFORMANCE LEVEL	CMP-Shingle Springs has maintained an expulsion rate of less than 1%
METHODS OF MEASUREMENT	Annual School Accountability Report Card, CALPADS, Expulsion Reports

SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Shingle Spring students and staff will adhere to the School Safety Plan.
ACTIONS TO ACHIEVE GOAL	School employees will be trained on the School Safety Plan, on an annual basis. Students will participate in monthly fire, earthquake, and safety drills.
MEASURABLE OUTCOME	100% of staff will participate annually in a training on the School Safety Plan; Students will participate in at least ten fire, earthquake or safety drills annually.
BASELINE PERFORMANCE LEVEL	In the 2012-2013 school year, 100% of school staff participated in a training on the School Safety Plan. In the 2012-2013 school year, ten fire, earthquake and/or safety drills were conducted.
METHODS OF MEASUREMENT	Professional Development agendas and annual drill calendars.
<u>STATE PRIORITY #7— COURSE ACCESS</u>	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	
<i>“Broad course of study” includes the following, as applicable:</i>	
<i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i>	
<i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	CMP-Shingle Springs’ instructional staff will ensure that each student’s individual work plan contains lessons that cover a broad course of study.
ACTIONS TO ACHIEVE GOAL	CMP Director of Program will ensure that the Curriculum Guides for each grade level will guide the teachers in preparing lessons that cover a broad course of study, for all students, including subgroups.
MEASURABLE OUTCOME	100% of students, including all subgroups, unduplicated students, and students with exceptional needs, will have individual work plans that contain lessons and/or jobs that cover a broad course of study.
BASELINE PERFORMANCE LEVEL	In 2012-2013, 100% of students, including all subgroups, unduplicated students, and students with exceptional needs, had individual work plans that contained lessons and/or jobs that covered a broad course of study.
METHODS OF MEASUREMENT	Student, teacher, course, and grade level lesson plans.

STATE PRIORITY #8—OTHER STUDENT OUTCOMES*Pupil outcomes, if available, in the subject areas described above in #7, as applicable.***SUBPRIORITY A – ENGLISH**

GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	Depending on grade level, CMP-Shingle Springs students participate in the online Accelerated Reader program, Montessori Word Building Program, Montessori Albanesi Language Arts Curriculum, McGraw Hill SRA Reading Laboratory, Instructional Level Spelling Program, Handwriting Without Tears, 6-1 Scholastic Writing Trait Crates, Houston Montessori Reproducible Materials, Historic Literature Novels, Literature Circles Novels, small group work, one-to one conferring, speaking skills to present information, narrative and response to literature; consultation with the inclusion specialist and collaboration with colleagues to support student learning goals.
MEASURABLE OUTCOME	Annually, 80% of 3 rd through 8 th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score Proficient or higher on the CA MAPP statewide test in the area of English Language Arts/Literacy.
BASELINE PERFORMANCE LEVEL	In 2013, 77% of students in grades 2 nd through 8 th , scored proficient or higher on the California Standards Test for English Language Arts
METHODS OF MEASUREMENT	CA MAPP test results, pre and post unit testing, spelling inventories, student writing journals, response to literature journals, and oral presentations.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	Depending on grade level, CMP-Shingle Springs students participate in the Montessori Albanesi math curriculum, Accelerated Math online program, Math Facts in a Flash, Harcourt Brace, Key to Workbook Series, CGP: Mathematics Course Two and Algebra and McDougal Littell: Geometry.
MEASURABLE OUTCOME	Annually, 85% of 3 rd through 8 th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, at every grade level score proficient or higher on the CA MAPP statewide test in the area of Mathematics.
BASELINE PERFORMANCE LEVEL	In 2013, 81% of students in grades 2 nd through 8 th , scored proficient or higher on the California Standards Test for Mathematics.
METHODS OF MEASUREMENT	CA MAPP test, Curricular benchmark assessments, math journals demonstrating mathematical thinking, in class math presentations showcasing students' mathematical reasoning and critical thinking skills.

SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in history, civics and social science.
ACTIONS TO ACHIEVE GOAL	Through direct instruction and an integrated approach, students will study a blend of American history, world history, government, geography and economics using Houghton-Mifflin: From Sea to Shining Sea, Houghton-Mifflin: Oh California, Teacher’s Curriculum Institute: History Alive! Other strategies will also include: non-fiction and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands-on projects.
MEASURABLE OUTCOME	Annually, 87% of 8 th grade students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
BASELINE PERFORMANCE LEVEL	In 2013, 86% of 8 th grade students scored proficient or advanced on the California Standards Test for History-Social Science. In the past two years, California Montessori Project-Shingle Springs 8 th grade students have performed above than the statewide average.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and essay exam; Other assessments include: presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.
ACTIONS TO ACHIEVE GOAL	Utilizing an inquiry-based approach students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices using the Montessori Science Curriculum, McGraw Hill SRA Science Reading Laboratory, Pearson Prentice Hall: Science Explorer: Physical Science and Pearson Prentice Hall: Science Explorer: Life Science. Other strategies include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
MEASURABLE OUTCOME	Annually, 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate proficiency through formal assessments.
BASELINE PERFORMANCE LEVEL	In 2013, 83% of 5 th and 8 th grade students scored proficient or advanced on the California Standards Test for Science. In the past two years, 5 th and 8 th grade California Montessori Project-Shingle Springs students have performed above the statewide average.
METHODS OF MEASUREMENT	Formal assessments include: pre and post testing, end of unit quizzes, and reports. Other assessments include: experimentations, presentations, projects, rubrics, peer feedback and teacher feedback as a form of assessment to demonstrate proficiency.

SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have the opportunity to participate in drama, theater and/or visual arts.
ACTIONS TO ACHIEVE GOAL	Classroom teachers will integrate the arts across the curriculum; teachers will utilize the Monart program in support of art instruction to students.
MEASURABLE OUTCOME	Annually, 85% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in integrated arts activities/Monart lessons.
BASELINE PERFORMANCE LEVEL	In 2008, the CMP-Shingle Springs Campus Advisory Council elected to allocate Visual and Performing Arts monies to fund Monart Training for the entire school staff.
METHODS OF MEASUREMENT	Integrated arts projects, demonstrations, presentations; Monart-based student artwork, Monart Training Certifications
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in Physical Education.
ACTIONS TO ACHIEVE GOAL	California Montessori Project-Shingle Springs will provide a Physical Education teacher to incorporate regular Physical Education lessons to all students, including all student subgroups, unduplicated students, and students with exceptional needs.
MEASURABLE OUTCOME	Annually, 50% of all 5 th graders and 53% of all 7 th graders, including all student subgroups, unduplicated students, and students with exceptional needs, will meet the Healthy Fitness Zone of 6 of 6 fitness standards of the Physical Fitness Test.
BASELINE PERFORMANCE LEVEL	In 2012-2013, 49% of 5 th graders and 52% of 7 th graders met the Healthy Fitness Zone of 6 of 6 fitness standards of the Physical Fitness Test.
METHODS OF MEASUREMENT	Physical Education Lesson Plans, PFT test results
SUBPRIORITY G – HEALTH (GRADES 1-6 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in Health.
ACTIONS TO ACHIEVE GOAL	California Montessori Project-Shingle Springs will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs access to written materials, direct instruction, and family participation activities related to the health content standards.

MEASURABLE OUTCOME	Annually, 95% of students will participate in health lessons with their classroom and/or physical education teacher.
BASELINE PERFORMANCE LEVEL	By May 2014, 95% of students will complete a survey to assess basic knowledge of the health standards and expectations.
METHODS OF MEASUREMENT	Health related worksheets (portfolio), skits, demonstrations, and discussions.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to a Foreign Language program.
ACTIONS TO ACHIEVE GOAL	California Montessori Project-Shingle Springs will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs an account to the Rosetta Stone online Foreign Language program, classroom and home usage of the program and after school usage available at school site.
MEASURABLE OUTCOME	Annually, 92% of all students, including all student subgroups, unduplicated students, and students with exceptional needs, will utilize the program in any given month.
BASELINE PERFORMANCE LEVEL	In November 2013, 91% of all students utilized the Rosetta Stone online foreign language program.
METHODS OF MEASUREMENT	Rosetta Stone data reports, Rosetta Stone Supplemental Tracking Form

The Charter School affirms that its methods for measuring pupil outcomes for the State Priorities, as described in the table above, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

It is the goal that Students at CMP will demonstrate the following upon graduation:

- Annual progress on state-mandated-tests
- Mastery of the Montessori standards
- Competency in state grade-level content and performance standards

It is the goal of CMP to achieve the following schoolwide Montessori outcomes:

- To facilitate independent learning
- To educate the whole child, focusing on tools that develop the child
- To ensure that students are able to access and manipulate information to achieve learning, free of external prompting

Adequate Yearly Progress

It is the goal of the School to make adequate yearly progress (“AYP”) as defined by the No Child Left Behind Act (“NCLB”).

These pupil and school outcomes will be reviewed at least once annually by the Principal and teachers. Recommendations as to revisions to pupil and school outcomes may be made by the Principal and teachers to the CMP Board.

* * *

METHODS OF MEASUREMENT OF PUPIL OUTCOMES

Assessments to determine academic progress include a variety of tools such as:

- Albanesi Curriculum Program for the Montessori Method of Education (benchmark assessments) for pre- and post-testing of core content areas in math, language arts and geometry. Grade level tests are administered at the beginning and end of each year to measure progress over the year. In addition, pre- and post-tests are administered for each sequence of lessons throughout the year to check for retention and mastery of concepts.
- San Diego Quick and Basic Reading Inventory (BRI) and the DIEBELs assessment for reading level, comprehension, and fluency
- Accelerated Math (Renaissance Learning) pre-assessment and Math Facts in a Flash online assessment for math facts
- Portfolios which include a checklist of required materials for each grade level (e.g. a self portrait, writing samples, handwriting samples, cultural reports, work samples, summary sheet of word building, reading program, math facts assessments, Albanesi language and math cards)
- Exhibitions such as continent parties, science fairs and spring arts performance
- Monthly oral presentations for K-3rd and weekly oral presentations for 4th – 8th

- Performance-based and skill demonstrations
- Standardized tests

Assessments of schoolwide benchmarks will include:

- Annual family surveys
- Attendance reports
- State testing results
- Montessori classroom embedded assessments

At the start of the year, students are assessed in different areas to determine their level enabling teachers to plan for individualized instruction:

- Albanesi Math
- Albanesi Geometry
- Albanesi Language
- SRA
- San Diego Quick Assessment
- Basic Reading Inventory
- Accelerated Reader Assessment
- DIEBELs Assessment
- Accelerated Math Assessment

For Middle School Students, the math books used (CGP: Mathematics Course Two and Algebra; McDougal Littell: Geometry) provide an assessment that will give the teachers an idea of where the students are in their math skills.

Middle School students are also given a Grammar Diagnostic Test. At the end of the year, the students are tested once again on all the Albanesi Grade Achievement Tests. This shows the progress of students in each of the areas identified. In addition to the actual assessments mentioned above, students create a portfolio containing a collection of work to be used for review and assessment purposes.

Montessori Assessments, Progress Reports and Report Cards

Assessment in the Montessori classroom incorporates the hourly, daily, and weekly appraisal of student progress at CMP. Early in their educational career at CMP, students learn self-assessment from the prepared environment of self-correcting materials and the examples/modeling provided by the adult teaching staff. Self-assessment, self-reflection and self-correction are important lifelong skills that students acquire from the earliest years in a Montessori environment. Additionally, students also learn from their earliest years that their learning is a partnership with their teachers and parents.

Adults and students establish and agree upon daily, weekly and monthly goals. Teachers maintain written records of the work presented and mastered, and each child has a “work plan” against which his/her progress is measured as he/she moves through various time periods.

At any given time, a Montessori teacher knows precisely where a child is: academically, developmentally, socially and emotionally. With frequent one-on-one interaction and individual, personalized assessment of student work by the classroom teacher, as issues and concerns emerge they are quickly addressed. Constant fine-tuning and periodic adjustments maximize student progress and assure intellectual engagement for each child.

In such a highly structured program, parents are alerted quickly to any concerns throughout the year. Additionally, CMP provides formal documentation of the student’s progress four times each year: Progress reports are sent home twice each year (in the Fall and the Spring), and end-of-term reports are sent home at the end of each school semester (January and June). While parents are most familiar with the traditional “A-B-C-D” report card, CMP’s grade report has been carefully designed to give parents and students a progressive account of the student’s academic mastery for a specific grade level in relation to the Montessori Curriculum and the California State Curriculum Standards over the course of the school year.

CMP staff developed and implemented a report card format which is informative and user-friendly for parents. Subject areas are provided grade designations of: Progressing at Grade Level, Mastered Grade Level Curriculum, Performing Above Grade Level, Performing Below Grade Level, and Not Yet Introduced. The student’s effort is also noted in each subject area by the designation: Excelling; Satisfactory; Expected Progress; and Needs Improvement.

While providing a clear account of the student’s progress, the CMP-Shingle Springs Middle School Program, as a bridge to high school, has retained use of traditional letter grades based on percentage scores for assignments, research projects and tests.

CMP identifies parents and teachers as two integral parts of the student’s academic success team. As such, CMP encourages parents and teachers to stay in close communication regarding each student’s progress toward subject mastery. In addition to informal discussions and communications throughout the year, CMP offers two formal opportunities each school year for parents and teachers to meet individually to discuss the child’s progress. These parent-teacher conference periods are scheduled at specific intermittent periods: In the Fall, after completion of the normalization period to provide an overview of the goals and objectives of the child’s academic plan for the year, and toward the end of the school year to provide a final update on the child’s progress toward subject mastery before moving on to the next level.

The administrative and teaching staff has spent countless hours and attention to providing a thorough and multi-faceted system for individual student assessment. Our hope is that parents will feel well informed on an on-going basis regarding their child’s academic progress and success, rather than waiting for progress report cards or end of term grades. Through this multi-level approach, performance and progress, not grades, become the focus of assessment and the heart of any discussion about the child.

CMP administers annual state testing assessments in accordance with Education Code Section 47605(c). The process and results of such state measurements are used as an indicator of a child's individual progress from year-to-year. These assessments help parents, teachers and the student develop individual academic work plans.

* * *

USE AND REPORTING OF DATA

When CMP received the Academic Performance Index data from the California Department of Education, CMP staff would begin the process of disaggregating and analyzing the data. First, using individual student data, staff determines, by campus, the percentage of students who, based on the STAR Test reflecting state standards, are performing at the Proficient level or higher. Based on the 2013 STAR Test results provided by CDE, the following rates were determined:

California Montessori Project-Shingle Springs, Percent Proficient (AMOs), as reported in the State's 2013 Adequate Yearly Progress Report:

203 of 267 students scored Proficient or Above in English-Language Arts
204 of 269 students scored Proficient or Above in Mathematics

The state has established Proficiency targets of 89.2% and 89.5% in English-Language Arts and Mathematics, respectively, for 2013.

While CMP staff analyzes overall campus results to improve the educational program, staff also addresses interventions for those students who score Below Basic and Far Below Basic. The delivery of services to some of those students is already being addressed through an IEP or 504 Plan. For others, this data allows CMP staff to specify alternative interventions, such as the afterschool STAR Power Program, as well as the Read Naturally program.

Using Aeries Eagle software, CMP tracks the students' progress from year to year, further enabling us to modify the delivery of educational services, as deemed necessary and appropriate and to further assess the achievement of pupil outcomes.

Staff receives data on student achievement during regularly scheduled weekly staff meetings and uses this data to help monitor and improve CMP's education program.

School Evaluation

Each year CMP will conduct surveys of parents and staff, seeking their input on elements of the program. The results of these surveys will be shared with Principals and staff, and will be used to effectively implement positive program change.

Annual Performance Report

The School will compile and provide to the District Board of Education performance reports in the format and frequency requested by the District.

The School will use the information compiled in its performance reports and its annual school accountability report card (“SARC”) to evaluate and improve upon its educational programming as necessary.

The School shall submit to a random, unannounced site visitation process to enable the District to gather information needed to confirm the school's performance and compliance with the terms of this charter. Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the District, the County Superintendent of Schools, or the Superintendent of Public Instruction, including inquiries regarding the corporate finances or records of CMP. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m). The Charter School shall also fully comply with the Public Records Act.

IV. GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement—California Education Code Section 47605(b)(5)(D)

AFFIRMATIONS

CMP provides a signed list of affirmations at the beginning of this charter including but not limited to the following affirmations:

CMP shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of any characteristic described in Education Code Section 220.

CMP shall comply with all applicable federal, state and local laws applicable to its operation and will comply with the District guidelines and requirements for charter schools.

NON-PROFIT PUBLIC BENEFIT CORPORATION

While the School intends to collaborate and work cooperatively with the District, the School shall operate as a separate legal entity, independent of the District. The School will be operated by a duly constituted California nonprofit public benefit corporation, California Montessori Project, Inc., (“CMP, Inc.”) which will be governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be consistent with the terms of this charter. As provided for in the California Corporations Code, the School will be governed by its Board of Directors, whose members have a legal fiduciary responsibility for the well-being of the School. This nonprofit corporation will continue its existence notwithstanding any withdrawal or change of charter status.

Pursuant to Education Code Section 47604(c), the District in performing its oversight of the Charter School as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the School. Attached as Appendix J, please find the Articles of Incorporation and Corporate Bylaws for California Montessori Project, Inc.

GOVERNING BOARD

The CMP 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.

A list of current Board Members and Board advisors, along with brief biographies of each Board Member is attached as Appendix K.

The bylaws of the Charter School were most recently amended on February 10, 2014. Current Board membership is comprised of:

- One Public Member from the Community-At-Large
- One Charter School Representative
- Two Business Community Members
- 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)³

The method of board member election, terms and replacement are all addressed in detail in the CMP Board adopted Corporate Bylaws. These bylaws contain the following:

1. The means by which Board Members are to be nominated, selected, and removed from office;
2. The duration of each Board Member's term of office;
3. The method by which Board meetings will be held;
4. The means by which parents, teachers, students, and other members of the community may communicate with the Board; and
5. The procedure by which bylaws may be amended.

Currently, there is no Executive Committee of the CMP Board and no plans for the creation of an Executive Committee.

Board Duties

The CMP Board of Directors will be 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;

³ Should the District choose to appoint a representative to sit on the Board of Directors, the Corporations Code requires that the District representative have full voting rights as a member of the Board of Directors. Alternatively, the District may appoint a representative that will not act as an actual member of the Board of Directors, but who will serve as a Board Advisor. The District must give appropriate notification to CMP of its decision to appoint a member of the Board of Directors (with full voting rights as required by law) in accordance with the corporate bylaws.

- 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.

Board Meetings

The Board of Directors will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act.

The Charter School shall adopt a conflict of interest code which shall comply with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code and/or any Charter School specific conflict of interest regulations adopted by the State Board of Education.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

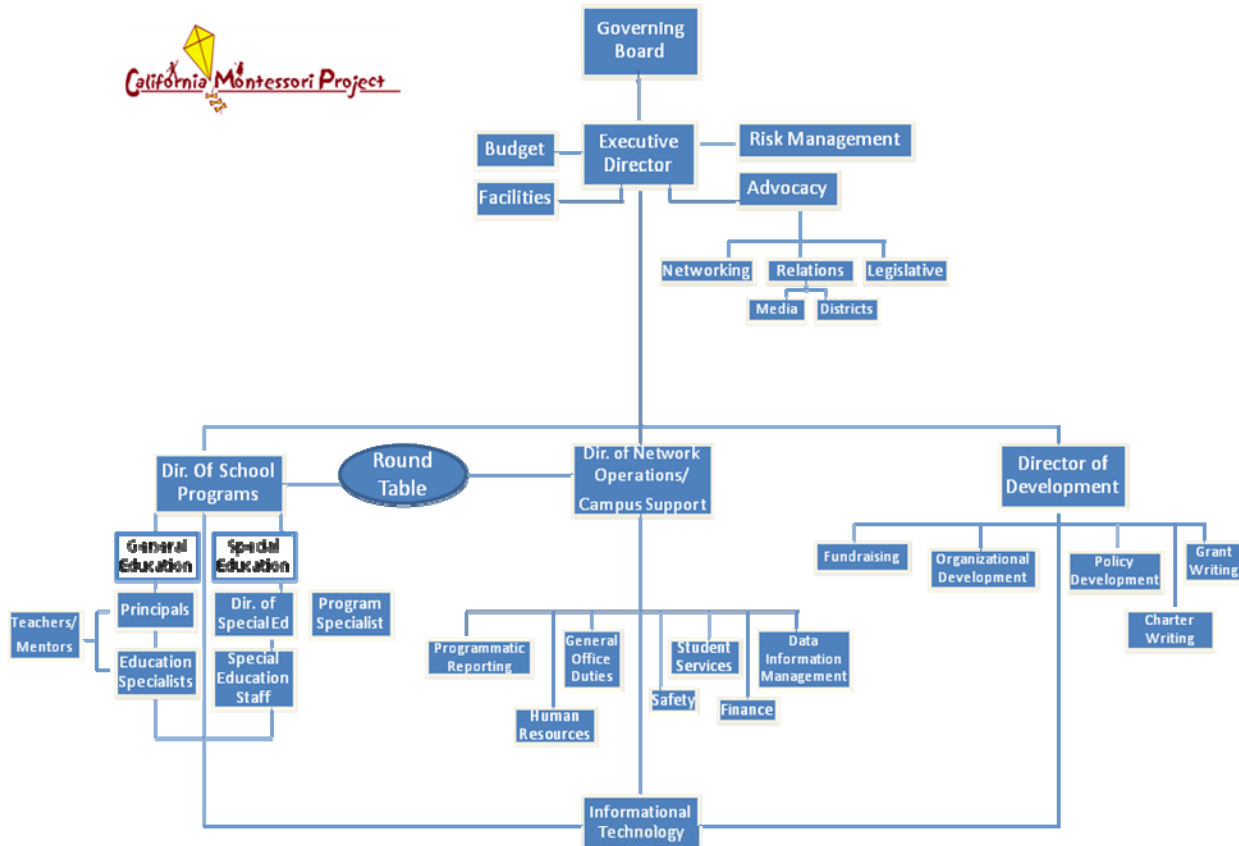
The Board of Directors shall participate regularly in training regarding board governance, Brown Act and conflicts of interest rules.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

The following represents an organizational chart of CMP:



“Executive Director/Superintendent” refers to the Executive Director of the California Montessori Project.

* * *

CHARTER SCHOOL EXECUTIVE DIRECTOR

The Executive Director will be responsible for overseeing the Principal in the administration of the School in all of its aspects of its day-to-day operations. He/she works with the Governing Board, the School District, students, parents, and community members and the other governing bodies specified by local and state law.

The Executive Director's major areas of responsibility include:

1. Advising the board and making written recommendations to the board on programs, policies, budget and other school matters.
2. Attending board meetings, committee and any other meetings relevant to directing CMP.
3. Preparing agendas for all board meetings, after consultation with the board’s chairperson.

4. Providing reports to the board on progress, programs and problems of school operations.
5. Interpreting needs of school to the board and policies of Board to school and community.
6. Informing and enlisting the support and understanding of the public.
7. Interpreting educational programs and their results to the community.
8. Oversight of acquisition, safety and use of all school sites.
9. Maintaining relationships beneficial to the school with local and state public leaders.
10. Development and implementation of school policies.
11. Determination of staffing needs and appointment of staff as necessary.
12. Oversight of all legal issues related to operation of charter school.
13. Development and monitoring of school budget.
14. Assigning, transferring, promoting and disciplining of staff; delegating and defining duties of staff.
15. Entering into and terminating contracts on behalf of the charter school.
16. Supervising and evaluating the instructional program.
17. Implementing policy and philosophical directions established by the board.
18. Developing and implementing short and long-range planning.
19. Strategic planning for charter school.
20. Acting as liaison between charter school and sponsoring District.

* * *

THE PRINCIPAL

The Principal is directly responsible to the Executive Director and supervises all site operations in accordance with School policies. Although the Principal may delegate appropriate powers and duties so that operational decisions can be made at various administrative levels, s/he is responsible for the execution of these powers and duties and will establish administrative regulations as needed to manage the campus.

Duties related to Executive Director:

1. Advises the Executive Director on the need for new and/or revised policies and makes policy recommendations based on data and input from staff and advisory committees.
2. Submits to the Executive Director recommendations relative to all matters requiring Executive Director action, together with the materials needed for informed decisions.
3. Reports periodically on all school operations.
4. Conducts special studies requested by the Executive Director.
5. Submits staff members' communications to the Executive Director, with or without recommendations.

Duties related to Staff:

1. Coordinates the work of all school educators and volunteer staff.
2. Assigns personnel within the school in accordance with School policy.
3. Directs the employment and assignment of staff and coordinates staff activities.
4. Selects and recommends to the Human Resources Administrator the best qualified and most competent candidates for employment in accordance with nondiscrimination policy and alternative action plan.
5. Develops and maintains an effective campus through collaborating with the Human Resources Administrator on the selection, training, motivation, termination and review of all personnel.
6. Collaborates with the Human Resources Administrator regarding the leave, classification, resignation, promotion, suspension or dismissal of school employees.

Duties related to Supervisor Responsibility:

1. Bi-annually provides written evaluation of each staff member and identifies appropriate opportunities for continued professional development.
2. Maintains appropriate channels of communication within the school and ensures that staff is informed about relevant federal, state, and county laws, district policies, regulations and procedures and matters related to the improvement and welfare of the school.

Duties related to Students and the Educational Program:

1. Enforces compulsory attendance laws. Supervises attendance procedures and daily teacher/student ratios.

2. Coordinates substitute teachers for classes as needed.
3. Continuously observes the instructional program in schools and provides the Executive Director with regular evaluations of school programs and student progress.
4. Applies knowledge of the Montessori method, materials and equipment used.
5. Ensures safety of equipment for indoor and outdoor areas including class materials, outdoor play equipment and the buildings and grounds.
6. Reviews and maintains a safe and healthy environment in compliance with state and local regulations.
7. Applies knowledge of the California laws and regulations governing a school facility.
8. Together with staff, studies the curriculum and makes recommendations to the Executive Director regarding the courses of study, major changes in activities and time schedules.
9. Orientates parents/guardians in regard to the school's policies and guidelines.
10. Apprises the Executive Director of contemporary educational practices and related legislative issues which s/he discovers by reading, attending professional conferences and visiting other Montessori schools.
11. Under appropriate circumstances, recommends to the Executive Director a student's suspension or expulsion.

Duties related to Non-instructional Operations:

1. Assigns staff members appropriate operational procedures regarding school upkeep to include all common areas (kitchen, work room, etc).
2. Maintains and updates adequate census and scholastic records, business and property records, and personnel records.
3. Submits to the Executive Director periodic financial and budgetary reports which identify the school's outstanding obligations and future needs.
4. Annually prepares and submits to the Executive Director the school's budget for the upcoming year; revises this budget or takes other related action as the Executive Director designates.
5. Approves all expenditures in accordance with School policy and within Executive Director-approved appropriation limits.

6. Makes recommendations to the Executive Director regarding the maintenance, safety, improvement and/or expansion of school facilities, equipment and transportation services.
7. Develops instructions and regulations governing the use and care of school property for school purposes.

Duties related to the Community:

1. Represents and advocates for the School in relationships with city, county and state governments, private agencies, and the school community.
2. Sees that the community is informed about school matters through appropriate informational materials.
3. Participates in appropriate community organizations and functions to obtain support for the attainment of school goals.
4. Coordinates parent special activities to include special events, fund raising, parent education and parent/teacher conferences.
5. Mails school information to parents as appropriate, and provide tours of the facility at specified times to the public or those interested in the school.
6. Hears complaints against the school and resolves controversies between employees or between employees and students or parents/guardians.
7. Performs other related duties as assigned.

* * *

PARENTAL INVOLVEMENT

CMP offers a variety of parent education programs, including those with a focus on Montessori philosophy, classroom environment and parent engagement. Parent service opportunities may include: assisting in the classroom, mentoring students in the Rosetta Stone program, chaperoning fieldtrips, fundraising activities, supporting the teachers with classroom preparation, etc.

Campus Advisory Council

The Campus Advisory Council (“CAC”) functions as a local governance arm for the CMP-Shingle Springs Campus. The Council serves as an advisory council to the CMP-Shingle Springs Principal, as well as to the CMP Board. The primary function of the CAC is to provide support for the successful operation of the school campus and furthering the overall Mission of CMP. The mission of the CAC is to work with the campus Principal, teachers, and parents to build positive relationships, develop unity and increase involvement in the campus community.

The Council promotes communication and offers feedback and insight into campus development, assists the Principal in campus fundraising resources and maximizes opportunities for improving the campus and ensuring a safe environment where all students can reach their academic and social potential.

The CAC has the following responsibilities:

- Ensure that site governance decisions remain true to the CMP mission.
- Review and make recommendations for site and/or network board for network level policies.
- Review and approve the monthly financial site budget report.
- Develop the goals for the site budgets for use of fundraised monies.
- Develop an annual plan for fundraising activities.
- Make recommendations to the site Principal for certain line items on the school budget.
- Review school budget and interim budget presentations.
- Review school independent fiscal audit presentation.
- Support, evaluate and write grants, no more than \$5,000.
- Review student performance through grade level STAR results on an annual basis and provides input on intervention programs as presented.
- Serve on text book adoption committees.
- Provide input for short and long term planning at the campus level.
- Develop and/or review campus and parent events and school activity calendar.
- Support campus safety.
- Review presentation of the disaggregated data of the annual parent surveys.

The CAC is comprised of a minimum of two elected parent representatives and two elected teacher representatives, and is chaired by the site Principal. The CAC shall meet on a monthly or quarterly basis. There is an annual election within each of the constituents to select one (1) parent and one (1) teacher representative to the site CAC, each serving a two (2) year term. If a vacancy occurs during the school year, the Principal will appoint a parent or teacher to fill the position until the next regularly scheduled election for that position. An elected CAC member who fails to live up to his/her responsibilities as outlined below may be removed by a majority vote of the other CAC members and approval of CMP's Executive Director and Board. The

decisions made by the CAC are taken as recommendations by the Principal and the CMP Administration.

Parent Participation

CMP will encourage families to give of their time to promote the success of CMP and its programs. CMP has worked with parents and administrators to develop parent involvement policies and strategies. Parent involvement includes the following:

1. Participation with homework and support weekly learning assignments.
2. Attendance at Campus Advisory Council meetings/educational meetings four (4) times per year.
3. Attendance for progress report meetings with the teacher with a minimum of two (2) times per year.
4. Service to CMP. This can include serving on the Governing Board or Standing Committees, providing physical labor, providing professional or para-professional services, and staffing field trips.

Parent Education

In addition to CMP's commitment to student education, our organization feels strongly that educating and involving the parents of our students directly impacts student success. The more parents understand the Montessori program and philosophy, the more buy-in and support the school and the students will receive.

Informing potential families is the initial step. Tours are scheduled regularly throughout the school year, and are more frequent prior to open enrollment. Principals spend over an hour with small groups of parents giving them an overview of Montessori curriculum and the charter program. Parents are then able to observe the students at work in their classrooms. Larger Open Houses are also given in the evenings to accommodate those families unable to attend during the day.

Principals have also been invited to speak at organizational forums to inform the attendees about Montessori education. Although not all of these families may attend a Montessori school in the future, spreading the word to the greater community brings support to our program.

Several parent trainings and informational evenings take place throughout the year. We begin the school year with a Back-to-School Night. Teachers give Montessori lesson demonstrations on the unique hands-on materials in addition to giving an overview of the classroom, weekly, and school-year schedule.

Parents who are new to Montessori, or who wish to assist in the classrooms as parent helpers, attend our Montessori 101 evening. Montessori philosophy and historical background is presented. Before entering into the classroom as a volunteer, parents attend "Seven Habits of Highly Effective Parent Volunteers", a specific presented by a member of the campus administration.

Presenters are invited to address specific topics, to include: *Love & Logic*, the Montessori Middle School Program, and the Montessori Environment.

Teachers will periodically arrange curriculum evenings for those parents interested in learning how the materials are presented to the children in the different subject areas. It is beneficial to the parents to have first-hand knowledge of the “jobs” and work the children do each day.

Later in the school year, the families are invited by their children to attend a “Watch Me Work” night. This is the most enjoyed and well attended event of the year. The child becomes the teacher and shows their families how the materials are used and what they have learned. Many times this is the first opportunity a parent has had to see for themselves the depth of learning that has occurred for their child in the Montessori environment.

Please see attached as Appendix L, the Family/School Handbook.

V. HUMAN RESOURCES

QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the School—California Education Code Section 47605(b)(5)(E)

All employees of CMP-Shingle Springs Campus shall be considered employees of the California Montessori Project and not employees of the sponsoring district. CMP believes that all of its employees play a key role in creating a successful learning environment and will recruit professional, effective and qualified personnel to serve in administrative, instructional, instructional support and non-instructional support capacities. All employment is contingent upon successful and ongoing live scan reporting through the Department of Justice and a background/reference check. Additionally, staff working with children or working at a campus site shall also maintain: Child First Aid/CPR Certification, and current TB testing. CMP maintains a drug, alcohol and smoke-free work place, enforces all applicable laws and policies against harassment of protected classes, upholds requirements for mandated reporters, and provides appropriate due process for complaints, disputes or grievances involving or affecting staff members. Upon confirmation of employment, all CMP staff shall complete orientation and training as applicable to their position that supports their willingness and ability to fulfill the responsibilities and duties of their position in accordance with the organization's policies and educational philosophy.

Attached as Appendix M, please find a list of current credentials for employees at the CMP-Shingle Springs Campus.

Attached as Appendix N, please find the CMP Employee Job Descriptions.

Attached as Appendix O, please find the CMP Personnel Handbook.

CMP's key staff members, such as the Executive Director, Principals, Director of Program, Human Resources Administrator, Special Education Coordinator, Administrative Specialists, Administrative Support Staff, Teachers and Special Education Staff, Teacher Assistants, and Extended Care Coordinators and Staff will meet the following qualifications:

Executive Director Qualifications:

The Executive Director shall have previous successful experience as a director of a charter school, with knowledge of Education Code, special education laws, charter laws, business/finance, facilities, contract/lease agreements and legislation. The ideal Executive Director will have background in alternative education, and possess a M.Ed. in Education degree and/or a Bachelor of Arts degree in Business, with a California Teaching Credential and an administrative credential.

Director of Program Qualifications:

Under the direction of the Executive Director and pursuant to the established rules and policies adopted by the California Montessori Project (CMP) Governing Board, the Director of Program shall serve as the academic instructional leader, responsible for academic program and instructional resources, ensuring that all CMP sites are consistently implementing network goals relative to the approved curricula and mission of the charter school network (“Network”).

The Director of Program shall possess a minimum of a Bachelors Degree in Education, Administration or other related fields, at least five years of classroom and/or instructional experience. Possession of a Montessori Certificate is required, preferably from an accredited Montessori Teacher Training Center, and a minimum of five years school administration experience along with verifiable experience, knowledge and skills in Special Education.

Principal Qualifications:

The Principal must hold a minimum of a Bachelors Degree, with a California Teaching Credential and/or Montessori Certification. Preferably, the Principal will possess both state and Montessori certifications along with an Administrative Credential. A minimum of two years elementary and/or middle school education experience is required, with prior administrative experience in the educational field.

The Principal shall have a working knowledge of and experience in implementing Education Code and charter laws applicable to all areas of operation and administration of a charter school site. As the leader of his/her school site, the Principal shall demonstrate above average interpersonal skills and the ability to lead and develop his/her administrative and instructional staff members. The Principal shall serve as a participant of the executive management team that provides organizational leadership and direction; and shall demonstrate an ability to interact effectively with CMP’s Executive Director and Governing Board as well as other stake holders.

Human Resources Administrator - Qualifications:

The Human Resources Administrator shall possess a minimum of a Bachelor’s degree or equivalent in Human Resources, Business, or related field; five plus years of progressive leadership experience in Human Resources management positions; specialized training and a comprehensive understanding of human resource and employment laws, regulations, practices and principles including the administration of benefits and compensation programs, employee relations, performance management, training and development, and organizational planning and development; working knowledge of and experience in implementing education code and charter laws applicable to personnel services; above average interpersonal and communication skills, with a demonstrated ability to develop and maintain positive professional relationships and speak and write clearly and persuasively; evidence of the practice of a high level of confidentiality, excellent organizational, interpersonal and coaching skills.

The Human Resources Administrator may represent the Executive Director in his/her absence. As such, the Human Resources Administrator shall also possess a demonstrated ability to lead and develop other administrative staff members; to serve as a successful participant of the

executive management team that provides organizational leadership and direction; and to interact effectively with CMP's Executive Director and Governing Board as well as other stake holders.

Special Education Coordinator- Qualifications:

The Special Education Coordinator must have a Master's Degree in Education with a Special Education emphasis or a Master's Degree in Psychology, and a minimum of five years of certificated experience in Special Education. Professional experience should include application of assessment and prescriptive teaching techniques, matching learning needs to learning modalities, and development of in-service training activities for professionals and parents. Successful experience in managing/supervising educational staff is preferred. The Special Education Coordinator shall also possess a California credential authorizing service in at least one area of Special Education and/or a Pupil Services Credential, and a standard Administrative Services or Supervision Credential; or Credentials of equal authorization by the California Commission on Teacher Credentialing.

The Special Education Coordinator shall have a working knowledge of and experience in implementing education code and charter laws applicable to special education services. The Special Education Coordinator may represent the Executive Director in matters relative to Special Education Services for the Charter School. As such, the Special Education Coordinator shall also possess above average interpersonal skills, as well as a demonstrated ability to lead and develop other administrative staff members; to serve as a successful participant of the executive management team that provides organizational leadership and direction; and to interact effectively with CMP's Executive Director and Governing Board as well as other stake holders.

Administrative Specialist Qualifications:

CMP shall employ administrative specialists to support school operations. Administrative specialists must have a high degree of initiative, ability to work independently, ability to develop and maintain positive professional relationships, ability to take responsibility for contact with others and pay close attention to administrative detail. Each administrative specialist will have a high degree of interaction with stakeholders and staff at all site locations. As such, each administrative specialist shall possess above average interpersonal skills and shall demonstrate the ability to exercise sound independent judgment, discretionary decision making and professional accountability. Each administrative specialist shall possess the necessary education and professional experience related to their field of specialty to qualify them for the duties and responsibilities of the position.

The Student Information Systems Manager serves a key roll in providing supervision and oversight for operational functions related to student data management and mandated reporting for the charter school. Minimum qualifications for this position include a Bachelor's degree in Business Administration or Management Information Systems (MIS) combined with 3-5 years experience in the daily operations of an elementary school with an emphasis on collection, maintenance, and reporting of student data. Exposure to SSID Annual Maintenance, anomaly resolution, OPUS and CALPADS is a plus. The Student Information Systems Manager will also possess the ability to positively interact with and support staff members relative to implementing

the organization's policies, procedures and systems related to the charter school's data management and reporting obligations.

The Bookkeeper serves a key role in the organization, providing accounts payable and general bookkeeping services as well as staff training specific to accounts payables functions and systems for the charter school. Besides possessing the necessary education and professional experience to qualify him/her for the duties and responsibilities of this position, the Bookkeeper will also have knowledge of fund and/or public school accounting procedures and the ability to exercise sound independent judgment in the management of school accounts and fund activity. The Bookkeeper will also possess the ability to positively interact with and support staff members relative to implementing the organization's policies, procedures and systems related to the charter school's finances.

The Governing Board Secretary serves a key role in the organization, providing meeting coordination, recordkeeping and administrative support to the Governing Board and the Executive Director relative to the governance functions of the charter school. The Governing Board Secretary shall exemplify an above average executive support skill set and shall demonstrate the ability to communicate effectively with members of all stakeholder groups. This position is characterized by a high degree of self directedness, ability to work independently, ability to take responsibility for contact with others and administrative detail. The person selected for this position shall demonstrate evidence of the practice of a high level of confidentiality, above average interpersonal and communication skills, ability to develop and maintain positive professional relationships and excellent organizational skills.

Administrative Support Staff:

CMP shall employ support staff to assist with school operations to include the Assistant to the Executive Director, Assistant to the Principal, Accounts Payable Assistant, IT Assistants and general office support. Executive level support staff members shall possess above average interpersonal skills and shall demonstrate a high degree of self-directedness, the ability to exercise sound independent judgment, discretionary decision making and professional accountability. Administrative support staff should have a high degree of initiative, ability to work independently, ability to take responsibility for contact with others and pay close attention to administrative detail. Each staff member shall possess the necessary education and professional experience related to their field of service to qualify them for the duties and responsibilities of the position to include exemplary customer service skills, demonstrated competencies in Microsoft Office computer software and hardware systems and other identified office skill sets as applicable to their assigned duties and responsibilities.

Teacher Qualifications:

Teachers are responsible for providing for the care, guidance, emotional needs and developmental experiences of children in assigned classrooms, and to create and maintain a learning environment supportive of Montessori educational standards and philosophy. Teachers must hold a minimum of a Bachelors Degree from a degree granting institution, and a valid authorization to serve as a California Credentialed teacher from the California Commission on Teacher Credentialing (CCTC).

Additionally, as an AMS-accredited public Montessori school, CMP is committed to hiring teachers who also maintain their Montessori teaching certificates for the grades in which they teach. CMP recognizes all accredited Montessori teacher preparation programs, including AMS, AMI and NCME training centers.

All teaching staff shall meet the highly qualified requirements of the No Child Left Behind Act.

Accordingly, a teacher of core academic subjects must have:

- (1) A bachelor's degree from a degree granting college or university;
- (2) A California State teaching credential, or a University Intern Credential while actively working toward completion of a California State teaching credential, and
- (3) Demonstrated core academic subject matter competence. Demonstrated core academic subject competence for elementary grades is done through a CCTC approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE") certification process. Middle school teachers teaching in multiple subjects environments are subject to the same requirements. Middle School teachers working in specific subject matter areas are held to the middle/high school requirements of the NCLB Act as follows:
 - 1) Successful completion of the applicable CCTC approved subject matter examination;
 - 2) Completion of a coursework option such as:
 - a. a CCTC approved subject matter program;
 - b. a major coinciding with the assigned area of instruction;
 - c. a major equivalent (32 semester units); or
 - d. possession of a graduate degree in the core academic subject area to be taught
 - 3) Normal Board certification in the core academic subject to be taught
 - 4) Completion of the HOUSSE certification process.

CMP key administrative staff has completed training to assure understanding in determining the fulfillment of NCLB "highly qualified" requirements. CMP teacher credentials are reviewed by the Human Resources Administrator annually and on an ongoing basis as needed.

California Education Code 44253.1 requires all teachers serving English Language Learner (ELL) students hold appropriate authorization: CLAD/CTEL/SB 395/AB 2913.

Teacher Assistant (Paraprofessional) Qualifications:

CMP recognizes the importance of trained paraprofessional staff in the classroom to aid the teacher in the instruction of students.

In response to CMP's desire to meet the same qualifications as other quality schools, CMP has chosen to adopt the NCLB Highly Qualified Paraprofessional provisions as part of the minimum qualifications of this position. Under NCLB guidelines, candidates shall hold a minimum of an Associate of Arts degree; or provide transcripts reflecting 48+ college units that prepare the paraprofessional for supporting academic instruction; or pass a subject matter equivalency test as approved by the charter school and/or sponsoring school district combined with a high school diploma.

Montessori training and experience are preferred; experience working with children is required. Preferably, paraprofessional staff shall hold a Bachelors Degree and a Montessori Credential, or be enrolled in an accredited Montessori Teacher Training program.

Extended Care (Club Montessori) Coordinator and Staff Qualifications:

The Club Montessori Coordinator reports directly to the Principal and assists in the administration of the School's extended care program. This position requires demonstrated ability to lead, develop and supervise staff, and the ability to adapt to a variety of situations. Extended Care Coordinators shall possess a broad knowledge of best practices in elementary child care with a minimum of 12 months experience working in a licensed day care or structured after school program, along with 12 or more units of study in Early Childhood Education, Montessori Education, Child Development, Recreation, Social Welfare or Psychology.

Extended Care staff shall report to and work under the direction of the Club Montessori Coordinator and the Principal. This position requires a minimum of a High School Diploma and previous successful experience working with children. Staff working toward a career in education with units in a related field is preferred.

PROFESSIONAL DEVELOPMENT

Recognizing the importance of staff development and teacher training, CMP provides numerous professional growth/orientation opportunities throughout the year, including the following:

- CMP has routinely offered a summer 'Boot Camp' for new instructional staff. This training and orientation program, presented in a 3-5 day format, has offered sessions addressing such topics as Alignment of State Standards and Montessori Curriculum, Use of Montessori Materials, Application of Technology in the Classroom, and overview of Special Education processes and protocol. The program has served between 15 and 20 newly hired and 'newer' teaching staff each year that it has been offered.
- CMP offers network-wide Staff Development days that feature keynote addresses by nationally-known speakers, as well as break-out sessions and workshops led by experts within the CMP network.
- CMP has committed to support the participation of its Middle School teachers in the pursuit of secondary level Montessori training. In recent years, CMP has supported the extensive training of Middle School teachers at the Houston Montessori Center, an AMS accredited teacher preparation program in Houston, Texas. This training provides advanced study in secondary level Montessori pedagogy and supports the continued development of CMP's Middle School program.
- CMP has partnered with the Sacramento County Office of Education BTSA Consortium to provide BTSA induction programming to all new SB 2042 preliminary credential holders in their first and second years of teaching who hold full-time lead teacher positions within the CMP network. Further, CMP recognizes the value that this program

brings to its staff and has chosen to extend an invitation to all CMP instructional staff to participate in the professional development programs and workshops as may be available within the network as well as those offered through the consortium.

- CMP sends teachers to workshops sponsored by the Sacramento County Office of Education (SCOE). This series of professional development workshops is specifically designed to assist teachers with the transition to the CA Common Core Standards in both English Language Arts (ELA) and Mathematics. CMP administration supports CMP's growth in this area by covering the cost for the workshops and providing early release time for the teachers to attend these workshops.

In addition to the above programs, CMP provides mentoring and collegial support, as well as intra-school curricular meetings, through its network of existing school sites. In addition, CMP is committed to provide each full-time certificated teacher with funding designated to support his/her participation in the pursuit of Montessori training, advanced degrees or designations, continuing coursework at the college or university level, or attendance at educational workshops and/or conferences, contingent upon annual budget allocations.

Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their career at CMP. In establishing a professional teaching environment, CMP will ensure collaborative, network-wide, planning time for teachers to design student-focused curriculum, pedagogy and assessment.

RETIREMENT BENEFITS

Governing Law: The manner by which staff members of the Charter Schools will be covered by the State Teachers' Retirement System, the Public Employee's Retirement System, or federal social security—California Education Code Section 47605(b)(5)(K)

Employees at the School shall participate in STRS, CMP Classified Retirement Plan and/or the federal social security system as applicable to the position. The School shall inform all applicants of the retirement system options available to employees of the School. The School shall ask the County Office of Education to create any reports required by the State Teachers Retirement System and submit the required reports on behalf of the Charter School. The Charter School understands that the County Office of Education may charge the School its actual costs for the reporting services. The Human Resources Administrator and/or the Human Resources Generalist shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees.

EMPLOYEE REPRESENTATION

Governing Law: A declaration whether or not the Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. —California Education Code Section 47605(b)(5)(O)

CMP shall be deemed the exclusive public school employer of the employees of the School for the purposes of the Educational Employment Relations Act (“EERA”). CMP shall comply with the EERA.

RIGHTS OF SCHOOL DISTRICT EMPLOYEES

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. – Education Code Section 47605(b)(5)(M)

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work in the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school record summary as described in Section 44237—California Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, the Charter School implements full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. Below, please find a summary of the health and safety policies of the School:

Procedures for Background Checks

The Charter School certifies that criminal record summary information has been obtained for all staff prior to employment, pursuant to Education Code Section 44237. Further, CMP complies with the provisions of Education Code Sections 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to engaging in employment, volunteerism, or contract services or any unsupervised contact with pupils of the Charter School. The Executive Director or appointed confidential designee shall review

Department of Justice reports on prospective employees, contractors and volunteers to determine whether an individual may provide service within the charter school network accordance with Education Code Section 44237 or 45125.1, except with respect to reports relative to her or himself, in which case the President of the CMP Governing Board or appointed confidential designee will review the respected report. The Executive Director or appointed confidential designee shall monitor compliance with this policy on a continuous and ongoing basis.

Role of Staff as Mandated Child Abuse Reporters

Under California Penal Code Section 11165.7, all classified and certificated staff are designated as mandated child abuse reporters and are directed to follow all applicable reporting laws, as outlined in the California Child Abuse and Neglect Reporting Act. Upon confirmation of employment, all CMP staff shall be oriented to the provisions of the Act and shall provide written acknowledgement of and agreement to comply with the provisions of the Act. This code is also provided in CMP's personnel handbook and employment agreements.

TB Testing

The Charter School certifies that applicable health record information has been obtained for all employees prior to initial employment as a requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees working in direct contact with students. Thereafter, the Charter School shall obtain proof of examination at least once each four years or at a frequency otherwise deemed necessary by the local health officer as provided for in Section 49406, for the duration of employee's or volunteer's service at the Charter School.

Immunizations

The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school, which requires that a school nurse or other designated personnel administer medication, with appropriate documentation. The Charter School requires a permission form to be signed by the parent/guardian and by the student's physician. The Charter School will maintain trained personnel to assist in the administration of medication, as appropriate.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the School.

Bloodborne Pathogens

The Charter School shall comply with state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. CMP has established a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). This Plan is included in the School’s comprehensive safety plan.

Whenever exposed to blood or other body fluids through injury or accident, students and staff will be directed to follow the latest medical protocol for disinfecting and waste disposal procedures.

Drug Free/Smoke Free Environment

The School shall maintain a drug and alcohol and smoke free environment. Upon confirmation of employment, all CMP staff shall be oriented to the provisions of this policy and shall provide written acknowledgement of and agreement to comply with said policy. This policy is also provided in CMP’s personnel handbook.

Emergency Preparedness

The Charter School shall adhere to a Model Safe School Plan which contains emergency procedures which shall be tailored specifically to the needs of the campus site. This Plan includes, but is not limited to, the following responses: fire, flood, earthquake, threats, and biological or chemical release. This Plan also includes an evacuation plan, and general school safety, injury and illness prevention. Currently the CMP-Shingle Springs Comprehensive Safety Plan is in alignment with the Standardized Emergency Management System (SEMS). CMP is collaborating with the Elk Grove Unified School District and Sacramento County Office of Education in conforming the current Plan to the National Incident Management System (NIMS) model.

Attached as Appendix P, please find the current Comprehensive School Safety Plan and the Model Safe School Plan.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School implements a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the Charter School and the entity granting the charter to resolve disputes relating to provisions of the charter—California Education Code Section 47605(b)(5)(N)

Disputes between the District and the School Relating to Provisions of the Charter

The School and the District will always attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between CMP and the District, CMP staff, employees and Board members of CMP and District agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent and Executive Director of CMP. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Executive Director, or designee, and Superintendent, or designee, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from

receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent, or designee, and the Executive Director, or designee, of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent, or designee, and the Executive Director, or designee, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent, or designee, and the Executive Director, or designee. Mediation shall be held within 30 business days of receipt of the dispute statement. The costs of the mediator shall be split between the District and CMP. If mediation does not resolve the dispute, one or both parties may exercise any or all rights provided to them according to the law. All timelines in this section may be revised upon mutual written agreement.

* * *

Internal Disputes

All internal disputes involving the CMP-Shingle Springs Campus shall be resolved by the School according to the School's own internal policies and Uniform Complaint Policy.

This dispute resolution process provides parents and employees who have a grievance concerning the school, with a procedure to follow to have the grievance heard by the Principal and, if it cannot be resolved at this level, to have it heard by the Executive Director.

Misunderstandings and problems arise from time to time in any situation. Differences of opinion will exist. CMP intends for the school environment to be a safe and supportive environment for students, teachers, staff, and parents. We are committed to creating an honest and open atmosphere in which any problem, complaint, suggestion, or question will receive a timely and respectful response. It is requested that all parties conduct themselves in a congenial manner and communicate with each other with mutual respect at all times.

A grievance is defined as any feeling of dissatisfaction or injustice in connection with any matter related to the program, school, or staffing. Any grievance should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with the Principal to attempt further resolution.

If a parent disagrees with the established rules on conduct, policies, procedures, or practice, they can express this concern directly to the Principal. No parent will be penalized, formally or informally, for voicing a grievance or complaint with CMP in a reasonable, business-like manner, or for using this dispute resolution process.

The Executive Director is the official representative between parents and the Governing Board. S/he or any Principal/designee is accessible and ready to hear suggestions, concerns, and complaints. CMP cannot act on any problem unless it is aware of it, so we request that grievances be brought to the appropriate party as soon as possible.

While not every problem may be resolved to the complete satisfaction of all parties, effort will be made on the behalf of CMP, and its staff, to bring resolution to any problem. This will only be possible through both parties' willingness to listen, attempt toward understanding, and exploration of all aspects of the issue at hand. Through this process, parents, teachers, and administration will be able to develop confidence in each other. This confidence is important to the smooth, effective operation of CMP and will directly benefit the students. CMP will strive to provide such an atmosphere at all times. Parents are encouraged to offer positive and constructive criticism, and to take the following steps if they believe they have dissatisfaction, or believe that an injustice has occurred, or that a decision affecting them or their child is unjust or inequitable:

1. When a problem first arises, the grievant should discuss the matter with the respective party as soon as possible.
2. If they are unable to resolve the issue at this level, the grievant should then contact the Principal to make an appointment to discuss the issue as soon as possible.
3. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the Principal. The grievant should specify the problem to the fullest extent possible and any remedies sought.
4. Following any necessary investigation, the Principal shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.
5. If the matter is still unresolved at this level the grievant may request a meeting with the Executive Director. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by the grievant, the Principal, and any other related parties. The request for the meeting is to be delivered to the Executive Director who, unless sick or out of town, will meet with the grievant within (10) working days of receiving the written request.
6. After the meeting, the Executive Director, or administrative designee, will conduct an investigation of the matter prior to making any decisions or recommendations. The Executive Director will provide the grievant with a response and outcome within a reasonable amount of time, not to exceed 30 days from the date of the meeting. This decision will serve as the final decision of CMP.

VI. STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

STUDENT ADMISSIONS POLICIES AND PROCEDURES

Governing Law: Admission Requirements, if applicable-Education Code Section 47605(b)(5)(H)

The School shall admit all pupils who wish to attend the School up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Pupils will be considered for admissions without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

The application process is comprised of the following:

- Parent/guardian attendance at a school orientation meeting
- Middle School (7th - 8th grades) Interview⁴
- Completion of a student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

Applications will be accepted during a publicly advertised open enrollment period each Spring for enrollment in the following school year. Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.⁵

⁴ The Middle School Interview is a process by which all students entering middle school are introduced to the CMP program and expectations, and can be used by a tool for parents and/or guardians to assess the appropriateness of the program for the incoming middle school student. No student's enrollment will be determined by CMP through this process.

⁵ Education Code Section 47605(d) states that all students in the state of California who wish to attend the School must be admitted, subject only to capacity. In the case that there are more applicants than space, 47605(d) mandates that enrollment be determined by public random drawing. However, Education Code Section 47605(d) states that in the case of a public random drawing, preference must be given to existing students of the school and to district residents. 47605(d) also states that other preferences in the lottery are also allowed if legal (i.e. non-discriminatory), and approved by the granting school district (presumably within the charter). In practice, the applications will be

Enrollment preferences in the case of a public random drawing shall be allowed in the following order:

- 1) Children of staff⁶
- 2) Siblings⁷ with Montessori experience of existing students or CMP graduates⁸
- 3) Siblings of existing students or CMP graduates
- 4) Inter-campus transfers
- 5) Children who have at least one-year prior Montessori experience (public or private)
- 6) District residents
- 7) All other applicants

At the conclusion of the public random drawing, all students who were not randomly selected due to capacity or which were not placed on a limited wait list shall remain on file in the event that there is a subsequent random lottery pull for that particular school year. The wait list will allow students the option of enrollment in the case of an opening during the school year.

In no circumstance will a wait list carry over to the following school year.

NON-DISCRIMINATION

Governing Law: The means by which the school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted—California Education Code Section 47605 (b)(5)(G)

The School shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to attempt to achieve a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the District and the communities in which its sites are located:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based -recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District and the communities in which its sites are located, including Spanish language materials as needed.

collected during an open enrollment period. If, in any grade level, there are more applications than available space, a public random drawing will be held in stages in the order of the preferences listed in the charter. Any application meeting more than one “preference” will be placed in the highest preference category for which they qualify.

⁶ “Children of Staff” will be limited to children or wards or step-children of employees.

⁷ “Siblings” will be defined as either 1) a brother or a sister (any person who shares at least one of the same parents); OR 2) step-siblings or blood relatives living in the same household at least 50% of the time.

⁸ “Graduate” will be limited to students who completed the 8th grade from CMP within a five-year band of the projected date of the applicant’s enrollment.

- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the District and the communities in which its sites are located.
- Publication of advertisements in a local parenting magazine.

As of the 2013 API Growth School Report, CMP-Shingle Springs Campus reports the following ethnic demographics:

	CMP-Shingle Springs Campus	BUSD-Blue Oak	BUSD-Charter Montessori Blue Oak	BUSD-Buckeye Elementary	BUSD – District
Black or African American	0%	0%	1%	0%	1%
American Indian or Alaska Native	0%	0%	0%	1%	0%
Asian	3%	2%	2%	1%	7%
Filipino	1%	1%	3%	0%	2%
Hispanic or Latino	15%	13%	17%	24%	13%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%
White	69%	78%	74%	68%	69%
Two or More Races	11%	5%	3%	6%	7%

CMP adheres to the Education Code regarding admissions requirements (47605(d)). CMP announces enrollment for the upcoming school year in various publications, targeting various ethnicities, including Latino/Hispanic (with ads in Spanish). CMP will welcome the opportunity to collaborate with Buckeye Union School District in determining the most effective strategies to achieve a racial and ethnic balance reflective of the District. It is the goal of CMP to increase its diversity in fulfilling its stated mission.

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. - Education Code Section 47605(b)(5)(L)

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend CMP-Shingle Springs Campus may attend school within their school of residence according to District policy or at another school district or school within the District through the District’s intra and inter-district policies. Parents and guardians of each student enrolled in CMP-Shingle Springs Campus will be informed on admissions forms that the students have no right to admission in a particular school of the District as a consequence of enrollment in the School, except to the extent that such a right is extended by the local education agency.

SUSPENSION AND EXPULSION PROCEDURES

Governing Law: The procedures by which pupils can be suspended or expelled—California Education Code Section 47605 (b)(5)(J)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students and staff at California Montessori Project (“Charter School”). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws when imposing any form of discipline on

a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is 1) related to school activity, 2) school attendance occurring at Charter School or at any other school, or 3) a Charter School sponsored event. A Pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, and of the following:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the

threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - l) Knowingly received stolen school property or private property.
 - m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by

creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or

attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon

either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Governing Board following a hearing before it or by the Governing Board upon the recommendation of an Administrative Panel to be assigned by the Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Governing Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Governing Board, administrative panel, or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the

witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Governing Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Governing Board who will make a final determination regarding the expulsion. The final decision by the Governing Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Governing Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee following a decision of the Governing Board to expel shall send written notice of the decision to expel, including the Governing Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the student's district of residence. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Governing Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the Governing Board following a meeting with the Principal and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Governing Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA for the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's

disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

VII. REPORTING AND ACCOUNTABILITY

BUDGETS AND CASH FLOW

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation- (Education Code Section 47605(g))

Attached, as Appendix Q, please find CMP-Shingle Springs's 2013-14 First Interim Budget and three-year cash flow and projections. These documents are based upon the best data available to the School at this time, including the Local Control Funding Formula calculations.

FINANCIAL REPORTING

CMP shall provide reports to the District as follows, and shall provide 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 shall be 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 shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Reports shall be in the format requested by the District, shall utilize any forms requested by the District, and shall contain any data requested by the District.

* * *

INSURANCE

CMP shall finance and maintain general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. The California Montessori Project (CMP) currently has special form property and general liability insurance with the Philadelphia Insurance Company an "A.M. Best" rated A++, XV insurance carrier. The property insurance protects the owned buildings and contents and includes business interruption and extra expense coverages on a special form and replacement cost valuation coverage basis. The general liability coverage provides a "Wrongful Acts" coverage form designed for charters schools and includes educators professional liability, employment practices liability, and non-owned and hired auto liability coverages. Additional, CMP has a \$5,000,000 Umbrella excess liability insurance policy with the Philadelphia Insurance Company. The statutory workers compensation insurance is provided by Berkshire Hathaway Homestate – Cypress Company an “A.M. Best” rated A++, XIV specialty insurance carrier. The District Board of Education is named as an additional insured on all policies of the Charter School.

Upon request, CMP-Shingle Springs Campus shall provide evidence of the above insurance coverage to the District. CMP shall provide immediate (no more than ten (10) business days) notification to the District should insurance coverage be terminated or cancelled.

* * *

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the School are to be provided. (Education Code Section 47605(g)).

The California Montessori Project has a history of successful oversight and administration of seven campuses operating as separate, yet closely interconnected, entities. The seven schools have served as a vehicle for implementing the original CMP mission “to provide a quality, tuition-free, Montessori education to every child in the state of California.” The school sites have been provided administrative support services by the original charter school’s central administrative offices and fiscal services through the Wheatland School District. The administrative offices of CMP have assisted with, among other services, implementation of special education, marketing, management, human resources and business services as it relates to budget development and oversight. The Wheatland School District Business Office has worked with the administration of CMP to provide budgetary oversight, payroll, accounts payable and receivable. 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.

Each individual CMP campus will receive the same services it was provided in the past by the CMP central administrative offices of the original charter for an indirect administrative fee. Currently, the Wheatland School District has agreed to continue providing business services for the CMP schools for the 2014-2015 school year. Attached as Appendix R, please find the 2014-2015 MOU between Wheatland School District and CMP. Wheatland School District provides

high quality, efficient and timely services and actively participated in the governance of the original CMP charter school. This continuity of business services has provided a seamless transition of accounting and back office functions for each CMP school. CMP may contract with other third parties as necessary for ancillary services. CMP shall provide a copy of any updated MOU between Wheatland and CMP upon execution and shall provide any updated agreement for business services. Should CMP anticipate a future change in the primary business services provided for CMP, CMP shall provide notice to the District.

* * *

FACILITIES

Governing Law: The facilities to be utilized by the school. The description of facilities to be used by the charter school shall specify where the school intends to locate. (Education Code Section 47605.6(b)(5)(D))

The CMP-Shingle Springs Campus is nestled in the foothills on a 5-acre parcel located across the street from a church as well as a traditional public school (Buckeye Elementary) and is located at 4645 Buckeye Road Shingle Springs, CA 95682. CMP-Shingle Springs Campus runs a K through 8 program, housed in 11 separate classrooms:

Pine Classroom: K	18 students	880 square feet
Mimosa Classroom: K/1	36 students	1,440 square feet
Cedar Classroom: K/1	36 students	1,440 square feet
Laurel Classroom: 2 nd /3 rd	30 students	960 square feet
Aspen Classroom: 2 nd /3 rd	30 students	960 square feet
Willow Classroom: 2 nd /3 rd	30 students	960 square feet
Fig Classroom: 4 th /5 th /6 th	27 students	960 square feet
Eucalyptus Classroom: 4 th /5 th /6 th	27 students	960 square feet
Maple Classroom: 4 th /5 th /6 th	38 students	1,440 square feet
Birch Classroom: 4 th /5 th /6 th	32 students	1,100 square feet
Sequoia Classroom: 7 th /8 th	57 students	(960 x 3) = 2,880 square feet
Resource/Administrative		960 square feet
	366 students	14,940 square feet

On February 23, 2005, CMP-Shingle Springs was awarded a Charter School Facilities Program Grant (CSFP) for \$5,310,746.00, including site acquisition. At the April 25, 2007 SAB meeting, the regulations were revised to reflect changes to the projects upon conversion from a Preliminary Apportionment to a Final Apportionment. These changes allowed for the Charter School Facilities Program under Proposition 55 to have two categories of funding for the projects, site acquisition and construction as described in the School Facilities Program (SFP). The regulation changes resulted in the Final Apportionment being limited to eligible costs, as would any project under the SFP. At that point, the CMP-Shingle Springs project had allowable construction costs of \$6,856,500.00 plus land acquisition of approximately \$925,000. Additional funds for the CSFP project were made available from monies not used under Proposition 47. These revisions allowed the funds to be used for any eligible project costs, at the discretion of the

charter school. Final determination of the grant amount will be decided by the State Allocation Board upon submittal for Final Apportionment.

CMP-Shingle Springs uses a large portion of the current property, and has installed two large playground systems. CMP-Shingle Springs has also installed a lawn area, outdoor amphitheatre, a Garden of Learning garden area, a basketball court, a cross-country running track, and various concrete fire lanes which provide play surface for four square, hopscotch, etc.

CMP-Shingle Springs has also installed three large outdoor patios, complete with rain-retardant covers for use as lunch areas for our students.

CMP-Shingle Springs is actively engaged in the process of accessing Proposition 55 funds with the intent of acquiring a parcel of land and constructing modular classrooms to fully serve the student population. The project was advertised, and bids received, in December of 2013; the OPSC 50-05 request for funding was submitted on January 10, 2014; OPSC released \$10,544,098 to CMP-Shingle Springs; contracts have been issued and construction is expected to begin in early spring of 2014 with completion scheduled for November 2014.

* * *

INDEPENDENT FISCAL AUDIT

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority—California Education Code Section 47605(b)(5)(I)

CMP will facilitate an annual independent audit of the School's financial affairs. The Board will select and oversee an auditor with education audit experience who is listed in the Certified Public Accountants Directory Service (“CPADS”) as active by the State Controller’s Office. The Executive Director will make a recommendation to the CMP Board taking into consideration qualifications, experience, and cost of qualified auditors. The CMP Board shall make the final selection. CMP shall follow recommended guidelines as to the frequency of changing lead auditors and/or auditing firms.

The audit will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to the School along with the Standards and Procedures for 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 will be forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Executive Director, along with an audit committee, will review any audit exceptions or deficiencies and report to the CMP Board with recommendations on how to resolve them. The CMP Board will submit 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 shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law. In accordance with Education Code Section 47604.3, CMP shall promptly respond 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.

* * *

CLOSURE PROTOCOL

Governing Law: A description of the procedures to be used if the charter school closes- Education Code Section 47605(b)(5)(P)

The following procedures shall apply in the event the CMP-Shingle Springs Campus closes. The following procedures apply regardless of the reason for closure.

Closure will be documented by official action of the CMP Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. Closure initiated by the CMP Board shall not take effect before the end of the normal school year in June unless agreed to in writing by the District.

The Board of Directors will promptly notify parents and students of the Charter School, the District, the El Dorado County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., State Teachers’ Retirement System and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure timely notification to the parents and students and shall provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board’s decision to close the CMP-Shingle Springs Campus. CMP shall provide the District with all student contact information promptly following such decision.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the CMP-Shingle Springs Campus will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family

Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. CMP will store original records of Charter School students in CMP administrative offices until the closure of the CMP-Shingle Springs Campus. No later than the date of closure, all pupil records of the School shall be transferred to the District. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. Within six (6) months following the date of closure, final financial records shall be prepared and an independent audit completed. The Charter School will pay for the final audit. The audit will be prepared according to standards for public school audits by a qualified Certified Public Accountant experienced in public school audits selected by CMP and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CMP shall remain solely responsible for all liabilities arising from the operation of the School.

Should CMP, Inc., dissolve as a nonprofit public benefit corporation, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Exhibit W, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

VIII. IMPACT ON THE DISTRICT

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District.
(Education Code Section 47605(g)).*

POTENTIAL CIVIL LIABILITY EFFECTS

Intent

This statement is intended to fulfill the terms of Education Code Section 47605(g) and provides information regarding the proposed operation and potential effects of the CMP-Shingle Springs Campus on the District.

Civil Liability

The CMP-Shingle Springs Campus shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d. The specific purposes for which the corporation is organized are for the operation of a California public charter school for educational services in accordance with the Education Code Section 47600, et seq.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. CMP and CMP-Shingle Springs Campus shall work diligently to assist the District in meeting any and all oversight obligations under the law, including regular meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the School.

CMP, CMP-Shingle Springs Campus, its Board members, officers, employees or agents (collectively "CMP") shall indemnify and defend the District its Board members, officers, employees or agents (collectively "District") from and against any actions, allegations, claims, damages, due process claims, findings, judgments, or liability, including attorneys fees to enforce this provision which arise from the actions or omissions of CMP, excepting only those claims arising from the actions or omissions of the District.

The corporate bylaws of CMP shall provide for indemnification of the school's Board of Directors, officers, agents, and employees, and CMP will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. As stated above, the District shall be named an additional insured on the general liability insurance of CMP.

The Board of Directors of CMP will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

IX. CONCLUSION

By renewing this charter, the Buckeye Union School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools. CMP is eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, CMP pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for renewal of the charter, to continue operation from July 1, 2014 through June, 30 2019. The School shall be considered approved as of the date of charter approval. The term of the charter shall expire on June 30, 2019. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605, Education Code Section 47607, and its implementing regulations, as applicable.