



WASC SELF STUDY 2010-2016

California Montessori Project San Juan Campuses

American River
6838 Kermit Lane, Fair Oaks

Carmichael
5325 Engle Road, Suite 200, Carmichael

Orangevale
6545 Beech Avenue, Orangevale



~Providing students a quality, tuition free Montessori education since 2001~

California Montessori Project Governing Board Members

Scott Porter, Parent Representative-Elk Grove
Wes Pepper, Charter School Representative
Rick Parks, Parent Representative-Capitol
Rob Henderson, Business Representative/Chairperson
Andrea Ridge, Vice President/Parent Representative-San Juan
Dave Nelson, Business Representative
Jenny Savakus, Community Representative/Chief Financial Officer
Katie Ferral, Parent Representative-Shingle Springs
Sara Meece, Teacher Representative, American River
Tamika L'Ecluse, Montessori Representative

CMP San Juan Campuses Leadership Team

Carmichael Campus

Julie Miller, Principal
Richard Stanley, Dean of Students
Angela Boley, Dean of Students

Orangevale Campus

Kim Aldridge, Principal
Rebecca Marsolais, Dean of Students

American River Campus

RaDene Girola, Principal
John Meinz, Dean Students

WASC Leadership Team 2016-2017

Gary Bowman, CMP Superintendent
Julie Miller, Principal Carmichael Campus
Richard Stanley, Dean of Students, Carmichael Campus
Angela Boley, Dean of Students, Carmichael Campus
Kim Aldridge, Principal, Orangevale Campus
Rebecca Marsolais, Dean of Students, Orangevale Campus
RaDene Girola, Principal, American River Campus
John Meinz, Dean Students, American Campus

WASC Visiting Team 2016-2017

Chair: Ms. Terry O'Neil, Teacher Retired, ACS WASC Member
Member: Ms. Susan Baccellieri, Lead Teacher, AMS Representative
Member: Ms. Sharon Elise Dunn, Lead Teacher, AMS Representative
Member: Ms. McCrea Harrison, Assistant to the Principal, AMS Representative
Member: Mrs. Reem Bilbeisi, Principal, ACS WASC Member
Member: Ms. Dorinda Grandboir, Lead Teacher, ACS WASC Member
Member: Ms. Joanne L. Green, Principal, ACS WASC Member

Table of Contents

California Montessori Project Governing Board Members	2
CMP San Juan Campuses Leadership Team	2
WASC Leadership Team 2016-2017	2
WASC Visiting Team 2016-2017	2
Focus on Learning Committees	4
Preface	6
Chapter I: Student/Community Profile Data and Findings	8
Chapter II: Progress Report	47
Chapter III: Student/Community Profile Overall Summary of Profile Data and Progress	53
Chapter IV: Self Study Findings	57
<i>A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources</i>	<i>58</i>
<i>B: Standards-based Student Learning: Curriculum</i>	<i>79</i>
<i>C: Standards-Based Student Learning - Instruction</i>	<i>88</i>
<i>D: Standards-based Student Learning- Assessment and Accountability</i>	<i>94</i>
<i>E: School Culture and Support for Student Personal and Academic Growth</i>	<i>102</i>
Chapter V: Schoolwide Action Plan	114
<i>A Robust Science Program</i>	<i>125</i>
<i>Writing Curriculum</i>	<i>127</i>
<i>Professional Learning Communities</i>	<i>129</i>
<i>Peaceful and Positive Community</i>	<i>131</i>
<i>Technology as a Viable and Meaningful Experience for the Child</i>	<i>133</i>
<i>Mathematics</i>	<i>135</i>

Focus on Learning Committees

ORGANIZATION:

VISION AND PURPOSE, GOVERNANCE, LEADERSHIP AND STAFF, AND RESOURCES

Focus Group Facilitators:	John Meinz, Kim Aldridge, Darcy Flathmann
Faculty:	Chans Folger, Shireen Burnett-Milco, Miranda Woods, Sarah Meece, Elaine Gwynn, Brittany Akinaka, Zena Hatchman, Ann Michel, Linda Canfield, Lisa Lundgren, Jamie Lewis, Caroline Olson
Classified:	Chantell Harp, Amarina Casillas, Marleena Brown, Lori Whitney, Stephanie Reese, Erin Bethune, Brynna Irving, Liza Vega, Kim Dittberner
Parents:	Angel Moran

CURRICULUM

Focus Group Facilitators:	Teresa Lyday-Selby, Debbi Oliver, Erin Martin
Faculty:	Jennifer Barnes, Jessica Ferguson, Cheryl McNabb, Julie McIntosh, Cory Webber, Kristin Yarbrough, Paula Derek, Alisa Meinz, Shelby Gerger, Renee Day, Sara Carle, Leon Wartinger
Classified:	Olga Hutchinson, Shauna Huber, Sarah Mahieu, Kylyn Schleeter, Julie Reynolds, Carol Garrett
Parents:	Marla Bloomquist, Miryam Rosello

INSTRUCTION

Focus Group Facilitators:	Danika MacMasters, Patty Blankenship, Michelle Catudal
Faculty:	Melissa Herman, Ryann Ashby, Christine DeSoto, Lindsay Griffiin, Joey Salyards, Wendy Derish, Ally Webb, Heather Boster, Christina Medina, Michelle Maher, Ashley Howatt, Jessica Baran, Jenelle Zeirman
Classified:	Zachary Coates, Cindy Okada, Jessica Dann, Cassie Phillips, Beth Afsari, Jen Foxx-Smith, Mike Cavanaugh, Deb Lewis
Parents:	Alisa Sax

ASSESSMENT AND ACCOUNTABILITY

Focus Group Facilitators:	RaDene Girola, Rebecca Marsolais, Julie Liberator
Faculty:	Christine Cordero, Laura Longenecker, Rachel Matzinger, Susan Axtell, Christina Marsh Franklin, Stacey Hall, Maricatherine Penny
Classified:	Shauna McCafferty, Tanya Edwards, Jackie Klotz, Stephanie Leos, Natalie Hanson, Lianna Kovar, Parul Vashi, Jon Cuppy, Acxa Garcia, Simone Gonzales, Sheryl Sharp
Parents:	Diane Leung

SCHOOL CULTURE

Focus Group Facilitators:	Sherry Wold, Anika Greene, Kathy Kendell
Faculty:	Linda Henry, Sarah Hasse, Megan Snyder, Carrie Joyner, Erin Langston, Stacey Delay, Katie Allen, Mallory Bello, Christy Nixon, Crystal Alexander
Classified:	Anne Baumgardner, Tia Christina, Fai Gardner, Lori Blair, Christine Cremo, Ashley Calfrey, Rebecca Baumbach, Samantha Dye, Reelaiah Israel, Dean LaRosa, Sylvia Loveless, Carin Cox, Polina Morozova-Diab, Lucy Murr
Parents:	Rene Ethier, Agie Kuster

Preface

California Montessori Project- San Juan (CMP-SJ) has historically engaged in a thorough process of self-study in order to improve student learning outcomes. From our initial three-year Western Association of Schools and Colleges (WASC) accreditation in 2008, through our six-year reaccreditation in 2011 and now for our 2017 reaccreditation, CMP understands and embraces the philosophy of constant and progressive improvement through this process. CMP–SJ recognizes the following areas of focus embedded in the process of self-study:

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

California Montessori Project (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 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. For staff involvement, CMP holds regularly scheduled staff meetings and encourages staff feedback on pertinent issues. Teachers also have opportunities for input and collaboration during bi-monthly early student release days. Additionally, students are encouraged to provide feedback through their classroom community meetings and student/teacher conferencing

2. The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards

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 in the content areas of English/Language arts and 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.

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 suite 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 schoolwide learner outcomes, academic standards, and the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC)/California Department of Education (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. The charter renewal process, partnered with the process of accreditation and reaccreditation through both the American Montessori Society as well as WASC, provides multiple opportunities to study, discover and address programmatic challenges at our school.

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 our Local Control Accountability Plan (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 and how they will be addressed as part of its strategic plan.

Chapter I: Student/Community Profile Data and Findings



CHAPTER I STUDENT/ COMMUNITY PROFILE

DATA AND FINDINGS

Demographic Data:

The School Community

The California Montessori Project (CMP) is a network of charter Montessori public schools, operating within the greater Sacramento area. CMP is the result of the desire and vision of a group of private school directors who sought to make Montessori methodology accessible to students in the public school sector. After one year of planning, the California Montessori Project Charter Public School opened in August of 2001. CMP schools currently maintain accreditation through AMS (American Montessori Society), and are viewed within the educational community as an exemplary model, in terms of student program and school operation. Today CMP provides an effective and innovative educational program which serves over 2,000 students at seven campuses, located in Sacramento and El Dorado Counties.

The California Montessori Project's San Juan (CMP-SJ) campuses operate within the geographic boundaries of the San Juan Unified School District (SJUSD), as authorized pursuant to the Education Code Section 47605. SJUSD authorized CMP-SJ for a five-year term, effective July, 2016. We have three locations and serve approximately 1300 students. The American River Campus school site is currently located at 6838 Kermit Lane in Fair Oaks, the Carmichael Campus school site is currently located at 4718 Engle Road in Carmichael and the Orangevale Campus school site is located on 6545 Beech Street in Orangevale.

The American River campus serves students in Kindergarten through 8th grade. The Carmichael campus serves students in Transitional Kindergarten through 8th grade. The Orangevale campus serves students in grades Transitional Kindergarten through 7th grade. As a public charter school, we offer an open enrollment policy. We currently educate students from a wide range of neighboring communities including, but not limited to: Fair Oaks, Carmichael, Citrus Heights, Roseville, Antelope, Sacramento, Rocklin, Orangevale, El Dorado Hills, Folsom and Rio Linda. The CMP-SJ campuses are particularly interested in attracting students who hold the following characteristics:

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

Components of the California Montessori Project program include:

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

- Accelerated Math assessment and skills tool
- Learning.com technology teaching program
- 1-1 student-to-computer ratio in grades 3 through 8
- Highly qualified, dynamic, California State Credentialed and Montessori-trained/certified teachers (dual certification)
- Grade level mentor teachers at each campus
- 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, positive behavior support, curriculum alignment/ implementation and accreditations.

All three campuses have an active parent/ teacher committee, termed the Campus Advisory Council (CAC). CAC, functions as an advisory committee to the Principal. The primary function of CAC is to provide support for the successful operation of the school campus through serving as a positive communication channel between the campus, parents, teachers and the community, guiding campus events and fundraising activities and allocation of donated resources.

CMP is supported by the Montessori Project Foundation, a California Non-Profit Public Benefit Corporation. The purpose of the foundation is to promote CMP and direct attention and effort toward providing funding to support the educational purposes of CMP.

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

All of the seven schools in the CMP network are supported by one central administration, residing in Sacramento County. Currently, there are thirteen employees operating out of our central administration office. Their roles include Executive Director, Director of Program, Student Services, Human Resources Department, Student Information Services Department, Special Education Director, Bookkeeper, and Receptionist. The Central Administrative office has a large meeting room where members of the central administrative team and the campus administrative members meet regularly.

New students are admitted via lottery process on space availability. The staff of CMP campuses believes in honoring the dignity of all human beings. Because of this belief, CMP does not discriminate in our enrollment practices on the basis of race, gender/orientation, religion, disability, and ethnic or national origin.

WASC Accreditation History

CMP-SJ campuses submitted our Initial Visit Application to Western Association of Schools and Colleges (WASC) in 2008. After the spring Initial Visit, CMP American River and Carmichael were granted accreditation through June 30, 2011. CMP-SJ, which includes American River, Carmichael and Orangevale, were granted accreditation through February of 2016. During the

Mid-Cycle Visit (February 2014), the Visiting Committee indicated the following areas of strength and recommended areas for follow-up:

School-wide Areas of Strength:

- Maintaining an API exceeding 800 for four consecutive years.
- Providing mentoring and capacity-building to classroom TAs, better equipping them to potentially move into a full time teaching position.
- Providing mentoring and leadership opportunities to administration, so that Deans are knowledgeable and empowered leaders who can step in and run the school when needed. Providing a deep Professional Learning Community/Network for all CMP Principals within Sacramento and El Dorado counties. It is a significant investment in human capital for all Principals to collaborate with the Executive Director for one full day every week, and high evidence of the effectiveness of this model. There is great consistency with CMP leadership, philosophy, and academic standards.
- Allowing parents to regularly access the school and the classrooms, so that they support the success of the school and become better-informed stakeholders.
- Deep investment in classroom personnel and resources, so that there is a low student to staff ratio, appropriate levels of adult support, small class sizes, and rich learning resources available to all students.
- Maintaining commitment to authentic and real world learning, where students are given “voice and choice” on what they will work on and learn, and where they develop a growth mindset and agency to persevere when there are unclear outcomes. Students are critical thinkers who are engaged in their learning.
- A positive culture conducive to feelings of safety and empowerment for students and families.

Recommended Areas for Follow-up:

- CMP-San Juan continues its commitment to educating and informing all parents. They do a very good job of using multiple means to reach out to parents, including regular meetings, newsletters, emails, and auto-dialer messages. However, parents continue to seek further ways to access even more information. Not all parents will want to review all the information, but for those who are inclined, they would like to get more information on:
 - Detailed spending of monies raised through fundraisers. Parents feel well-informed of how much money is raised, but would like to be able to access (or know how to access if it's already available) details about the budget and yearly spending.
 - Minutes and notes from a variety of meetings, so that families who cannot attend can access and read summaries from the governance board meetings, and even the informal “coffees” held by the Principals.

School Purpose

The mission of the California Montessori Project is to provide a quality, tuition-free Montessori education that challenges our students to reach their full potential. California Montessori Project's student-centered, teacher-guided interdisciplinary educational program supports the academic, artistic, athletic and social growth of the individual. Our CMP program offers hands-on educational opportunities, integrating California State Standards with Montessori methodology, while promoting respect for self, others, and the environment. CMP empowers students to develop confidence, independent thinking, and teamwork essential for world citizenship.

The staff, central administration and governing board believe that the presentation of Montessori methodology promotes the success of all students, academically, socially and emotionally. Academically, this is measured through multiple instruments, including California Assessment of Student Performance and Progress (CAASPP) results, as well as assorted Montessori assessments.

California Montessori Project's Expected School-Wide Learning Outcomes, (ESLOs)

California Montessori Project ESLOs

California Montessori Project Students:

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

The data collection instruments used to determine the learner outcome of CMP-SJ students being safe, respectful, and responsible include:

- Weekly classroom lessons focusing on positive behaviors
- School-wide assemblies in order to nourish a safe, respectful, and responsible culture
- Monitoring for potential areas of future growth and excellence via minor incident reports and office referrals
- Rtl process
- 7 Habits of Highly Effective Volunteer Presentations
- Love and Logic Seminars
- Pass to Recovery

The data collection instruments we use to determine the learner outcome of CMP-SJ students being Montessori Learners include:

- Formal assessments through research-based curriculum and standardized testing

- Informal testing through observation and conferences.

The data collection instruments we use to determine the learner outcome of CMP-SJ students being ambassadors of grace and courtesy include:

- Acknowledging students when they are being graceful and courteous
- Silence Game
- Peace Areas in each classroom
- Meeting Rug
- Morning Circle
- Community Conversation Agendas (i.e. Problem Solving Box)
- Classroom Constitutions
- Peer Mentoring
- Self-Reflection portion on minor incident reports
- Pass to Recovery

The data collection instruments we use to determine the learner outcome of CMP-SJ students are agents of change include:

- Surveys
- WASC self-study
- Outreach field trips
- Recycling Program/Community Clean up
- Gardens
- Family Activity Nights (Watch Me Work, Science Fairs, Continent Parties, Harvest Festivals)
- Community Service Hours
- Business Shadow Days
- Student Alumni volunteers

The results from these data collection instruments show that students are meeting CMP-SJ Learner Outcomes. We know this in part by:

- State wide and school assessments
- Increased enrollment at all campuses
- Facilities expansion (opening of Orangevale Campus in 2010)
- Increased attendance at parent tours
- Waiting lists at each campus
- Regular and continuous feedback from all stakeholders stating that CMP-SJ campuses have a positive culture and climate

Status of School

2011-2014 API Scores					
Year	API Statewide Ranking	API Similar Schools Ranking	API Growth Scores	API Growth Target (Actual Growth)	Met School Growth Target?
2011-2012	6	1	814	A (+2)	Yes
2012-2013	6	1	802	A (-16)	Yes
2013-2014	5	1	State testing and API calculation suspended; no data reported* 3-Year Average API: 809		
"A" means the school or student groups scored at or above the statewide performance target of 800. (Source: CDE DataQuest, accessed November 2, 2015.)					

2012-2013 was the last year that the California Standardized Testing and Reporting (STAR) was offered, accordingly, this was the last year that an Academic Performance Indicator and an Adequate Yearly Progress Criteria was calculated. CMP-SJ students participated in the CAASPP Field Test in the Spring of 2014, and participated in the first real testing round in the Spring of 2015.

Enrollment Data for CMP-SJ Campuses

School Enrollment by Grade & Ethnic Designation 2011-12

Ethnicity	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec	Total Enroll
Hispanic or Latino of Any Race	30	20	13	17	12	9	12	11	8	0	0	0	0	0	0	132
American Indian or Alaska Native, Not Hispanic	2	0	0	0	1	1	1	2	1	0	0	0	0	0	0	8
Asian, Not Hispanic	12	10	6	5	12	3	2	3	1	0	0	0	0	0	0	54
Pacific Islander, Not Hispanic	0	0	0	0	1	0	0	3	0	0	0	0	0	0	0	4
Filipino, Not Hispanic	0	1	4	3	2	2	0	0	1	0	0	0	0	0	0	13
African American, Not Hispanic	4	3	2	3	6	7	2	2	1	0	0	0	0	0	0	30
White, not Hispanic	127	90	84	74	54	64	47	39	32	0	0	0	0	0	0	611
Two or More Races, Not Hispanic	11	14	11	2	3	0	4	1	0	0	0	0	0	0	0	46

School Enrollment by Grade & Ethnic Designation 2012-13

Ethnicity	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec	Total Enroll
Hispanic or Latino of Any Race	29	44	19	19	14	10	7	12	10	0	0	0	0	0	0	164
American Indian or Alaska Native, Not Hispanic	3	2	0	0	0	1	1	1	2	0	0	0	0	0	0	10
Asian, Not Hispanic	16	14	11	7	5	12	3	1	3	0	0	0	0	0	0	72
Pacific Islander, Not Hispanic	2	0	0	1	0	1	0	0	3	0	0	0	0	0	0	7
Filipino, Not Hispanic	2	0	1	3	3	2	2	0	0	0	0	0	0	0	0	13
African American, Not Hispanic	6	3	4	2	2	5	7	2	2	0	0	0	0	0	0	33
White, not Hispanic	113	126	102	78	77	53	54	38	37	0	0	0	0	0	0	678
Two or More Races, Not Hispanic	21	14	14	12	3	4	0	4	1	0	0	0	0	0	0	73

School Enrollment by Grade & Ethnic Designation 2013-14

Ethnicity	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec	Total Enroll
Hispanic or Latino of Any Race	30	30	38	19	21	17	9	5	10	0	0	0	0	0	0	179
American Indian or Alaska Native, Not Hispanic	1	2	1	0	0	0	1	0	1	0	0	0	0	0	0	6
Asian, Not Hispanic	12	11	10	7	5	6	9	2	0	0	0	0	0	0	0	62
Pacific Islander, Not Hispanic	1	3	0	0	0	0	1	0	0	0	0	0	0	0	0	5
Filipino, Not Hispanic	3	1	0	1	2	3	2	1	0	0	0	0	0	0	0	13
African American, Not Hispanic	2	4	4	3	2	1	5	7	2	0	0	0	0	0	0	30
White, not Hispanic	111	109	118	88	76	69	45	43	34	0	0	0	0	0	0	693
Two or More Races, Not Hispanic	20	18	16	12	12	3	5	1	4	0	0	0	0	0	0	91

School Enrollment by Grade & Ethnic Designation 2014-15

Ethnicity	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec	Total Enroll
Hispanic or Latino of Any Race	47	28	32	40	19	20	18	8	5	0	0	0	0	0	0	217
American Indian or Alaska Native, Not Hispanic	1	2	1	1	0	0	0	0	0	0	0	0	0	0	0	5
Asian, Not Hispanic	20	5	9	6	6	3	5	5	2	0	0	0	0	0	0	61
Pacific Islander, Not Hispanic	1	0	2	0	0	0	0	1	0	0	0	0	0	0	0	4
Filipino, Not Hispanic	2	3	2	0	1	2	3	2	1	0	0	0	0	0	0	16
African American, Not Hispanic	7	1	3	2	3	3	1	5	7	0	0	0	0	0	0	32
White, not Hispanic	138	107	105	108	83	76	61	38	41	0	0	0	0	0	0	757
Two or More Races, Not Hispanic	27	21	20	16	13	16	3	4	1	0	0	0	0	0	0	121

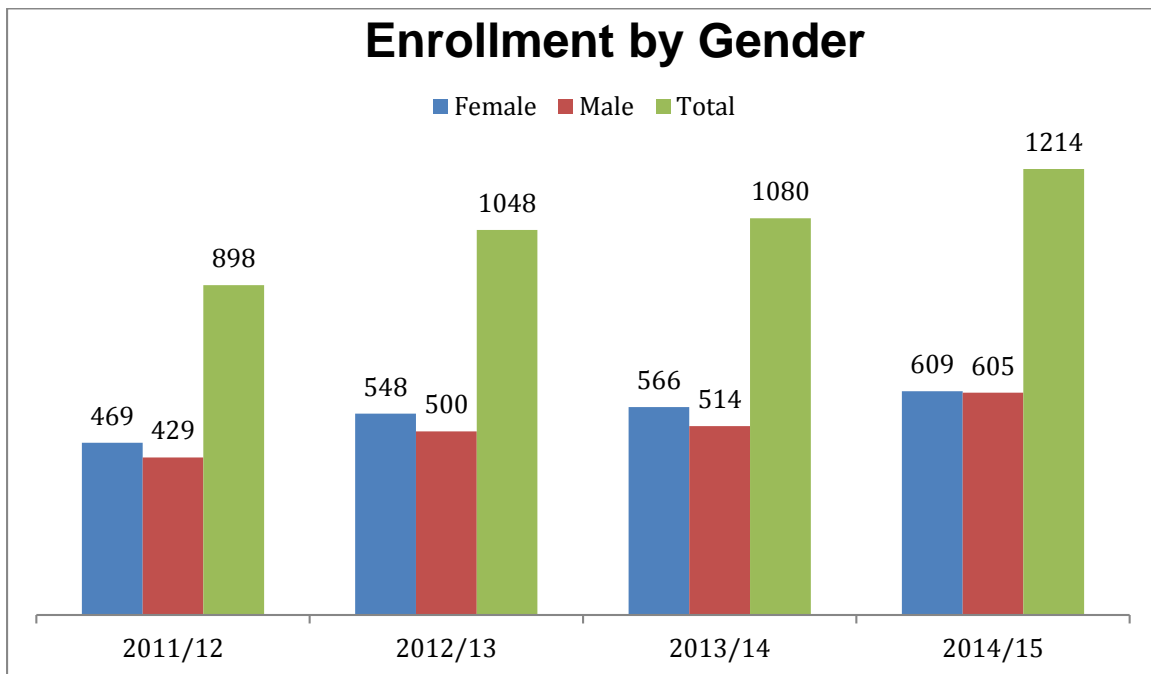
School Enrollment by Grade & Ethnic Designation 2015-16

Ethnicity	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec	Total Enroll
Hispanic or Latino of Any Race	49	34	26	35	39	19	16	13	8	0	0	0	0	0	0	239
American Indian or Alaska Native, Not Hispanic	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	3
Asian, Not Hispanic	7	12	4	5	4	6	2	2	5	0	0	0	0	0	0	47
Pacific Islander, Not Hispanic	0	1	0	2	0	0	0	0	1	0	0	0	0	0	0	4
Filipino, Not Hispanic	2	2	1	1	0	0	2	2	2	0	0	0	0	0	0	12
African American, Not Hispanic	4	8	2	2	2	3	1	2	4	0	0	0	0	0	0	28
White, not Hispanic	154	111	106	104	104	84	61	48	36	0	0	0	0	0	0	808
Two or More Races, Not Hispanic	32	25	21	20	13	14	15	4	4	0	0	0	0	0	0	148

Findings:

- There is an overall population growth of 24%.
- The largest growth in demographics was in the White, non-Hispanic student population. Other demographic groups that increased enrollment were Hispanic and Two or More Races, Not Hispanic.
- Overall, Hispanic population has increased from 2012 to 2016 by one hundred and seven.
- Three ethnic groups decreased: Asian, Not Hispanic; Filipino, Not Hispanic; and Pacific Islander, Not Hispanic.

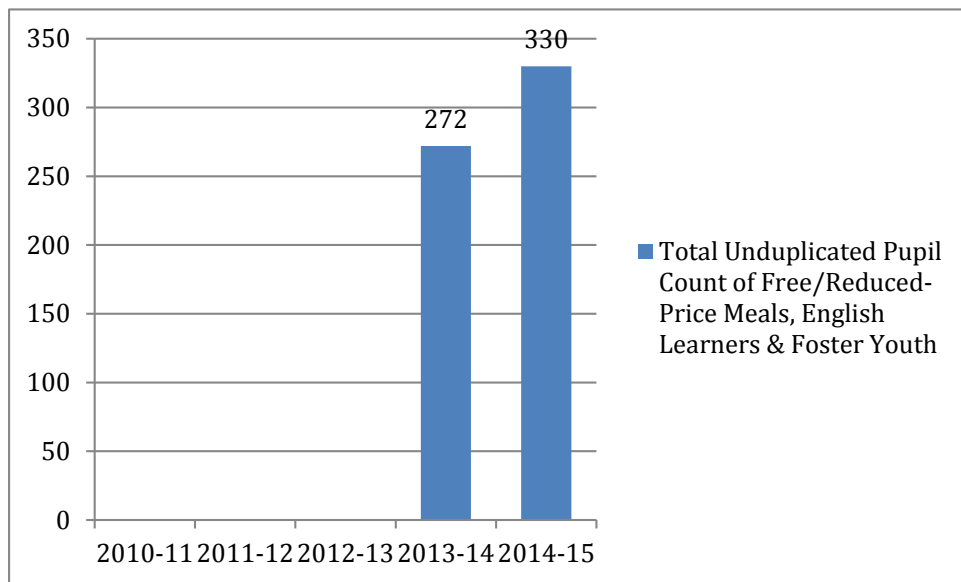
Enrollment by Gender



Findings:

- Overall enrollment increased by three hundred sixteen students.
- Male population increased by one hundred seventy-six.
- Female population increased by one hundred forty.

Total Unduplicated Pupil Count of Free/Reduced-Price Meals, English Learners & Foster Youth

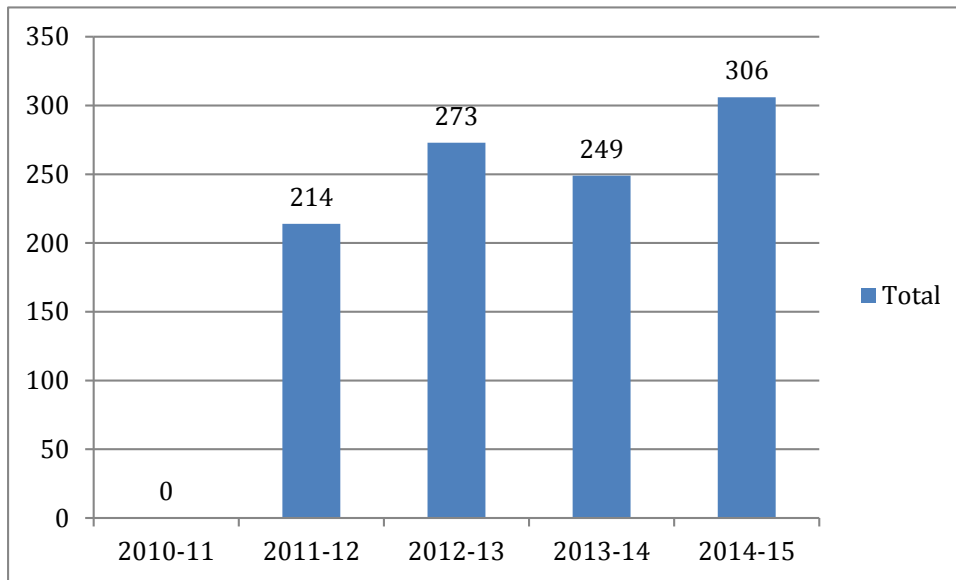


This graph shows the students at this school who were English learners, foster youth, or eligible for free/reduced-price meals when enrollment counts were taken.

Findings:

- Between the years measured, the population of English learners, foster youth or eligible for free/reduced-price meals increased by fifty-two.

Free and Reduces Priced-Meals

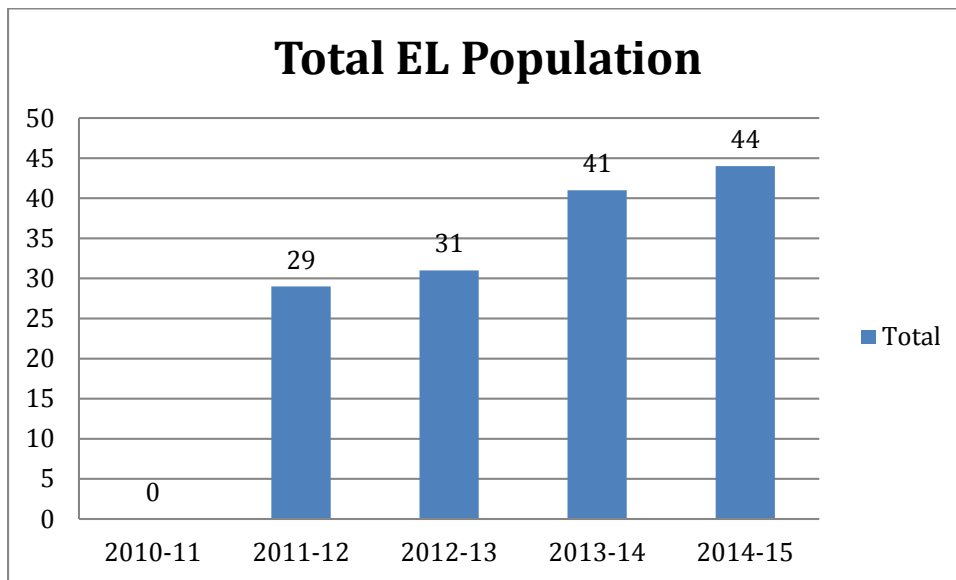


This graph displays the total count of students at this school who were eligible for free/reduced-price meals when enrollment counts were taken.

Findings:

- The total span of students receiving free/reduced-price meals increased by ninety-two.
- There has been a fluctuation of students receiving free/reduced-price meals from year to year with a general growth trend.

English Learners

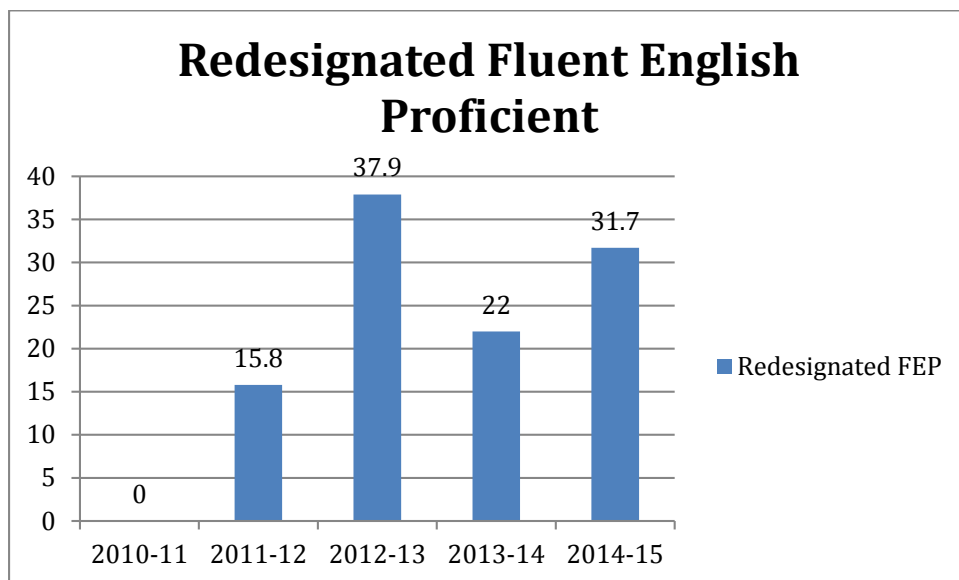


This graph displays the counts of students at this school who were classified as English learners when enrollment counts were taken.

Findings:

- The growth in English Learners over the period that data was analyzed was fifteen.
- The greatest intake of English Learners was between the 2012-2013 and the 2013-2014 school year.

Re-designated Fluent English Proficient

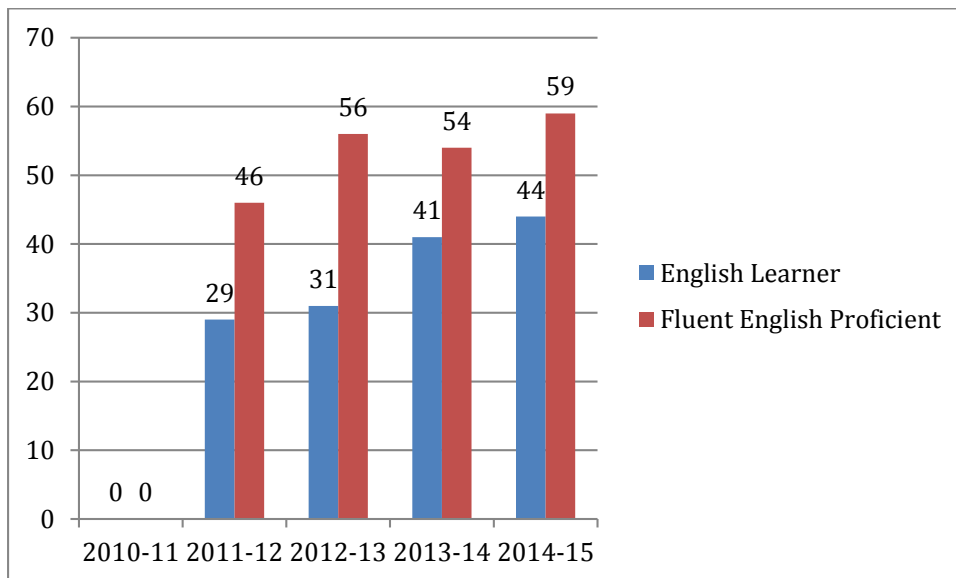


This graph displays the students at this school who were re-designated as RFEF each year. Students are re-designated when they achieve district-specified scores on state English language proficiency assessments and meet other academic criteria.

Findings:

- During the period that data was analyzed, there was general upward trend in the quantity of students be re-designated each year.
- The year with the largest total number of re-designations was in 2012-2013.
- The largest gap in total number of re-designated students was between the 2011-2012 and 2012-2013 school years.

English Language Acquisition Status



This graph displays English learner students in this school by their English language acquisition status.

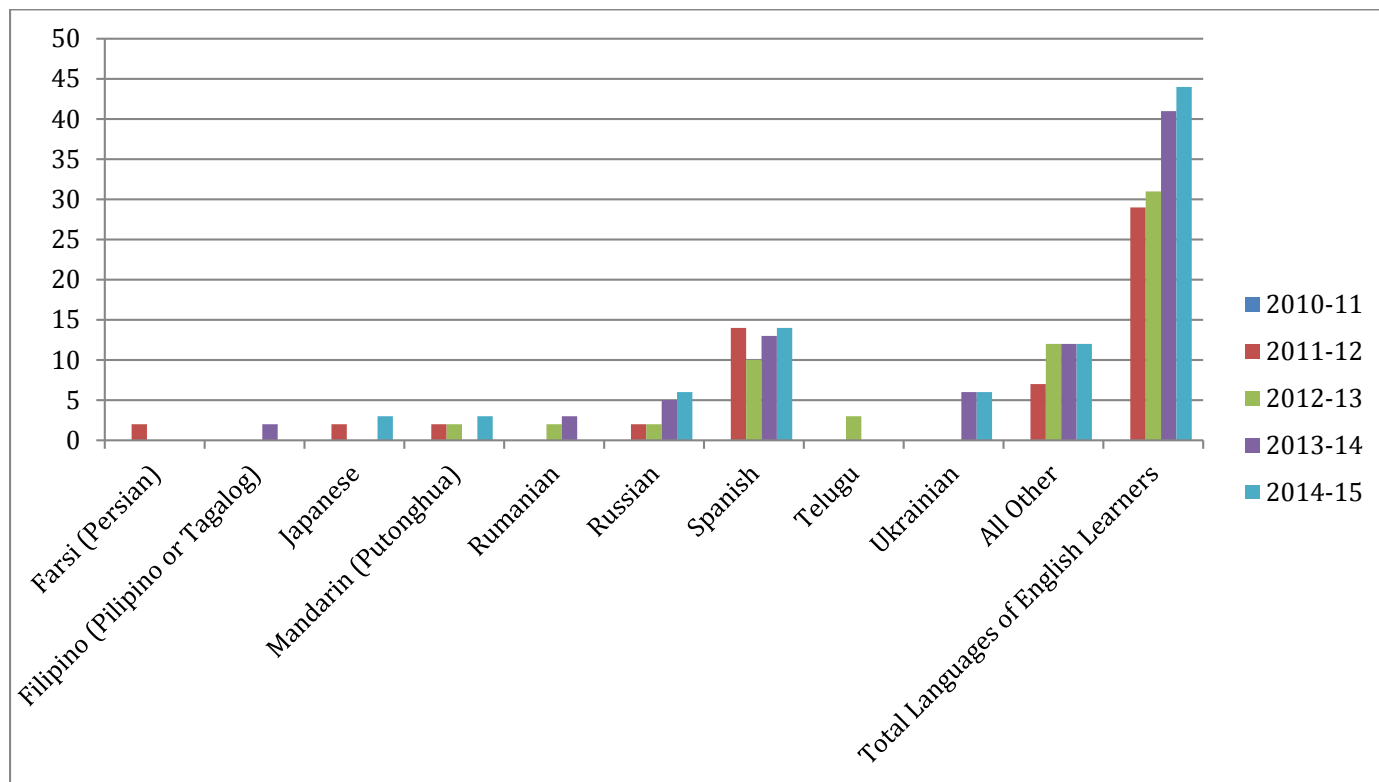
State and federal law require that all students whose primary language is other than English be assessed for English language proficiency. Students who are identified English learners stay in that category until they achieve district-specified scores on state English language proficiency assessments and meet other academic criteria. At that point, the district labels the student as RFEP*.

The Fluent English Proficient (FEP) category includes both students who were RFEP in the prior year and students whose primary language is not English but who scored high enough on a state test of English proficiency to not be classified as an English learner. ****For RFEP data please see the previous Re-designated Fluent English Proficient graph.***

Findings:

- The data demonstrates a general upward trend in the English Learner and the Fluent English Proficient student populations.
- More students are entering the school indicating that a language other than English is being spoken at home.
- There is an average gap in growth between the English Learner and the Fluent English Proficient populations of thirteen students.

Languages of English Learners

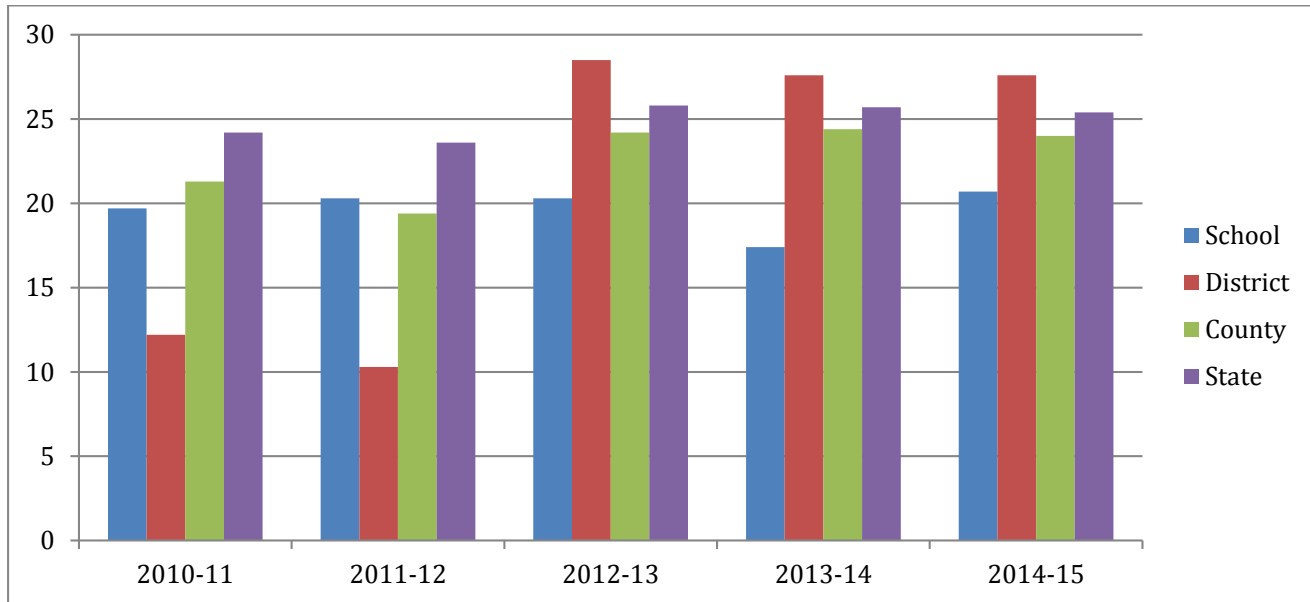


This graph displays the count of the largest second language sub-groups found at this school.

Findings:

- There has been a steady increase of non-English speaking population since the 2010/11 school year.
- Spanish as continued to be the most common non-English language spoken.
- Since 2011 there has been a steady increase of Russian speaking students enrolled.
- In 2013 there was an increase of Ukrainian speaking population that has remained steady in subsequent years.

Average Class Size



This graph presents the average class size for this school. Average class size is the number of students enrolled in classes divided by the number of classes.

Findings:

- Over the period the data was collected, average class sizes across state, county and district grew while CMP-SJ's class size remained consistent at around 20 students per class.
- For the 2016-2017 the average class size for a Kindergarten class is 22 students.
- For the 2016-2017 the average class size for a Lower Elementary class is 22 students.
- For the 2016-2017 the average class size for an Upper Elementary class is 24 students.
- For the 2016-2017 the average class size for a Middle School class is 22 students.

Special Education Enrollment

Our number of special needs students has increased as our enrollment has increased. Currently, CMP-SJ campuses serve 148 students who have Individualized Education Plans (IEP). All of our students are educated within the regular education classroom. Support services are given either via pull-out or push-in, depending on the decision of the IEP team. Each campus has a special education team that includes an Education Specialist (Resource Teacher), Speech and Language Pathologist, and Occupational Therapist. Additional services are contracted through outside agencies.

Physical Fitness Test

California mandates that each year all 5th and 7th grade students participate in State Physical Fitness Testing (PFT). The state goal is for each student to pass all six standards of the test to meet the Healthy Fitness Zone.

Number of Physical Fitness Area Standards Met California Montessori Project-San Juan Campus School, 2012-13

Standards Met	Percent of Students	
	Grade 5	Grade 7
All standards met	60.0%	61.8%
Five of Six	17.6%	20.0%
Four of Six	10.6%	7.3%
Three of Six	8.2%	5.5%
Two of Six	2.4%	5.5%
One of Six	1.2%	0.0%
No standards met	0.0%	0.0%
Total Students Tested	85	55

Note: Number of students tested includes students who were partially tested.

N/A: Data not available (e.g. the number of students is less than 11, or the test was not administered)

Source: California Department of Education - High School and Physical Fitness Assessment Office: 2013 PFT Statewide Research Files (11/18/2013)

Findings:

- 88.2% of grade 5 students met at least four of the six physical fitness standards.
- 89.1% of grade 7 students met at least four of the six physical fitness standards.
- Zero students fell into the 'no standards met' category

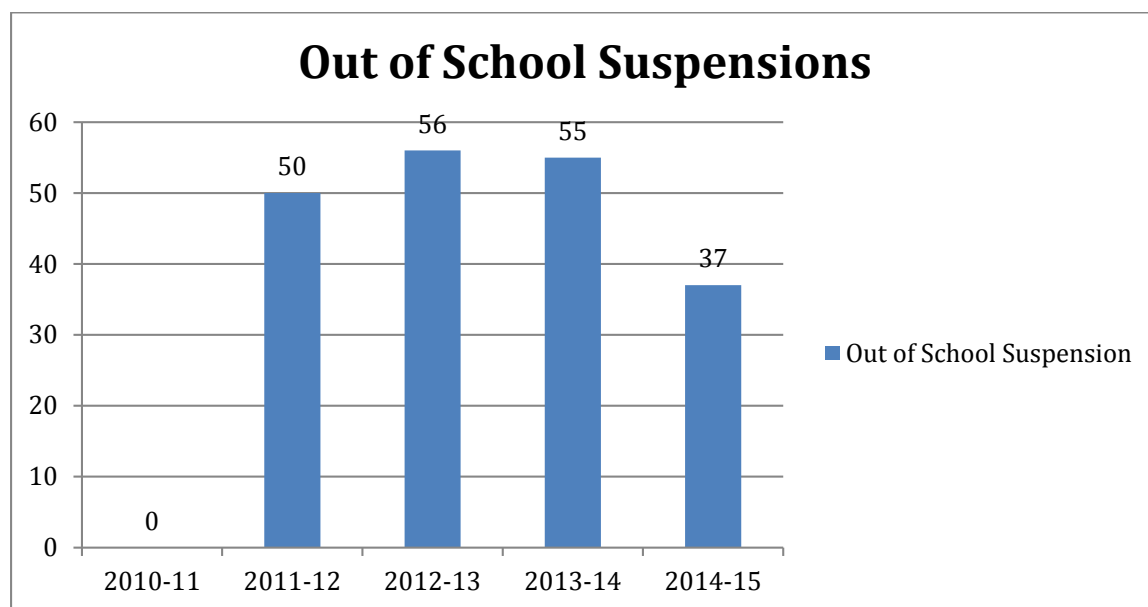
Attendance for CMP-SJ Campuses

School Year	Average Daily Attendance
2011-2012	96.1%
2012-2013	95.6%
2013-2014	95.8%
2014-2015	95.6%
2015-2016	95.8%

Findings:

- Average Daily Attendance has remained consistent with .5% variation between measured years.
- Greatest drop in the Average Daily Attendance was in the 2011-2012 school year.

Discipline Data for CMP-SJ Campuses



This graph shows the total number of suspensions in this school.

Findings:

- Out of school suspensions peaked in the 2012-2013 school year.
- The greatest drop in Out of School Suspensions was between the 2013-2014 and 2014-2015 school years by eighteen.

School Safety, Cleanliness and Facilities

For the 2015-2016 school year, CMP-SJ implemented its Comprehensive School Safety Operations Plan (SOP). CMP-SJ's SOP describes programs put in place to assist in offering a safe environment for all stakeholders. A school safety committee, including staff, parents, and students, oversees and implements necessary safety procedures and plans. A public copy of the school safety plan is available for viewing in the office and available online. Safety procedure information packets are kept in each classroom in the event of an emergency, staff can quickly access the protocols. Safety drills, (fire, earthquake and lockdown) are scheduled on a regular basis. High adult-to-student ratio allows CMP-SJ to deal with classroom disruptions and incidents quickly and effectively.

American River Campus

The American River Campus is housed at the Littlejohn Campus, which resides in a residential neighborhood. The facility is leased from the SJUSD. This facility features 20 classrooms, a library, multi-purpose room with stage, two resource rooms, as well as cafeteria operations and hot lunch program through the district. There are also two playgrounds, large asphalt play areas including basketball courts and tetherball, and extensive play/sports fields. SJUSD maintenance and custodial staff maintain the campus and provide janitorial service. In 2016, SJUSD added another portable to the campus as a multiuse facility. The campus currently has 397 students.

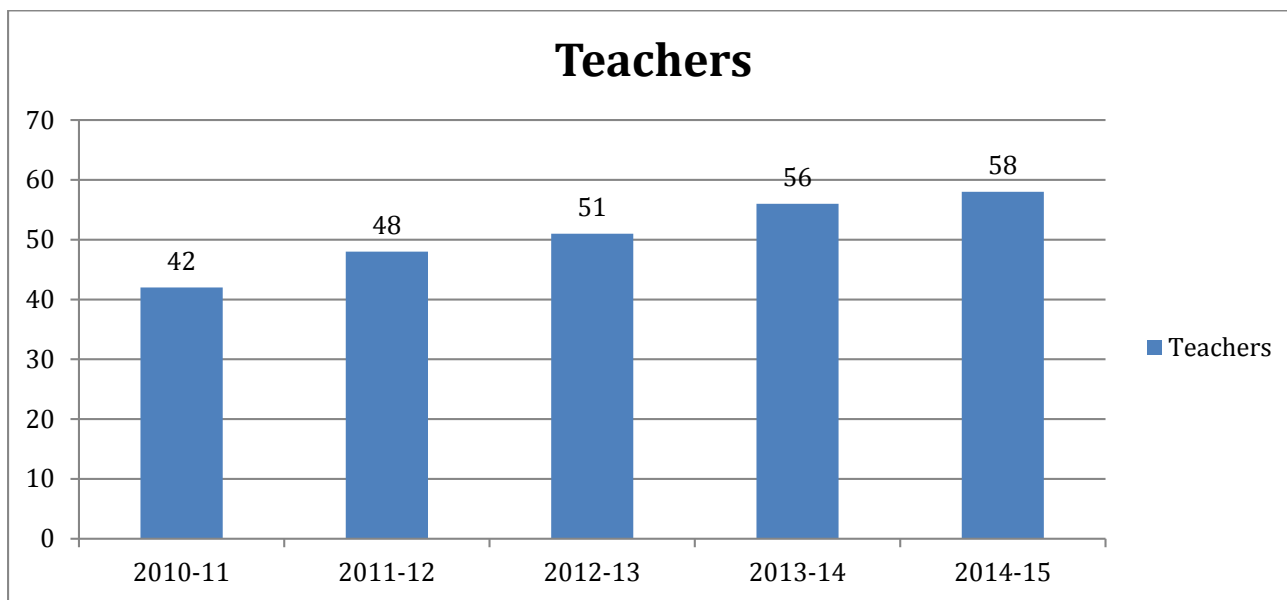
Carmichael Campus

The Carmichael Campus is located in a business/residential area in a facility leased from Carmichael Recreation and Parks District. Previously the facility was a SJUSD high school. CMP-SJ has modified and enhanced the space to accommodate approximately 635 students with 30 classrooms, a library, resource rooms, administrative offices and staff work rooms. The facility is a closed campus with locked gates providing a safe environment for the students. The playground consists of asphalt, grass and play structure areas, in addition to a small student garden. The campus is cleaned nightly by a janitorial service and maintained by maintenance staff.

Orangevale Campus

The Orangevale Campus opened in the fall of 2010. It is housed at the Coleman Elementary Campus, which resides in a residential neighborhood. The facility is leased from the SJUSD. This facility features 12 classrooms, one resource room and a shared multi-purpose room. There are two play structures, a large asphalt play area which has several basketball courts and two tetherball courts. There is also an extensive grass play/sports field. SJUSD maintenance and custodial staff maintain the campus and provide janitorial service. The campus currently has 250 students. The campus is shared with Orangevale Parks and Recreation as well as with a SJUSD Head Start Preschool.

Staff Information for CMP-SJ Campuses

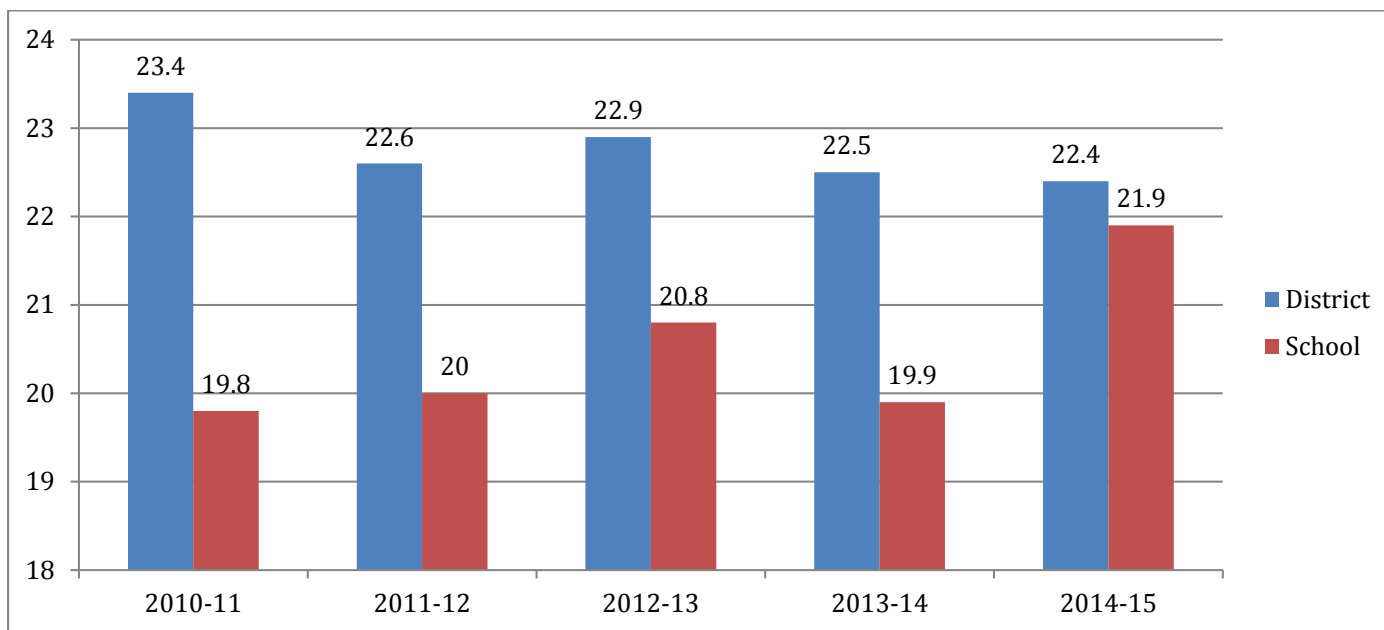


This graph displays the total number of teachers in classrooms at this school.

Findings:

- The steady growth of teachers is in response to growth in the number of new classrooms.

Teacher to Pupil Ratio for CMP-SJ Campuses

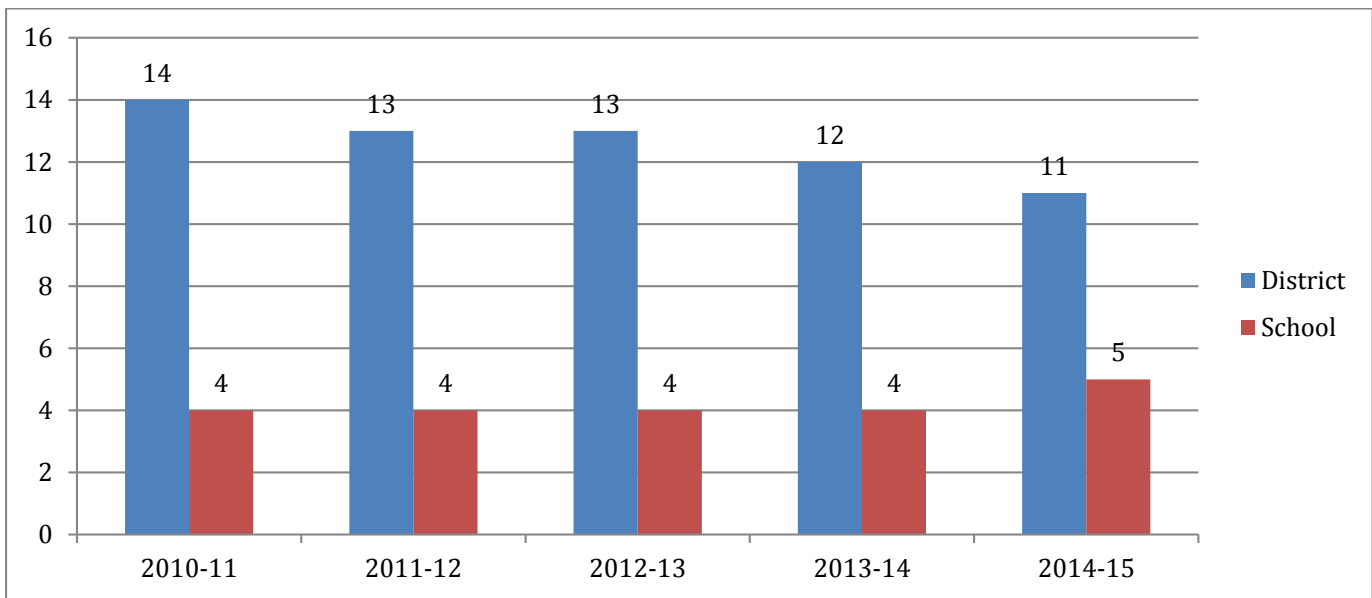


This graph displays the number of students for each teacher or full-time equivalent in this school in comparison to the district. The counts of students and teachers are collected on the first Wednesday of October each year.

Findings:

- The data does not accurately reflect the CMP-SJ classroom's teaching assistants whom are not full time.
- The data demonstrates that the negative trend in the school district's teacher to pupil ratio shows a decrease by one.
- CMP-SJ's positive trend in teacher to pupil ratio is 2.1 but the ratio is still below the school district average.

Average Teaching Experience for CMP-SJ Campuses

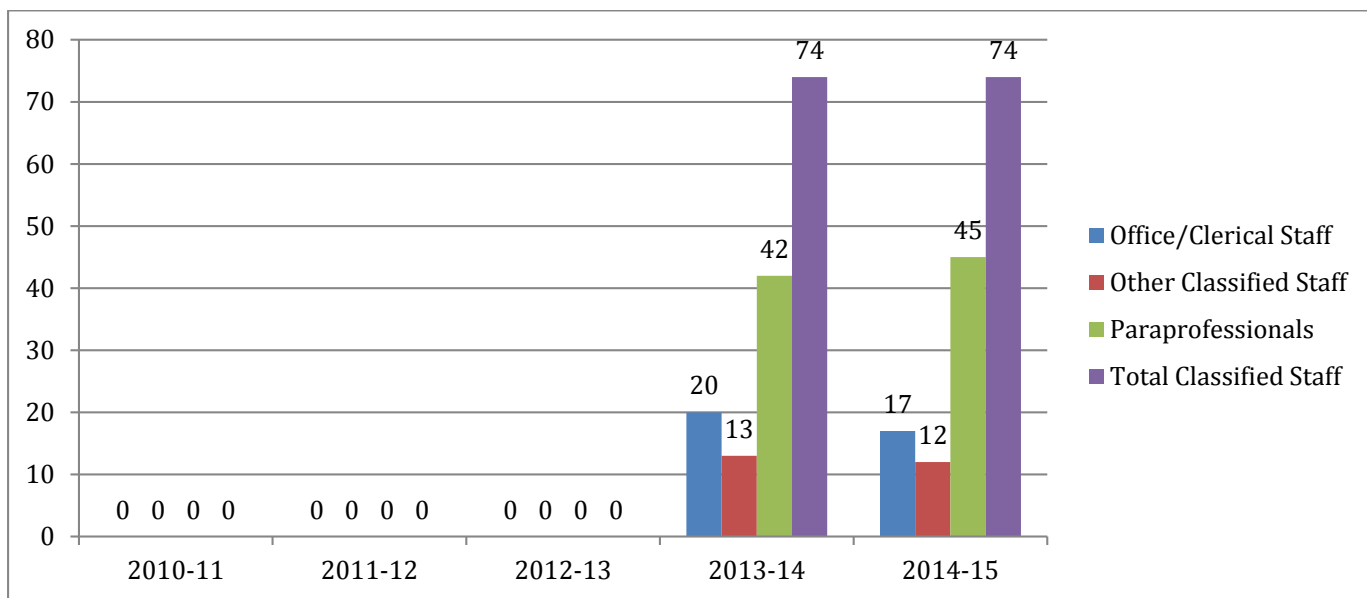


This graph displays the average number of years that the teachers have been teaching in this school in comparison to the district.

Findings:

- During recession years, CMP-SJ continued to hire new staff while local districts laid-off more experienced staff.

Classified Staff Totals for CMP-SJ Campuses



Findings:

- CMP-SJ provides ample support to teachers and students.

Staff Development

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

CMP also offers regular afternoon and weekend professional development activities. In addition, staff members are encouraged to seek out other professional development opportunities that will directly enhance their teaching practices in line with the school's mission and vision. Staff members are offered tuition incentives to assist with attendance at approved outside professional development events and activities.

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

Finally, CMP offers both tuition assistance and financial incentives to those teachers who pursue cross certification in Montessori education through accredited training centers. This additional

level of teacher preparation consists of a rigorous course of research-based pedagogical study combined with practical classroom experience. In combination with CMP's entire professional development program, we are confident that the result is highly-trained teachers who are ready to lead our students into the 21st Century.

Enrichment Activities

CMP-SJ offers a variety of enrichment activities, both during and after school, to support student learning and to foster students' interests. Facilitation of these sessions is done through CMP-SJ staff, parent volunteers, and outside agencies.

After-School Tutoring
Science Fair
Drama Club
Music
Homework Club
Immersion Trips
Volleyball/Basketball/Track
Rollercoaster/Physics Project
Art Docent Program
Milestone Field Trips
School wide Art Show
Community Performing Arts Assemblies
School Spirit Week
Annual Harvest Festival
Various Technology Programs
Middle School Business Shadowing

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil, from unrestricted and restricted sources:

Expenditures for CMP-SJ Campuses

Total Expenditures Per Pupil	\$7,770.79
Expenditures Per Pupil From Restricted Sources	\$1,333.08
Expenditures Per Pupil From Unrestricted Sources	\$6,437.71
Average Teacher Salary	\$38,223.17

Financial Data Comparison

The following table displays the School's per pupil expenditures from unrestricted sources. It also displays the school's average teacher salary and compares it to the district and state data.





	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
CMP- SJ Campuses	\$6,437.71	\$38,223.17
San Juan Unified	\$5,013	\$71,583
California Montessori Project	\$6,407	\$38,033
California	\$5,348	\$69,086
School and District - % Difference	24%	60%
School and California - % Difference	18%	57%

Findings:

- CMP-SJ teachers make less than their peers teaching in other California schools.
- CMP-SJ spends more monies per pupil on its students than the state average. The difference is 18.9%.

Student Performance Data for CMP-SJ Campuses:


2016 Smarter Balanced Overall Test Results for English Language Arts/Literacy Achievement:

Overall Achievement								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	164	158	123	97	67	60	N/A	669
# of Students Tested	162	154	122	96	65	60	N/A	659
# of Students With Scores	162	154	122	96	65	60	N/A	659
Mean Scale Score	2424.5	2466.8	2511.2	2550.3	2551.8	2566.9	N/A	N/A
 Standard Exceeded: Level 4	23 %	27 %	20 %	16 %	14 %	13 %	N/A	20 %
 Standard Met: Level 3	19 %	23 %	33 %	53 %	42 %	40 %	N/A	32 %
 Standard Nearly Met: Level 2	30 %	19 %	25 %	20 %	18 %	28 %	N/A	24 %
 Standard Not Met: Level 1	28 %	31 %	22 %	11 %	26 %	18 %	N/A	24 %

Findings:

- A majority of 3rd grade students fell into the 'Standard Nearly Met' band.
- A majority of 4th grade students fell into the 'Standard Not Met' band.
- A majority of the 5th/6th/7th grades fell into the 'Standard Met' band.
- 52% of the population either met or exceeded the standards in English Language Arts/Literacy.


READING: How well do students understand stories and information that they read?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	23 %	29 %	24 %	24 %	25 %	27 %	N/A	25 %
Near Standard	45 %	37 %	51 %	56 %	48 %	48 %	N/A	46 %
Below Standard	32 %	34 %	25 %	20 %	28 %	25 %	N/A	28 %

Findings:

- A majority of the population falls into the 'Near Standard.'
- 4th grade scores were more evenly distributed between the three bands.


WRITING: How well do students communicate in writing?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	20 %	25 %	29 %	28 %	28 %	18 %	N/A	25 %
	Near Standard	51 %	53 %	48 %	52 %	48 %	57 %	N/A	51 %
	Below Standard	28 %	23 %	23 %	20 %	25 %	25 %	N/A	24 %

Findings:

- A majority of the population falls into the 'Near Standard' band.
- 76% of the population was in the 'Near Standard' or 'Above Standard' bands.
- 3rd grade had the highest population of students in the 'Below Standard' band.


LISTENING: How well do students understand spoken information?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	19 %	16 %	23 %	21 %	9 %	13 %	N/A	18 %
	Near Standard	71 %	73 %	61 %	72 %	80 %	73 %	N/A	71 %
	Below Standard	10 %	11 %	16 %	7 %	11 %	13 %	N/A	11 %

Findings:

- A majority of the population fell into the 'Near Standard' band.
- Most, 89%, students were in the 'Near Standard' or 'Above Standard' bands.

RESEARCH/INQUIRY: How well can students find and present information about a topic?





	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	20 %	18 %	27 %	29 %	22 %	20 %	N/A	22 %
	Near Standard	48 %	60 %	60 %	65 %	62 %	60 %	N/A	58 %
	Below Standard	33 %	23 %	13 %	6 %	17 %	20 %	N/A	20 %

Findings:

- 80% of the student population are in 'Near Standard' or 'Above Standard'
- The smallest percentage of students in the 'Below Standard' band was in the 6th grade.

2016 Smarter Balanced Overall Test Results for Mathematics:


Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	164	158	123	97	67	60	N/A	669
# of Students Tested	163	154	122	96	65	60	N/A	660
# of Students With Scores	163	152	122	96	65	60	N/A	658
Mean Scale Score	2413.2	2456.6	2489.0	2528.4	2535.8	2539.7	N/A	N/A
 Standard Exceeded: Level 4	14 %	8 %	16 %	17 %	9 %	12 %	N/A	13 %
 Standard Met: Level 3	23 %	28 %	20 %	27 %	32 %	22 %	N/A	25 %
 Standard Nearly Met: Level 2	29 %	41 %	26 %	33 %	32 %	27 %	N/A	32 %
 Standard Not Met: Level 1	34 %	23 %	39 %	23 %	26 %	40 %	N/A	30 %

Findings

- 62% of the population fell into the ‘Standard Nearly Met’ or ‘Standard Not Met’ bands.
- 7th grade had a majority of the population in the middle bands.
- There was an increase in mean scale scores.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	18 %	17 %	19 %	26 %	22 %	18 %	N/A	20 %
	Near Standard	39 %	36 %	30 %	39 %	40 %	35 %	N/A	36 %
	Below Standard	42 %	47 %	52 %	35 %	38 %	47 %	N/A	44 %

Findings

- 80% of the student population fell into the ‘Near Standard’ or ‘Below Standard’ category.
- 6th and 7th grade students had the highest percentages of the student population in the ‘Near Standard’ or ‘Above Standard’ categories.


PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	20 %	19 %	20 %	20 %	26 %	20 %	N/A	20 %
	Near Standard	58 %	55 %	37 %	52 %	43 %	53 %	N/A	51 %
	Below Standard	22 %	26 %	43 %	28 %	31 %	27 %	N/A	29 %

Findings

- A majority of students fell into the 'Near Standard' category.
- 71% of the total student population fell into the 'Near Standard' or 'Above Standard' bands.

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	21 %	15 %	15 %	19 %	18 %	15 %	N/A	17 %
	Near Standard	48 %	49 %	44 %	64 %	57 %	57 %	N/A	52 %
	Below Standard	30 %	36 %	41 %	18 %	25 %	28 %	N/A	31 %





Findings

- A majority of students fell into the 'Near Standard' category.
- 83% of the student population fell into the 'Near Standard' or 'Below Standard' bands.

Student Achievement by Subgroups for CMP-SJ Campuses

English Language Arts


Economically Disadvantaged Overall

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	50	46	32	23	19	13	N/A	183
# of Students Tested	50	44	32	23	18	13	N/A	180
# of Students With Scores	50	44	32	23	18	13	N/A	180
Mean Scale Score	2385.4	2439.5	2468.7	2554.3	2503.8	2524.9	N/A	N/A
 Standard Exceeded: Level 4	10 %	20 %	9 %	17 %	0 %	0 %	N/A	12 %
 Standard Met: Level 3	6 %	16 %	22 %	52 %	28 %	38 %	N/A	22 %
 Standard Nearly Met: Level 2	38 %	16 %	31 %	22 %	33 %	23 %	N/A	28 %
 Standard Not Met: Level 1	46 %	48 %	38 %	9 %	39 %	38 %	N/A	39 %

Findings:

- A majority of this subgroup population falls into the ‘Standard Nearly Met’ or ‘Standard Not Met’ bands.
- 52% of 6th Grade students in this subgroup fell into the ‘Standard Met’ band.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	10 %	23 %	13 %	22 %	17 %	8 %	N/A	16 %
	Near Standard	42 %	23 %	56 %	57 %	33 %	54 %	N/A	42 %
	Below Standard	48 %	55 %	31 %	22 %	50 %	38 %	N/A	43 %

Findings:

- A majority of the population of this subgroup falls into the ‘Near Standard’ or ‘Below Standard’ bands.
- 5th/6th/8th graders from this subgroup mostly performed at the ‘Near Standard’ band.


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	27 %	9 %	22 %	11 %	8 %	N/A	16 %
Near Standard	44 %	41 %	50 %	65 %	50 %	62 %	N/A	49 %
Below Standard	44 %	32 %	41 %	13 %	39 %	31 %	N/A	35 %

Findings:

- A majority of the population of this subgroup falls into the 'Near Standard' or 'Below Standard' bands.
- 87% of 6th grade students fell into the 'Near Standard' or 'Above Standard' bands.


LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	10 %	2 %	6 %	9 %	0 %	0 %	N/A	6 %
Near Standard	72 %	77 %	75 %	78 %	83 %	69 %	N/A	76 %
Below Standard	18 %	20 %	19 %	13 %	17 %	31 %	N/A	19 %

Findings:

- 82% of the subgroup population falls into the 'Near Standard' or 'Above Standard' bands.

RESEARCH/INQUIRY: How well can students find and present information about a topic?





 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6 %	11 %	6 %	39 %	17 %	8 %	N/A	13 %
Near Standard	42 %	55 %	66 %	52 %	56 %	54 %	N/A	53 %
Below Standard	52 %	34 %	28 %	9 %	28 %	38 %	N/A	34 %

Findings:

- 87% of the subgroup population falls into the 'Near Standard' or 'Below Standard' bands.

- 91% of the 6th grade subgroup population fell into the ‘Near Standard’ or ‘Above Standard’ bands.


English Learners Overall

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	5	3	3	2	N/A	2	N/A	15
# of Students Tested	5	3	3	2	N/A	2	N/A	15
# of Students With Scores	5	3	3	2	N/A	2	N/A	15
Mean Scale Score	*	*	*	*	N/A	*	N/A	N/A
 Standard Exceeded: Level 4	*	*	*	*	N/A	*	N/A	0 %
 Standard Met: Level 3	*	*	*	*	N/A	*	N/A	0 %
 Standard Nearly Met: Level 2	*	*	*	*	N/A	*	N/A	27 %
 Standard Not Met: Level 1	*	*	*	*	N/A	*	N/A	73 %

Findings:

- A majority of the English Language Learners are not enrolled in 3rd-8th grade.
- The state will not disaggregate the data due to lack of a statistically significant population.
- Overall, the English Language Learners fell into the ‘Standard Not Met’ band.


READING: How well do students understand stories and information that they read?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	N/A	*	N/A	0 %
	Near Standard	*	*	*	*	N/A	*	N/A	13 %
	Below Standard	*	*	*	*	N/A	*	N/A	87 %

Findings:

- 87% of the subgroup population fell into the ‘Below Standard’ band.


WRITING: How well do students communicate in writing?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	*	N/A	0 %
Near Standard	*	*	*	*	N/A	*	N/A	20 %
Below Standard	*	*	*	*	N/A	*	N/A	80 %

Findings:

- 80% of the subgroup population fell into the 'Below Standard' band.


LISTENING: How well do students understand spoken information?

 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	*	N/A	0 %
Near Standard	*	*	*	*	N/A	*	N/A	60 %
Below Standard	*	*	*	*	N/A	*	N/A	40 %

Findings:

- 60% of the subgroup population fell into the 'Near Standard' band.

RESEARCH/INQUIRY: How well can students find and present information about a topic?





 Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	*	*	*	*	N/A	*	N/A	0 %
Near Standard	*	*	*	*	N/A	*	N/A	53 %
Below Standard	*	*	*	*	N/A	*	N/A	47 %

Findings:

- 53% of the subgroup population fell into the 'Near Standard' band.


Mathematics

Economically Disadvantaged Overall

Overall Achievement								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	50	46	32	23	19	13	N/A	183
# of Students Tested	50	44	32	23	18	13	N/A	180
# of Students With Scores	50	44	32	23	18	13	N/A	180
Mean Scale Score	2380.5	2422.3	2436.2	2539.4	2482.6	2474.5	N/A	N/A
 Standard Exceeded: Level 4	4 %	2 %	0 %	26 %	6 %	8 %	N/A	6 %
 Standard Met: Level 3	20 %	18 %	13 %	30 %	28 %	0 %	N/A	19 %
 Standard Nearly Met: Level 2	20 %	39 %	25 %	22 %	11 %	31 %	N/A	26 %
 Standard Not Met: Level 1	56 %	41 %	63 %	22 %	56 %	62 %	N/A	49 %

Findings:

- 49% of the subgroup population fell into the 'Standard Not Met' band.
- The highest percentages of students of this subgroup in the 'Standard Not Met' band were in the 5th and 8th grades
- The highest percentage of students of this subgroup were in the 'Standard Met' band were in the 6th grade.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?									
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	8 %	5 %	3 %	35 %	11 %	8 %	N/A	10 %
	Near Standard	32 %	30 %	22 %	30 %	33 %	23 %	N/A	29 %
	Below Standard	60 %	66 %	75 %	35 %	56 %	69 %	N/A	61 %

Findings:

- 61% of students in this subgroup fell into the 'Below Standard' band.
- An equal percentage of students in the 6th grade fell into the 'Above Standard' and 'Below Standard' band.


PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	6 %	14 %	6 %	26 %	28 %	8 %	N/A	13 %
	Near Standard	56 %	48 %	41 %	48 %	22 %	54 %	N/A	47 %
	Below Standard	38 %	39 %	53 %	26 %	50 %	38 %	N/A	41 %

Findings:

- 60% of the subgroup population fell into the 'Near Standard' or 'Above Standard' bands.
- 6th Grade has the smallest percentage of students in the 'Below Standard' band.





COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	12 %	11 %	0 %	22 %	22 %	0 %	N/A	11 %
	Near Standard	48 %	34 %	38 %	70 %	28 %	69 %	N/A	45 %
	Below Standard	40 %	55 %	63 %	9 %	50 %	31 %	N/A	44 %

Findings:


- 89% of the subgroup population fell into the 'Near Standard' or 'Below Standard' bands.
- 6th/7th grade subgroup populations fell primarily into the 'Near Standard' band.

English Language Learners Overall

Overall Achievement								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	5	3	3	2	N/A	2	N/A	15
# of Students Tested	5	3	3	2	N/A	2	N/A	15
# of Students With Scores	5	3	3	2	N/A	2	N/A	15
Mean Scale Score	*	*	*	*	N/A	*	N/A	N/A
 Standard Exceeded: Level 4	*	*	*	*	N/A	*	N/A	0 %
 Standard Met: Level 3	*	*	*	*	N/A	*	N/A	0 %
 Standard Nearly Met: Level 2	*	*	*	*	N/A	*	N/A	20 %
 Standard Not Met: Level 1	*	*	*	*	N/A	*	N/A	80 %

Findings:

- 100% of this subgroup population did not meet the standards.
- The state will not disaggregate the data due to lack of a statistically significant population.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?									
	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	N/A	*	N/A	0 %
	Near Standard	*	*	*	*	N/A	*	N/A	20 %
	Below Standard	*	*	*	*	N/A	*	N/A	80 %

Findings:

- 80% of the subgroup population fell into the 'Below Standard' band.


PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

$\frac{a}{b} = c$	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	N/A	*	N/A	0 %
	Near Standard	*	*	*	*	N/A	*	N/A	20 %
	Below Standard	*	*	*	*	N/A	*	N/A	80 %

Findings:

- 80% of the subgroup population fell into the 'Below Standard' band.

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

	Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
	Above Standard	*	*	*	*	N/A	*	N/A	0 %
	Near Standard	*	*	*	*	N/A	*	N/A	27 %
	Below Standard	*	*	*	*	N/A	*	N/A	73 %

Findings:

- 73% of the subgroup population fell into the 'Below Standard' band.

Perception Data

Local Control and Accountability Plan

Each spring, since 2014, our Executive Director and campus administrators meet separately with parent, staff and student groups to gather their ideas on ways to improve the programs and facilities at each campus site. This stakeholder feedback is then used to determine how best to utilize funds from the state. Goals, an action plan, and progress on goals are written into a plan for the school, which is updated annually.

Over the last three years, the focus has been on increasing science instruction and materials, visual and performing arts programs, physical education, and library improvements. Each of the CMP-SJ campuses has also had goals for specific site improvements. The Orangevale Campus used their specified funds to put in a security fence and gates, as well as to install swing structures. American River had a portable installed to provide additional space for the before and after school program and a reading intervention program during school hours. Carmichael's funds were used for school signage and a parent communication board, as well as additional instructional materials.

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

See appendix for notes.

Calendar Survey

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

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

See appendix for survey results.

Back to School Night and Parent Communication Surveys

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

Preferred school to home communication was also surveyed. Overall, it was determined that the three most preferred methods of communication were: emails, classroom newsletters and campus newsletters. Each CMP campus analyzed this data and improved their current parent communication system.

See appendix for survey results.

Parent/Teacher Conference Survey

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

See appendix for survey results.

Professional Development Survey

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

See appendix for survey results.

Chapter II: Progress Report



CHAPTER II: PROGRESS REPORT

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

- Charter Renewal
 - California Montessori Project - San Juan (CMP-SJ) has once again been authorized through the San Juan Unified School District (SJUSD) for re-chartering for a full five-year term.
- Facilities
 - The CMP-SJ American River Campus continues to be housed at the District's Leighton Little John Campus, through a Proposition 39 lease arrangement.
 - The CMP-SJ Carmichael Campus is housed in a facility owned and maintained by Carmichael Parks and Recreation District. The facility houses approximately 650 students in 29 classrooms TK-8th grade.
 - The CMP-SJ Orangevale Campus opened in August of 2010 to serve the many families in the outlying Orangevale and Folsom areas. It continues to be a shared use with a SJUSD Head Start Program. Currently, the campus consists of 13 classrooms housing grades TK-7th grade and a Special Education Resource Room.
- Curriculum and Instructional Materials
 - CMP has continued to develop and update our Montessori-based curriculum that is aligned with the *California Common Core State Standards*.
 - CMP's Leadership Team analyzed and determined a need for additional reading materials in lower elementary classrooms. As a result, CMP has undergone the process of purchasing a full complement of reading materials.
 - The CMP-SJ campuses have purchased additional quality Montessori learning materials for new classrooms and campuses. Replacement and extension materials have also been purchased for existing classrooms.
 - CMP has added the following state-adopted core instructional materials:
 - Middle School adoption of California Go Math Curriculum.
- Technology
 - CMP-SJ has added new computers making a 3rd-8th grade 1 to 1 ratio of student to chrome book and on Kindergarten- 2nd grade 5 to 1 student-to-desktop computer ratio.
 - CMP continues to implement technology based programs for all grade levels:
 - Rosetta Stone* Foreign Language Program (licenses for each student)
 - Renaissance Place Learning Suite* for reading comprehension and math support.
 - Learning.com* and *Typing.com*
 - CMP has implemented the Google for Education suite, including Google Classroom, Google Drive and integration of the Google Chrome ecosystem.

- **Certificated/ Classified Staff**
 - CMP has continued to hire highly qualified, dynamic, California State Credentialed and Montessori-trained/certified teachers (dual certification).
 - A Special Education Teacher, Speech/Language Therapist, and Occupational Therapist are on site for students with Individualized Educational Plans.
 - CMP continues to work towards improved compensatory packages to retain and hire quality staff.
- **Teacher Support/Training**
 - CMP continues to recognize the importance of staff development and teacher training. CMP honors its staff by providing numerous professional growth/orientation opportunities, including the following:
 - CMP is an active participant in the Beginning Teacher Induction Program (BTSA)
 - CMP continues to offer Staff Development days, which include keynote addresses from nationally and locally known speakers, as well as break-out, grade-level planning sessions facilitated by CMP leaders. Strategic, network-wide, horizontal and vertical planning days are held on a regular basis.
 - Super Duper Saturdays are being offered one Saturday a month to support our Teaching Assistants and enhance their skills in the classroom.
 - The CMP-SJ Campuses have Grade Level Mentor Teachers on site. These mentors work with their grade level team and meet on a weekly basis to discuss curriculum, individual student progress/interventions, parent meetings/education, and student activities and field trips.
- **Student/ Family Support**
 - Ongoing parent education is offered at scheduled times on site throughout the school year.
 - CMP has retained low student-to-teacher ratios.
 - CMP has fully implemented the Response to Intervention model with academic intervention programs.
 - CMP offers inter-campus sports programs.
 - CMP offers a variety of after-school activities, clubs and enrichment opportunities.

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

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

The Visiting Committee was impressed by the significant strengths that the three San Juan campuses had, in both the school culture and academic expectations. Staff, parents and students spoke the same language about the Montessori program and rationale. Through this pervasive, common understanding of the “why” for learning, the stakeholders quite naturally reach common ground on the “hows” and logistics of the academic and cultural program. There is impressive buy-in around the school’s Expected School-wide Learning Outcomes.

School-wide Areas of Strength:

1. Clear organizational vision and purpose
2. High degree of collaborative administrative, teacher, parent, and student investment, commitment, and passion for the model
3. Individualized instruction and core Montessori curriculum aligned with state standards
4. Variety of assessment tools designed in a sequential formative order to track and ensure student learning

School-wide Critical Areas for Follow-Up:

1. Increase STAR scores in mathematics for all students in grades 2-8 by 3% through professional development, curricular review and updates, and the centralized use of data analysis to drive instruction and decision-making.
2. To develop a Building Effective Schools Together (BEST) team to move their BEST behavior program forward by reducing the number of office discipline referrals, suspensions and expulsions.
3. Improve two-way communication between home and school by implementing regular classroom parent meetings, increase support for parent education opportunities and information regarding school policy, and the creation of a stronger sense of school community.

Western Association of Schools and Colleges (WASC)/California Department of Education Visiting Committee Report: Ongoing School Improvement

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

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

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

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

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

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

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

Goal Progress from 2011 Initial Visit:

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

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

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

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

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

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

The following four tasks have been accomplished:

1. Development of a Family Engagement Guide to give an overview of parent meetings. This overview has been presented to staff at several network in-service days.
2. Provide training and support to teachers in their ability to facilitate monthly parent meetings. These opportunities have occurred at network in-service days.
3. Grade level teams have developed yearly parent meeting calendars, which are in the community calendar for all parents in the Fall.
4. Development of a parent meeting survey to be used within the parent-teacher conference.

One task is still being addressed (not completed):

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

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

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

1. Improve Parent Communication

As referenced in Goal #3, it is recommended that CMP-SJ continues its commitment to educating and informing all parents. They do a very good job of using multiple means to reach out to parents, including regular meetings, newsletters, emails, and Auto-dialer messages. However, parents continue to seek further ways to access even more information. Not all parents will want to review all the information, but for those who are inclined, they would like to get more information on:

- Detailed spending of monies raised through fundraisers. Parents feel well-informed of how much money is raised, but would like to be able to access (or know how to access if its already available) details about the budget and yearly spending.
- Minutes and notes from a variety of meetings, so that families who cannot attend can access and read summaries from the governing board meetings, and even the informal “coffees” with the Principals.

In response to this recommendation CMP SJ has:

- All Governing Board minutes are posted in the school offices as well on the school and network websites.
- Campus Advisory Council (CAC) and Principal Café minutes/summaries are posted on websites.
- A review of budgets and decisions on spending of funds is discussed at monthly CAC meetings.

2. Refine Meaning of how CMP- SJ creates a peaceful and positive community

As referenced in Updated Goal #2, it is recommended that CMP-SJ produces informational documents relating to the Montessori values of a peaceful and positive community, as well as providing education to parents so that they become empowered partners in this important work.

In response to this recommendation CMP-SJ has:

- A comprehensive safety operations plan that is reviewed annually and available at each campus.
- Continued review and discuss peaceful and positive communities as referenced in Chapter 5.
- Creation of Anti-Bullying Policy that is available to all stakeholders via the website.
- Continue regularly held classroom meetings to improve two-way communication between school and home.

3. Bi-yearly scheduled leadership meetings

It is recommended that the Leadership Team regularly schedules formal bi-yearly meetings to review, analyze, reflect and determine next steps with their Action Plan.

In response to this recommendation CMP-SJ has:

- Regular Leadership Team meetings are held during the school year.

Chapter III: Student/Community Profile

Overall Summary of Profile Data and Progress



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

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

The student and community profile data reinforces some ongoing trends that CMP – San Juan (CMP-SJ) seeks to address within the context of our Charter authorization, Local Control Accountability Plan (LCAP), and the dual-accreditation process through the American Montessori Society (AMS) and WASC and subsequent visit. CMP-SJ adopted a new math program to help students transition to the new Common Core State Standards and to address the gap between Montessori lessons and the Common Core Standards. The implementation of LCAP action items has been a driving force in seeking excellence in the areas of Physical Education, Science and the Visual and Performing Arts (VAPA). Finally, the expanded technology infrastructure since the 2014 Mid-term Report have enabled CMP-SJ to provide the kind of environment in which students can thrive and where Montessori lessons, as well as 21st Century learning can be fully implemented.

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

The CMP-SJ community has been very passionate about science over the years. With the LCAP stakeholder feedback, it was very clear that students, parents, and teachers wanted to delve deeper into the sciences and explore the NGSS. Even though our previous Standardized testing and Reporting (STAR) test results in the area of science are adequate, our curriculum needs to be examined and aligned to incorporate the NGSS and provide our students with a more contemporary and competitive curriculum.

Our profile data reveals that we can improve upon our student’s writing skills. Over the years, CMP has been inconsistent with the implementation of writing in the classroom and use of curriculum. Even though the Montessori curriculum is rich in many ways, there is no formal curriculum that has been adopted. In reviewing our California Assessment of Student Performance and Progress (CAASPP) data, the majority of our population fell into the “Near Standard” band. We are committed to improving in this area, as writing is used across the curriculum. We have recently assembled a writing committee and are exploring best practices, sharing lesson plans, and looking at the curriculum that is informally being used on campus, with the goal of streamlining our practices to better serve our students.

Over the past year and a half, CMP-SJ has incorporated Early Release Professional Development Days in the school calendar to provide opportunities for professional development and staff collaboration. We have been able to utilize internal and external resources including Master Montessorians and experts in their fields. As a next step, our administrative team is looking to implement Professional Learning Communities (PLCs) with our teaching staff. The PLCs will analyze data to identify specific areas of academic weakness in our program.

Studies show that through the PLC model, staff relationships are improved, trust is built, and there is an increase in student achievement.

CMP utilizes a variety of methods to achieve a peaceful and positive school community. As a Montessori school, it is something that CMP is very passionate about. Seven years ago, we refined our practices and created new student behavior reports and explored how the Response to Intervention (RtI) model can support students with challenging behaviors. We began to see a decline in suspension rates in 2014-15, but still have a substantial rate of office referrals for behaviors. We will be looking to our RtI process and developing more useful tools for teachers to use when behavior issues arise in the classroom, which can keep the student in class and learning.

In reviewing our 2016 CAASP test results for Mathematics, 62% of our populations fell into the Standard Nearly Met or Standard Not Met band for overall achievement. In the Mathematical Concepts and Procedures band, 80% of our population fell in the Near Standard or Below Standard category. 83% of our students fell into the Near Standard or Below Standard category in Communicating Reasoning, as well. While these scores represent a new testing format and new standards, the trends in math, especially in Grade 8, is new and is somewhat a major concern.

Recognizing that math scores were on a downward trend, with stakeholder input, our Governing Board adopted a new math program in 2016, in part to help students with the transition to Common Core State Standards. Houghton Mifflin-Harcourt's Go Math emphasizes Essential Questions and Big Ideas with Depth of Understanding and Knowledge as a goal. The interactive lessons with differentiated instruction resources help students to be successful at all levels and abilities.

Additionally, HMH has provided professional development to assist Middle School teachers with the transition to the new math program.

Select critical learner needs based on the data:

- 1. In order for our students to contribute in the future, to compete and lead in the global economy, and to be educated and inspired to pursue employment in science related fields, our students must have a solid foundation of science education that prepares them for high school and beyond. NGSS go deeper than the previous standards by incorporating science disciplinary core ideas, science and engineering practices, and imbed concepts that our students should master in preparation for college and careers.**
The Montessori curriculum has a rich and comprehensive science curriculum for our students, k-8th grade. Even though our STAR test results in the area of science are adequate, our curriculum needs to be examined to align and incorporate the NGSS to provide our students with a more contemporary and competitive curriculum.
- 2. Our most recent CAASPP scores indicate that there is a need for the school to address writing in a systematic way. Furthermore, campus administration has observed through lesson plans and classroom observations, a deficit in formal writing instruction. Teachers have indicated that the adoption or creation of a writing curriculum would assist in the improvement of writing instruction.**
- 3. In an attempt to increase student learning and academic performance through improved teaching, our administrative team is looking to implement PLCs with our teaching staff. The PLC will analyze data to identify specific areas of academic weakness in our program. Studies show that through the PLC model, staff relationships are improved, trust is built and increased student achievement.**
- 4. In looking at our data on office referrals and suspensions, we see a need to Improve Student Behavior by creating a Peaceful and Positive Community. Students can only access their**

education if the classroom environment is optimal and students are compliant with the school rules and philosophy. Campus administration is looking to reduce the number of classroom/school disruptions, referrals and suspensions.

5. **CMP technology has been a primary focus over the past three years. This goal is designed to make sure students and staff are using the technology to enhance learning. (Correlates to ESLOs: Are Montessori Learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are lifelong learners. Are agents of Change who have a strong sense of community, are socially responsible, connected to their environment, advocate for themselves and others, and are empowered to be problem solvers.) CMP SJ would like to examine if students are receiving appropriate instruction on how to correctly use the technology and what type of professional development is needed to support growth in the use of technology in the classroom.**
6. **The spring 2016 CAASPP testing data demonstrated a strong need for support in Mathematics, especially for our middle school students. CMP-SJ is looking to support student achievement in overall mathematical thinking and applications through enhanced curriculum and professional development.**

Chapter IV: Self Study Findings



CHAPTER IV SELF STUDY

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

A1 Vision and Purpose Criterion

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

California Montessori Project, San Juan (CMP-SJ) Campuses have a clearly stated vision and purpose based on student needs, current educational research, and the belief that all students can reach their full potential. Supported by the California Montessori Project (CMP) Governing Board and the central administration, the school's purpose is defined further by Expected School-wide Learning Outcomes and academic standards.

In accordance with our mission statement, CMP-SJ Campuses offer an environment which has the tools, programs, resources, and support to enable students to become educated to high academic standards, and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, employers/employees, and contributors to a better society and a peaceful world. This is achieved through a strong commitment from the community, parents, teachers, local organizations, the legislature and, most importantly, the individual child. CMP-SJ Campuses are grounded in a philosophy of trust in individuals to seek their greatest potential.

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

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

CMP-SJ campuses offer student-centered, interdisciplinary educational program supports academic, athletic, artistic, and social growth of the individual. CMP-SJ campuses provide hands-on educational opportunities while integrating the California Standards, empowering students to develop confidence, independent thinking, and teamwork skills, which are essential for world citizenship.

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

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

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

-Maria Montessori

CMP-SJ Campuses hold that an educated person:

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

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

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

Staff attends a variety of collaborative meetings throughout the school year. Grade level meetings occur on a bi-weekly basis at each campus. Furthermore, Network Curriculum Level Lead meetings occur bi-annually. CMP strives to improve collaboration amongst campus level teams network-wide through the use of Early Release Days. Each CMP-SJ campus meets at the beginning and end of each year in order to plan and schedule curricular and extracurricular activities.

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

- School assemblies
- Field trips
- Online parent survey at the end of the year to improve the program
- Parent education nights
- Regularly Scheduled Parent Meetings
- Campus Advisory Council (CAC)

- A recommended 40-70 parent participation hours
- Twice yearly parent-teacher conferences
- Various extracurricular activities that include Science Fair, Harvest Festival, Watch Me Work Nights, APEX Fun Runs, sporting events, and school dances
- Class and campus newsletters

Weekly classroom and school newsletters provide information to families on classroom activities and news and offer parent involvement opportunities. Parents/guardians are encouraged to complete 40-70 hours of participation time each year. This brings many families into the classroom to participate in curriculum and school wide events. All families are invited to participate at the CAC meetings which occur on a monthly basis. CAC is the vehicle for stakeholder input regarding how campus monies are spent, coordinating fundraising activities, organizing campus improvement projects, as well as refining of the school's vision.

EXPECTED SCHOOL-WIDE LEARNING OUTCOMES

California Montessori Project Students:

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



A2 Governance Criterion

- **The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the school wide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school wide action plan and its relationship to the Local Control and Accountability Plan.**
 - **The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.**
 - **There is clear understanding about the role and responsibilities of the governing board and the professional staff.**
 - **Parents, community members, staff and students are engaged in the governance of the school.**
 - **There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.**
 - **The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.**

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

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

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

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

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

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

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

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

CMP Governing Board's policies and bylaws are periodically reviewed and revised and are posted on the CMP website.

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

-Maria Montessori

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

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

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

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

A3 Leadership: Continuous Planning and Monitoring Criterion

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

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

CMP-SJ Campus principals, along with the consortium of CMP network principals, meet regularly with the CMP Executive Director/Superintendent to further discuss student achievement, student intervention, and programmatic innovation. The team of principals, along with the Executive Director and Program Director, comprises CMP's RT responsible for upper-level decision-making. Decisions that are within the governance realm of the CMP Governing Board are submitted for approval at the monthly Governing Board meetings, if recommended by the Executive Director.

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

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

A variety of tools are utilized including a 3-tiered Response to Intervention (RtI) process to identify students in need of additional support. Tier 1 RtI involves parent and teacher collaboration with the student being accommodated within the classroom. Tier 2 RtI introduces the Dean of Students into the collaborative efforts with the teacher and parents. After accommodations have been attempted at RtI Tier 1 and 2 levels, an RtI Tier 3, sometimes referred to as a Student Success Team, meeting may be initiated. Further support is also available

through the Individual Education Plan assessment process, if appropriate. All of these processes include parents, teachers, students, administrators and special education representatives, as needed. Accommodations and extra support come in the form of after school tutoring, push-in and/or pull-out services such as Read Naturally, Word Warm-Ups and specialized academic instruction.

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

-Maria Montessori

A4 Staff: Qualified and Professional Development Criterion

- ***A qualified staff facilitates achievement of the student academic standards and the school wide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.***
 - ***The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.***
 - ***The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.***
 - ***The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.***
 - ***The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the school wide learner outcomes.***
- ***The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.***

CMP teachers are required to hold a valid California State Teaching Credential in addition to a Montessori Teaching Certificate from an accredited Montessori teacher program. A Montessori teaching certificate is a stand-alone certificate recognized internationally by Montessori Organizations. Certificates are earned for age ranges and not grade levels. In many cases, our staff members hold multiple Montessori Teaching Certificates that qualify them to teach a multitude of grade level spans. Teacher-to-student ratios are low and classrooms have a qualified teacher's assistant.

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

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

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

Deans of Students are a valuable resource for teachers as they provide leadership in terms of teaching and learning through CMP's professional development system. Deans are regularly in the classroom observing teaching practices, evaluating learning environments and providing feedback to new or seasoned teachers. Documentation of professional growth is completed and shared with campus principals.

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

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

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

- Special Education – Supporting Students with Special Needs
- Mindset Training
- Vertical and Horizontal Planning
- Best Practices for Teaching
- Assessment
- Montessori Peace Education
- Behavior Interventions
- Gifted Student Training

***"Free the child's
potential, and you will
transform him into the
world.***

~ Maria Montessori

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

through BTSA, as well as attendance in CMP-sponsored in-service days.

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

A5. Resources Criterion

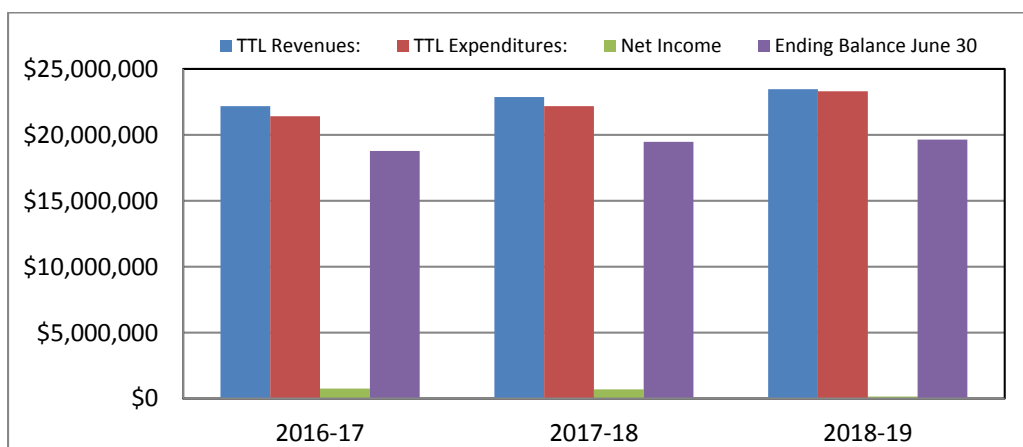
- ***The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the school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

CMP–SJ annually updates and develops the LCAP in accordance with California Education Code Section 47606.5 and uses the LCAP template adopted by the California State Board of Education. In accordance with California Education Code Section 47606.5, CMP – San Juan complies with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education establishes additional and/or amends school-specific goals and corresponding assessments. CMP–SJ submits the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by California Education Code Section 47604.33.

CMP-SJ has provided numerous opportunities for stakeholder engagement, as part of the greater CMP 7-campus network, as well as an individual charter school within the San Juan Unified School District (SJUSD). Over the past four years, there have been numerous occasions where community input was collected to

improve the CMP program. Network opportunities have included community participation in ongoing accreditation processes. In addition, members of the CMP Learning Community, as well as the public-at-large, have been invited to attend monthly meetings of the CMP Governing Board, and to provide input at the Strategic Planning Session at the Board's Annual Retreat. CMP Governing Board Minutes reflect the most recent LCAP being discussed at the following meetings: March 3, 2016 and April 6, 2016. During the months of February, March, April and May, CMP's Executive Director, Gary S. Bowman, met with 16 distinct groups of stakeholders, representing the CMP Learning Community, at-large, to receive input on school improvement. Meetings specific to CMP-SJ included the following: February 17, 2016: Open Forum Meeting with Staff; February 22, 2016: Open Forum Meeting with Parents and Students; April 6, 2016: Open Forum Meeting with Staff; April 19, 2016: Open Forum Meeting with Parents; April 20, 2016: Open Forum Meeting with Parents and Staff. At the meetings, the Executive Director shared components of the Local Control Funding Formula (LCFF) and the LCAP, including the eight state priorities. Community members present at the meetings were asked for suggestions on how the LCFF funding could support school improvement. Input from the stakeholders was, subsequently, organized into the eight state priorities and the input was reviewed for common threads. Considerations of fiscal impact and timeline were considered. The stakeholder meetings were well-received, and input was freely shared from the participants. This input contributed to the 2016-17 LCAP. The Executive Director will continue to solicit community input for the 2017-18 LCAP revisions.

CMP currently maintains a balanced budget with a positive cash flow and strong reserves. Multi-year projections indicate a future of continued fiscal solvency. Below is a chart projecting the revenues, expenditures and ending balance of the CMP network through 2018-2019.



In addition, teacher retention rates have been quite good. The CMP-SJ has been able to grow its student population in a slow and methodical manner.

CMP-SJ has a history of successful oversight and administration of three separate, yet closely interconnected, campuses. The three 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 administrative offices of CMP assist with, among other services, implementation of special education, marketing, management, human resources and business services as it relates to budget development and oversight. Each individual CMP school receives services from the CMP central administrative offices for an indirect administrative fee.

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

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

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

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

Required reports are in the format requested by the District, utilize any forms requested by the District, and contain any data requested by the District. For example, CMP authorizing Districts request that CMP complete the budget reports using the SACS Official Export system.

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

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

CMP-SJ American River Campus is housed at the District's Leighton Littlejohn Campus, through a Proposition 39 lease arrangement with the District. The campus is located at 6838 Kermit Lane, Fair Oaks, CA 95628.

CMP- SJ Carmichael Campus is housed at 5330 Engle Road, Carmichael, CA 95608 at Carmichael Parks and Recreation's La Sierra Community Center (formerly SJUSD La Sierra High School).

CMP-SJ Orangevale Campus is housed at the District's Coleman Campus, as a shared-use, public entity lease arrangement with the District. The campus is located at 6545 Beech Ave, Orangevale, CA 95662.

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

Each classroom at each campus was started with over \$20,000 in classroom materials and equipment. Over the years, these classrooms have expanded materials, resources and supplies through additional budgeting and fundraising efforts. Currently there is a 1:1 student to laptop ratio in 3rd through 8th grades. All classrooms have access to LCD projectors, a wide variety of software teaching tools, and network printers.

As teachers identify student needs or curricular enhancements, materials and supplies are recommended for inclusion in future budgets. Teachers also regularly participate in textbook review and adoption processes.

In developing the LCFF Budget for the 2016-17 school year, the Executive Director sought input from parents, pupils, both classified and certificated staff, and school leaders. In the area of 'Stakeholder Engagement' sessions, CMP sought genuine, unfiltered input. Accordingly, the Executive Director held the meetings in casual settings, which allowed Stakeholders to feel comfortable while providing candid and honest input. These settings included Principal's Cafés, CAC Meetings, Staff Meetings, and Student Circles. At the meetings, the CMP Executive Director shared information regarding the LCFF and the LCAP, including the '8 State Priorities.' participating stakeholders were invited, in a round robin style, how they would spend LCFF dollars to bring improvement to the CMP program. The length of each meeting was determined by the stakeholders, themselves, as every participant was allowed to contribute his/her input, until such time as all ideas had been exhausted. Stakeholders have also been invited to submit additional input by email. It is the Executive Director's observation that the stakeholders have been greatly appreciative of the opportunity to have their ideas heard. The Executive Director met with CMP Staff, Parents and Students at the various Stakeholder Engagement Sessions. The Staff and Parents provided valuable (and welcome) input regarding School Improvement. At the same time, the Executive Director found Student input to be especially refreshing and valuable. While much of the student input was consistent with that of the adults (including the importance of art/music programs, athletics, technology, campus safety, etc.), students also provided critical input from their unique point-of-view. These student sessions, including students as young as kindergarten-age, were remarkable and poignant. CMP Leadership considered all of the input to be a great foundation for building the LCFF budget. After the Stakeholder Engagement Sessions, the input provided was organized according to the 8 State Priorities, by site, as well as network. Based on Stakeholder input, the following expenditures were incorporated into the 2016-17 Budget: Teacher retention through increased compensation, Library, Technology Equipment, Science Curriculum and Instruction, Storage for PE/Recess/Club Montessori, Special Education Support, Writing Curriculum, Team Collaboration Time, Playground Improvements, School Nurse and Counselor Support, Safety and Security: Signage, Fencing, Communication Devices and/or Staff, Garden Programs, Teacher Assistant Training and Compensation, Character Education: Peer Mediation and Community Service Opportunities, Complete, Updated Set of Montessori Materials, Parent Education.

A6. Resources Criterion [Charter Schools]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school's vision, mission, and school wide learner outcomes. Decisions about resource allocation are directly related to the school's vision, mission, and school wide learner outcomes.

The school has written policy that defines internal controls, contracts, regular accounting, and external audit procedures.

The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

The Executive Director relishes the opportunity to meet with stakeholder groups, including Parents, Staff and Students. The round table format continues to be effective and successful in generating input toward suggested improvements toward CMP. This input was once again used in reviewing goals and creating new goals. The Executive Director, Development Consultant and site leadership teams routinely re-visit the stakeholder input with the goal of finding creative ways to address and/or implement requested suggestions and potentially incorporate them in to the CMP program. CMP Bylaws define internal controls, contracts, regular accounting, and external audit procedures. CMP shall maintain adequate and correct accounts, books and records of its business and properties, in accordance with generally accepted accounting principles. CMP mandates that annual audits of the financial and programmatic aspects of the charter schools operated by CMP shall be conducted and these audits will be made available to the governing boards of the school districts in which the charter schools operated by CMP are operating. The reports of these audits are to be made public to all interested parties. The report shall contain all the information set forth Section 6321(a) of the California Corporations Code and shall be accompanied by any report thereon of independent accountants, or if there is

no such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation. The annual report shall be furnished to all Members of the Governing Board. The Corporation shall furnish annually to the Members of the Governing Board and shall make available to the public a statement of any transaction or indemnification described in Section 6322(d) and (e) of the Corporations Code, if such transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report. The School's Executive Director may enter into any contract or execute any instrument in the name of and on behalf of CMP. Unless authorized by the Executive Director, no officer, agent or employee shall have any agreement or authority to bind CMP by any contract for any purpose or in any amount. The Charter School shall be responsible for having an annual independent fiscal audit done of the Charter School in accordance with all applicable laws. The audit will be conducted in accordance with generally accepted accounting principles applicable to public schools formed as nonprofit corporations. The Charter School's annual audit will be completed and will be forwarded to the chief financial officer of the District, the County Office of Education, State Controller's Office and the CDE on or before December 15, of each year of this Memorandum of Understanding (MOU). The Charter School shall submit corrective action plans for all audit findings to the District and the County Office of Education by March 15, of each year of this MOU. Audit exceptions must be resolved to the satisfaction of the District's Governing Board.

CMP-SJ is sponsored by the SJSUD. The District oversees the charter school's operations and provides a representative to serve on the CMP Governing Board. The Principals and the Executive Director meet with the District representatives on a quarterly basis. In addition, the Principals attend the sponsoring District's monthly Governing Board Meetings, as appropriate, or otherwise requested by the District, to participate in items related to the operation of the charter school (i.e. charter Renewal, annual reporting and/or facilities-related issues). As a Charter School sponsored by SJUSD, CMP has entered into a MOU, which further details accountability measures to assure that personnel follow fiscal policies and procedures. The Charter School will develop and maintain simple warrant requests and purchase order forms to document the authorization of all expenditures. All proposed expenditures must be approved by the Executive Director or designees who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form. All transactions will be posted on an electronic general ledger. The transactions will be posted on the ledger by someone at the school site or contracted bookkeeper. To ensure segregation of record recording and authorization, the bookkeeper may not co-sign check requests or purchase orders. The Charter School will maintain accounts with the Sacramento County Treasurer and Wells Fargo Bank. The Charter School may have a revolving and clearing account in a recognized banking institution for such items as food service deposits. The Charter School will also have accounts with recognized banking institutions for associated student body activities. The Charter School's bookkeeper will reconcile the Charter School's ledger(s) with its accounts in the county treasury and operating checking account on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The Superintendent/CEO or designee, and the Charter School's Governing Board designee will regularly review these statements. The Charter School will deposit all funds received as soon as practical upon receipt. A petty

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

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

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

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

The Charter School shall maintain a minimum of 3% or \$50,000.00, whichever is greater, of the total budgeted expenditures as a reserve account for economic uncertainty at the end of each fiscal year.

CMP believes that children are the hope of the future, and through Our Program, and with the support of Our Community, Our Students will have a positive impact in the world. 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.

OUR STUDENTS

CMP is committed to the goal of developing self-motivated, competent, life-long learners, and all staff members are focused on student success.

OUR COMMUNITY

CMP's community is comprised of students, families, staff, administration, CMP board members, and other vested parties.

OUR PROGRAM

CMP provides a quality Montessori academic program that educates the whole child: Intellectually, Socially, Emotionally, and Morally.

OUR ORGANIZATION

CMP-the Organization embraces Montessori ideals, respect, integrity, and passion, as we serve our students, families, and communities.

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources - Areas of Strength

- Mentoring/ Trickle Down Support
- School Vision
- Parent Support
- ESLOs
- Small class size
- A minimum of one teacher and teacher's assistant assigned to each classroom

Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources - Areas of Growth

- Gifted Education/Support for advanced learners
- Input on Administrative Performance from all stakeholders
- Fundraising Transparency

B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards Based Curriculum Criterion

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

The California Montessori Project (CMP) blends the current California Standards, which includes the Common Core State Standards, and the Montessori philosophy. Our main focus is teaching in accordance to the Montessori philosophy. Our network of charter schools collectively built a new curriculum guide that aligns the CCSS with the Montessori lessons. The main body of our curriculum is formed by the California Standards and the Montessori benchmarks. Student progress toward meeting these standards and benchmarks is documented on the student progress report and report cards. These reports are generated by the teachers each quarter and shared with the students' families. Teachers are asked to build their lesson plans and student planners based on the curriculum guide. This guide breaks down grade level learning into periods of learning based on the calendar month. Teachers ensure that every student has access to the grade level curriculum; however, students spend a majority of their time working at their own academic level, especially in the areas of math and language. An integral aspect of the Montessori philosophy is to move children through the curriculum when their ability to fully understand and internalize concepts is present. Students, especially younger students, do not move forward to new concepts until the previously introduced concepts are mastered. Because our students are allowed to achieve mastery at their individual levels, they ultimately gain a high level of academic confidence

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

-Maria Montessori

and, when ready, tend to move beyond basic expectations. Typically, students work on their independent work during the morning portion of the school day. During this time, the teacher will give specific, small group lessons.

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

Current educational research supports methods that have been part of the Montessori philosophy since its inception in the early 1900s. Montessori embraces the concepts of individualized instruction, teaching to all modalities (senses), use of concrete learning materials, small group and individual lessons, differentiated learning, inquiry, and interactive lessons, etc. When we compare CMP's educational philosophy with the current trends in educational research, we find many parallels. For example, the current trend towards inquiry instruction. Our collective observations indicate that many elements of the Montessori methodology are gaining prominence within the traditional public sector. With that said, CMP recognizes that Montessori education is a holistic, comprehensive approach rather than a sum of its parts. Dr. Maria Montessori developed her philosophy from her perspective as a scientist. She observed children and documented their response to the different materials offered to them. She systematically formulated her philosophy for education based on the results of her observations. In addition to following Dr. Maria Montessori's research, CMP keeps current on new findings such as the recent studies that indicate the significance of Growth Mindset for student success. Ongoing professional development has been implemented to provide instructional staff an understanding of this and many other new research based concepts.

The leadership at CMP is committed to staying current with educational research and continues to support the teachers by offering more time for teacher training, collaboration and networking. In addition to our network and campus in-services, as of the 2015/16 school year, we have implemented biweekly Early Release Professional Development Days where we dedicate the majority of our time to planned Professional Development.

Furthermore, once a month we are providing our Teacher's Assistants the opportunity to voluntarily attend Super Duper Saturdays. These Saturday sessions are focused on educating and refining the skill sets of our valued support staff so they may better support our Teachers. Presenters focus on topics such as Montessori philosophy, curriculum, technology, supervision, behavior, and classroom management. As appropriate, CMP offers stipends/incentives for professional growth opportunities, including workshops, training, and conferences.

CMP's Expected School-wide Learning Outcomes are connected to our curriculum and instruction. All CMP campuses have three uniform rules: Be Safe, Be Respectful, and Be Responsible. Teachers use these rules consistently in and out of the classroom. Lessons are given on these rules and behavioral expectations are established to ensure a safe and nurturing learning environment. Fundamental parts of the Montessori philosophy are grace and courtesy. Starting in transitional kindergarten/kindergarten, students are instructed on how to accomplish basic tasks to create harmony in our environment: to use manners, share with others, and communicate appropriately. Character education and peace education are also embedded in our curriculum. The standing principle of ultimate respect for the child creates a sense of empowerment that is developed in the Montessori classroom. Students build a strong sense of community, often working in mixed-age classrooms with student mentors. We teach our children to respect and cherish our environment. This is done through classroom recycling, assigned "care of environment" duties, outdoor education field trips, and science lessons that foster an understanding and compassion for our natural world.

CMP ensures all students have access to real world applications. In Montessori education, even the youngest children are introduced to a curriculum called "Practical Life". Practical Life is an area of the Montessori Curriculum that introduces students to daily living activities such as pouring water, using a broom, sewing a button, peeling a carrot, etc. Throughout the Montessori program, these activities become more and more advanced. It is CMP's philosophy that in order to educate the "whole child", children must grow their self-confidence in order to be independent. CMP also offers several experiences for real world applications through the use of technology. Computer literacy and being "tech savvy" are practical life skills that help students throughout their lives. CMP also offers several field trips throughout the year for transitional kindergarten/kindergarten through eighth grade students. As the students get older, the duration of the trip lengthens and students learn real life skills independent from their families. In middle school, the students also partake in a business internship to give students a chance to explore their different career interests. CMP encourages entrepreneurship and classrooms often design and run various businesses and fundraisers.

It is self-evident that the possession of and contact with real things bring with them above all, a real quantity of knowledge. Instruction becomes a living thing, instead of being illustrated it is brought to life. In a word, the outing is a new key for the intensification of instruction ordinarily given in school."

-Maria Montessori

Every student has equal access to our curriculum. The teachers are expected to differentiate instruction and create individualized learning plans for every student. Processes are in place for meeting students' individual needs beyond what is offered in the classroom. There is a fully-operating Response to Intervention (RtI) program that assesses and evaluates student needs, identifies struggling learners, and provides additional support to ensure academic success. RtI has 3 distinctive tiers. Tier 1 identifies concerns and in-class accommodations that can be implemented to specifically support the individual child's demonstrated needs. Examples of tier 1 accommodations include: individualized student work plans, parent meetings, assignment modifications. Tier 2 is offered when support is needed outside of the classroom as well. Examples of second tiered interventions include school sponsored tutoring and extra reading support. Students move into tier 3 of the RtI process when significant progress has not been made. As a result of this move, more intensive interventions are explored in addition to alternate assessments for Individualized Education Plans, 504s, Behavior Support Plans and Behavior Intervention Plans. Finally, we have a fully-functioning Special Education Department (SPED) with a special education director, special education teachers, speech

pathologist, occupational therapist, behaviorist, and school psychologist. Every year, the California English Language Development Test is given based on the Home Language Survey. Students acquiring English are identified and supported in their classrooms. If a student is not finding success for any reason, they are supported through the above mentioned protocols.

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

The network-wide CMP Deans of Students (DOS) are assigned to review and evaluate our curriculum. All six Principals, Program Director, and Executive Director make up CMPs Round Table (RT). RT assigns various curricular goals for the DOS to meet. DOS facilitate and organize the work of curriculum committees to review or revise specific curriculums and determine what constitutes CMPs expectations for best practices. These determinations are presented to RT for approval.

Over the last two years, CMP has undergone a middle school math adoption. In the first year of this process, teachers piloted three math programs: HMH California Math, GO Math and Pearson Digits. Each CMP San Juan Campus selected one of the programs to administer. At the time of the pilot, the Orangevale campus did not have a middle school program and thus didn't participate in the trial process. As the programs were tested, teachers provided input regarding the positives and negatives of each program. Parent feedback was solicited through a program showcase. Upon completion of the trial period, the CMP Network Middle School Team and RT made a selection to implement the GO Math curriculum in the 2016-2017 school year.

During the 2014-2015 school year, CMP developed a reading committee to determine best practices for teaching reading. The committee consisted of representatives from each campus at the 6-9 and 9-12 curriculum levels. This committee created a reading materials survey to determine if there were inconsistencies between classrooms and campuses regarding reading resources. As a result of this work, it was determined there were inconsistencies and first, second, and third grades (Lower Elementary) showed the greatest need for additional resources. This led to the creation of classroom reading inventories for the 6-9 and 9-12 levels and a list of what each classroom should ideally have, depending on grade level. The recommended list was broken into two parts: first and second year purchases. Materials on the first year's list were purchased based on individual classroom needs identified through the reading survey. The second year purchases will take place this year.

CMP formed a committee to identify new spelling goals for its spelling curriculum and selected a spelling program for the RT to approve. The committee met regularly and reviewed many spelling programs. Ultimately they chose a Montessori-based spelling program. RT approved the program which was implemented in the 2012/13 school year.

To assist eighth graders in their transition to high school, the Middle School Team communicates with local high schools about transition information. Additionally, SPED teachers hold transition meetings to assist their students with this change. Currently, there is no formal survey to track the progress of students after they graduate from CMP in the eighth grade; however, many students and families stay in close contact with our school. The

graduates feel a sense of belonging and often come back to campus to share their experiences from high school. Network administration is continuing to consider options for formally following up with CMP middle school graduates so we may better prepare our students for the transition to high school.

B2. Access to Curriculum Criterion

- ***All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal and career goals.***
- ***All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.***
- ***A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.***
- ***Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes evaluation of whether online instruction matches the student's learning style.)***
- ***The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.***

CMP provides many opportunities for students to use a personal work plan. At the beginning of each year, students are assessed in various areas and placed in the curriculum accordingly. Students, teachers and parents then work together throughout the year to ensure each student is meeting his or her personal and academic goals. Adjustments are made, when needed, and communication between home and school is emphasized to help keep students on track academically and socially.

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

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

The use of technology is important to CMP and we use several programs to meet this need. Rosetta Stone is a web-based foreign language instructional program. Each student selects a language for study throughout the year via self-guided tutoring sessions, allowing students to progress at their own pace. Students in grades kindergarten through third grade are free to explore a different language each year, while students in grades fourth through eighth are expected to continue with one language of their choice. Students in transitional kindergarten/kindergarten start with English in Rosetta Stone until they are proficient, then they begin their

previously chosen foreign language. The goal is for every kindergarten student to be working in a foreign language by the spring semester. Second through sixth grade students participate in Accelerated Reader, Accelerated Math, Math Facts in a Flash and Rosetta Stone programs. Accelerated Reader provides the opportunity for students to read books within their Zone of Proximal Development (ZPD) and take follow-up quizzes to gauge their reading comprehension. The ZPD is the level at which a student will benefit most and show the most growth in their reading skills. Accelerated Math supplements our Albanesi Curriculum and prepares students for the language and structure of end of year state testing for Math. Students third through eighth grade use Learning.com. Learning.com is a computer literacy and technology web-based program where students learn about the internet as a research tool, how to work with basic software programs for word processing and spreadsheets, as well as practicing their keyboarding skills. Computer based assessments include Renaissance Place Star Math and Reading.

"Whoever touches the life of the child, touches the most sensitive point of a whole which has roots in the most distant past and climbs towards the infinite future."

Maria Montessori

Students, parents and teachers work together in many ways to create the best learning experience possible. We are diligent in keeping the lines of communication open between school and home. Each classroom puts out a weekly newsletter to keep parents informed on classroom activities and upcoming events. The newsletters also let parents know how they can best support the class and help provide needed supplies. Teachers communicate on a regular basis with parents through phone calls and email, as well as notes home. Students bring home a work plan (daily or weekly) that documents the jobs they have completed in class so that parents are kept informed of their child's academic progress. Parent-teacher conferences are held twice each year to discuss student progress, achievements, concerns, strategies and goals. Older students are encouraged to be

a part of these conferences. A student's input is a critical component in determining each student's academic goals and the strategies to help meet them.

Standards-based Student Learning: Curriculum - Strengths

- Adherence to the Montessori Philosophy of teacher observation, individualized learning, differentiation of instruction, fostering independence, providing freedom of choice and hands-on materials, etc.
- Individualized work plans
- CMP Curriculum Guide that aligns California academic standards and Montessori curriculum
- Practices in place for regular review and analysis of curriculum
- Curriculum adoption is driven by the teachers and supported by the administration
- Coherent and relevant curriculum
- Curriculum is presented in exciting ways that support all learning modalities
- RtI and SPED programs functioning successfully
- Professional development is provided for teachers
- Curriculum crosses over disciplines
- Field Trips linking curriculum to real-world experiences
- Business Internship
- Student-run businesses
- Practical Life
- Regular parent-teacher conferences and the inclusion of upper-elementary and middle school students in these conferences
- Peace Curriculum
- Curriculum Spirals
- Mentors for specific technology based curriculums
- Hands on learning with manipulatives that enable students to begin at a concrete level of comprehension before progressing towards abstract understanding

Standards-based Student Learning: Curriculum - Areas for Growth

- Align Montessori Science curriculum to Next Generation Science Standards
- Update RtI Documents
- Begin adoption for Middle School Language Arts/Science Curriculum
- Writing program
- The needs of advanced learners

Standards-based Student Learning: Curriculum – Evidence

- Montessori Materials
- CMP Curriculum Guide
- Lesson plans
- Sample work plans (K-6)
- Sample study guide (middle school)
- Student work samples for all grade levels and curriculum
- Rubrics for evaluation of student work
- Report cards and progress reports
- Observations of classroom instruction and independent work time
- Professional Development In-Service agendas
- Financial records of classroom businesses/fundraisers
- Montessori Teacher Conference handouts and catalogs
- Business Internship curriculum
- Rtl, Special Education files
- Learning.com
- Renaissance Place (math and reading)
- Rosetta Stone (foreign language)
- Aeries website for communicating academic progress (middle school)
- Albanesi curriculum cards and assessments
- All adopted textbooks and digital resources
- Early Release Professional Development Day Teacher Survey Results
- Super Duper Saturday Survey Results

C: Standards-Based Student Learning - Instruction

C1. Challenging and Relevant Learning Experiences Criterion

- ***To achieve the academic standards, the college- and career-readiness standards, and the school wide learner outcomes, all students are involved in challenging and relevant learning experiences.***
 - ***The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.***
 - ***The students understand the standards/expected performance levels for each area of study.***
 - ***The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.***

The California Montessori Project (CMP) formulates its instruction based on the basic pedagogies of the Montessori Philosophy, which employs several strategies to ensure every student is supported and challenged in the learning process. First, teachers are trained to be tactical observers. It is through this of observation that every student's ability level is determined so the teacher can match instruction to the student. The goal is to guide the child to learn within his or her "zone of proximal development" (the level of learning where the child can be successful, yet still challenged). The environment is set up so students can work independently in the classroom on their various exercises using didactic materials. This allows the teacher to give lessons to small groups of students while the others are busy learning. Teachers may give similar lessons to groups of students,

but the delivery will match the needs of that particular group of learners. Lessons and follow-up activities are modified for content, process, and product allowing differentiation for each student.

"Spotlight the good and the good will grow."

Maria Montessori

The teacher designs student work plans/planners or study guides providing listed goals and expectations. Students are expected to work independently on the listed goals they can complete without teacher intervention. The student has the ability to choose the order of assignments to complete. When the time comes, a teacher will invite the student to attend a group lesson, thus supporting the student to complete items on his or her list that require more teacher support. In the elementary classroom, these work plans are individualized for each student after they are assessed for their placement in the math and language curriculum. Once placed, the student works at his or her own pace until concepts are mastered. When

"Education should no longer be mostly imparting of knowledge, but must take a new path, seeking the release of human potentialities."
-Maria Montessori

a student does not appear to be moving through the curriculum at a pace relative to their grade level and the academic standards, they will move into the Response to Intervention (RtI) process. At that point, the RtI team meets to discuss possible accommodations to help the child find success.

A great deal of time and energy is put into preparing the classroom environment to promote the expected level of instructional independence. The classrooms are carefully designed to allow space for large and small group lessons, as well as individual instruction. There are several shelves holding Montessori materials to engage the students in their learning. All necessary materials: paper, pencils, markers, tape, glue, scissors, etc. are organized and placed so they are readily accessible to students. Students and teachers meet daily at a circle time or a class meeting where the

teacher can discuss expectations and guidelines. This is also a time for students to share their perceptions and experiences. A classroom agenda is formed and any student at any time may add an item to the agenda for a class discussion. This empowers the children to take initiative while giving them a sense of control over their educational experience.

Academic expectations are expressed in a variety of ways. In lower grades, explicit teacher modeling is done through prepared lessons. Teachers use intentional movements and minimal wording to express expectations for student outcomes. As concepts presented become more challenging, teachers will engage in more explicit instruction of expectations. Student exemplars, guided questions and rubrics are some examples of methods utilized by teachers in the upper grades to communicate expectations to their students.

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

In upper grade levels, students are given a voice by becoming involved in parent-teacher-student conferences. This is a time for students to verbalize what is working for them and what they find challenging in the learning process. As students get older, they are asked to develop personal learning goals. Progress toward these goals

is evaluated during conferences. CMP believes it is very important for students to feel empowered and take responsibility for their education

C2. Student Engagement Criterion

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

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

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

My vision of the future is no longer of people taking exams, earning a secondary diploma, and proceeding on to university, but of individuals passing from one stage of independence to a higher, by means of their own activity through their own effort to will, which constitutes the inner evolution of the individual."

-Maria Montessori

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

Every year, students take multiple field trips outside of the classroom to broaden the scope of learning. Students visit various local attractions like the Mondavi Center, Challenger Space Center, Apple Hill, Nimbus Fish Hatchery, etc. Starting in fourth grade, students partake in several milestone field trips. Milestone field trips help students develop their sense of personal independence and responsibility as well as strengthen the classroom community. Fifth and sixth grade students begin to have regular "intensive study immersion weeks," a period of time where all learning culminates in a weeklong session of hands-on, project-based learning. Middle school students attend one to three multiday field trips called Immersion Weeks. Immersion Weeks are specifically designed for two purposes: expose adolescents to experiences not typical for their community; connect the learning from the classroom to the real world. For

example, students have traveled to San Francisco to experience living and navigating in a big city. Other trips have included a ropes challenge course, Monterey-Steinbeck Studies, and Ashland Oregon's Shakespeare Festival. Some of these trips involve visits to farms, so students can experience "working the land." During these trips, students learn where food comes from and how to manage the land without causing lasting harm to the environment.

Another core component of our middle school experience is the business internship. Middle school students partake in a three-day Job Sharing experience where students volunteer in a local business of their choice. This provides adolescent students with safe and organized venues for career exploration. In addition to the internship, middle school students are required to provide a minimum of 24 hours of community service. Both the internship and the community service are invaluable for the adolescent to gain a broader perspective on life. These are just some of the ways that our school is committed to engaging our students in productive acquisition of academic standards and our Expected School-wide Learning Outcomes.

Like our students, our staff is encouraged to strive for excellence. CMP offers financial incentives for educational advancements; credentialed teachers are offered a stipend toward professional development courses and staff is highly encouraged to take part in an annual Montessori Conference. Furthermore, CMP believes that all staff should be models of lifelong learning. As such, classified staff is also provided with professional development through the new Super Duper Saturday (SDS) series. The SDS series is a series of nine full day workshops

designed to provide teacher assistants with development in the areas of Montessori Philosophy, Special Education and Classroom Management techniques. Benefits for classified staff attending the series include: developed confidence and competence in all areas of the Montessori classroom and a financial stipend is provided after attending eight of nine of the workshops.

To further support the professional development of our staff, CMP designates two Early Release Days (ERDs) per month, as well as one network-wide Professional Development Day. ERD release day time is designed to: provide guest speakers/workshops; allow collaborative time as grade level Professional Learning Communities (PLCs) as well as vertical collaboration in the core subjects.

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

The CMP- SJ Campuses can provide samples of student work showing structured learning and demonstrating students' ability to think, reason, and problem solve in both group and individual activities. We encourage interested parties to visit the campuses and observe the teachers and students at work. We are proud of the educational environment we have created.

Standards-based Student Learning: Instruction – Strengths

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

Standards-based Student Learning: Instruction – Areas for Growth

- PLCs
- Integrate technology into instruction
- Differentiate instruction utilizing technology
- Inquiry instruction to increase depth of knowledge

Standards-based Student Learning: Instruction – Evidence

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

D: Standards-based Student Learning- Assessment and Accountability

D1 and D2. Assessment and Accountability Criterion

- ***The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.***
 - ***The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.***
 - ***The school informs and creates understanding through effective processes in order to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.***
 - ***The school has an effective system to determine and monitor all students' growth and progress toward meeting the academic standards, the college- and career-readiness standards, and the school wide learner outcomes, including a sound basis upon which students' grades are determined and monitored.***
- ***Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.***
 - ***Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.***
 - ***Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.***
 - ***Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the school wide learner outcomes. Interviews and dialogue with representative students inform the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.***

California Montessori Project (CMP) collects, disaggregates, analyzes and reports student performance data in accordance with California Charter School Law through a variety state mandated assessments, including California Assessment of Student Performance and Progress (CAASPP), California English Language Development Test, (CELDT), the California Physical Fitness Test (PFT) given in grades 5 and 7, and the California Standards Test for science in grades 5 and 8.

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

Assessments include:

- **DIBELS** Dynamic Indicators of Basic Early Literacy Skills. (1-6) DIBELS is a set of procedures and measures for assessing the acquisition of early literacy skills from first through sixth grade.
- **BPST-1** Basic Phonics Skills Test (K). Assesses students' knowledge of a broad range of phonics skills. Given two times a year.
- **Handwriting Without Tears Proficiency Screener** (K). Assesses kindergarten handwriting proficiency. Given three times a year. Also used as an optional screening tool for intervention in higher grades. (1-6)
- **CMP Kindergarten Mid and End of Year Reading and Math Assessment**
- **Instructional Level Spelling Assessment** (K-6) is given to determine placement in the spelling curriculum. Weekly spelling tests are given throughout the school year.
- **Math and Language GAT**-Grade Achievement Test. (1-6). These tests are given at the beginning of the year to determine student's skills and goals. The GAT is given again at the end of the year to determine skills that have been mastered.
- **Math/Geometry and Language MAT**- Montessori Achievement Test used as a placement tool for Montessori curriculum.
- **ART**-Advanced Review Test/**JRT**-Junior Review Test. (1-6). These tests are given to determine what students have mastered and what curriculum level (Albanesi) students should be placed in. Next level JRTs are given when students show mastery of the previous level.
- **Renaissance Place STAR Reading Test** (1-8) is given four times a year as a reading assessment tool.
- **Renaissance Place STAR Math Test** (1-8) is given four times a year as a math assessment tool.
- **Classroom work** (K-8) produced by students is monitored to show understanding of concepts taught.

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

Assessment Trackers

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

Aeries Student Information System

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

Online Assessment Databases

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

- **UO DIBELS Data System**
- **Renaissance Place Suite**
- **Handwriting Without Tears**

CAASPP Disaggregation

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

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

Findings from assessments are used to guide individual student curriculum, including modifications and accommodations. Based on the results of these assessments, teachers accommodate students' work plans and performance expectations for the classroom. Teachers regularly use these results to communicate with parents during parent-teacher conferences conducted in October and March. Progress reports are given at this time to document student progress. Formalized reporting of student progress via report cards is provided to parents in January and June. These formal reports use rubrics based on California Common Core State Standards and Montessori benchmarks. In Kindergarten through grade 6, students receive rubric marks on their report cards. Beginning in grade 7, students receive letter grades instead of rubric marks, given in relation to their overall percentages. This allows a natural transition to the traditional high school marking system, as most of our students transition to local public high schools.

Students have an assessment portfolio collected over each year of attendance at CMP. These portfolios matriculate with the child. Assessment portfolios are used to familiarize teachers about their new students. The portfolio can also demonstrate student abilities and accomplishments during parent-teacher conferences. When the child graduates from our program, we send this portfolio home so families have a history of their student's developmental and educational milestones accomplished during their time at CMP.

Formative assessment data is collected daily through the use of student record books. Student record books are kept at all grade levels demonstrating development through the year.

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

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

D3. Assessment and Accountability Criterion

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

California Montessori Project, San Juan (CMP-SJ) values the input of all its stakeholders. As such, CMP regularly engages its stakeholders in the improvement of teaching and learning. Teachers, administrators and parents collaborate through a variety of meetings and events to improve the school community.

These events can include, but aren't limited to:

- Regularly Scheduled Classroom Parent Meetings
- Parent/Teacher Conferences
- RTI Team Meeting
- Principal's Cafe
- Special Education Department Staff Meetings
- Network/Campus In-service
- Early Release Professional Development
- Network Curriculum Level Lead Meetings
- Grade Level Meetings
- Dean of Student Meetings
- Round Table Meetings
- Governing Board Meetings
- LCAP Meetings
- Campus Advisory Council (CAC) Meetings

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

-Maria Montessori

- Parent Education Nights
- Student Led Class Meetings

Since CMP's founding, teachers and administrators have reviewed assessments. Through the review process, a wide variety of student supports were developed.

These supports include:

- Before and after school tutoring for academic support
- Read Naturally, Word Warm Up and Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) reading intervention programs, Fry's Sight Words
- Accelerated Reader goal setting for additional reading support
- Rosetta Stone computer program for EL student support
- RTI protocols and system created to support all levels of students
- Cultural activities and/or electives are sometimes replaced with extra math and language lessons/tutoring and/or fine motor activities
- Reading buddies are used to allow students from upper grades to visit primary classrooms to read with students
- Network Grade Level Curriculum teams continue to meet to update math, language arts, history, and science curriculum guides and rubrics

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

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

of Students meet monthly to discuss curricular goals set forth by the Round Table, and investigate assessment options.

Assessment and Accountability - Strengths

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

Assessment and Accountability - Areas for Growth

- Develop an internal writing assessment
- Connecting assessment data to instruction
- Streamlining universal assessments and data collection for each grade level
- Identify a better math assessment
- Alignment of report cards to progress reports
- Understanding of DIBELS assessment data

Assessment and Accountability - Evidence

- Assessment Results Binder
- Classroom RTI Log
- Samples of formal assessments
- Individualized student work plans
- 504/RTI/Student Success Team/Individualized Education Plan documentation
- Teacher grade books
- Lesson plan record books
- Student cumulative files
- Student portfolios
- Student journals
- Aeries, online grade tracking for middle school students
- Sample rubrics for student reports, projects, and assignments
- CMP Board, CAC, and Round Table meeting agendas and minutes
- Education Specialist Department meeting agendas and minutes
- SARC report
- CDE website for CAASPP assessment data

E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

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

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

CMP provides a variety of parent education opportunities and events throughout the year. Before school begins, a “Meet and Greet” event gives parents and students an opportunity to visit their classroom, meet their teacher, walk the campus and reconnect after the summer break. Within the first few weeks of school, a Back-to-School Night orientation is hosted by teachers, to provide parents with information about the curriculum, classroom schedule, field trips, and other pertinent policies. There are parent training nights which introduce parents to Montessori principles and philosophy as it pertains to their school volunteer work. Later in the year, teachers may schedule a time for parents to come see what the children are doing in the classroom through a Montessori “Watch Me Work Night.”

Teachers also communicate weekly with parents via a newsletter, sharing curriculum highlights, upcoming field trips or fundraisers, and opportunities for parent involvement. School-wide communications are also distributed via email on a weekly basis. Additionally, the school office maintains communication through the use of our voice dialer and mass emails. Both classroom and school-wide newsletters are made available online and archived on the school website, www.cacmp.org.

All enrolled CMP families are encouraged to contribute 40 hours of volunteer service to the school (70 hours for two or more enrolled children) for the purpose of participating and assisting in the ongoing development of the school and its academic goals. Parents can choose to complete their hours by volunteering as a classroom helper, art docent, photocopier, serving on the Fundraising Committee, making materials, or in some cases, presenting lessons based on a special talent or interest. For example, we have had parents who have worked for the fire or police department talk to the students about safety or parents in the medical professions have taught about dental hygiene or nutrition. Also, middle school parents are invited to lead electives such as auto mechanics, scrapbooking or knitting. Parents can also earn hours by volunteering to help run a school-wide club, for example athletic clubs or teams. School-wide fundraising events such as the annual Harvest Festival and World Fair serve as opportunities for parents to network, raise money, volunteer, and build community.

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

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

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

—Maria Montessori

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

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

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

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

E2. School Environment Criterion

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

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

Two of California Montessori Projects San Juan (CMP-SJ) campuses (American River and Orangevale) are leased from the San Juan School District. These sites have full time custodians and access to outside maintenance workers through filed work orders. Our third San Juan campus (Carmichael) leases a site from Carmichael Parks and Recreations Department. Carmichael staffs a daytime Maintenance and Safety Personnel and a nighttime custodial service. Each campus has a unique feel and personality. All three strive to create a beautiful and warm environment for the students.

An essential component of our school begins with the Montessori philosophy of peace. Beginning in Kindergarten, students are taught how to cultivate peace and settle conflicts respectfully. “Peace corners” or “peace tables” are utilized in the Montessori classroom to bring together students to resolve conflicts or provide a single student a quiet place to reflect. These areas may include calming activities like labyrinths or Zen peace gardens, soothing music, and/or tools for mediating discussions. In addition to cultural studies being embedded in the curriculum throughout the year, each campus holds a Cultural/World Fair. The message of peace is pervasive throughout the school community. CMP also teaches the Best Practices of Be Safe, Be Respectful, and Be Responsible, which are reinforced through classroom activities and discussions and are posted in classrooms and common areas. All of these efforts encourage our students to embrace our school wide learning

outcome of becoming *Ambassadors of Grace and Courtesy* who celebrate the diversity in our global community. Dr. Montessori believed that the only way world peace would be achieved is for us to study other cultures in an effort to understand them.

Grace and courtesy are central to the Montessori environment. Teachers and staff conduct themselves with this principle in mind at all times and interactions with students, staff, and parents always emphasize respect. Because of this, CMP has been successful in creating a trusting community. CMP's commitment to maintaining a low total school population and teacher/student class ratios also allows trust to flourish between teacher and student, as well as teacher and parent.

CMP-SJ campuses have a high standard for safety. There is adequate supervision of students at all times. Use of the common areas is strategically planned to limit the number of students in a given area at one time. We also stagger our class hours to limit traffic in the parking lot. Teachers and administration share the responsibility of keeping our parking lot safe and directing traffic flow. Teaching Assistants and/or volunteers are posted in front at drop-off and pick-up times. All campuses use wireless radios to help coordinate at pick-up times and communicate during emergencies.

State law requires schools to develop a comprehensive safety plan to address the policies and procedures in place that provide for a safe, orderly, school environment conducive to learning. (California Education Code 32280 through 32289) CMP's Comprehensive School Safety Plan describes programs put in place to assist in offering a safe environment for all stakeholders. A school safety committee, including staff, parents, and students, oversees and implements necessary safety procedures and plans. A public copy of the school safety plan is available for viewing in the office and available online. Safety procedure information packets are kept in each classroom so in the case of an emergency, teachers can quickly access the protocols. Safety drills, (fire, earthquake and lockdown drills) are scheduled on a regular basis. Classroom sizes are small and many classrooms have a teacher as well as an assistant. The high adult-to-student ratio allows CMP to deal with classroom disruptions quickly and effectively.

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

"The prepared environment is important to Montessori. It is the link for the child to learn from the adult. Rooms are child sized and activities are set up for success. It also allows freedom of movement and of choice. The environment has to be safe for the child to explore freely".

-Maria Montessori

investigate the incident and discuss it with the student, teacher, and parents. The use of these forms are meant to document while allowing for student reflection and open lines of communication.

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

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

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

Each campus offers additional parent education that may include, Math Nights, Montessori 101, Technology, and Reading Parent Nights. By providing educational opportunities for our parents, we can ensure parent volunteer behavior is consistent with our school culture. At the American River campus, all teachers host monthly parent meetings to help build community. CMP acknowledges that expanding this practice to all classrooms would help strengthen the sense of community.

Continuous collaboration and professional development also play a key role in our staff's professionalism and consistency. CMP provides grade level mentors and Deans of Students to support our staff. Additionally, CMP partners with the Sacramento County Office of Education Teacher Induction Program (BTSA) to offer quality professional development opportunities for all staff and state-approved induction pathways for newly credentialed teachers. CMP is committed to highly-trained teachers and dedicates significant resources to ongoing professional development. During the 2015-2016 school year CMP began implementing Early Release Professional Development Days twice a month (September-May) for focused staff training and professional development sessions on topics such as special education, Montessori curriculum development, and academic planning.

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

In an effort to meet the needs of CMP students and prepare them for college- and career- readiness, California Montessori Project offers students access to personal school email and the Google Apps for Education Suite. All classrooms in third through eighth have a 1:1 ratio of students to ChromeBooks and all other classrooms (TK/2) maintain an approximate 1:5 ratio (desktops or laptops). With the access to computers comes the availability of materials that may not be considered appropriate in the classroom. Ultimately, the school staff, parents, and guardians of minors are responsible for setting and conveying the standards that students should follow when using these technology resources. CMP supports and respects each family's right to decide whether or not to allow their student access to any part of these technologies.

Each fall all students are presented The Children's Internet Protection Act (CIPA) lessons that are appropriate for their curriculum level. These lessons address concerns about access to the Internet and other information. CIPA imposes certain requirements, but does not require the tracking of Internet use by minors or adults. CMP is taking every effort to follow CIPA's guidelines to restrict:

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

The technologies provided are for students to conduct research, enrich educational experiences, and communicate with others in relation to school work. Access to technological services is given to students who agree to act in a considerate and responsible manner. Parent/guardian permission is required. Access is a privilege, not a right. Therefore, based upon CMP's acceptable use guidelines, the system administrator and/or staff will deem what is inappropriate use, and their decision is final. The administration or staff may deny, revoke, or suspend specific privileges. Individual users are responsible for their use of the technologies available to them. The use of these tools must be in support of education and research and must be consistent with academic expectations of CMP. Transmission of any material in violation of US or state regulations including copyrighted, threatening, or obscene material is prohibited.

In order to support different learning levels, CMP has many systems in place. In general, Montessori materials are self-correcting and self-paced in order to facilitate learning for students at all levels. Teachers use both quantitative and qualitative data to design lessons, curricula, and assessments to determine student's academic levels. They use this information to place them in the curriculum at their ability level. CMP also uses a system of academic intervention called Rtl. Rtl is a method of academic intervention, designed to provide early, effective assistance to students who are having difficulty learning. The Rtl team generally consists of the teacher, parent and student who brainstorm ways to help support the student. Issues addressed may include low test scores, behavior problems, poor focus, or difficulty completing homework and/or class work. Tutoring is offered, either before or after school, to provide students with additional support in core academic areas. This may be subject-specific, such as math or reading, or may focus on building skills such as organization, test taking, time management, or homework completion.

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

-Maria Montessori

E3 Personal and Academic Support Criterion

- **All students receive appropriate academic support and interventions to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry and the community.**
 - **The school has available and adequate services to support student's personal needs.**
 - **Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.**
 - **The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the school wide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.**
 - **Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.**
 - **The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes.**

To help students receive appropriate support and to ensure all students have individualized learning plans, we follow the Montessori philosophy of following the child. Dr. Montessori believed children learn at their own pace and it is the role of the teacher to present lessons appropriate to that child. At CMP, students are given lessons

individually or in small groups. Each child is also given a work plan to meet their individual needs. Teachers match the difficulty of work to the student's ability, creating individualized work plans, differentiating instruction, and creating rubrics for evaluating work. To affirm understanding of concepts, students are exposed to materials that not only teach the concepts but also integrate many different learning modalities. This ensures all students are able to access presented concepts.

Free the child's potential, and you will transform him into the world.

Maria Montessori

Throughout the year, all students are assessed for their academic level. When students are not performing at grade level academically, or are struggling with socialization or behavior issues, they are escalated through the RtI process. During

the process, teachers, parents, and students work together to support student success and interventions are implemented. Some examples of interventions are Read Naturally and Systematic Instruction in Phonological

Awareness Phonics and Sight Words, two evidenced based programs designed to build students reading, writing, comprehension and critical thinking skills. Other interventions are Word Warm Ups, Handwriting without Tears (Upper Elementary), individual work areas, sound-limiting headphones, timers, and before-and-after school tutoring. If adequate progress is not made throughout this process, the student is escalated to Rtl 3. During Rtl 3, it may become evident that a promotion or retention of a student to a respective grade level may best serve the student's needs. Throughout this process, if the student still does not make steady progress, an assessment plan for special education may be needed.

Relevant testing and assessments are given and an Individualized Educational Plan (IEP) meeting is scheduled. An administrator, either the Principal or Dean of Students, attends these meetings to ensure students are receiving the appropriate resources through the special education program. Our special education program is run through the Yuba County SELPA. CMP maintains a specific allocation of funds earmarked for Special Education, ensuring the needs of special education students are adequately met. We also have a Special Education Director who assists with compliance with all laws and rights protecting students. Each year, General Education Teachers, Special Education Teachers, Deans of Students, and the Principals seek out professional development opportunities in the area of special education. CMP strives to stay current with IDEA, Section 504 of the Americans with Disabilities Act, and best practices. Rarely, it may become apparent through the Rtl 3 process that the Montessori philosophy of education is not the best fit for a specific child. In this case, a family may be redirected to an alternative educational setting.

CMP abides by all federal and state laws for identifying English Language Learners. All initial and annual candidates are tested in the fall and monitored throughout the year. Students are initially identified based on their parent/guardians answers to the following three questions: which language did your child learn when he/she first began to talk; which language does your child most frequently speak at home; which language do you (the parents or guardians) most frequently use when speaking with your child?

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

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

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

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

- Intentional community formed by being a school of choice
- High degree of parent involvement
- Fully credentialed and qualified teachers (both California Department of Education and Montessori credentialed)
- Curriculum-based field trips
- Individualized learning
- Multi-age classrooms
- CAC and Governing Board as additional forums for parents and students to communicate with the CMP administration
- Beautiful, well-maintained environment
- BTSA Support Providers
- Mentors for specific technology based curriculums

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

- Peace Education
- Update Incident Reports
- Service Learning / Student Leadership Opportunities

- Safety Operations Plan / Safety Training

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

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

Chapter V: Schoolwide Action Plan



A Robust Science Program

Goal #1: To create a more robust science program.

Rationale: As a response to stakeholder input and in conjunction with the State of California's adoption of Next Generation Science Standards (NGSS) and the new California Science Test (CAST), there is a vital need to create a more robust science program

Annual Goal: Align Montessori Science Curriculum Guide to NGSS and create a standards based rubric to assess student learning.

Expected School-wide Learning Outcome (ESLO) Addressed: California Montessori Project (CMP) students are Montessori Learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are life-long learners.

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

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

Action Plan Incorporate and implement NGSS into Montessori Science Curriculum:

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

Goal #1: To create a more robust science program

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1 – Network Curriculum Level Teams will review and compare the current curriculum guides to NGSS.	<ul style="list-style-type: none"> Curriculum Level Leads Deans of Students 	<ul style="list-style-type: none"> NGSS Curriculum Guides 	<ul style="list-style-type: none"> Meeting Agenda/Note 	<ul style="list-style-type: none"> Fall of 2017 Ongoing 	<ul style="list-style-type: none"> Staff Meetings Grade Level Meetings Principal Round Table Meetings
#2 – Discussion and implementation of alignment of current curriculum guide to meeting requirements of NGSS.	<ul style="list-style-type: none"> Curriculum Level Leads Deans of Students 	<ul style="list-style-type: none"> NGSS Curriculum Guides 	<ul style="list-style-type: none"> Meeting Agenda/Notes Draft of Curriculum guide 	<ul style="list-style-type: none"> Fall of 2017 Ongoing 	<ul style="list-style-type: none"> Staff Meetings Grade Level Meetings Principal Round Table Meetings
#3 - Identify Science Mentors who will facilitate the expansion of the Montessori Science program at each campus.	<ul style="list-style-type: none"> Director of Program Human Resources Principals 	<ul style="list-style-type: none"> Teaching Staff with training/passion for Science 	<ul style="list-style-type: none"> Staff Hired Stakeholder Surveys Statewide Test Data Science Initiatives Started 	<ul style="list-style-type: none"> Fall of 2017 Ongoing 	<ul style="list-style-type: none"> Staff Meetings Grade Level Meetings Principal Round Table Meetings
#3- Official approval of New Curriculum Guide by CMP Leadership Team	<ul style="list-style-type: none"> Principals Director of Program Executive Director 	<ul style="list-style-type: none"> NGSS Curriculum Guide 	<ul style="list-style-type: none"> Approval of Curriculum Guide 	<ul style="list-style-type: none"> Spring of 2018 Ongoing 	<ul style="list-style-type: none"> Staff Meetings Grade Level Meetings Principal Round Table Meetings
#4– Develop an action plan for funding new materials needed to align curriculum	<ul style="list-style-type: none"> Curriculum Level Leads Deans of Students Principals Director of Program Executive Director 	<ul style="list-style-type: none"> NGSS Curriculum Guides 	<ul style="list-style-type: none"> Meeting Agenda/Notes Action plan Local Control Accountability Plan 	<ul style="list-style-type: none"> Spring of 2018 Ongoing 	<ul style="list-style-type: none"> Staff Meetings Grade Level Meetings Principal Round Table Meetings
#5- Train teachers on effective instructional strategies regarding NGSS.	<ul style="list-style-type: none"> Administrators Trained Teaching Staff 	<ul style="list-style-type: none"> NGSS Curriculum Guides NGSS Training Resources 	<ul style="list-style-type: none"> Schedule of Trainings Training Agendas 	<ul style="list-style-type: none"> Spring of 2018 Ongoing 	<ul style="list-style-type: none"> Early Release Professional Development (ERPD) Days In-service Days Staff Meetings Grade Level Meetings
#6- Begin implementation of newly aligned curriculum guide into classroom instruction.	<ul style="list-style-type: none"> Deans of Students Curriculum Level Leads Teaching Staff 	<ul style="list-style-type: none"> NGSS Curriculum Guides Trainings 	<ul style="list-style-type: none"> Classroom Observations Lesson Plans CAST 	<ul style="list-style-type: none"> Fall of 2018 Ongoing 	<ul style="list-style-type: none"> ERPD Days Staff Meetings Grade Level Meetings

Writing Curriculum

Goal #2: To research and create a writing curriculum for all California Montessori Projects - San Juan (CMP-SJ) campuses K-8th.

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

Annual Goal: To convene a formal writing committee to investigate and create a writing curriculum.

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

Evaluation: Administration, Grade Level Mentors and Grade Level Team meetings will be scheduled regularly to discuss, create and review writing curricula.

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

Action Plan: In order to create a writing curriculum:

- Establish and convene a writing committee
- Research, collect, and create a writing curriculum based on Common Core State Standards (CCSS) and the workshop model
- Create: Lessons/Key Experiences, Student Assignments, a Teachers' Guide, Rubric, and Assessment
- Gather teacher and student feedback before, during, and after implementation
- Review and revision (as needed) during our bi-annual Network Grade Level Curriculum Meetings

Goal #2: To research and adopt a writing curriculum for all CMP-SJ campuses K-8th.

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1- Establish and convene a writing committee	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> Campus Staff 	<ul style="list-style-type: none"> Participation rate 	<ul style="list-style-type: none"> Fall 2016 Ongoing 	<ul style="list-style-type: none"> Curriculum Level Meetings
#2- Research, collect, and create a writing curriculum based on CCSS and the workshop model	<ul style="list-style-type: none"> Writing Committee Members 	<ul style="list-style-type: none"> CCSS Previously Trained Staff 	<ul style="list-style-type: none"> Participation rate Meeting Agenda Meeting notes Committee Feedback 	<ul style="list-style-type: none"> Spring 2017 Ongoing 	<ul style="list-style-type: none"> Faculty meetings Principal Round Table reports
#3 - Create: Lessons/Key Experiences, Student Assignments, a Teachers' Guide, Grading Rubric, and Assessment Tool	<ul style="list-style-type: none"> Campus Administration Writing Committee Members Director of Program 	<ul style="list-style-type: none"> Director of Program Writing Committee Curriculum Level Leads 	<ul style="list-style-type: none"> Staff survey Staff feedback Participation rate Staff development calendar Assessment Data 	<ul style="list-style-type: none"> Fall 2017 Ongoing 	<ul style="list-style-type: none"> Staff and Board meetings Principal Round Tale Reports
#4 – Gather teacher and student feedback before, during, and after implementation	<ul style="list-style-type: none"> Administration Writing Committee Members 	<ul style="list-style-type: none"> Campus Staff Surveys Students 	<ul style="list-style-type: none"> Survey Results Stakeholder Feedback 	<ul style="list-style-type: none"> Spring 2018 Ongoing 	<ul style="list-style-type: none"> Staff and Board meetings Principal reports Writing Committee notes
#5- Review and revision (as needed) during our bi-annual Network Grade Level Curriculum Meetings	<ul style="list-style-type: none"> Writing Committee Director of Program Principals Round Table Deans of Students Teaching Staff 	<ul style="list-style-type: none"> Writing Curriculum Rubric Assessment 	<ul style="list-style-type: none"> Lesson Plans Classroom Observation Writing Samples Assessment Data 	<ul style="list-style-type: none"> Fall 2018 Ongoing 	<ul style="list-style-type: none"> Faculty Meetings Principal Round Table reports Network Grade Level Curriculum Meetings

Professional Learning Communities

Goal #3: To improve teacher collaboration through structured Professional Learning Communities (PLCs).

Rationale: To engage the teaching staff in a continual process of collaborative inquiry and improvement of student learning.

Annual Goal: To actively engage in the development and implementation of effective PLCs.

ESLO Addressed: All

Evaluation: Administration, Curriculum Level Leads and Grade Level Teams will regularly meet to review and evaluate the PLC process and student progress.

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

Action Plan: To improve teacher collaboration through structured PLCs:

- Administration establishes clear protocol and expectations for PLCs
- Curriculum Level Teams establish most pressing challenges
- Administration provides established time and resources for PLCs to be effective
- Monitor and support PLCs and provide constructive feedback

Goal #3: To improve teacher collaboration through structured PLC.

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1- Administration establishes clear protocol and expectations for PLCs	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> Network Administration 	<ul style="list-style-type: none"> Observation 	<ul style="list-style-type: none"> Fall 2017 Ongoing 	<ul style="list-style-type: none"> Curriculum Level Lead Meetings Staff Meetings
#2- Curriculum Level Teams establish most pressing challenges	<ul style="list-style-type: none"> Curriculum Level Leads Special Education Department (SPED) Teachers 	<ul style="list-style-type: none"> Teachers SPED/Response to Intervention (Rti) documentation Assessment Data Deans of Students 	<ul style="list-style-type: none"> Meeting Agenda Meeting notes 	<ul style="list-style-type: none"> Fall 2017 Ongoing 	<ul style="list-style-type: none"> Staff meetings Principal Round Table reports
#3 - Administration provides established time and resources for PLCs to be effective	<ul style="list-style-type: none"> Campus Administration Director of Program Executive Director 	<ul style="list-style-type: none"> Network Calendar Budget 	<ul style="list-style-type: none"> Staff surveys Staff feedback 	<ul style="list-style-type: none"> Fall 2017 Ongoing 	<ul style="list-style-type: none"> Staff meetings Principal Round Table Reports
#4 – Monitor and support PLCs and provide constructive feedback	<ul style="list-style-type: none"> Campus Administration Curriculum Level Leads SPED Teachers 	<ul style="list-style-type: none"> Teachers SPED/RTI Team Deans of Students 	<ul style="list-style-type: none"> Survey Results Meeting Agendas/Notes 	<ul style="list-style-type: none"> Fall 2017 Ongoing 	<ul style="list-style-type: none"> Staff meetings Principal Round Table Reports

Peaceful and Positive Community

Goal #4: To Improve Student Behavior by creating a Peaceful and Positive Community.

Rationale: Students can only access their education if the classroom environment is optimal and students are compliant with the school rules and philosophy. Campus administration is looking to reduce the number of classroom/school disruptions, referrals and suspensions.

Annual Goal: To review the current practices of supporting student behavior, review student perception survey data, professional development for teachers, and continued parent education.

ESL0 Addressed: CMP students make Safe, Respectful, and Responsible choices for themselves and empower others to do so as well.

Evaluation: Reduced number of office referrals and suspensions and improved student culture and climate.

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

Action Plan:

- Administration survey all stakeholders to gather perception data
- Pre-intervention data collection, disaggregation and analysis
- Professional development on RtI processes and strategies crafted and delivered based on data results
- Develop and present a parent education program
- Post-intervention data collection, disaggregation and analysis

Goal #4: To Improve Student Behavior by creating a Peaceful and Positive Community.

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1 – Administration survey all stakeholders to gather perception data	<ul style="list-style-type: none"> Administration Stakeholders 	<ul style="list-style-type: none"> Survey 	<ul style="list-style-type: none"> Survey Data 	<ul style="list-style-type: none"> Winter 2017 Ongoing 	<ul style="list-style-type: none"> Newsletters Staff Meetings Round Table Reports
#2 – Pre-intervention data collection, disaggregation and analysis	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> Survey Data 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Spring 2017 Ongoing 	<ul style="list-style-type: none"> Staff Meetings Round Table Reports
#3 – Professional development on the Rtl process and strategies crafted and delivered based on data results	<ul style="list-style-type: none"> Administration Staff 	<ul style="list-style-type: none"> Workshops Trainings Literature Outside Agencies Rtl Documents Special Education team 	<ul style="list-style-type: none"> Staff feedback Rtl Documents 	<ul style="list-style-type: none"> Spring 2017 Ongoing 	<ul style="list-style-type: none"> Staff Meetings Round Table Reports
#4 – Develop and present a parent education program	<ul style="list-style-type: none"> Administration Parents Presenters 	<ul style="list-style-type: none"> Workshops Trainings Literature Outside Agencies 	<ul style="list-style-type: none"> Stakeholder feedback Survey Data 	<ul style="list-style-type: none"> Fall 2017 Ongoing 	<ul style="list-style-type: none"> Staff Meetings Round Table Reports Campus Advisory Council
#5 - Post-intervention data collection, disaggregation and analysis	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> Survey Data 	<ul style="list-style-type: none"> Survey Data 	<ul style="list-style-type: none"> Winter 2018 Ongoing 	<ul style="list-style-type: none"> Staff Meetings Round Table Reports

Technology as a Viable and Meaningful Experience for the Child

Goal #5: Incorporate technology as a viable and meaningful experience for the child.

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

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

ESLO Addressed: All

Evaluation: Administration will evaluate progress through regular stakeholder surveys, PLC discussions and observational data.

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

Action Plan:

- Survey all stakeholders to gather perception data
- Research developmentally appropriate technology usage in school
- Disaggregate perception data and research to determine next steps
- Identify Library Mentors to facilitate the development of campus libraries
- Incorporate technology into the school library to provide intra-school resource

Goal #5: Incorporate technology as a viable and meaningful experience for the child

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1 – Survey all stakeholders to gather perception data	<ul style="list-style-type: none"> • Campus Administration • Executive Director • Director of Program • Technology Department 	<ul style="list-style-type: none"> • Teachers • Parents • Students 	<ul style="list-style-type: none"> • State Testing • Stakeholder Surveys • Observation 	<ul style="list-style-type: none"> • Fall 2017 • On Going 	<ul style="list-style-type: none"> • Newsletters • Staff Meetings • Round Table Reports • Board Meeting Notes
#2 - Research developmentally appropriate technology usage in school	<ul style="list-style-type: none"> • Technology Department • Administration 	<ul style="list-style-type: none"> • Professional Development • Professional Literature 	<ul style="list-style-type: none"> • State Testing • Stakeholder Surveys • Observation 	<ul style="list-style-type: none"> • Fall 2017 • On Going 	<ul style="list-style-type: none"> • Newsletters • Staff Meetings • Round Table Reports • Board Reports
#3 – Disaggregate perception data and research to determine next steps	<ul style="list-style-type: none"> • Campus Administration • Executive Director • Director of Program • Technology Department 	<ul style="list-style-type: none"> • Technology Department • Teachers with a passion/training in technology 	<ul style="list-style-type: none"> • State Testing • Stakeholder Surveys • Observation 	<ul style="list-style-type: none"> • Spring 2018 • On Going 	<ul style="list-style-type: none"> • Newsletters • Staff Meetings • Round Table Reports • Board Reports
#4 - Incorporate technology into the school library to provide intra-school resource	<ul style="list-style-type: none"> • Executive Director • Technology Department 	<ul style="list-style-type: none"> • Library Mentor • Teachers with passion for reading • Technology Department 	<ul style="list-style-type: none"> • State Testing • Stakeholder Surveys • Observation 	<ul style="list-style-type: none"> • Spring 2018 • On Going 	<ul style="list-style-type: none"> • Newsletters • Staff Meetings • Round Table Reports • Board Reports

Mathematics

Goal #6: Increase Depth of Knowledge (DOK) and extended mathematical thinking instruction within our existing math curricula

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

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

ESLO Addressed: All

Evaluation: Administration will evaluate progress through assessment, PLC discussions, and observational data.

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

Action Plan:

- Identify areas of growth in the math curriculum via assessment scores, PLC feedback, and teacher survey
- Gather resources to meet needs (trainings, digital, materials, sample extensions, etc.)
- Plan implementations within grade level PLC and network curriculum teams
- incorporate DOK and real world problems into curriculum

Goal #6: Incorporate deeper level thinking (DOK) and real world problems into our existing math curriculums.

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1 – Identify areas of growth	<ul style="list-style-type: none"> Director of Program Deans of Students Network Curriculum Level Leads 	<ul style="list-style-type: none"> Teachers Curriculum DOK/Extension Problem Examples Student Exemplars CAASPP Question Examples 	<ul style="list-style-type: none"> Assessment Scores Teacher Feedback Observation 	<ul style="list-style-type: none"> Fall 2017 On Going 	<ul style="list-style-type: none"> Staff Meetings Network Curriculum Meetings PLC Meetings Round Table Reports
#2 - Gather resources to meet needs (trainings, digital, materials, sample extensions, etc.)	<ul style="list-style-type: none"> Director of Program Deans of Students Network Curriculum Level Leads 	<ul style="list-style-type: none"> Teachers Curriculum DOK/Extension Problem Examples Student Exemplars CAASPP Question Examples Sacramento County Office of Education 	<ul style="list-style-type: none"> Teacher Feedback 	<ul style="list-style-type: none"> Fall 2017 On Going 	<ul style="list-style-type: none"> Staff Meetings Network Curriculum Meetings PLC Meetings Round Table Reports
#3 – Plan implementations with in Grade Level PLC and Network Curriculum Teams	<ul style="list-style-type: none"> Director of Program Deans of Students Network Curriculum Level Leads Teachers 	<ul style="list-style-type: none"> Teachers Curriculum DOK/Extension Problem Examples Student Exemplars CAASPP Question Examples 	<ul style="list-style-type: none"> Assessment Scores Teacher Feedback Observation 	<ul style="list-style-type: none"> Spring 2018 On Going 	<ul style="list-style-type: none"> Staff Meetings Network Curriculum Meetings PLC Meetings Round Table Reports
#4 - Incorporate DOK and real world problems into curriculum.	<ul style="list-style-type: none"> Director of Program Deans of Students Network Curriculum Level Leads Teachers 	<ul style="list-style-type: none"> Teachers Curriculum DOK/Extension Problem Examples Student Exemplars CAASPP Question Examples 	<ul style="list-style-type: none"> Assessment Scores Teacher Feedback Observation 	<ul style="list-style-type: none"> Spring 2018 On Going 	<ul style="list-style-type: none"> Staff Meetings Network Curriculum Meetings PLC Meetings Round Table Reports