

CDE Dashboard 2018

CMP-Elk Grove

Optional Narrative

The mission of the California Montessori Project is to offer a quality, tuition-free Montessori Education that challenges our students to reach their full potential. CMP is a non-profit public benefit corporation overseen by a governing board composed of a cross-section of professionals with experience in education (Montessori and traditional), business, technology, facilities, etc. and charged with the operational and fiscal affairs of the schools.

Priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Teachers:

CMP employs lead teachers with dual certifications: California State at the highly qualified level and Montessori, for the age-level at which they teach.

Materials:

CMP utilizes the American Montessori Society's recommended materials list when selecting Montessori instructional materials. For all other curricular, supplemental materials, and programs, CMP follows the state-approved curriculum adoption process, as well as gathers input from a variety of stakeholders, before presenting to the administrative leadership team and Governing Board for determining implementation.

Facilities:

CMP-Elk Grove serves students between two locations. The Bradshaw Road site is located on approximately 10 acres of land. The facility houses school offices, 16 classrooms, a library, resource room and a large gymnasium/multi-purpose room. The school grounds include a spacious field, a large asphalt play area with an extended gravel area, and an additional kindergarten play area with sod. The Elk Grove Blvd site serves students on the city of Elk Grove's main street. The facility is a former public school campus leased through the Cosumnes Community Services District. The facility houses an office, five classrooms, and a library/resource room. The school grounds include an open field, a playground, a large asphalt play area with a basketball court, and labyrinth.

Priority 2: Self-Reflection Tool for Implementation of State Academic State Standards

Identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

The Montessori philosophy embraces the belief that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed that the role of an adult in a child's education is to provide an appropriate environment, complete with tools and methods, to facilitate the

child's own discovery of knowledge and skills at the time when it has the most impact for him/her individually. This system has a foundation based on trust and respect of the individual, and a belief that children will soar beyond traditional expectations.

California Montessori Project (CMP) offers an environment which has the tools, programs, resources, and support to enable students to become educated to high academic standards, and to develop themselves to their full capacity as competent, happy, productive individuals, family members, employers/employees, and contributors to a better society and a peaceful world. This is achieved through a strong commitment from the parents, teachers, school leaders, community groups, legislators and, most importantly, the individual child. CMP is grounded in a philosophy of trust in individuals to seek their greatest potential.

CMP holds that an educated person is well-rounded and balanced. The CMP student shall become a collaborative member of a community, motivated to set and achieve high goals. CMP encourages students to demonstrate 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 within the immediate environment. The CMP student develops personal habits contributing to his/her community; participating in healthy choices regarding nutrition and exercise; and a balance between family, work and leisure activities.

Priority 3: Self-Reflection Tool for Parent Engagement

Summarize:

- 1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;*
- 2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and*
- 3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.*

1. The California Montessori Project (CMP) seeks to improve and promote stakeholder involvement and collaboration through various pathways. The CMP Network Governing Board consists of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. There are up to 14 seats on the Governing Board, including up to 4 elected Parent Representatives. For parents and/or guardians and caregivers at the campus level, CMP hosts regularly scheduled, "Principal Cafes" in order to facilitate communication between families and school administration as well as an established Campus Advisory Council (CAC) composed of parent, teacher and administrative representation that is designed to provide a forum for stakeholder input. Additionally, CMP embraces an "Open Door Policy" in order to develop a culture of collaboration and common purpose.

2. Parents play an active role in the California Montessori Project. All enrolled CMP families are encouraged to contribute at least 40 hours of service to the school (70 hours for two or more enrolled children) for the purpose of participating in their child's educational experience and campus community. A variety of service opportunities exist and include: working in the classroom with our Montessori staff,

providing office help, chaperoning field trips, and serving on campus committees to enhance the learning community. There are opportunities for work to be done at home and/or outside of school hours for working parents as well. Preparing classroom materials, adopting a classroom pet or plant during school closures, parent education nights, fundraising, school events, and campus beautification days provide enough additional opportunities to assure a comfortable level of participation. CMP is grateful for the contribution volunteers make on behalf of the school and in the lives of all of our students.

3. CMP has placed focus on increasing effective communication between the parent/guardian and teaching/administrative communities. Teachers meet with parents multiple times throughout the school year (Initial Parent Meeting and Parent/Teacher Conferences) to provide an opportunity to discuss goals, objectives, progress on academic plans and discuss any issues or concerns that may be present. The CMP campuses have also piloted and implemented technology-based parent-school communication tools. This relates to the Parent/Community Engagement goal of the LCAP.

Priority 6: School Climate

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness.

CMP continuously explores and develops surveys for the learning community to provide feedback to the school administration. CMP administers annual surveys to all members of its learning community (staff, parents, students) to receive feedback to ensure that CMP administration knows the impact of changes made to the program. The surveys are administered anonymously and respondents are not asked self-identifying questions.

Surveys administered at the end of the 2017-2018 school year included:

1. Climate and Safety Survey - Administered to Students.
2. Stakeholder Satisfaction Survey - Administered to Parents.
3. Annual Calendar Survey - Administered to all stakeholders.

Priority 7: Self-Reflection Tool – Access to a Broad Course of Study

1. *Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.*

CMP has identified and currently utilizes several tools to articulate the expected schoolwide learner outcomes for students. In connection and alignment with California State Standards, CMP has created and implements a curriculum guide that outlines the specific content areas to be addressed. Further, CMP employs several assessment tools in order to measure progress towards meeting these articulated outcomes. Some examples of assessment tools utilized by CMP are, among others, the Renaissance Place assessment suite for English/Language Arts and Ten Marks for Mathematics, Dynamic Indicators of Basic Early Literacy Skills (also referred to as DIBELS) assessment as well as standardized test results. These multiple measures of progress provide the data necessary to uncover areas of need and drive appropriate instruction and interventions.

2. *Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.*

All students enrolled in California Montessori Project have access to the following program components:

- * Highly qualified, dynamic, California State Credentialed and Montessori trained/certified teachers (dual certification)

Comprehensive academic and social skills development using Montessori-based curriculum aligned to the California State Standards

- * Quality Montessori learning materials
- * State-adopted core instructional materials
- * Technology based programs for all grade levels
- * Rosetta Stone foreign language program
- * Accelerated Reader reading comprehension monitoring tool
- * Ten Marks Math assessment and skills tool
- * Learning.com technology teaching program
- * 1-1 student-to-computer ratio in grades 3 through 8
- * PBIS Practices, Building Effective Schools Together, positive behavior support program to support appropriate school behavior
- * Teacher induction program for new teachers
- * Ongoing parent education offered on site
- * Before and after school programs
- * Low student-to-teacher ratios
- * Full implementation of Response to Intervention (RTI) model with academic intervention programs
- * Special Education Teacher, Speech/Language Pathologist, and Occupational Therapist on site for students with Individualized Educational Plans
- * Deans of Students who support implementation of RTI, PBIS (positive behavior support), curriculum alignment/implementation and accreditations.

3. *Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.*

CMP understands and embraces the philosophy of constant and progressive improvement. With the establishment of the California Common Core State Standards, CMP has committed the CMP Leadership Team to review current curriculum and materials ensuring that the instructional materials do fully provide a broad course of study for all students. CMP – EG recognizes the following areas of focus:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement. CMP seeks to improve and promote stakeholder involvement and collaboration through various pathways. For parents and caregivers, CMP hosts regularly scheduled “Principal Cafes” in order to facilitate communication between families and school administration as well as an established CAC composed of parent, teacher and administrative representation that is

designed to provide a forum for stakeholder input. For staff involvement, CMP holds regularly scheduled staff meetings and encourages staff feedback on pertinent issues. In order to gather input from the student population, CMP and the Montessori methodology calls for daily community meetings where student participation is encouraged.

2. The clarification and measurement of what all students should know, understand, and be able to do through school-wide learner outcomes and academic standards.
 3. The analysis of data about students and student achievement. In order to ensure effective interventions and improvement, CMP recognizes the necessity of analyzing student data in order to target specific areas of need. In the pursuit of information regarding student achievement, CMP has developed and implemented a system of assessment and tracking. CMP utilizes a complement of universal assessment tools, an assessment tracking system and regularly scheduled grade level meetings to discuss assessment results and strategies for addressing areas of need. CMP recognizes the area of data analysis and using the gathered information to drive instruction as one of ongoing need and improvement.
 4. The assessment of the entire school program and its impact on student learning in relation to the school-wide learner outcomes, academic standards, and ACS WASC/CDE criteria. As a public charter school, CMP undergoes a regular process of self-study and the need for regular program assessment as a part of the charter renewal process and accreditation through the American Montessori Society and the Western Association of Schools and Colleges.
 5. The alignment of a long-range action plan to the school's areas of need; the capacity to implement and monitor the accomplishment of the plan. With the recent changes in funding for California's public schools, CMP underwent a specific needs analysis to develop the LCAP. Based on stakeholder input, identified needs were aligned with personnel and financial resources and memorialized as part of CMP's LCAP. Additionally, CMP specifically identifies areas of need.
4. *In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?*
- The following steps have been or are being taken to increase access and opportunity for all CMP-Elk Grove students:
- 1) Increase communication between stakeholders by sending information directly to stakeholders' email addresses to better share information and create a stronger sense of school community.
 - 2) Develop a process to gauge alumni preparedness for a secondary educational setting.
 - 3) Prepare for Common Core.
 - 4) Increase interventions for struggling learners and enhancement programs for advanced learners.
 - 5) Fully utilize available technology.
 - 6) Develop a Positive Behavioral Interventions and Supports (PBIS) team to move the PBIS behavior program forward by reducing the number of minor incidents, office discipline referrals, suspensions and expulsions thus creating an environment more conducive to learning.