CDE Dashboard 2019
CMP-Shingle Springs

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

- *Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions:* 0

- *Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:* 0

- *Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies):* 0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

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:
The CMP-Shingle Springs campus was originally on a five-acre parcel which was leased from 2001-2005 and then purchased by CMP in 2005. CMP-Shingle Springs was awarded Charter School Facilities Funds under Proposition 55 and in 2014, the school purchased an additional ten-acre contiguous parcel. The

combined campus is now configured with 18 classrooms, each uniquely designed to serve the needs of students in Kindergarten through 8th grade. The teachers are experts in the preparation of their classroom environments, designing their classrooms for small and whole group lessons, displaying the many Montessori materials in a way that entices the children to use them, and rotating materials to provide deep learning experiences in thematic units of study. Through guided lessons, students learn to care for each and every component of their classroom environment.

Priority 2: Self-Reflection Tool for Implementation of State Academic State Standards
OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- ***English Language Arts (ELA) – Common Core State Standards for ELA***

- ***English Language Development (ELD) (Aligned to Common CoreState Standards for ELA)***

- ***Mathematics – Common Core State Standards forMathematics***

- ***Next Generation ScienceStandards***

- ***History-Social Science***

- ***Career Technical Education***

- ***Health Education ContentStandards***

- ***Physical Education Model ContentStandards***

- ***Visual and PerformingArts***

- ***World Language***

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 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.

While being committed to the Montessori methodology, CMP continuously makes progress toward implementing and/or enhancing programs that support the academic standards set forth by the State Board of Education. Listed below are some of CMP's curricular elements of focus:

1. CMP has aligned the Montessori curriculum, including lesson plans and scope and sequence guides, to the Common Core State Standards in English Language Arts (ELA) and Math.

2. CMP has adopted Common Core aligned, supplementary instructional materials such as iReady for ELA and Math and Pearson's Digits Program for Middle School Math.

3. CMP provides Common Core aligned diagnostic interim assessments through iReady and California Assessment of Student Performance and Progress (CAASPP) practice tests.

4. CMP has adopted TCI, a curriculum aligned with the Next Generation Science Standards (NGSS) and the History-Social Science Standards.

5. CMP has adopted Positive Prevention Plus, a Health Education curriculum aligned to the Common Core health standards.

6. CMP provides access to Physical Education, Visual and Performing Arts and World Language to all students.

7. CMP has adopted the Second Step program, a social-emotional learning curriculum, to be implemented with students in Kindergarten – 8th grade.

Priority 3: Self-Reflection Tool for Parent Engagement

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. ***Building Relationships between School Staff and Families***

2. *Building Partnerships for Student Outcomes*

3. *Seeking Input for Decision-making*

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. *Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.*

2. *Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.*

3. *Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):*

   1 – Exploration and Research Phase

   2 – Beginning Development

   3 – Initial Implementation

   4 – Full Implementation

   5 – Full Implementation and Sustainability

4. *Write a brief response to the prompts following each of the three sections.*

5. *Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.*

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					X
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					X
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					X
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					X

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

CMP-Shingle Springs has a very stable population of staff, students and parents, which lends to the ability to cultivate trusting and respectful relationships. The core values of kindness and mutual respect are embedded in the Montessori curriculum and are role modeled in all communications. The administration and staff strategically plan activities and events to build community and foster relationship building.

The administrative office teams and the classroom teachers are provided opportunities for professional development to create nurturing and welcoming environments. The Montessori principles related to grace and courtesy are nurtured in these environments, and all staff members are encouraged to greet students and their families, participate in active listening skills, and engage in direct communication. Students and their families are provided a variety of cultural experiences in the school setting and families are encouraged to share their unique cultural traditions to extend classroom lessons and enhance school events and activities.

The CMP-Shingle Springs community encourages direct communication through regular parent-student-teacher conferences, Watch Me Work Nights, Principal's Cafes, etc. In addition, the school utilizes a Parent Communication app, ParentSquare, which reaches 99% of families as a vehicle to share information and respond to inquiries/requests between all parents and staff. Through ParentSquare, the school can message families through a preferred phone number, email, etc. The school's website allows parents to translate content to a preferred language to ensure effective communication.

CMP administration meets with students, families and staff to inform the LCAP. Through an open discussion format, stakeholders are encouraged to share feedback, ask questions and make suggestions for improvement regarding any school related topic. The LCAP process provides for the opportunity to practice a shared level of decision making, increasing the voice of all stakeholders.

CMP continues to strive for excellence in collaborating with the students and parents and looks forward to developing plans for sharing lesson information, additional field trip details, and contemporary parenting topics in a proactive manner to engage the parents in the pre-lesson delivery.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	*1*	*2*	*3*	*4*	*5*
5. *Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.*				X	

Building Partnerships	1	2	3	4	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					X
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					X
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				X	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Parents play an active role in the California Montessori Project. CMP welcomes families to participate in a variety of ways for the purpose of supporting their child's educational experience and campus community. A variety of service opportunities exist and include: working in the classroom with the 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 the students.

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. To ensure parents stay informed of their child's progress throughout the school year, CMP regularly communicates via ParentSquare, email and phone calls. Parents can log in to Aeries and/or Google Classroom to see student work and grades. Campus administration will send home campus and classroom newsletters as another means of communication for families who prefer to not receive electronic communications.

CMP seeks to engage the underrepresented families by first being present and visible in the community. If campus administration feels that a family is not being reached through the normal modes of communication, direct phone calls and/or home visits will be made to ensure the family is receiving the support that is needed. CMP also provides on campus services for families in need, including computer access, translators, breakfast, etc.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				X	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				X	

Seeking Input	1	2	3	4	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				X	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

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.

 The CMP campuses have fully implemented the communications tool, ParentSquare. Through ParentSquare, CMP administration is able to reach 99% of the family community. CMP wants to ensure that communication is readily available to all families, including underrepresented families without access to computers and/or the internet. CMP administration will continue to discuss how engagement can be improved which could include targeted outreach and community events.

CMP continuously seeks input from various groups of stakeholders, especially as it relates to the LCAP process. LCAP meetings are held at each school, where stakeholder groups are encouraged to provide input as a guide to develop goals that apply to the CMP network as well as the individual school sites. Based on this input, the school budget is developed.

Additionally, CMP embraces an "Open Door Policy" in order to develop a culture of collaboration and common purpose.

Priority 6: School Climate

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. *DATA: Reflect on the key learnings from the survey results and share what the LEA learned.*

2. *MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?*

3. *USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?*

CMP continuously explores and develops methods, including surveys, for the learning community to provide feedback to the school administration. CMP encourages all members of its learning community (staff, parents, students) to provide feedback to ensure that CMP administration knows the impact of changes made to the program. Feedback opportunities are provided anonymously and respondents are not asked self-identifying questions in order to encourage open and honest communication.

Surveys administered to the CMP-Shingle Springs during the 2018-2019 school year were related to:
- Additional playground equipment
- Optional lunch program offerings
- Annual fundraising endeavors
- Campus safety needs
- Professional Development staff input and feedback
- PBIS student expectations
- Modifications to the School Calendar

- Stakeholder Satisfaction
- Student Climate and Safety

Also, during the LCAP process, CMP administration meets with all community groups, including students, parents, credentialed staff and classified staff, to survey perceptions of the CMP program and seeking suggested improvements and/or changes. These stakeholder meetings are an integral part of the LCAP process as the gathering of community input sets forth the goals and directs the budget for the upcoming years. In many stakeholder meetings, areas of school climate are brought up and feedback is provided on different manners to make improvements. These perspectives on the CMP program are greatly valued as every stakeholder is a partner in the education process.

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

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

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. (response limited to 1,500 characters)*

   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, iReady diagnostic assessments in reading and math, Dynamic Indicators of Basic Early Literacy Skills (also referred to as DIBELS) assessment, standardized test results from the CAASPP Comprehensive Practice Assessment, CAST, Physical Education Assessments and various Montessori assessments. 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, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)*

   All students enrolled in California Montessori Project have access to the following program components:
   * Comprehensive academic and social skills development using Montessori-based curriculum aligned to the California Common Core Standards

* Highly qualified, dynamic, California State Credentialed and Montessori trained/certified teachers (dual certification)
* Low student-to-teacher ratios
* Quality didactic Montessori learning materials
* State-adopted core instructional materials
* Technology based programs for all grade levels, including Rosetta Stone foreign language program and iReady reading and math monitoring tool
* 1:1 student-to-computer ratio in grades 3 through 8; and 1:4 student-to-computer ratio in Kindergarten through grade 2
* Curriculum Level Lead teachers at each campus
* Beginning Teacher Induction (TI) program for new teachers
* Full implementation of Response to Intervention (RTI) model for academic and behavioral interventions
* Reading intervention program (SIPPS, Read Naturally, Word Warm Up, SRA Specific Skills Series, comprehension groups) during school hours
* Before and after school tutoring programs
* PBIS Practices, Building Effective Schools Together, positive behavioral support program to support appropriate school behavior
* Special Education Teacher, Speech/Language Pathologist, and Occupational Therapist on site and School Psychologist, Clinical Psychologist, and Board Certified Behavior Analyst (BCBA) as needed for students with Individualized Educational Plans
* Two Deans of Students to support implementation of RTI, PBIS Behavior support, curriculum alignment/ implementation and accreditations
* Ongoing parent education focused on a variety of topics
* Monthly Principal's Café for parents and community members to meet with and talk to the Principal
* School Counselor who implements Second Step (social emotional learning program)

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. (response limited to 1,500 characters)***

With the establishment of the CA Common Core State Standards, CMP has committed the CMP Leadership Team to review current curriculum and materials ensuring that the instructional materials and strategies do fully provide access to a broad course of study for all students. A summary of efforts is provided:

- Provide on-going Montessori philosophy and education program orientations -
  Grade level teachers hold a program orientation for parents in order to provide incoming parents to the next grade level span an opportunity to learn about their child's experience in the

next plane of development, including: Montessori philosophy; basic child & adolescent development (physical, academic, social and emotional); classroom environment; schedules & routines; student & parent responsibilities

- Improve Montessori/Albanesi curriculum and support materials -
  All classrooms have purchased & received new Albanesi curriculum cards & support materials.

- Streamline & improve data collection with aggregated grade level analysis. Improve data collection, analysis, prescriptive assessment/solutions, input of assessment data in open student data base, & assess to target areas of strength & weakness.

- Expand upon current Math assessments and develop more effective Math interventions

- Continue implementation of Common Core -
  CMP-Shingle Springs has fully implemented the CA Common Core Standards. Network teams from all six CMP Campuses met and aligned the Common Core Standards with the Montessori curriculum. The Montessori curriculum is augmented through supplemental programs such as iReady math and reading. CMP-Shingle Springs has also increased the amount of Non-Fiction reading materials by ordering periodical magazines such as Scholastic News & Scholastic Storyworks & assigning non-fiction reading. The Middle School recently went through a math adoption & now uses Pearson Digits, Algebra & Geometry texts.

- CMP-Shingle Springs' teachers have participated on a network Writing Committee comprised of teachers and administrators from all CMP campuses. The CMP Writing Committee has prepared and distributed updated writing curriculum, rubrics, and lesson plans to all teachers in the CMP network.

- Continue to ensure CMP has the technologiy infastructure necessary to support successful CAASPP administration
  The CMP Network has made several upgrades with regard to technology in preparation for CAASPP testing. CMP now has its own WAN, and has made several upgrades in bandwidth, acquired Chromebooks in a 1:1 ratio for students grades 3-8 and a 1:4 ratio in Kindergarten through 2nd grade. In addition, SMART Boards or SMART TVs are now installed in all classrooms.

- 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.

- The curriculum provided by CMP is designed to address the individual needs of each student. Additionally, CMP recognizes that students need and/or desire additional supplementary programs to enhance their educational experience. To address this, CMP has provided students with IReady, a CCSS aligned math and reading program.

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? (response limited to 1,500 characters)***

The following steps have been or are being taken to increase access and opportunity for all CMP students:

- CMP recognizes the value in the enrichment programs offered to the students. Thus, CMP will continue to invest in PE teachers, sports programs, music teachers, music programs and visual and performing arts programs.

- The curriculum provided by CMP is designed to address the individual needs of each student. Additionally, CMP recognizes that students need and/or desire additional supplementary programs to enhance their educational experience. To address this, CMP has provided students with iReady, a CCSS aligned math and reading program.

- Through community input from LCAP meetings, CMP has added a network-wide Counseling Program to support students.

- Full implementation of the parent communication tool, ParentSquare, has occurred network-wide. Through ParentSquare, CMP is able to communicate with 99% of the enrolled families.

- CMP administration has implemented an Instructional Rounds approach to teacher and classroom observations. This approach will provide direct feedback to all teachers in frequent time periods with the goal of improving instruction to the students.

- As a response to stakeholder input and in conjunction with the State of California's adoption of NGSS and new science testing, CMP conducted a thorough curriculum review process and the CMP team adopted the TCI Science Curriculum.

- CMP teachers have participated on a network Writing Committee comprised of teachers and administrators from all CMP campuses. The CMP Writing Committee has prepared and distributed updated writing curriculum, rubrics, and lesson plans to all teachers in the CMP

network. Teachers are also discussing a new writing curriculum in Professional Learning Communities (PLCs).

- To fully utilize technology to offer supplementary programs, such as iReady to provide structured and developmentally appropriate learning opportunities to extend the Montessori Philosophy in Math and Reading. iReady Math and Reading is an adaptive online learning platform that meets student's specific learning needs. CMP will incorporate technology as a viable and meaningful experience for the child.

- Developed a Positive Behavioral Interventions and Supports (PBIS) team responsible for the implementation of the PBIS behavior program with the purpose of supporting all students with a peaceful learning environment through the reduction of minor incidents, office discipline referrals, suspensions, and expulsions.