



WASC SELF STUDY 2011-2016

**CALIFORNIA MONTESSORI PROJECT-ELK GROVE CAMPUS
SELF-STUDY REPORT**

8828 Elk Grove Blvd. #4

and

9649 Bradshaw Rd.

Elk Grove, CA 95624

Elk Grove Unified School District

February 27, 2017

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Preface

Preface

California Montessori Project – Elk Grove (CMP – EG) has historically engaged in a thorough process of self-study in order to improve student learning outcomes. From the initial three year WASC accreditation in 2008, through the six-year reaccreditation in 2011 and now, for the 2017 reaccreditation, CMP understands and embraces the philosophy of constant and progressive improvement through this process. CMP – EG 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

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. In order to gather input from the student population, CMP and the Montessori methodology calls for daily community meetings where student participation is encouraged.

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

CMP has identified and currently utilizes several tools to articulate the expected school-wide learner outcomes for students. In connection and alignment with California Common Core 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 (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 complement of universal assessment tools, an assessment tracking system and regularly scheduled grade level meetings to discuss assessment results and strategies for addressing areas of need. CMP recognizes the area of data analysis and using the gathered information to drive instruction as one of ongoing need and improvement.

4. The assessment of the entire school program and its impact on student learning in relation to the school-wide learner outcomes, academic standards, and ACS WASC/CDE criteria

As a public charter school, CMP undergoes a regular process of self-study and the need for regular program assessment as a part of the charter renewal process. The charter renewal process, partnered with the process of accreditation and reaccreditation through both the American Montessori Society as well as the Western Association of Schools and Colleges, provides multiple opportunities to study, discover and address programmatic challenges at CMP-Elk Grove.

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: School/Community Profile Data and Findings

The School Community

The California Montessori Project's Elk Grove Campus operates within the geographic boundaries of the Elk Grove Unified School District, as authorized pursuant to the Education Code Section 47605. EGUSD authorized California Montessori Project's Elk Grove Campus for a five-year term in 2016. Since the previous WASC visit in the spring of 2011, the Elk Grove Campus has expanded from one site to two, separated by 2.2 miles: the Bradshaw Road site at 9649 Bradshaw Road, Elk Grove and the Elk Grove Blvd. site, located at 8828 Elk Grove Blvd., Suite 4, Elk Grove.

The Elk Grove Campus currently serves 458 students between the two locations. As a public charter school, CMP offers an open enrollment policy. We currently educate students from neighboring cities including, but not limited to, Sacramento, Elk Grove, Lodi and Galt.

The Bradshaw Road site

The Bradshaw Road site is located on approximately 10 acres of land in Elk Grove. Serving 334 students in Kindergarten through eighth grade, the facility houses school offices, 16 classrooms, a library, resource room and a large gymnasium/multi-purpose room. The school grounds include a spacious field, a large asphalt play area with an extended gravel area, and an additional kindergarten play area with sod. Custodial and maintenance services are provided in the late afternoon and evening through contractual services.

The Elk Grove Blvd. site

The Elk Grove Blvd site currently serves 124 students in Kindergarten through 3rd grade. Located on the city of Elk Grove's main street, the Elk Grove Blvd. facility is a former public school campus leased through the Cosumnes Community Services District. The facility houses an office and six classrooms. The school grounds include an open field, a playground, a large asphalt play area with a basketball court, and labyrinth. Custodial and maintenance services are provided in the late afternoon and evening through contractual services.

The Elk Grove campus is particularly interested in attracting students who hold the following characteristics:

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

State/Federal Program Mandates

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

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

Family and Community Trends

Many families live and work in the Elk Grove and Sacramento areas. This supports steady enrollment at CMP-EG. Many children will stay from Kindergarten through 8th grade. The slight attrition there is, is usually due to families moving out of town or families choosing to attend a school closer to their home or a school that provides bus transportation.

Parent Engagement

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

The Elk Grove campus has an active Parent/ Teacher Fundraising Committee (PTFC) and Campus Advisory Committee (CAC). The PTFC is a group of parent volunteers, teacher representatives and the Dean of Students. This group identifies and organizes fundraising and community events for the campus. The CAC functions as an advisory committee to the Principal. The primary function of the CAC is to provide support for the successful operation of the school campus through serving as a positive communication channel between the campus, parents, teachers and the community by allocating funds raised.

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

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

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

School/Business Relationship

CMP-EG is involved with local businesses in many ways. Collaboration with various local businesses provides a bridge from the school community with the community at large by offering after school enrichment opportunities. These opportunities provide experiences for students on our school site that expand the scope for local small businesses. The Middle School students also conduct a business shadow day each year. During this time, students volunteer at local businesses, completely immersing themselves into a career that interests them.

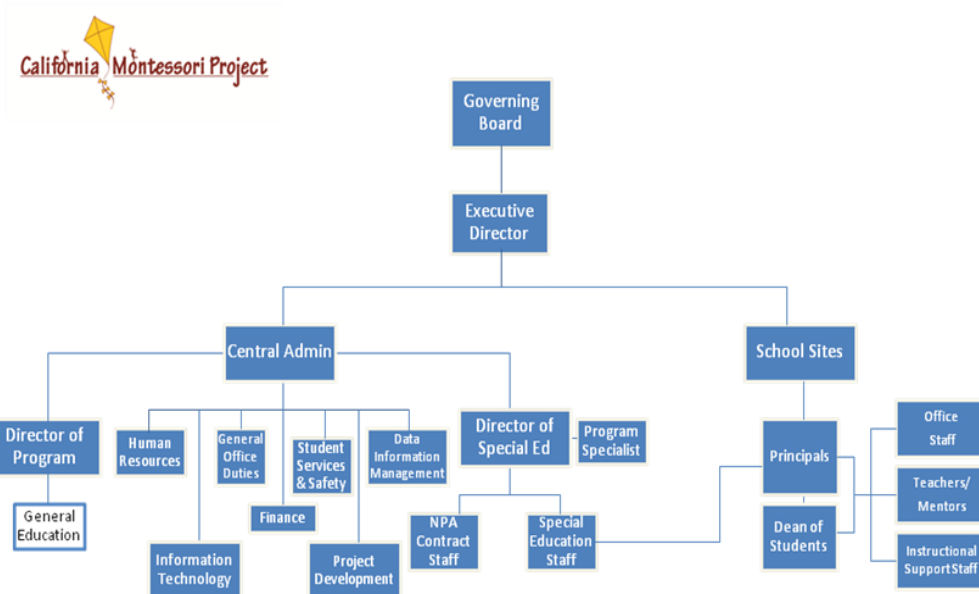
CMP has a synergistic relationship with local businesses through fundraising. Working with eScrip from supermarkets such as Raley's and Safeway, gives the stores business while the school gets a return on their profits. Restaurant fundraisers are also opportunities for CMP families to patronize a local restaurant, socialize with other families and in return, the restaurant gives a percentage of the profits back to the school. Local businesses also donate items for fundraising events and are acknowledged at the event and in school newsletters. Many of the older students walk to local eateries and the library after school. This connection to the neighborhood has created a strong sense of community in and around the school.

The upper elementary students are assigned a Student Activist Project in which they find an organization that resonates with them, create a presentation to share the goal of the organization and collaborate with the organization to raise awareness and volunteer or collect supplies for them. CMP Middle School students build relationships in the immediate and extended community by completing 40 hours of community service acts throughout the school year. Community service is defined as an act where one is servicing a community outside of their immediate family without being paid. Students fulfill many of their volunteer hours on campus but are also encouraged to volunteer in a variety of local agencies.

The School Community

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

All six schools in our network are supported by one central administration office, residing in Sacramento County. Currently, there are 17 employees operating out of the central administration office. Their roles include Executive Director, Director of Program, Human Resources Director, Two Human Resources Staff, Student Information Services Manager, Information Services Staff, Student Services Director, Four Technology Specialists, Special Education Director, Special Education Administrative Assistant, Accounts Payable, Special Project Coordinator, and two Administrative Assistants. The central administrative office has two large meeting rooms where members of the central administrative team and the leaders from the campuses meet regularly.



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

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

CMP is well known for having a climate that cultivates a sense of community. There is a high level of family involvement as parents and extended family are encouraged to volunteer in the classroom, participate on field trips, and help organize social events and fundraisers.

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

Components of the California Montessori Project program include:

- Comprehensive academic and social skills development using Montessori-based curriculum aligned to the *California Common Core Standards*
- Highly qualified, dynamic, California State Credentialed and Montessori-trained/certified teachers (dual certification)
- Low student-to-teacher ratios
- Quality didactic Montessori learning materials
- State-adopted core instructional materials
- Technology based programs for all grade levels:
 - -*Rosetta Stone* foreign language program
 - -Renaissance Place: *Accelerated Reader* reading comprehension and monitoring tool, *Accelerated Math*-math practice and assessment tool, STAR Reading and STAR Math-computerized assessments, and Math Facts in a Flash-math fluency program. *Learning.com* technology teaching program, use of Google Apps for Education and Google classroom in 3rd-8th grade
- 1:1 student-to-computer ratio in grades 3-8
- Curriculum Level Lead teachers at each campus
- Beginning Teacher Induction Program
- Full implementation of Response to Intervention (RTI) model with academic intervention programs
- Special Education Teacher, Speech/Language Pathologist, and Occupational Therapist on site and School Psychologist, Clinical Psychologist, and Behaviorists as needed for students with Individualized Educational Plans
- Dean of Students to support implementation of RTI, BEST Behavior support, curriculum alignment/ implementation and accreditations.
- Ongoing parent education offered on site
- Monthly Principal's Café or designated time for parents and community members to meet with and talk to the Principal
- After school tutoring programs

Accreditation History

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

School Purpose

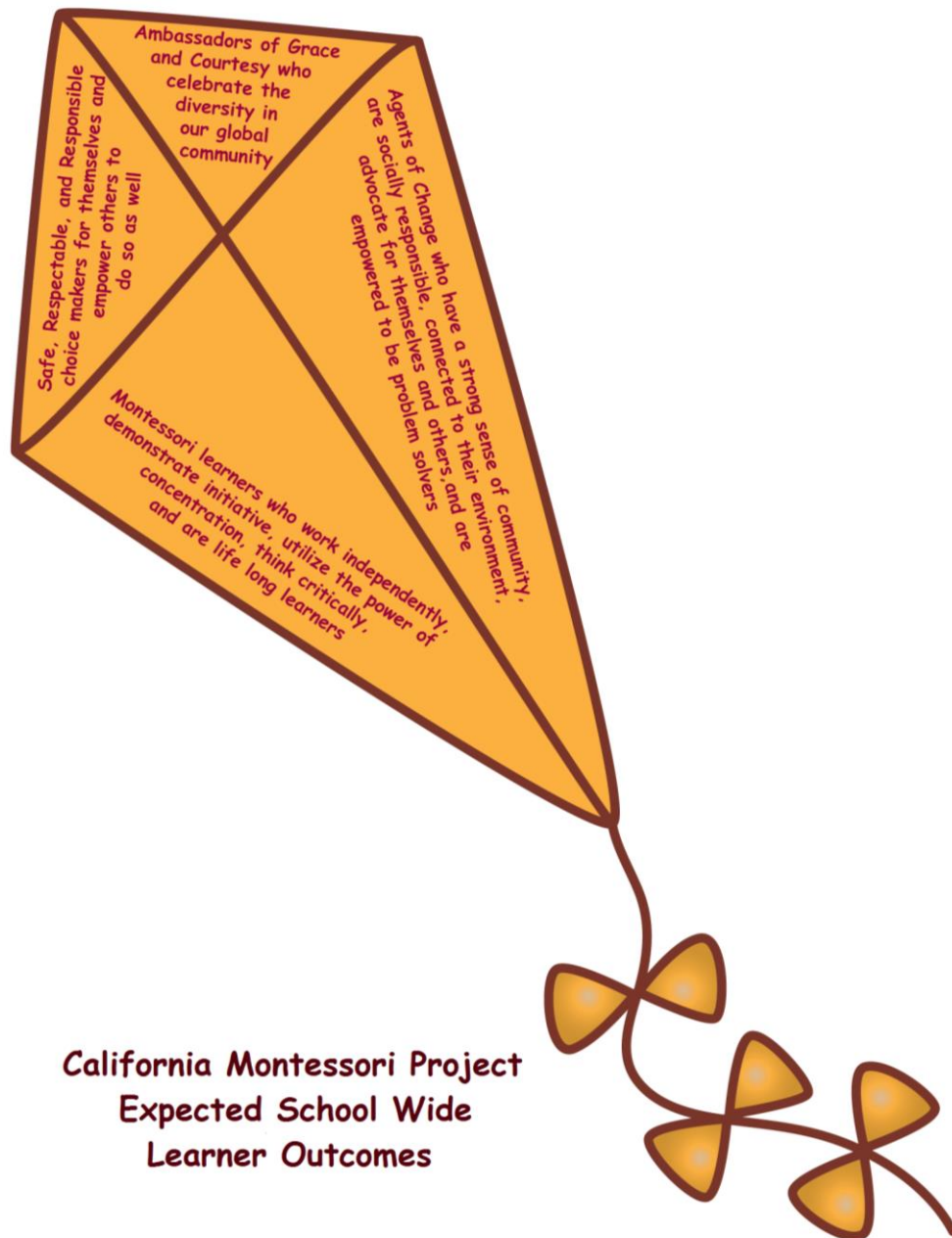
"The mission of the California Montessori Project is to offer a quality, tuition-free Montessori Education that challenges our students to reach their full potential."

The CMP Staff, Central Administration and Governing Board believe that Montessori methodology promotes the success of all students, academically, socially and emotionally. Academically, this is measured by multiple instruments; Montessori and other academic assessments, including the state's standardized tests.

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

Fundamental Values

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



In the Kindergarten classroom, students practice Spiritual Awareness through the silence game. Using Sonnie McFarland's *Honoring the Light of the Child*, Kindergarten and Elementary teachers give lessons that inspire students in compassion, love, kindness, and tolerance. These lessons help foster Spiritual Awareness in the young student.

Elementary and Middle School children are encouraged to talk about current events during their community meetings. Learning about others' belief systems helps develop their own spiritual awareness and strengthen their ability to see the perspective of others. The classroom community respects and nurtures every child's social and emotional needs and development, further encouraging spiritual awareness and respect for all persons and their beliefs. Lessons in conflict resolution, community involvement, problem solving and self-reflection encourage empathy and moral development and invite students to consider their place in the broader community.

The students in our Upper Elementary and Middle School programs are encouraged to not only be cooperative community citizens, but respectful global citizens. Each CMP campus sponsors fundraisers that benefit the global community such as: Heifer International, Pennies for Patients, Leukemia and Lymphoma Society, American Heart Association, local food banks, etc. The school also provides opportunities for students to perform community service.

CMP utilizes the following to promote and determine the learner outcomes of its students in the areas of **Being Safe, Respectful, and Responsible**:

- Teacher observation
- Weekly classroom lessons focusing on positive behaviors
- Positive discipline approach
- School-wide assemblies to nurture a safe, respectful, and responsible culture
- Monitoring behavior referrals/student incident reports
- Response to Intervention process

CMP utilizes the following to measure learner outcomes of students as **Ambassadors of Grace and Courtesy**:

- Anecdotal observation
- Feedback forms from field trips
- Social Interactions: e.g. lunch/recess
- Community conversation agendas

- Classroom rules/constitutions
- Peer mentoring
- Self-Reflection portion of Incident Reports
- Pass to Recovery
- Classroom greeters
- Data collection from Incident Reports, Office Discipline Referrals, and Suspensions

CMP utilizes the following to promote learner outcomes of students as **Agents of Change**:

- Local/Global outreach
- Surveys
- Gardens/Farm trips
- Family activity nights (Watch Me Work, Science Fair, Continent Party, Harvest Festivals)
- Community service
- Leadership opportunities
- Research projects
- Middle School business shadow days
- Student Run Businesses (Middle School)
- Student alumni volunteers
- Guest speakers/assemblies

Based on CMP's mission statement and Expected School-Wide Learner Outcomes, the following areas have been identified as areas of strength and areas for improvement:

Areas of Strength:

- Dedication and adherence to the Montessori philosophy
- Beautifully prepared and well maintained environments
- Montessori materials prevalent in all classrooms

- Meeting the needs of each individual student
- Providing equal access to curriculum
- Parent involvement
- Community outreach
- Response to Intervention system
- Individualized work plans
- Student engagement
- Field experiences
- Technology integration
- Regular assessment schedule
- Regular school to parent communications
- Fully credentialed and qualified teachers (both state and Montessori certificated)
- Safety Operations Plan
- Implementation of professional development and staff support

Areas Needing Improvement:

- Continuing to integrate the California Common Core State Standards within the Montessori curriculum
- Incorporation of Next Generation Science Standards
- Adoption of a writing program that supports our student achievement
- Addressing the California Healthy Youth Act
- Standards Based Report Cards
- Collecting and analyzing data in the areas of behavior and academic assessments to better meet the needs of our students and community
- Expanding student participation in areas of leadership

Core Beliefs

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

1. The professional attitude is a mindset with a core belief that our actions and our words should always maintain the dignity and respect of both child and adult.
2. Adults will model appropriate and respectful behavior for students and will guide students to solve their own problems in any way that does not create a problem for others.
3. Students will be given opportunities to make decisions and live with the consequences, both positive and negative. These experiences shall serve as valuable learning opportunities for our students.
4. Students will be given the opportunity to make decisions about issues that affect themselves. Outcome of choices, including inappropriate choices, will be handled with natural and/or logical consequences instead of punishment, whenever possible.
5. Outcomes of choices will be viewed as opportunities for individual problem solving and preparation for the real world. Staff acknowledges that inappropriate choices are not necessarily a personal attack on school or staff and acknowledge that other underlying personal or emotional issues may need to be considered.

School Program Data

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

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

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

In addition to the Montessori method of teaching, the Response to Intervention (RtI) system is in place to observe, assess, and follow students who demonstrate a need for additional assistance. This multi-tiered system includes observation and communication with parents and administrators in order to develop an individualized intervention plan. Student progress is carefully monitored and documented. Special Education services are provided for students who qualify for an Individual Education Plan (IEP). These services are provided by special education teachers, speech and language pathologists, and occupational therapists, among other specialists.

CMP recognizes the vital role that community involvement plays in improving student learner outcomes and works to provide various opportunities for family participation. Lines of communication are always kept open. Classroom and campus newsletters are distributed on a regular basis to keep parents informed of classroom activities, curriculum and upcoming community events. Teachers communicate with parents through email, phone calls, and notes home. Middle School teachers also utilize the online grade reporting platform, Aeries. Parent-teacher conferences are held twice each year in order to discuss student progress; older students are encouraged to participate in their conferences to develop their *independence, confidence, competence, and autonomy*.

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

Students in Kindergarten are learning to transition from one activity to another without interruption. Teachers in this curriculum level present frequent lessons on how to appropriately use materials in all areas of the classroom. They specifically give many lessons in the area of

practical life with the aim of helping the younger students to develop independence in their first experiences in school.

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

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

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

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

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

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

Grace and courtesy is a fundamental principle necessary for developing autonomy in the Montessori classroom. Classroom teachers regularly give lessons on Grace and Courtesy in the beginning of the year. Based on teacher observations, follow-up lessons will occur throughout the year. Students are encouraged to express their social concerns during class meetings. Teachers use this as an opportunity to provide Grace and Courtesy lessons which are

meaningful and relevant. Students and teachers will role-play difficult situations and demonstrate to the class how to appropriately respond in a respectful and peaceful manner.

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

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

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

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

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

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

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

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

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

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

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

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

The increased availability and use of technology in the Elementary and Middle School classes has created a need for additional lessons in the area of social responsibility with technology. The teachers are addressing this through the use of technology lessons on using Grace and Courtesy on social media, in the Google Classroom environment, and while on the internet.

Outside presenters may be invited to discuss relevant and current issues pertaining to the safe use of technology.

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

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

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

Assessments throughout the year ensure students are progressing through the curriculum. Progress is monitored regularly and student assignments are adjusted to meet individual needs. Teachers, in collaboration with their students, build student portfolios which are provided to the next teacher.

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

- **Beginning Phonics Skills Test (BPST)** is administered to kindergarteners and as intervention to first graders to determine knowledge of beginning reading skills.
- **Screeners of Handwriting Proficiency** is given to kindergarteners and measures the following skills: letter recognition, letter orientation, letter placement, sentence skills.
- **Kindergarten Math Assessment** is a CMP created assessment that measures the students' understanding and skill with regard to time, geometry, counting and cardinality, addition and subtraction, number operations in base ten.
- **Kindergarten Story Comprehension** is a CMP created assessment that measures story sense, indicating early reading comprehension skills.

- **Albanesi Math and Language Grade Achievement Test (GAT)** is administered to Lower Elementary at the end of the year to determine mastery.
- **Albanesi Junior Review Test (JRT)** and **Advanced Review Test (ART)** are administered to Lower and Upper Elementary to determine placement and mastery in the curriculum.
- **Montessori Achievement Test (MAT)** is a CMP created curriculum placement tool administered to Upper Elementary students at the beginning and end of the year.
- **Dynamic Indicator of Beginning Literacy (DIBELS)** is administered two to three times a year at the beginning, middle (optional) and end of the year to determine the early literacy of students in first through sixth grades.
- **Math facts quizzes** are taken in the Lower and Upper Elementary to assess progress toward automaticity.
- Weekly **spelling tests** are given to Lower and Upper Elementary throughout the school year assessing weekly spelling units.
- An initial **writing sample** is collected at the beginning of the year for all students. Additional samples are taken throughout the school year
- **Accelerated Reader** is a supplementary on-line program used by most students that encourages students to read in their zone of proximal development and measures vocabulary and comprehension
- **Renaissance Place STAR Reading/Math Tests** are given five times a year in order to measure progress, plan instruction and track longitudinal progress
- **Accelerated Math** is a supplementary on-line program used for on-going practice, intervention and assessment of grade level California Common Core State Standards
- **California Assessment of Student Performance and Progress (CAASPP)** is administered as both formative and summative assessments for grades 3rd through 8th to provide achievement scores in Math and English Language Arts. Standardized Science tests are administered in the 5th and 8th grades while Physical Fitness testing is administered in 5th and 7th grade.
- **Classroom work** is utilized by teachers as formative assessments to evaluate students' understanding of concepts.
- **Learning.com (3rd-6th)** is an on-line technology program that allows for individualized lessons followed by assessments.

- **Rosetta Stone(TK/K-8th)** is an on-line, self-paced foreign language program. Progress is measured through grade level benchmark expectations.
- **Ongoing informal assessments** through observation and student/teacher conferences.

Intervention Programs

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

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

One such intervention may be tutoring. Students who demonstrate a need in core subjects (EL, students below grade level standards, Socio-economically Disadvantaged, Homeless Education, Indian Education and Foster Youth) are invited, free of charge. CMP staff provide tutoring before or after school and on Early Release Professional Development days (ERPDs). Students take a pre and post assessment to determine needs and level of progress. Although this program is offered at no cost to families, we ask them to commit to regular attendance.

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

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

- Guidelines for foreign language acquisition program student usage per week:
 - K-1: 50 minutes
 - 2-3: 60 minutes
 - 4-6: 60 minutes
 - 7-8: 120 minutes

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

Local Control and Accountability Plan (LCAP)

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

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

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

- 1) Student Achievement
- 2) Student Engagement
- 3) Other Student Outcomes
- 4) School Climate
- 5) Parental Involvement
- 6) Basic Services
- 7) Implementation of Common Core Standards
- 8) Course Access

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

California Montessori Project has provided numerous opportunities for stakeholder engagement, as part of the greater CMP campus network. Additionally, members of the CMP Learning Community, as well as the public-at-large, have been invited to attend monthly meetings of the CMP Governing Board, and to provide input at the Strategic Planning Session at the Board's Annual Retreat. CMP Governing Board Minutes reflect the most recent LCAP being discussed at the following meetings: March 3, 2016 and April 6, 2016. During the months of February, March, April and May, CMP's Executive Director, Gary S. Bowman, met with 16 distinct groups of stakeholders, representing the CMP Learning Community. At the meetings, the Executive Director shared components of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP), including the eight state priorities. Community members present at the meetings were asked for suggestions on how the LCFF funding could support school improvement. Input from the stakeholders was, subsequently, organized into the eight state priorities and the input was reviewed for common threads. Considerations of fiscal impact and timeline were considered. The stakeholder meetings were well-received, and input was freely shared from the participants. This input contributed to the 2016-17 LCAP. The Executive Director will continue to solicit community input for the 2017-18 LCAP revisions.

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

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

Additionally, the 2015-2016 school year budget included the piloting of Common Core aligned Middle School math curriculum that was adopted for the 2016-2017 school year. In the 2016-2017 school year, the LCFF budget incorporates the adoption of Next Generation Science Standards (NGSS) aligned Science Curriculum.

California Montessori Project's LCAP Goals:

- All lead teacher candidates screened for employment will hold a valid CA Teacher Credential with appropriate English Learner authorization (or be allowed to teach using an approved internship) State and Local Priority 1
 - Identified Need: 100% of lead teachers will hold a valid CA Teaching Credential with appropriate English Learner authorization as defined by the CA Commission on Teaching Credentialing
 - Metric: Teacher Misassignment
- All lead teacher candidates screened for employment will hold a valid Montessori Teaching Certificate (or agree to enroll and complete certification if employment is offered) State and Local Priority 1
 - Identified Need: 100% of lead teachers will hold a Montessori Teaching Certificate, authorized through a Montessori-accredited agency
 - Metric: Teacher Misassignment
- CMP will maintain small student-to-teacher ratios, provide teaching assistants and professional growth opportunities. State and Local Priority 1
 - Identified Need: Lead teachers will be provided qualitative incentive to serve the CMP Learning Community
 - Metric: Teacher Misassignment
- CMP will provide annual increases to the base salary, as well as incremental step and column increases, support for training, and longevity stipends. State and Local Priority 1
 - Identified Need: Students will have more opportunities for one-on-one instruction and teachers will have more support with instructional strategies
 - Metric: Teacher Misassignment

- CMP will increase classified pay scale, as budget allows, to encourage retention of Teaching Assistants. State and Local Priority 1
 - Identified Need: Teaching assistants will be provided additional compensatory incentive to serve the CMP Learning Community
 - Metric: Teacher Misassignment
- CMP will support Montessori Training for eligible Teaching Assistants, to better assist the Lead Teacher, while serving all students, including all student subgroups. State and Local Priority 1
 - Identified Need: Teaching Assistants will be provided Montessori Training to equip them to better serve the CMP Learning Community
 - Metric: Teacher Misassignment
- Instructional materials and curriculum, including Montessori materials, will be aligned to CA Common Core Standards. State and Local Priority 1
 - Identified Need: 100% of pupils will have access to standards-aligned materials, as well as access to a complete inventory of Montessori materials
 - Metric: Standards-aligned Materials
- Facilities will be clean and well-maintained to ensure learning as a priority; CMP will promote the safety and security of the school. State and Local Priority 1
 - Identified Need: Students and staff will be housed in facilities which are clean, safe and secure, and conducive to student learning
 - Metric: Facilities in Good Repair
- The Director of Program will work with Principals, Deans of Students and grade level curriculum mentors to review and update the curriculum alignment, as necessary, and identify elements of CA CCSS to guide professional development / trainings. State and Local Priority 2
 - Identified Need: The CMP Curriculum Guides will be updated to ensure full alignment with the CA Common Core State Standards (CA CCSS) and 100% of teachers will participate in annual professional development on the implementation of CA CCSS
 - Metric: CCSS Implementation

- Teachers in CMP classrooms will utilize Montessori materials, within both individual and small group settings, to ensure that English Language Learners will understand the academic content in a concrete manner. State and Local Priority 2
 - Identified Need: 100% of EL students will gain academic content knowledge through the implementation of the CA CCSS as CMP will construct and develop a program to be inclusive of student needs especially as it relates to English Language Learners
 - Metric: CCSS Implementation
- As part of an English Language Learner's individual academic work plan, the student will be mainstreamed into their classroom, receiving instruction in individual and small group settings using concrete Montessori materials and participating in the Rosetta Stone online language program to support English language acquisition. The richness of the language found in the Montessori program and the Matrix of SDAIE Techniques will assist teachers in moving from the pre-Common Core ELD standards to the anticipated ELD standards. State and Local Priority 2
 - Identified Need: CMP will construct and develop a program to be inclusive of student needs especially as it relates to EL students using ELD and SDAIE methodologies
 - Metric: CCSS Implementation
- Parents are provided numerous opportunities to serve their community, including both on-site and off-site opportunities. State and Local Priority 3
 - Identified Need: As per CMP's Parent Participation Policy, parents are encouraged to provide service to the school community
 - Metric: Parent Participation
- School administration will work with the parent community to recruit parents to the CAC and the Governing Board via school newsletters and communiqués, and through parent meetings/events. CAC and Governing Board Representative elections are held on a regular basis. State and Local Priority 3
 - Identified Need: Parents will have the opportunity to provide school site-specific input through the representative body of the Campus Advisory Council (CAC). Further, parents will have the opportunity to provide CMP network-specific input through representation on CMP's Governing Board
 - Metric: Parent Input

- Classroom instruction conducive to student learning; adequate learning environments; appropriate CA CCSS aligned instructional materials; use of a Reading Intervention program to assist at-risk students; use of instructional technology in the area of mathematics; teacher assistants in classrooms to support instruction and student learning. State and Local Priority 4
 - Identified Need: 60% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts / Literacy and Mathematics
 - Metric: Standardized Tests
- Classroom instruction will incorporate testing strategies in preparation for the CAASPP. State and Local Priority 4
 - Identified Need: 100% of students, including all student subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
 - Metric: API Scores
- CMP will create a CELDT Process Operations Manual to ensure proper identification, testing and progress monitoring of EL students. Also, EL students will receive in-class instructional support which includes 1-on-1 teacher support, 1-on-1 teacher assistant support, small group work, usage of SDAIE and ELD instructional strategies. State and Local Priority 4
 - Identified Need: CMP will ensure EL students are properly identified tested and demonstrating progress
 - Metric: EL Reclassification Rate
- CMP-Elk Grove will provide a safe and engaging learning environment for students and families, including subgroups.
 - Identified Need: CMP-Elk Grove will maintain a 95% ADA rate.
 - Metric: School Attendance Rates

- Parents will be informed of chronic absences and/or tardies as specified in the CMP Attendance Policy. State and Local Priority 5
 - Identified Need: Students will not have more than three absences or 3 tardies of 30 minutes or more during any one school year
 - Metric: Chronic Absenteeism Rate
- CMP-Elk Grove will offer an academically engaging learning environment and will build a middle school community that is connected and encouraging, enticing middle school students to continue to be part of the CMP-Elk Grove middle school community.
 - Identified Need: CMP-Elk Grove will retain and promote 98% of its 7th and 8th grade students.
 - Metric: Dropout Rate
- Teachers will be trained in positive discipline methods (including Love & Logic and Positive Discipline); Peace Education will be incorporated in the curriculum; the school's BEST team will focus on Safety, Respect and Responsibility; the Principal and Dean of Students will collaborate with teachers and families to develop strategies to manage student behavior issues and concerns. State and Local Priority 6
 - Identified Need: CMP-Elk Grove will maintain an annual suspension rate of less than 2%
 - Metric: Suspension Rate
- CMP-Elk Grove staff will be trained on the School Safety Plan, on an annual basis, and will conduct monthly fire, earthquake, lockdown and safety drills. State and Local Priority 6
 - Identified Need: The CMP-Elk Grove Learning Community, including staff, students and parents, will adhere to the CMP School Safety Plan
 - Metric: Other Local Measures
- CMP-Elk Grove will continue to implement the network 'Peace Education' (Anti-Bullying) Policy, and revise, as appropriate, to promote a safe, secure learning environment for all children. State and Local Priority 6
 - Identified Need: CMP-Elk Grove campus will provide a safe, secure learning environment for all children
 - Metric: Other Local Measures

- The CMP Director of Program will ensure that the Curriculum Guides for each grade level will provide guidance for the instructional staff as they prepare lessons that cover a broad course of study for all students, including subgroups. State and Local Priority 7
 - Identified Need: CMP-Elk Grove instructional staff will ensure that each student, including unduplicated students and students with exceptional needs, will have access to, and enrollment in, a broad course of study, as evidenced in the students' individual work plans
 - Metric: Student Access and Enrollment
- CMP-Elk Grove students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of English and Language Arts, Mathematics, Health and Social Science. State and Local Priority 8
 - Identified Need: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level proficiency in English and Language Arts, Mathematics, Health and Social Science.
 - Metric: Other Tests
- CMP-Elk Grove students will utilize Common Core and Montessori-aligned curricula and resources (including technology-based programs) in the study of Science. State and Local Priority 8
 - Identified Need: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in Science
 - Metric: Other Tests
- Classroom teachers will integrate the arts across the curriculum; CMP-Elk Grove will coordinate after school Visual and Performing Arts programs and activities. State and Local Priority 8
 - Identified Need: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have the opportunity to participate in a Visual and Performing Arts program, including music, drama, dance and/or visual arts.
 - Metric: Other Tests

- CMP-Elk Grove will provide a Physical Education teacher and/or provide staff with Physical Education training to provide standards-based, and age-appropriate, activities to all students, including all student subgroups, unduplicated students, and students with exceptional needs. State and Local Priority 8
 - Identified Need: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in an articulated, standards-based Physical Education program
 - Metric: Other Tests
- CMP-Elk Grove will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs, an account to the Rosetta Stone online Foreign Language program, classroom and home usage of the program and after school usage available at school site. State and Local Priority 8
 - Identified Need: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to a Foreign Language program
 - Metric: Other Tests
- CMP-Elk Grove will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs access to a school library. State and Local Priority 8
 - Identified Need: To further promote literacy, students need access to a school library.
 - Metric: Standards-aligned Materials
- Classrooms will receive additional technological equipment to enhance the learning environment. State and Local Priority 1
 - Identified Need: Classrooms will be fully equipped with appropriate technological equipment to enhance the learning environment.
 - Metric: Standards-aligned Materials

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

Teachers and Staff:

In 2016-2017, The California Montessori Project-Elk Grove campus employs 22 full-time Credentialed Teachers, 21 Classified Teachers' Assistants and the following staff:

- School Principal
- 1 full-time, 1 part-time Dean of Students
- 1 full-time, 1 part-time Special Education Teachers (1.8 FTE)
- 1 full-time PE teacher, 1 part-time
- Speech Pathologist and assistant three days per week
- 1 Special Education Teachers' Assistant
- 3 full-time one-on-one student support Assistants
- 4 additional part-time classroom support staff
- 3 full-time Administrative Assistants, 5 part-time
- 8 part-time Club Montessori (before/after school) staff
- 1 Club Montessori Coordinator, 1 liaison
- 1 full-time maintenance staff
- Occupational Therapist one day per week

In addition to the Elk Grove employees, CMP-EG also has access to CMP network staff. This includes a Special Education Director, a Behaviorist, a Clinical Psychologist and other district administrative staff.

CMP hosts a twice annual Substitute Faire that is advertised on all campuses, in the Sacramento Bee and on Craig's List. At this faire we provide a Montessori overview, conduct a campus tour and provide information on credentials for both Montessori and California Teaching credentials. This practice has supported an increase in available substitutes throughout the CMP network. Currently there are 44 teachers in our credentialed substitute pool. Of those 42 substitutes, 20 hold a 30-day sub permit and 22 hold a California multiple or single subject credential. CMP currently has 33 individuals in its classified substitute pool. At each campus there is an administrative assistant who serves as the sub coordinator.

Staff Demographics

Number of Staff with the Following Montessori Credentials					
	Early Childhood	Elementary I	Elementary II	Secondary I	Secondary II
2013-2014	4	8	4	2	1
2014-2015	4	6	3	2	1
2015-2016	4	10	3	2	1

Findings:

- In 2013, one staff member held both an Elementary I & II credential.
- In 2014-2015, the Elk Grove campus opened two additional classrooms.
- In 2014, two Elementary I teachers did not return, their former assistants entered Montessori training and became the lead teachers at the Elk Grove site. Two other assistants enrolled in Montessori training and became lead teachers at the Bradshaw site. Their credentials are represented in the following year.
- In 2014, one teacher with an Elementary II Credential retired, the teacher hired to take over enrolled in Montessori training.

- In 2014-2016, two upper elementary teachers were enrolled in Montessori training; one of those teachers as moved to another CMP campus, the other has completed the Elementary I & II credential program.
- There was no change in the Secondary program staffing during the represented years. One staff member was trained in Cincinnati and the other in Houston.

Certificated Staff by Ethnicity									
	Total	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White/Other	Two or More Races
2013-2014	18	0	2	0	1	1	0	13	1
2014-2015	20	0	2	0	2	1	0	15	0
2015-2016	27	1	2	0	2	1	0	21	0

Findings:

- The certificated staff is predominately white/other.
- The white/other category is the only ethnicity with steady and significant growth.

Certificated Staff by Gender			Classified Staff By Gender	
	Female	Male	Female	Male
2013-2014	14	4	24	0
2014-2015	17	3	29	2
2015-2016	18	3	33	2

Findings:

- CMP-EG has more certificated male employees than classified male employees.
- On average, CMP-EG has twice the number of female classified employees than certificated employees. During these three years, all of the additional support and one-on-one employees were female.

Classified Staff by Ethnicity									
	Total	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White/ Other	Two or More Races
2013-2014	24	0	0	0	0	2	4	18	0
2014-2015	31	0	1	0	0	2	6	22	0
2015-2016	35	1	2	0	1	0	4	27	0

Findings:

- CMP-EG's classified staff is more diverse than the certificated staff, although White/other continues to be the predominate ethnicity.
- The group with the second highest number of employees is African American and remains consistent over this time period and the current school-year.

<i>Certificated Staff Education and Years of Experience</i>										
	Master's Degree +30	Master's Degree	Bachelors +30	Bachelor's	Ave. Years with CMP	Ave. Years in Education	First Year Teacher	Beginning Teacher	Mentorship	Board Certified
2013- 2014	0	8	16	0	5.7	7.5	2	6	8	1
2014- 2015	0	9	12	4	5.3	7.1	7	7	9	0
2015- 2016	0	11	16	2	5.6	7.6	3	4	10	0

Findings:

- There is a consistent increase of certificated staff pursuing higher education. CMP offers stipends for a Master's degree, as well as campus and network mentorships to encourage certificated staff to continue their education and participate in supportive roles.
- The average years with CMP and in education are consistent over the three-year period. CMP is committed to teacher retention and has included plans in the budget for an increase in compensation (salary, benefits and employee services) beginning January of 2016.

Average Class Size				
	CMP-EG	District	County	State
2013-2014	20.7	20.8	24.4	25.7
2014-2015	21.8	21.3	20.8	25.4
2015-2016	23.3	This information was not available on EdData or DataQuest		

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, although the Early Childhood and lower elementary classrooms typically have fewer children in them than the upper elementary classrooms.

Findings:

- In 2013-2014, CMP-EG's average class size was consistent with the district and was significantly smaller than Sacramento County and California.
- In 2014-2015, CMP-EG had similar class sizes to the district and county, and continued to have significantly smaller averages than the average class size for the state.
- During the 2015-2016 school year, the upper elementary classrooms were affected by an influx of children entering fourth grade. Each of the four classrooms held between 27 and 30 children. To lessen the physical impact on the children and staff, an additional Teacher's Assistant was hired to take small groups of children into the common room for writing, literature groups and reading practice.
- While CMP-EG has similar class sizes to the EGUSD, county and state, all CMP classrooms have a Teacher's Assistant in addition to a certificated lead teacher.

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.

School Financial Data

Expenditures for CMP-Elk Grove

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:

Total Expenditures Per Pupil	\$7,189
Expenditures Per Pupil From Restricted Sources	\$740
Expenditures Per Pupil From Unrestricted Sources	\$6,449
Average Teacher Salary	\$40, 246

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 Elk Grove	\$7,189	\$40, 246
Elk Grove Unified	\$5,210	\$68,968
California Montessori Project	\$6,407	\$38,033
California	\$4,690	\$70,720
School and District – % Difference	15%	26%
School and California – % Difference	27%	43%

Findings:

- CMP-EG spends 15% more per pupil than EGUSD the CMP network and California.
- There is a significant difference between the average salary of teachers. CMP recognizes this disparity and, in addition to stipends for mentorships and Master's degrees, compensation now includes longevity stipends. An increase in the compensation packages has been approved and will be implemented in January of 2016. In 2013-2014, CMP-EG's average class size was consistent with the district and was significantly smaller than Sacramento County and California.

Student Demographic Data

Student Enrollment										
	K	1	2	3	4	5	6	7	8	Total
2013-2014	82	49	51	47	30	34	26	20	13	352
2014-2015	64	87	64	57	43	24	37	20	18	414
2015-2016	63	76	84	65	49	38	21	27	20	443

Findings:

- The Bradshaw site opened in September of 2013; in addition to a kindergarten classroom, there were three K/1 combination classrooms, allowing us to bring in more kindergarteners. This growth is represented in the enrollment in lower elementary the following years.
- 76% of 6th graders from 2013 returned for the CMP-EG middle school in 2014 with 73% of 6th graders from 2014 enrolling in the middle school program. Reasons given for enrolling in different middle school programs include wanting to participate in school related team sports and activities, VAPA programs, transportation and relocation.

Parent Education Level						
	Some High School	High School Graduate	Some College	College Graduate	Grad School/ Post Grad Training	Declined to State/ Unknown
2013-2014	3	9	62	163	114	1
2014-2015	4	9	70	204	124	1
2015-2016	3	13	81	204	143	2

Findings:

- Each year, there are more parents in the CMP-EG community who have a high school diploma or higher.
- Many parents, and extended family, with Post Graduate Training often volunteer to come in to the classrooms and give presentations on their areas of expertise.

Eligible for Free and Reduced Price Meals		
2013-2014	58	16%
2014-2015	67	16%
2015-2016	88	20%

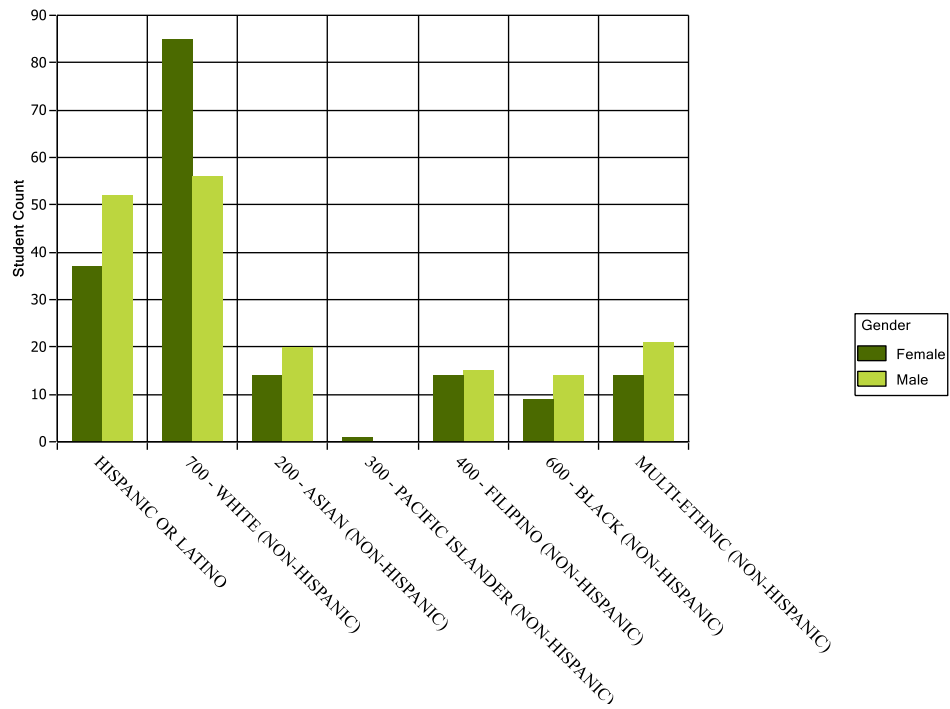
Total Unduplicated Pupil Count of Free/Reduced Meals, EL and Foster Youth		
2013-2014	67	19%
2014-2015	77	18.5%
2015-2016	105	23.7%

Findings:

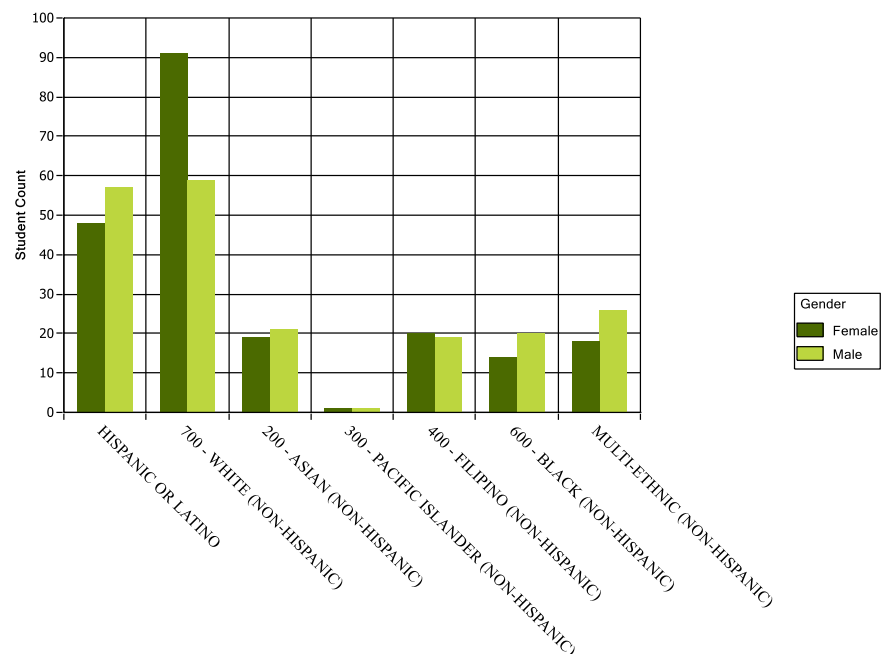
- There has been an increase in the number of low income and English learners each year; there have not been any Foster Youth enrolled at the CMP-EG campus during this timeframe or the current year.
- The increased enrollment of this population may be a result of community outreach and word of mouth. As the mission of the school and details of the program reach further into the Elk Grove and surrounding communities, parents, who were previously unable to enroll their children in a private Montessori school, can now take advantage of this type of education.

Student Enrollment by Ethnicity and Gender

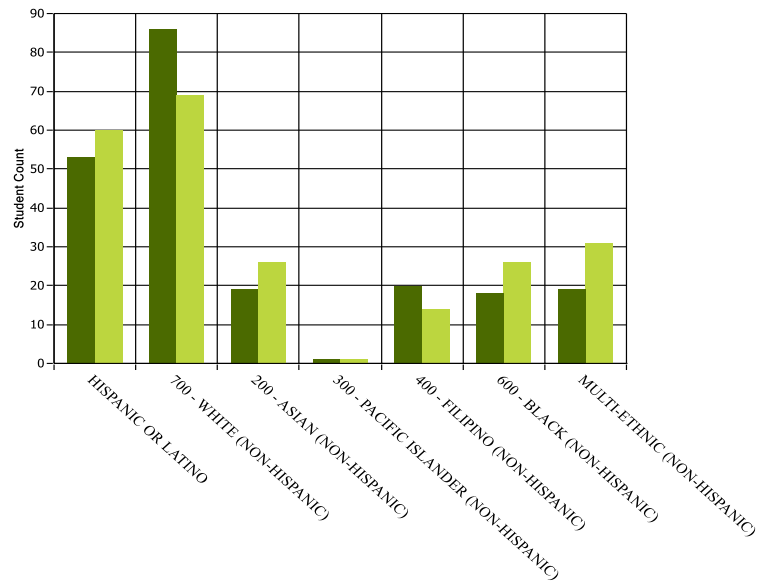
2013-2014



2014-2015



2015-2016



Findings:

- White (non-Hispanic) continue to be the largest group of students
- There is a steady rise of Hispanic, Black and Multi-ethnic students, however they still make up only a small portion of our total population.
- The EGUSD is encouraging CMP-EG to increase the Asian student population. The CMP-EG staff has reached out to the surrounding Asian community to educate them on the program offered, encouraging them to enroll.
- The greatest population at this campus is white female; the second highest, with about half the number, of the female population is the Hispanic or Latino group.
- The number of enrolled white and Hispanic or Latino males is more consistent and closer in number than the female population over this three-year span.

Student Primary Language other than English								
	Other	Arabic	Cantonese	Mandarin	Pashto	Punjabi	Spanish	Vietnamese
2013-2014	1	0	2	1	1	1	8	0
2014-2015	4	1	1	2	0	0	7	2
2015-2016	4	0	2	3	1	0	6	2

Findings:

- These results are consistent with our student population data
- There is no significant change or growth

Language Proficiency-English Learner			
	CMP-Elk Grove	District	State
2013-2014	9	10,479	42,456
2014-2015	10	10,815	43,589
2015-2016	17	10,980	42,075

Findings:

- CMP-EG had a significant growth between 2014-2015 and 2015-2016
- EGUSD had a significant growth between 2013-2014 and 2014-2015
- The State did not have significant growth between 2013-2014 and 2014-2015 and a decline between 2014-2015 and 2015-2016

Language Proficiency-Fluent-English Proficient			
	CMP-Elk Grove	District	State
2013-2014	10	11,289	33,939
2014-2015	13	11,098	33,377
2015-2016	16	10,969	34,977

Findings:

- CMP-EG had consistent growth over the three-year timeframe.
- EGUSD had a decrease in students who were initially fluent.
- The State's numbers fluctuated ± 600 students during this timeframe.

Language Proficiency-Redesignated FEP			
	CMP-Elk Grove	District	State
2013-2014	15	1,357	5,214
2014-2015	23	891	2,985
2015-2016	20	878	4,7781

Findings:

- During this period, there was general upward trend in the quantity of students be re-designated each year at CMP-EG.
- The year with the largest total number of re-designations at CMP-EG was in 2014-2015.
- EGUSD had a substantial reduction in the number of re-designations after 2013-2014.
- The State had a substantial reduction in the number of re-designations in 2014-2015, and then a considerable increase in 2015-2016.

Special Needs (IEP and Section 504)		
2013-2014	34	9.6%
2014-2015	40	9.6%
2015-2016	53	12%

Findings:

- Speech/Language (SLI) and Specific Learning Disability (SLD) are the two disabilities with the highest population:
 - 12 SLI and 8 SLD in 2013-2014
 - 9 SLI and 9 SLD in 2014-2015
 - 15 SLI and 15 SLD in 2015-2016
- Most of the children who are on an IEP or Section 504 have qualified through CMP-EG. Including the current year, CMP-EG has had 151 students with an IEP, only 11 were established prior to enrolling in CMP-EG.
- The majority of the Section 504s for this timeframe was, and continues to be, for challenges due to ADHD.

Student Attendance			
	Average Rate of Attendance	Chronic Absenteeism	Tardiness rate
2013-2014	95.73%	0.5%	3.9%
2014-2015	95.65%	7.9%	3.9%
2015-2016	95.9%	5.8%	3.0%

Findings:

- The average rate of attendance is consistent over the time span shown. We are working on bringing that number up to 97% through parent education, regular reminders of our health policies and cleaning of furniture and materials.
- In 2014-2015, severe illnesses struck the Elk Grove student body, causing many children to be absent for weeks at a time (pneumonia and severe flu), this also had a severe impact when completing the CAASPP testing.

Student Discipline			
	Discipline Referrals	Suspension Rate	Expulsion Rate
2013-2014	243	4%	0
2014-2015	467	11%	0
2015-2016	593	7%	0

Findings:

- In 2014-2015, out of the 467 referrals written, 100 referrals belonged to 4 students, with an additional 5 students receiving another 100 referrals.
- In 2014-2015, 59% of the suspensions were for 3 children.
- Out of the top 40 students who received discipline referrals in 2015-2016, 2 are now on a Section 504, 7 now have an IEP and 9 have exited CMP-EG.
- With the expansion of a second site, we have seen an increase in negative behaviors and discipline referrals. This may be reflective of the number of lower and upper elementary children coming to CMP-EG without Montessori experience. The idea of freedom within boundaries can be challenging for some while they find their place in the classroom. Another contributing factor may be the increase in new staff with little to no classroom experience.
- Through further research, we noted which staff were writing the most referrals and for which behaviors. This information allows the opportunity for additional, targeted training on classroom management and reflection for the teacher.

Status of the School

2011-2014 API Scores-CMP-Elk Grove					
	API Statewide	API Similar Schools Ranking	API Growth Scores	API Growth Target (actual growth)	Met School Growth Target
2011-2012	6	1	784	-44	Yes
2012-2013	4	1	849	+65	Yes
2013-2014	7	1	State testing and API calculation suspended; no data reported*		

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-Elk Grove students participated in the California Assessment of Student Performance and Progress (CAASPP) Field Test in the Spring of 2014, and participated in the first actual testing in the Spring of 2015.

Findings:

- CMP-EG experienced a significant drop in STAR scores in both ELA and math for the 2011-2012 school year.
- STAR scores in ELA and math for 2012-13 increased.
- Statewide API scores increased.
- Similar schools' API rankings remained the same.

2016 Smarter Balanced Overall Test Results

English Language Arts

ELA: Overall Achievement-CMP-Elk Grove								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	65	49	38	21	28	20	N/A	221
# of Students Tested	64	46	38	21	26	20	N/A	215
# of Students With Scores	64	46	38	21	26	20	N/A	215
Mean Scale Score	2418.4	2466.3	2501.1	2541.2	2553.8	2590.6	N/A	N/A
Standard Exceeded: Level 4	19 %	28 %	16 %	19 %	15 %	15 %	N/A	20 %
Standard Met: Level 3	20 %	22 %	34 %	43 %	42 %	55 %	N/A	31 %
Standard Nearly Met: Level 2	38 %	15 %	26 %	33 %	23 %	20 %	N/A	27 %
Standard Not Met: Level 1	23 %	35 %	24 %	5 %	19 %	10 %	N/A	22 %

Findings:

- 8th grade had the highest percentage of students who scored in the *Standard Met* or *Standard Exceeded* levels, and 6th grade with the second highest percentage.
- 3rd grade had the lowest percentage of students who scored in the *Standard Met* or *Standard Exceeded* levels.
- 6th grade had the lowest percentage of students in the *Standard Met* level.
- 4th grade had the highest percentage of students in the *Standard Not Met* level.

ELA: Overall Achievement-EGUSD								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	4,779	4,801	4,821	4,961	4,966	4,968	4,811	34,107
# of Students Tested	4,653	4,718	4,741	4,881	4,862	4,861	4,641	33,357
# of Students With Scores	4,641	4,707	4,733	4,876	4,828	4,790	4,576	33,151
Mean Scale Score	2422.1	2467.6	2503.0	2536.0	2547.8	2565.2	2607.6	N/A
Standard Exceeded: Level 4	23 %	26 %	22 %	20 %	16 %	16 %	29 %	22 %
Standard Met: Level 3	22 %	23 %	30 %	36 %	34 %	36 %	34 %	31 %
Standard Nearly Met: Level 2	27 %	21 %	21 %	25 %	24 %	25 %	21 %	23 %
Standard Not Met: Level 1	27 %	30 %	27 %	20 %	26 %	23 %	17 %	24 %

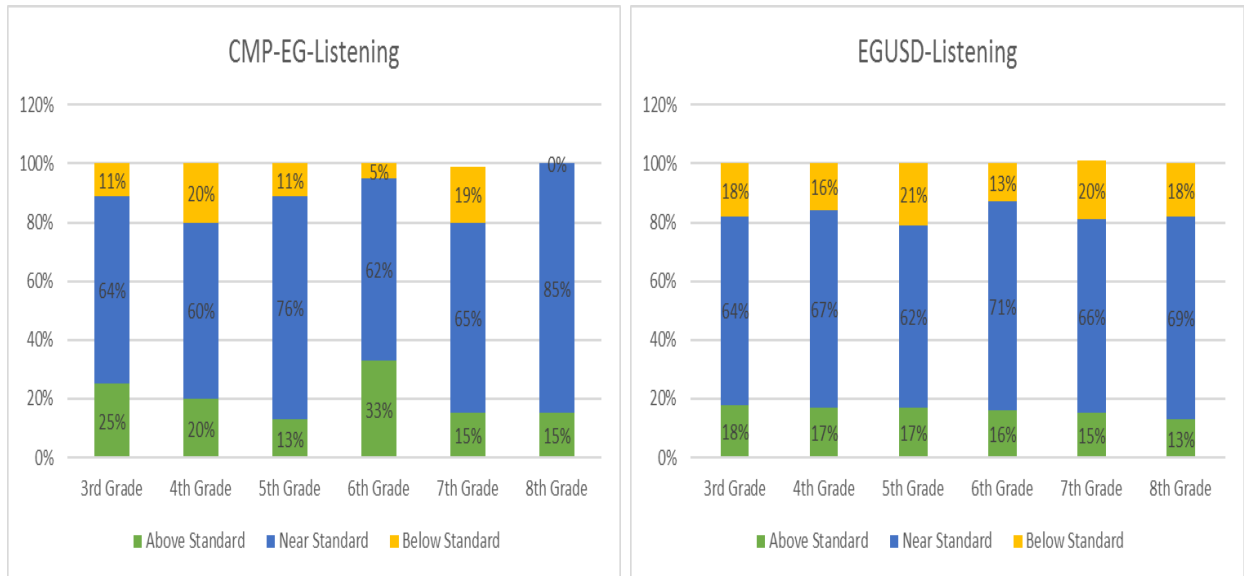
Findings:

- 4th and 5th grades, for both CMP-EG and EGUSD, scored within 1%-2% of each other in the category of *Standard Met* or *Standard Exceeded*.
- Based on the mean scale score, EGUSD had a higher score for grades 3-5, while CMP-EG scored higher in grades 6-8
- All of the students tested at CMP-EG received a score, whereas 206 students in EGUSD who tested did not receive a score.



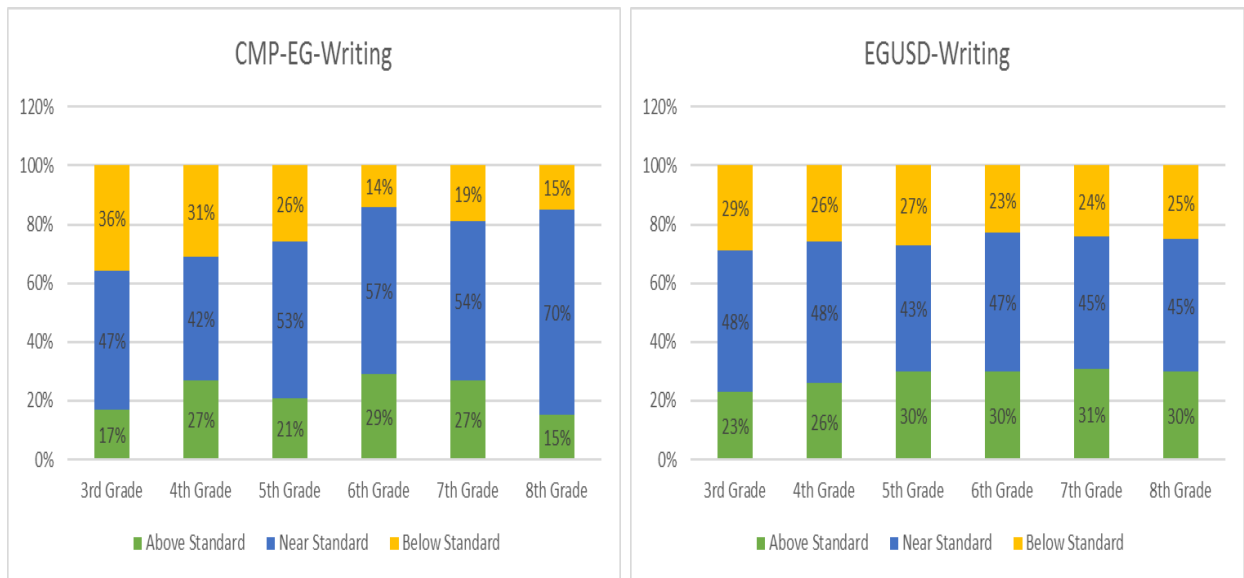
Findings:

- The percentage of students who scored *Above Standard* and *Below Standard* were comparable until grades 7 and 8, where CMP-EG had a higher percentage in that category.
- The percentage of students who scored *Near Standard* were comparable except for grades 3 and 8, where CMP-EG had a higher percentage in that category.



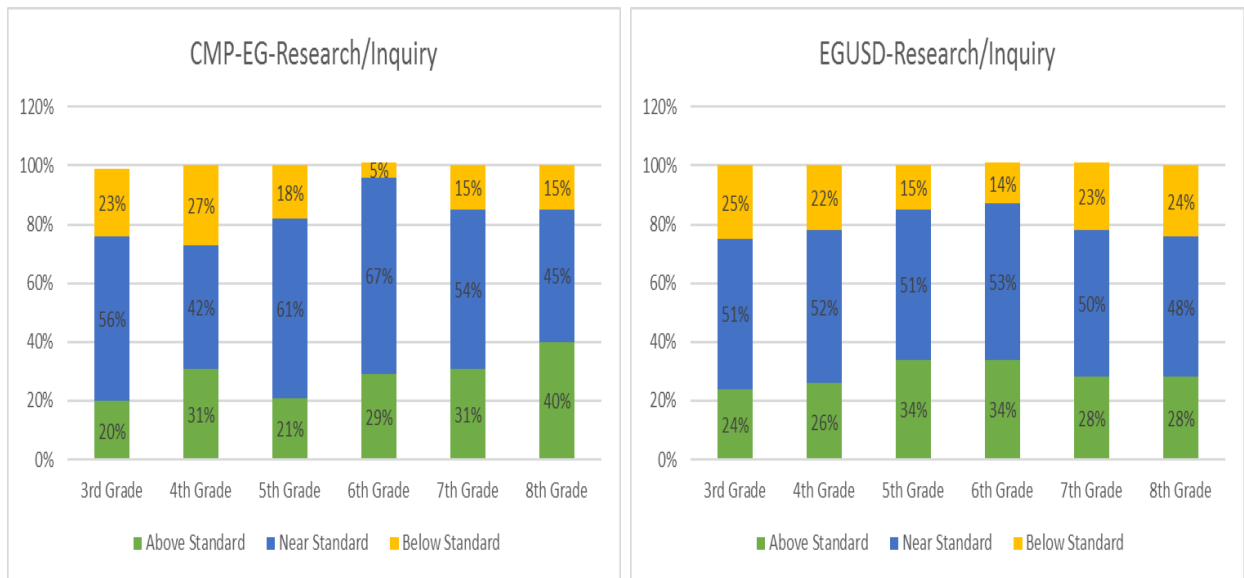
Findings:

- CMP-EG and EGUSD had a difference of 1% in the *Below Standard* for grade 7, the remaining grades showed a greater difference, with EGUSD having higher percentages in that range.
- CMP-EG's 6th graders had the highest percentage of students in *Above Standard*.
- The CMP-EG 8th graders only scored in the *Above Standard and Near Standard*, none of them fell in *Below Standard*
- In the *Near Standard* range, there significant differences in grade 4, 5, 6 and 8
 - EGUSD had a higher percentage of 4th and 6th graders
 - CMP-EG had a higher percentage of 5th and 8th graders



Findings:

- In grades 3 and 4, CMP-EG had a higher percentage of students in the *Below Standard* range; EGUSD had higher percentages in grades 6, 7 and 8.
- EGUSD had a higher percentage of students in the *Near Standard* range for grades 3 and 4; CMP-EG had higher percentages in grades 5, 6, 7 and 8.
- In 4th grade, CMP-EG had a higher percentage of students in the *Above Standard* range; EGUSD had higher percentages in grades 3, 5, 6, 7 and 8.



Findings:

- EGUSD had a higher percentage of students who scored in the *Below Standard* range in grades 3, 6, 7 and 8.
- CMP-EG had a higher percentage of students who scored in the *Near Standard* range in grades 3, 5, 6 and 7.
- CMP-EG had a higher percentage of students who scored in the *Above Standard* range in grades 4, 7 and 8; grade 8 had most significant difference of 12%.

Student Achievement by Subgroups

English Language Arts: Economically Disadvantaged

ELA: Overall Achievement- CMP-Elk Grove Economically Disadvantaged								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	13	13	9	3	4	1	N/A	43
# of Students Tested	13	13	9	3	4	1	N/A	43
# of Students With Scores	13	13	9	3	4	1	N/A	43
Mean Scale Score	2357.8	2432.8	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	0 %	23 %	*	*	*	*	N/A	9 %
Standard Met: Level 3	0 %	31 %	*	*	*	*	N/A	14 %
Standard Nearly Met: Level 2	54 %	0 %	*	*	*	*	N/A	30 %
Standard Not Met: Level 1	46 %	46 %	*	*	*	*	N/A	47 %

(*) is displayed where 10 or fewer students have been tested. There were not enough students tested to generate results for this subgroup at CMP-EG.

ELA: Overall Achievement-EGUSD Economically Disadvantaged								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	4,779	4,801	4,821	4,961	4,966	4,968	4,811	34,107
# of Students Tested	4,653	4,718	4,741	4,881	4,862	4,861	4,641	33,357
# of Students With Scores	4,641	4,707	4,733	4,876	4,828	4,790	4,576	33,151
Mean Scale Score	2422.1	2467.6	2503.0	2536.0	2547.8	2565.2	2607.6	N/A
Standard Exceeded: Level 4	23 %	26 %	22 %	20 %	16 %	16 %	29 %	22 %
Standard Met: Level 3	22 %	23 %	30 %	36 %	34 %	36 %	34 %	31 %
Standard Nearly Met: Level 2	27 %	21 %	21 %	25 %	24 %	25 %	21 %	23 %
Standard Not Met: Level 1	27 %	30 %	27 %	20 %	26 %	23 %	17 %	24 %

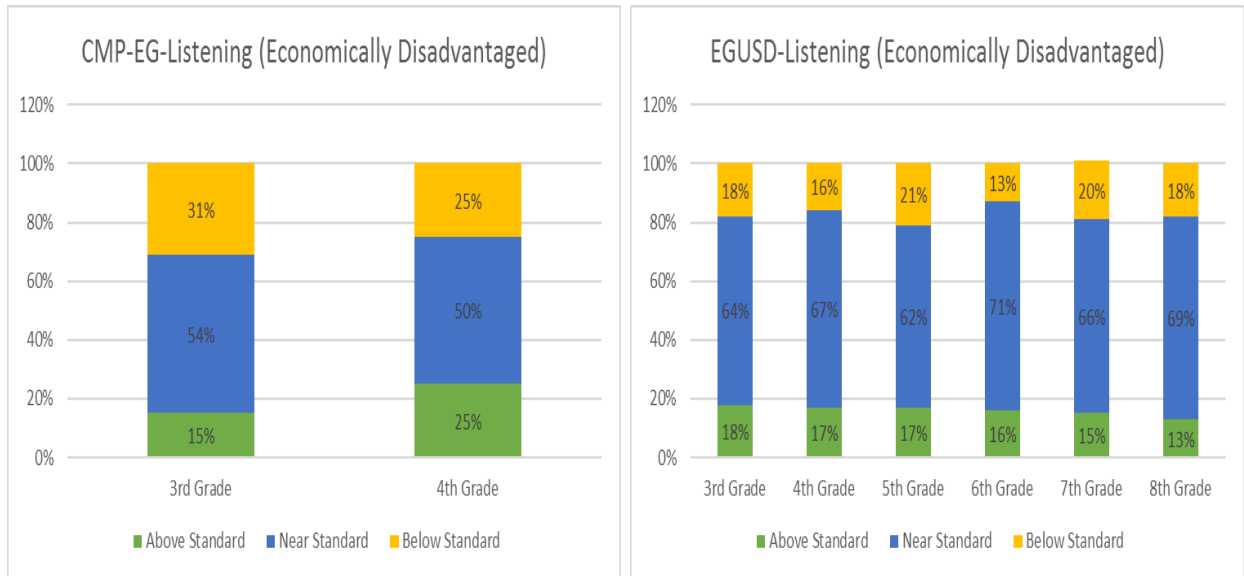
Findings:

- 100% of the 43 CMP-EG students qualified for this subgroup were tested and received a score; 97% of EGUSD students in this subgroup tested; of the ones tested, 99% received a score.
- For the grades that do have reported scores, EGUSD had a higher mean scale score.
- CMP-EG 3rd graders did not meet or exceed the standard.
- 54% of CMP-EG 4th graders met or exceeded the standard, 46% of them did not meet the standard.
- No scores were identified for CMP-EG's 5th, 6th, 7th or 8th grades due to the limited number of students tested.



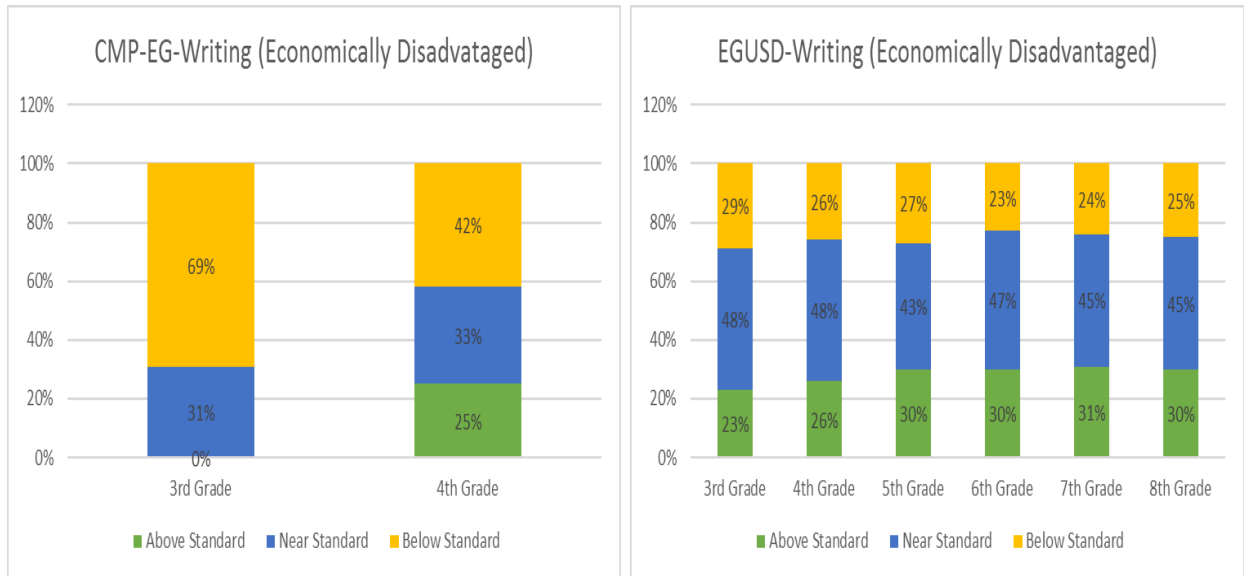
Findings:

- CMP-EG did not have any 3rd graders *Above Standard* and had more students than EGUSD *Below Standard*.
- More CMP-EG's 4th graders scored *Above Standard* than those of the EGUSD, however they also had more 4th graders score *Below Standard* than the EGUSD.



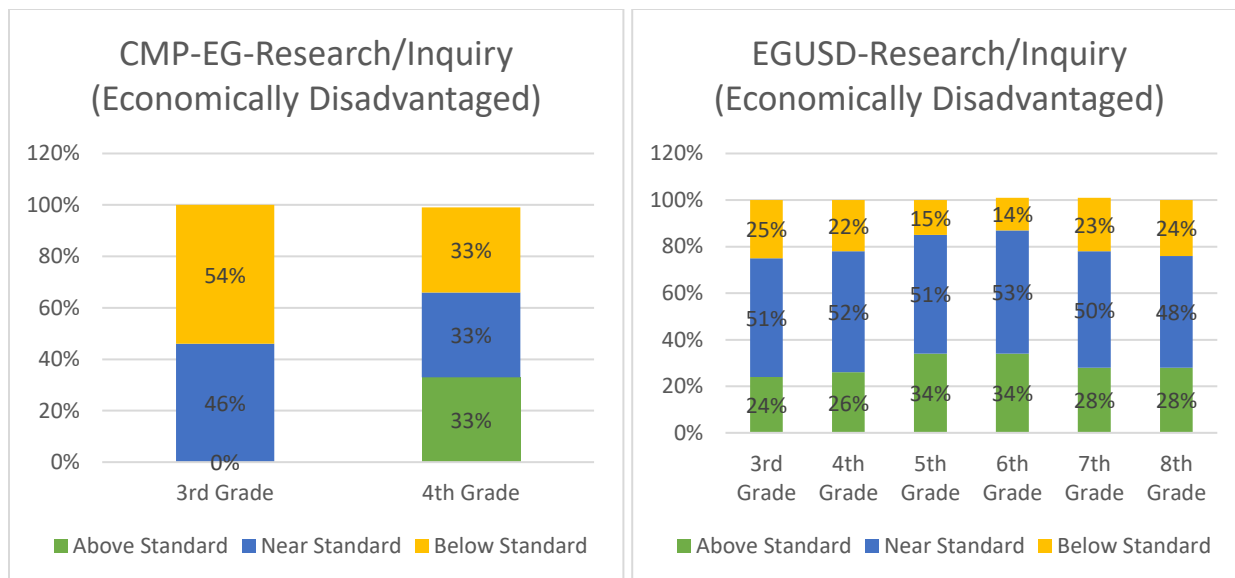
Findings:

- EGUSD had a higher percentage of 3rd grade students score *Above Standard* and *Near Standard*.
- CMP-EG had more 4th grade students score in the *Above Standard* range, however they also had more 4th grade students who scored *Below Standard*.



Findings:

- There are significant differences between CMP-EG and EGUSD in the Writing scores for 3rd and 4th grade.
 - CMP-EG did not have any 3rd graders score *Above Standard* and the majority of the 3rd graders scored *Below Standard*.
 - The 4th graders had a similar percentage of students score *Above Standard*, however EGUSD had a greater number percentage of students score in the *Near Standard* range while CMP-EG had had a greater number percentage of students score in the *Below Standard* range.



Findings:

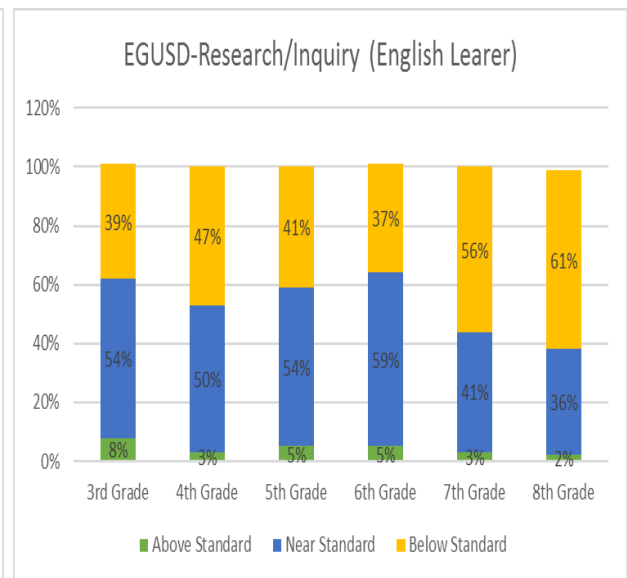
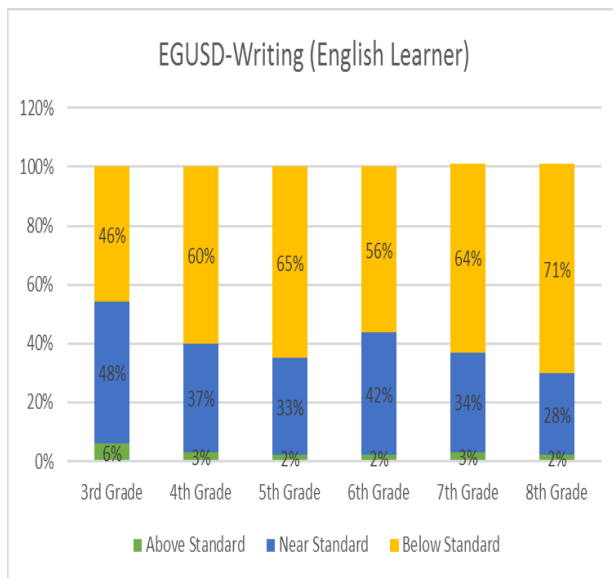
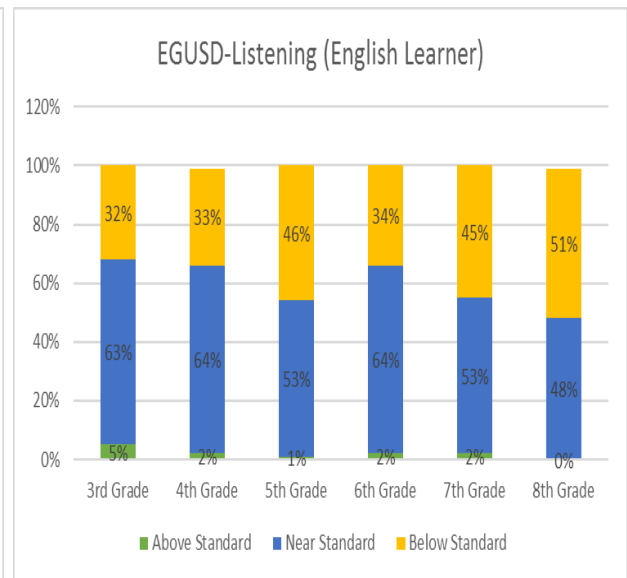
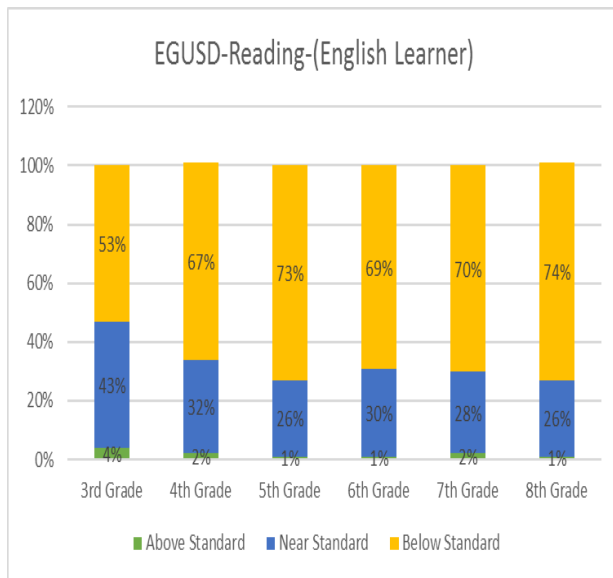
- There are significant differences between CMP-EG and EGUSD in the Research/Inquiry scores for 3rd and 4th grade.
 - CMP-EG did not have any 3rd graders score *Above Standard* and the majority of the 3rd graders scored *Below Standard*.
 - The 4th graders at CMP-EG scored evenly between the three levels. Although CMP-EG had a smaller percentage of 4th graders score *Near Standard* and a greater percentage in the *Below Standard* range, they also had a greater percentage score *Above Standard*.

English Language Arts: English Learner

ELA: Overall Achievement-CMP-EG EL								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	2	1	N/A	N/A	N/A	N/A	N/A	3
# of Students Tested	2	1	N/A	N/A	N/A	N/A	N/A	3
# of Students With Scores	2	1	N/A	N/A	N/A	N/A	N/A	3
Mean Scale Score	*	*	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	N/A	N/A	N/A	N/A	N/A	*
Standard Met: Level 3	*	*	N/A	N/A	N/A	N/A	N/A	*
Standard Nearly Met: Level 2	*	*	N/A	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1	*	*	N/A	N/A	N/A	N/A	N/A	*

(*) is displayed where 10 or fewer students have been tested. There were not enough students tested to generate results for this subgroup at CMP-EG.

ELA: Overall Achievement-EGUSD EL								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	1,049	752	653	607	446	466	317	4,290
# of Students Tested	1,009	731	630	591	429	448	288	4,126
# of Students With Scores	1,006	728	627	591	428	442	279	4,101
Mean Scale Score	2373.0	2386.2	2411.2	2443.2	2449.6	2453.0	2482.6	N/A
Standard Exceeded: Level 4	4 %	2 %	0 %	1 %	0 %	0 %	0 %	1 %
Standard Met: Level 3	15 %	7 %	9 %	8 %	7 %	5 %	10 %	9 %
Standard Nearly Met: Level 2	35 %	23 %	22 %	36 %	24 %	25 %	36 %	29 %
Standard Not Met: Level 1	46 %	69 %	69 %	54 %	69 %	70 %	54 %	60 %



Findings:

- Based on these scores, *Listening* appears to be the strongest area for the English Learners in the EG Unified School District.
- Reading is an area of growth for the English Learners in the EG Unified School District.
- Overall, the 3rd graders seem to have the strongest scores.

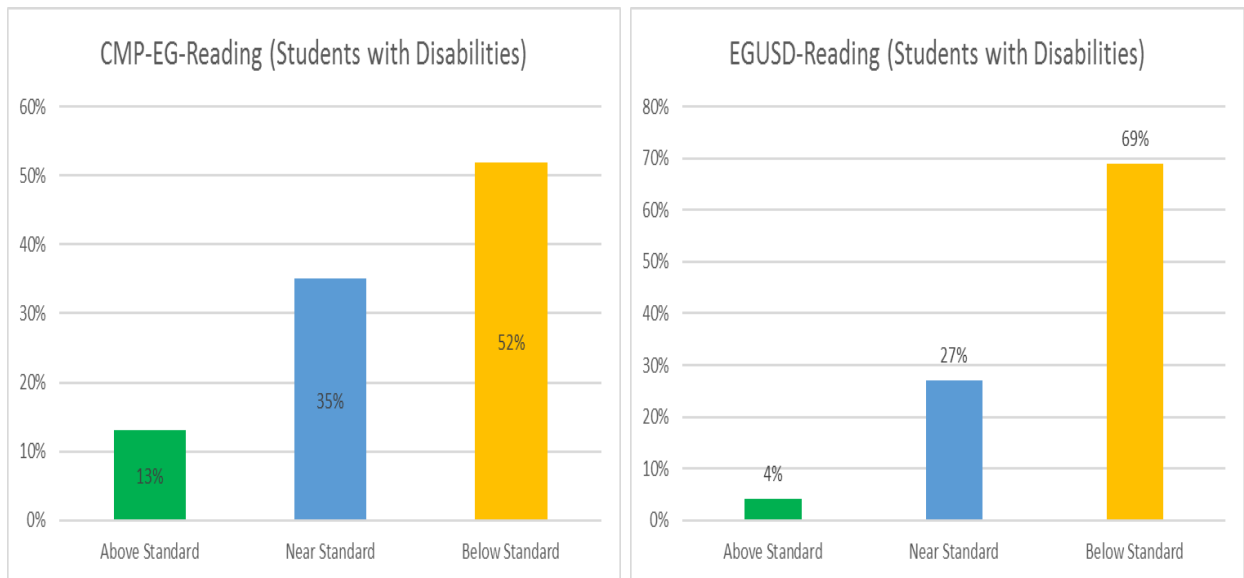
English Language Arts: Students with Disabilities

ELA: Overall Achievement-CMP-EG-Students with Disabilities								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	7	7	3	2	5	2	N/A	26
# of Students Tested	7	6	3	2	4	2	N/A	24
# of Students With Scores	7	6	3	2	4	2	N/A	24
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	4 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	17 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	33 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	46 %

(*) is displayed where 10 or fewer students have been tested.

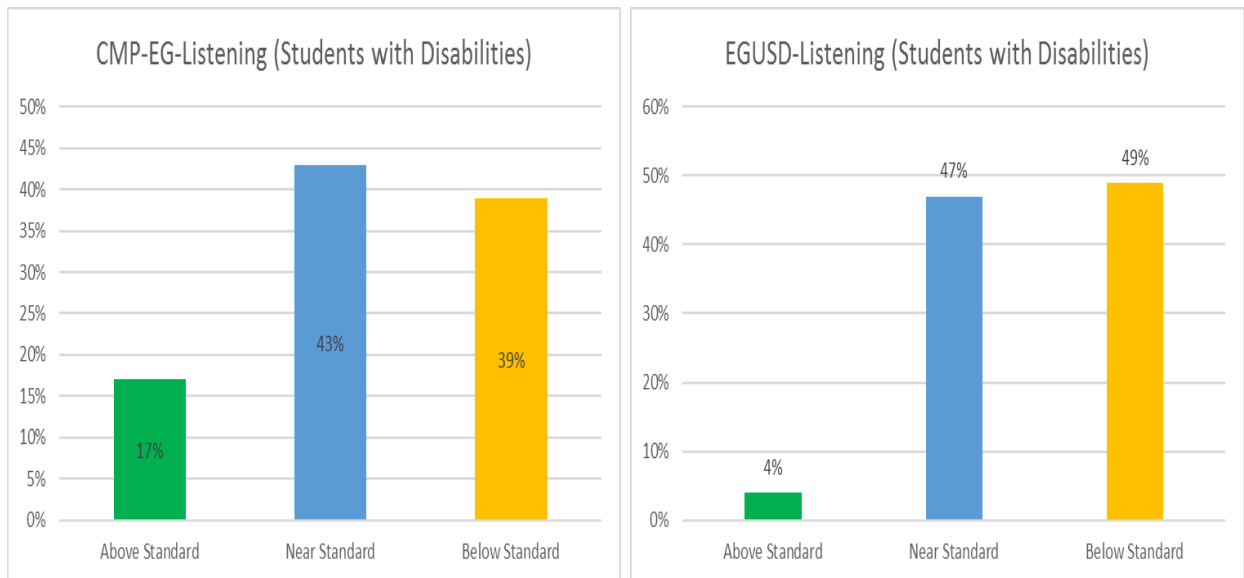
ELA: Overall Achievement-EGUSD-Students with Disabilities								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	65	49	38	21	28	20	N/A	221
# of Students Tested	64	46	38	21	26	20	N/A	215
# of Students With Scores	64	46	38	21	26	20	N/A	215
Mean Scale Score	2418.4	2466.3	2501.1	2541.2	2553.8	2590.6	N/A	N/A
Standard Exceeded: Level 4	19 %	28 %	16 %	19 %	15 %	15 %	N/A	20 %
Standard Met: Level 3	20 %	22 %	34 %	43 %	42 %	55 %	N/A	31 %
Standard Nearly Met: Level 2	38 %	15 %	26 %	33 %	23 %	20 %	N/A	27 %
Standard Not Met: Level 1	23 %	35 %	24 %	5 %	19 %	10 %	N/A	22 %

There were not enough students tested to generate grade specific results, therefore the graphs below show the overall percentage of the students tested in this subgroup at CMP-EG. EGUSD did not have any 11th graders in this subgroup so both graphs show total percentages for students 3rd through 8th grade.



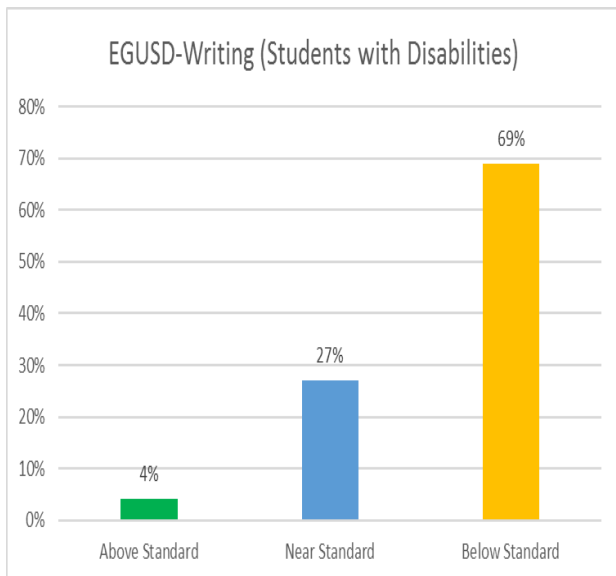
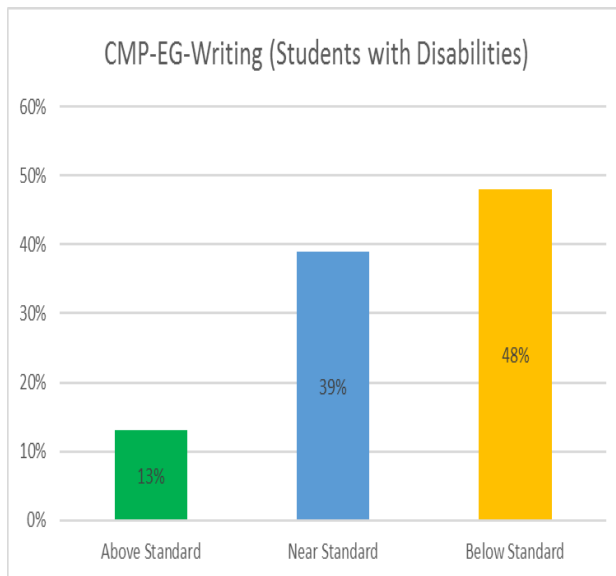
Findings:

- The students at CMP-EG had a greater percentage of students score in the *Above* and *Near Standard*, with a lower percentage in the *Below Standard* range.
- There was a difference of 9% in the *Above Standard* range and 8% in *Near Standard*.



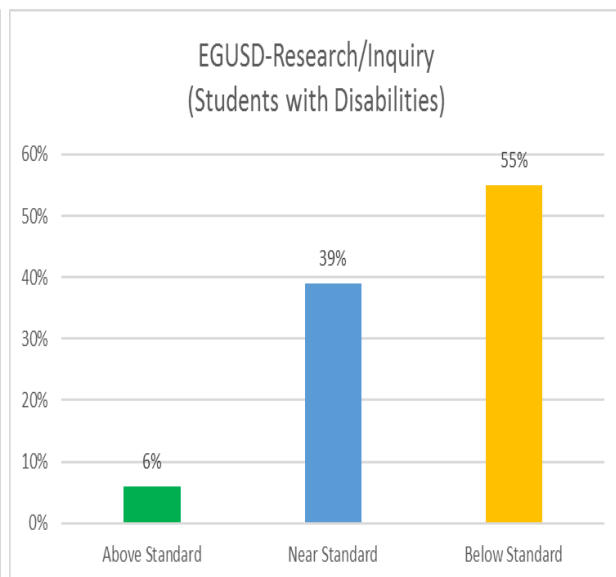
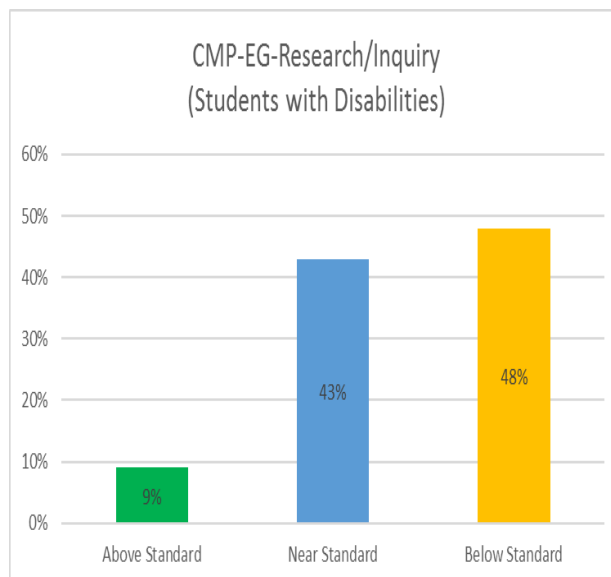
Findings:

- CMP-EG had a dramatically greater percentage of students score in the *Above Standard* category.
- There was a difference of 13% in the *Above Standard* range and 4% in *Near Standard*.
- EGUSD had a greater percentage of students score in *Near* and *Below Standard*.



Findings:

- In Writing, CMP-EG had stronger scores than EGUSD within this subgroup.
- There was a difference of 9% in the *Above Standard* range and 12% in *Near Standard*.



Findings:

- CMP-EG and EGUSD had the closest scores in Research/Inquiry for *Above* and *Near Standard* compared to the rest of the claims in ELA.
- There was a difference of 3% in the *Above Standard* range and 4% in *Near Standard*.

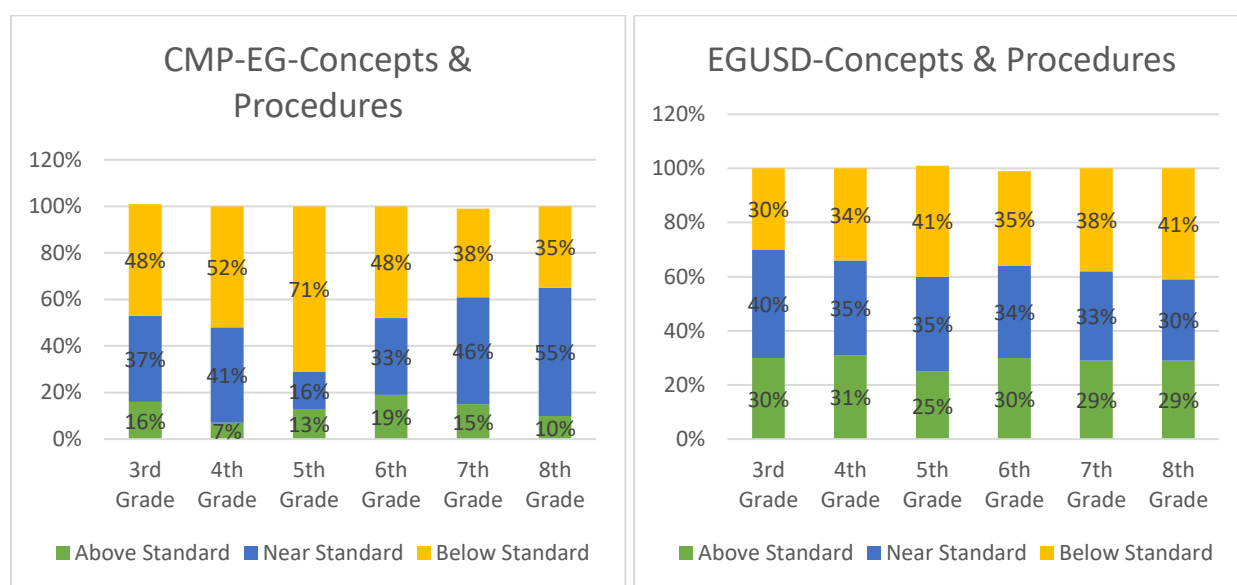
2016 Smarter Balanced Test Results for Mathematics

Math: Overall Achievement-CMP-EG								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	65	49	38	21	28	20	N/A	221
# of Students Tested	64	46	38	21	26	20	N/A	215
# of Students With Scores	63	46	38	21	26	20	N/A	214
Mean Scale Score	2405.8	2443.5	2464.9	2504.8	2531.1	2547.6	N/A	N/A
Standard Exceeded: Level 4	8 %	7 %	11 %	10 %	15 %	10 %	N/A	9 %
Standard Met: Level 3	24 %	24 %	8 %	14 %	23 %	30 %	N/A	21 %
Standard Nearly Met: Level 2	32 %	39 %	37 %	43 %	35 %	30 %	N/A	36 %
Standard Not Met: Level 1	37 %	30 %	45 %	33 %	27 %	30 %	N/A	35 %

Math: Overall Achievement-EGUSD								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	4,779	4,801	4,821	4,963	4,965	4,966	4,812	34,107
# of Students Tested	4,665	4,731	4,748	4,886	4,871	4,859	4,623	33,383
# of Students With Scores	4,653	4,718	4,737	4,875	4,815	4,831	4,561	33,190
Mean Scale Score	2428.8	2475.3	2496.8	2530.2	2540.4	2552.2	2587.0	N/A
Standard Exceeded: Level 4	16 %	20 %	19 %	23 %	20 %	23 %	16 %	19 %
Standard Met: Level 3	31 %	27 %	19 %	22 %	22 %	18 %	23 %	23 %
Standard Nearly Met: Level 2	28 %	33 %	31 %	29 %	30 %	23 %	24 %	28 %
Standard Not Met: Level 1	25 %	21 %	32 %	26 %	28 %	36 %	37 %	29 %

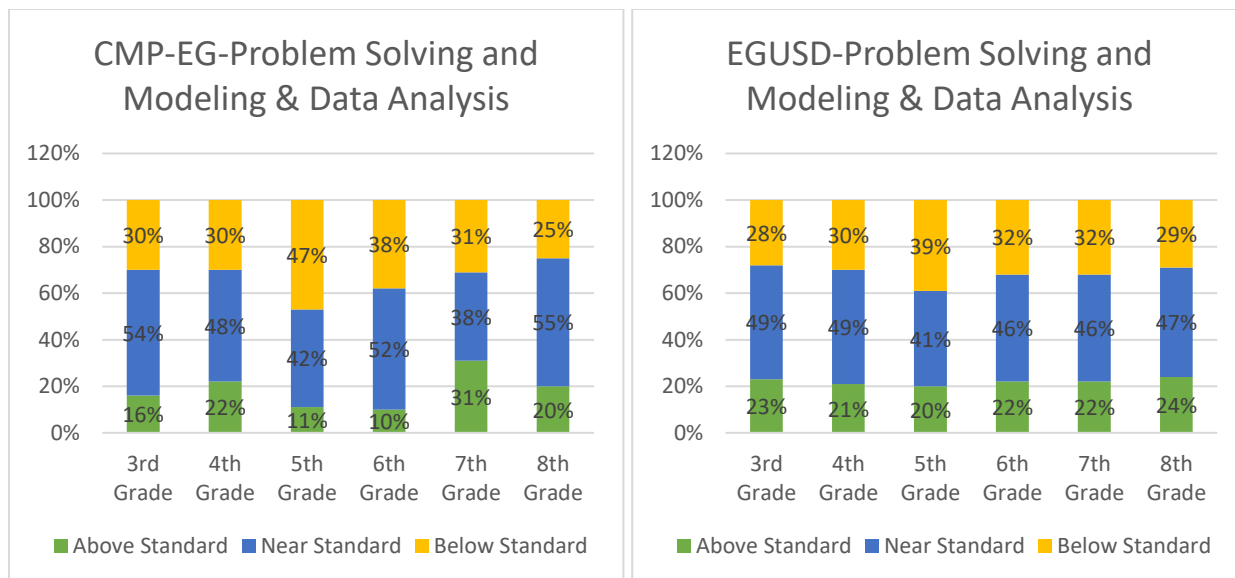
Findings:

- The 7th and 8th graders had the highest mean scale scores at CMP-EG.
- Comparing all grades at CMP-EG and EGUSD, the 7th and 8th graders had the closest mean scale percentages of all grades
- EGUSD out performed CMP-EG in all grade levels in *Standard Exceeded*.
- CMP-EG had a higher percentage of 7th and 8th students score in the *Standard Met* range.



Findings:

- EGUSD had a higher percentage of students score in the *Above Standard* range across all grade levels.
- CMP-EG had a higher percentage of students score in the *Near Standard* range for grades 4, 7 and 8.
- Grade 5 at CMP-EG had more students score *Below Standard* than *Above* and *Near Standard* combined.



Findings:

- Overall, EGUSD had more students score *Above Standard* (a difference of 4%)
- Overall, EGUSD had more students score *Near Standard* (a difference of 4.5%)
- When combining *Above* and *Near Standard* for each grade level, the percentage breakdown is:
 - Grade 3 CMP-EG 70%, EGUSD 72%
 - Grade 4 CMP-EG 70%, EGUSD 70%
 - Grade 5 CMP-EG 53%, EGUSD 61%
 - Grade 6 CMP-EG 62%, EGUSD 68%
 - Grade 7 CMP-EG 69%, EGUSD 68%
 - Grade 8 CMP-EG 75%, EGUSD 71%
- Grade 5, for both CMP-EG and EGUSD, had the lowest percentage when combining *Above* and *Near Standard*.



Findings:

- Except for grade 8, CMP-EG had a higher percentage of students score Below Standard compare to EGUSD.
- When combining *Above* and *Near Standard* for each grade level, grades 6 and 8 have the highest percentage for CMP-EG, those two grades are also higher than the same grades in the EGUSD.
- Grade 5, for both CMP-EG and EGUSD, again, had the lowest percentage when combining *Above* and *Near Standard*.

Economically Disadvantaged

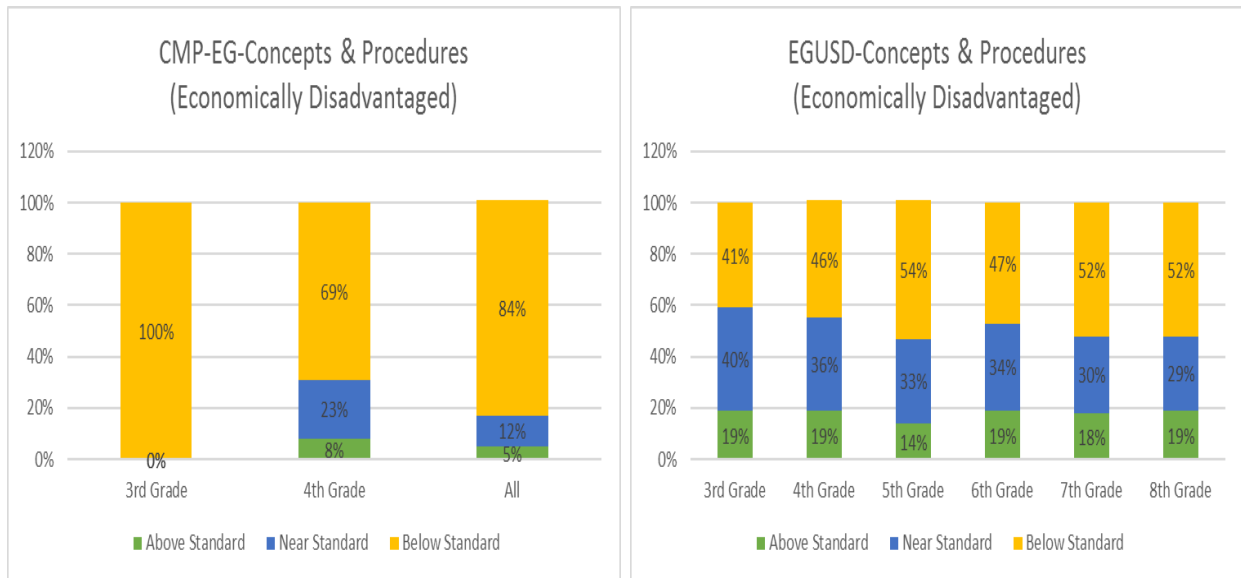
Math: Overall Achievement- CMP-EG- Economically Disadvantaged								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	13	13	9	3	4	1	N/A	43
# of Students Tested	13	13	9	3	4	1	N/A	43
# of Students With Scores	13	13	9	3	4	1	N/A	43
Mean Scale Score	2353.8	2412.2	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	0 %	8 %	*	*	*	*	N/A	5 %
Standard Met: Level 3	0 %	15 %	*	*	*	*	N/A	5 %
Standard Nearly Met: Level 2	31 %	23 %	*	*	*	*	N/A	28 %
Standard Not Met: Level 1	69 %	54 %	*	*	*	*	N/A	63 %

(*) is displayed where 10 or fewer students have been tested. (*) is displayed where 10 or fewer students have been tested. There were not enough students tested to generate grade specific results beyond 4th grade, therefore the findings will be based on grades 3 and 4.

Math: Overall Achievement-EGUSD- Economically Disadvantaged								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	2,737	2,743	2,736	2,868	2,828	2,781	2,600	19,293
# of Students Tested	2,669	2,697	2,694	2,826	2,766	2,715	2,483	18,850
# of Students With Scores	2,658	2,687	2,686	2,817	2,727	2,693	2,437	18,705
Mean Scale Score	2406.9	2449.3	2468.0	2498.2	2507.3	2518.1	2553.1	N/A
Standard Exceeded: Level 4	9 %	10 %	9 %	13 %	11 %	14 %	9 %	11 %
Standard Met: Level 3	26 %	21 %	15 %	18 %	17 %	15 %	18 %	19 %
Standard Nearly Met: Level 2	30 %	38 %	32 %	33 %	32 %	24 %	25 %	31 %
Standard Not Met: Level 1	35 %	30 %	44 %	36 %	39 %	46 %	48 %	40 %

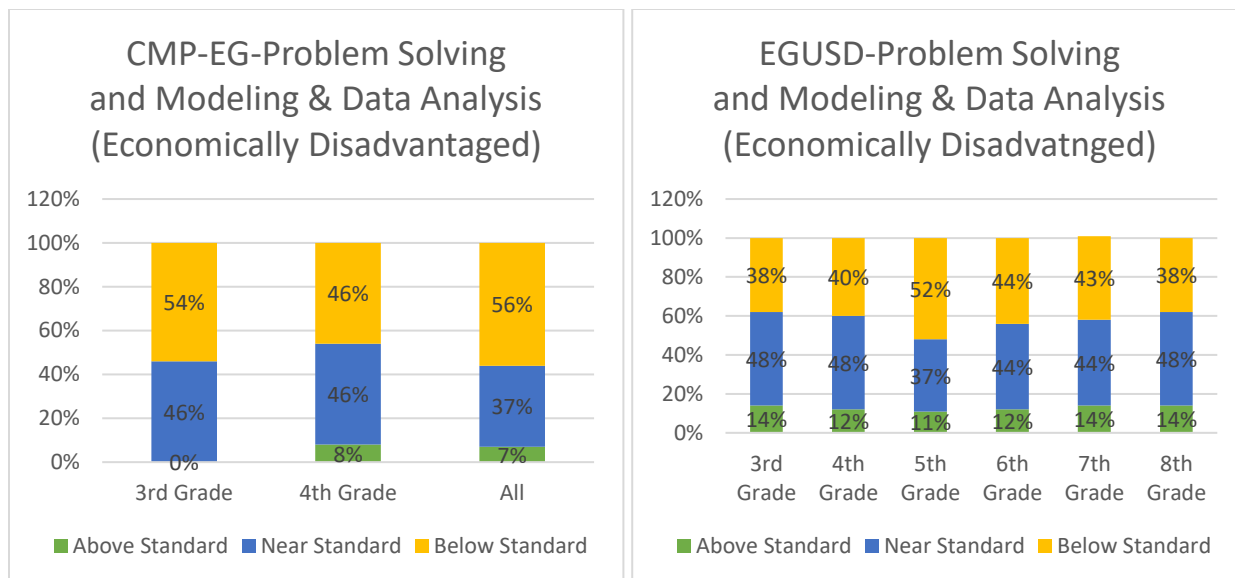
Findings:

- CMP-EG did not have any students from grade 3 score in the *Standard Met or Exceeded* range.
- The 3rd graders in the EGUSD had a higher percentage of their students score in the *Standard Met or Exceeded* range than their 4th graders.
- CMP-EG recognizes the considerable variance between the number of students it tested and the number of EGUSD students tested.



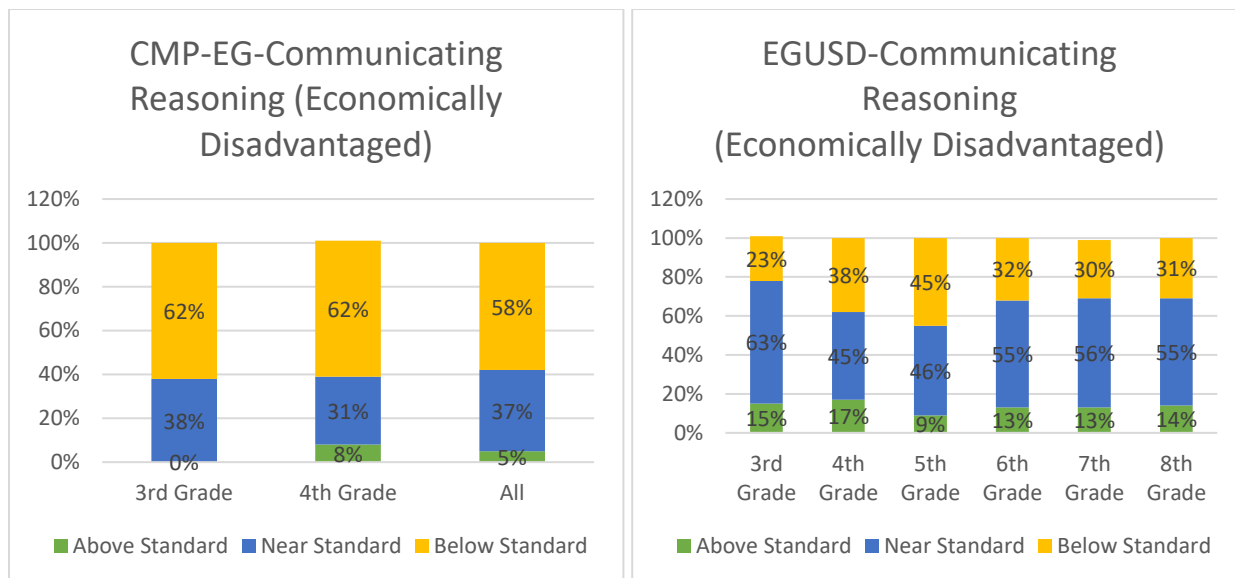
Findings:

- CMP-EG did not have any students from grade 3 score in the *Standard Met or Exceeded* range.
- 31% of the 4th graders at CMP-EG scored in the *Standard Met or Exceeded* range versus 45% of the 4th graders in the EGUSD.



Findings:

- While the EGUSD's students in this subgroup performed better than their cohorts at CMP-EG, the 3rd graders at CMP-EG performed better on this claim than the other two.
- When combining *Above* and *Near Standard*, the 4th graders were closer in percentage to the 4th graders in the EGUSD than the previous claim.
- CMP-EG's 4th graders scored equally between *Near* and *Below Standard*.



Findings:

- More students at CMP-EG in grades 3 and 4 scored *Below Standard* than *Above* and *Near Standard* combined.
- The percentage of 3rd graders at CMP-EG in the *Below Standard* category is almost three times the percentage of the 3rd graders in EGUSD.
- The percentage of 4th graders at CMP-EG in the *Below Standard* category is almost twice the percentage of the 4th graders in EGUSD.
- Both grades 3 and 4 at CMP-EG had equal percentages score *Below Standard*.

English Learner

Math: Overall Achievement-CMP-EG- EL								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	2	1	N/A	N/A	N/A	N/A	N/A	3
# of Students Tested	2	1	N/A	N/A	N/A	N/A	N/A	3
# of Students With Scores	2	1	N/A	N/A	N/A	N/A	N/A	3
Mean Scale Score	*	*	N/A	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	*	*	N/A	N/A	N/A	N/A	N/A	*
Standard Met: Level 3	*	*	N/A	N/A	N/A	N/A	N/A	*
Standard Nearly Met: Level 2	*	*	N/A	N/A	N/A	N/A	N/A	*
Standard Not Met: Level 1	*	*	N/A	N/A	N/A	N/A	N/A	*

(*) is displayed where 10 or fewer students have been tested. There were not enough students tested to generate results for this subgroup at CMP-EG.

Math: Overall Achievement-EGUSD- EL								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	1,050	752	653	608	445	466	317	4,291
# of Students Tested	1,023	743	642	600	436	455	296	4,195
# of Students With Scores	1,019	740	641	597	429	451	285	4,162
Mean Scale Score	2393.4	2412.5	2421.2	2435.7	2440.0	2450.2	2480.7	N/A
Standard Exceeded: Level 4	4 %	1 %	1 %	1 %	2 %	2 %	1 %	2 %
Standard Met: Level 3	21 %	9 %	3 %	6 %	6 %	7 %	7 %	10 %
Standard Nearly Met: Level 2	36 %	43 %	23 %	30 %	24 %	18 %	14 %	30 %
Standard Not Met: Level 1	40 %	46 %	73 %	63 %	68 %	73 %	77 %	58 %

Students with Disabilities

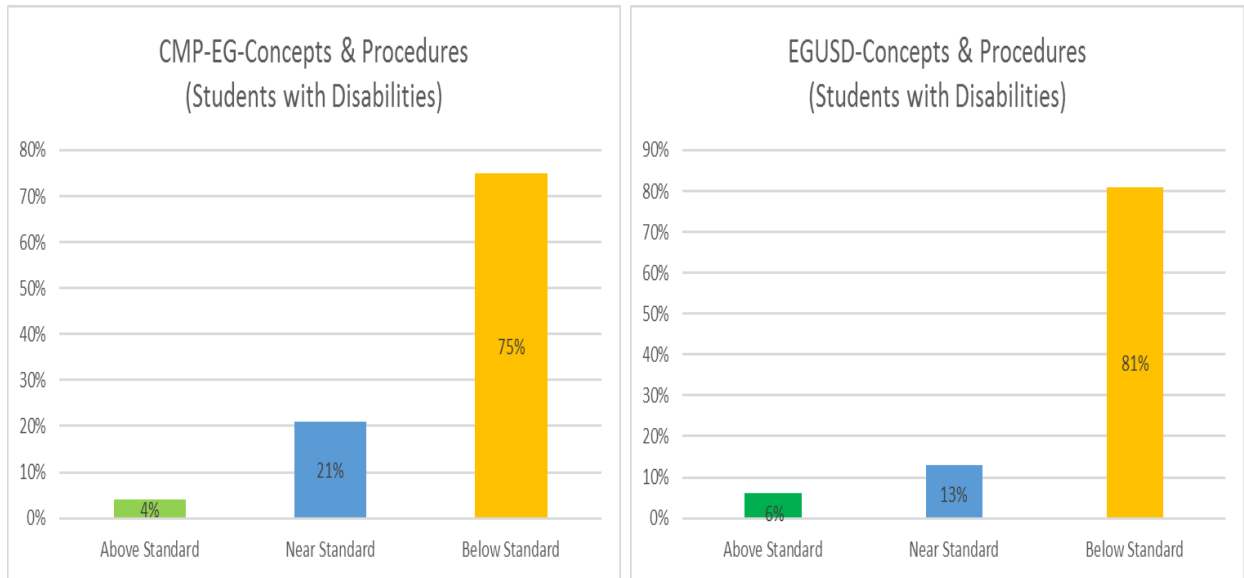
Overall Achievement- CMP-EG- Students with Disabilities								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	7	7	3	2	5	2	N/A	26
# of Students Tested	7	6	3	2	4	2	N/A	24
# of Students With Scores	7	6	3	2	4	2	N/A	24
Mean Scale Score	*	*	*	*	*	*	N/A	N/A
Standard Exceeded: Level 4	*	*	*	*	*	*	N/A	4 %
Standard Met: Level 3	*	*	*	*	*	*	N/A	4 %
Standard Nearly Met: Level 2	*	*	*	*	*	*	N/A	21 %
Standard Not Met: Level 1	*	*	*	*	*	*	N/A	71 %

(*) is displayed where 10 or fewer students have been tested. There were not enough students tested to generate grade specific results for this subgroup at CMP-EG.

Math: Overall Achievement-EGUSD- Students with Disabilities								
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	471	508	532	564	461	485	411	3,432
# of Students Tested	445	489	512	548	443	460	377	3,274
# of Students With Scores	437	485	508	543	410	453	367	3,203
Mean Scale Score	2357.5	2382.1	2406.4	2400.1	2406.0	2413.6	2445.9	N/A
Standard Exceeded: Level 4	5 %	4 %	4 %	4 %	3 %	2 %	1 %	3 %
Standard Met: Level 3	14 %	6 %	6 %	6 %	5 %	2 %	3 %	6 %
Standard Nearly Met: Level 2	21 %	22 %	16 %	14 %	13 %	12 %	10 %	16 %
Standard Not Met: Level 1	60 %	69 %	75 %	76 %	79 %	84 %	86 %	75 %

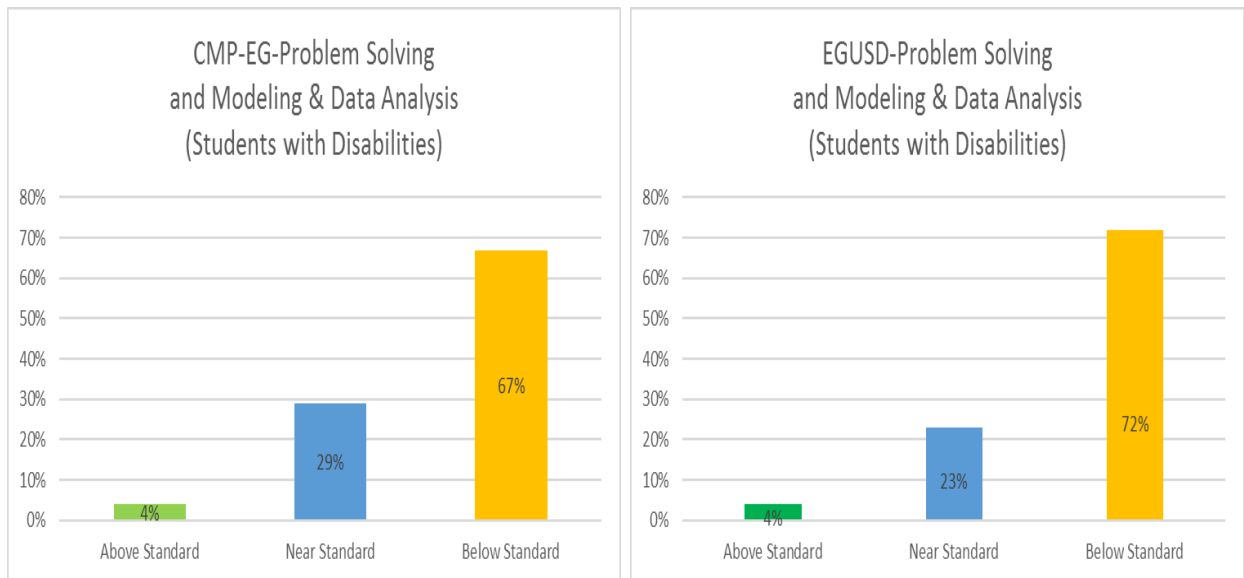
Findings:

- Overall, CMP-EG had a greater percentage of students score in *Standard Exceeded* and *Standard Nearly Met*.
- The greatest percentage of students scored in *Standard Not Met* for both CMP-EG and EGUSD.
- CMP-EG recognizes the considerable variance between the number of students it tested and the number of EGUSD students tested.



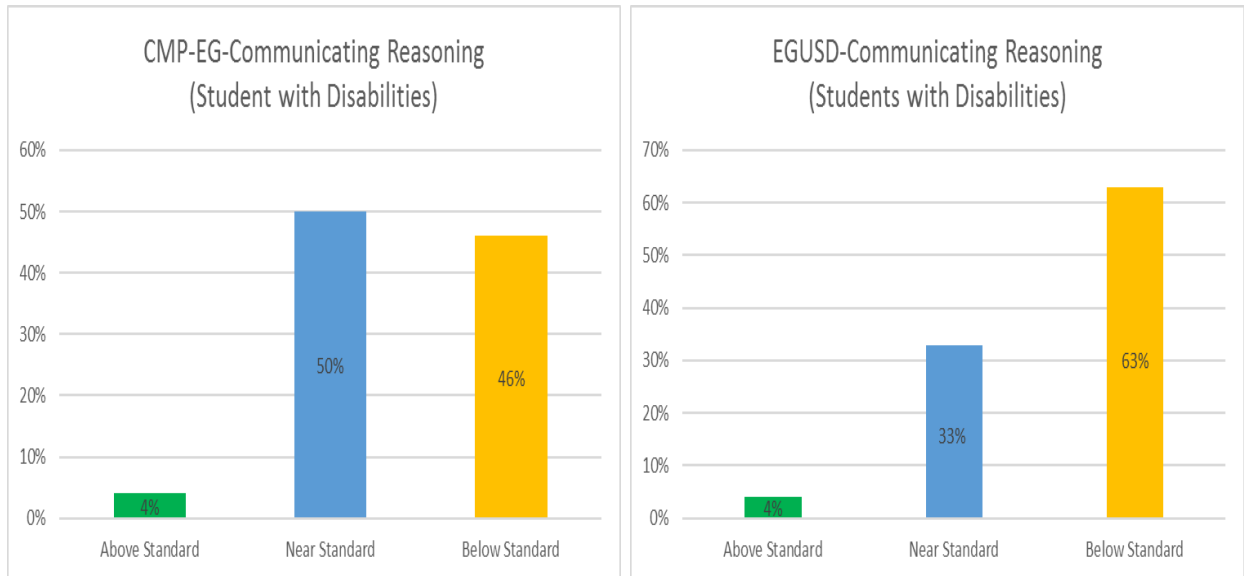
Findings:

- EGUSD had 2% more students score in the *Above Standard* range.
- EGUSD had 6% more students score in the *Below Standard* range.
- CMP-EG had 8% more students score in the *Near Standard* range.



Findings:

- CMP-EG and EGUSD had 4% of students score in the *Above Standard* range.
- 29% of the CMP-EG students scored in the *Near Standard*, EGUSD had 23%.
- 67% of the CMP-EG students scored in the *Below Standard*, EGUSD had 72%.



Findings:

- CMP-EG and EGUSD, again, had 4% of students score in the *Above Standard* range.
- 50% of the CMP-EG students scored in the *Near Standard*, EGUSD had 33%.
- 46% of the CMP-EG students scored in the *Below Standard*, EGUSD had 63%.
- Both CMP-EG and EGUSD had an average of 4% of their students score *Above Standard* on all 3 claims.
- Both CMP-EG and EGUSD had their strongest scores in Communicating Reasoning.
- Both CMP-EG and EGUSD show a need for support with Concepts and Procedures.

Physical Fitness Testing for Grades 5 and 7

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	CMP-EG-Percent in Grade 5	EGUSD-Percent in Grade 5
6 of 6 fitness standards	23.7	27
5 of 6 fitness standards	31.6	24.3
4 of 6 fitness standards	26.3	18.4
3 of 6 fitness standards	13.2	14.5
2 of 6 fitness standards	5.3	10
1 of 6 fitness standards	0	4.5
0 of 6 fitness standards	0	1.2

Findings:

- All CMP-EG 5th graders passed 2 or more fitness standards.
- More EGUSD 5th graders passed all 6 fitness standards.
- More CMP-EG 5th graders passed 4-5 fitness standards.

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	CMP-EG-Percent in Grade 7	EGUSD-Percent in Grade 7
6 of 6 fitness standards	37	38.7
5 of 6 fitness standards	11.1	26.3
4 of 6 fitness standards	18.5	15.3
3 of 6 fitness standards	25.9	11.3
2 of 6 fitness standards	3.7	5.9
1 of 6 fitness standards	3.7	2
0 of 6 fitness standards	0	0.4

Findings:

- All of CMP-EG 7th graders passed at least 1 fitness standard.
- 66.6% of CMP-EG 7th graders passed 4 or more fitness standards.
- 80.3% of EGUSD 7th graders passed 4 or more fitness standards.

School Safety, Cleanliness and Facilities

For the 2015-2016 school year, CMP implemented its Comprehensive School Safety Operations Plan (SOP). CMP'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 so that 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 of 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.

Perception Data

LCAP

Each spring, since 2014, the 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. The Elk Grove campus has also had goals for specific site improvements and used funds to:

- adopt *Go Math!* as it's math text book for Middle School
- purchase 10 shade structures for the Bradshaw site
- purchase picnic tables for both sites
- hire a part-time (.3) PE teacher for the Elk Grove site
- assign a staff member to be the Science Planner. This planner purchased materials to support the STEAM program (programmable robots, STEM learning kits and curriculum, KEVA planks and additional supplies so teachers can create their own kits).

Monies are also allocated to have an Art Planner, however we have not had any staff apply for the position as of December 2016.

These meetings 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 have 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. CMP-EG 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

I: Significant Developments

Since the previous WASC visit in the spring of 2011, the Elk Grove Campus has expanded from one location to two separated by 2.2 miles. The Bradshaw and Elk Grove sites serve 456 students in Kindergarten through 8th grade. As a public charter school, CMP offers an open enrollment policy. CMP currently educates students from neighboring cities including, but not limited to, Sacramento, Elk Grove, Lodi and Galt.

Facilities:

The Bradshaw Road site

The Bradshaw Road site is located on approximately 10 acres of land in Elk Grove. Serving 334 students in Kindergarten through eighth grade, the facility houses school offices, 16 classrooms, library, and a large gymnasium/multi-purpose room. The school grounds include a spacious field, a large asphalt play area with an extended gravel area, and an additional kindergarten play area with sod. Custodial and maintenance services are provided in the late afternoon and evening through contractual services.

The Elk Grove Blvd. site

The Elk Grove Blvd site currently serves 124 students in Kindergarten through 3rd grade. Located on the city of Elk Grove's main street, the Elk Grove Blvd. facility is a former public school campus leased through the Cosumnes Community Services District. The facility houses an office and six classrooms. The school grounds include an open field, a playground, a large asphalt play area with a basketball court, and labyrinth. Custodial and maintenance services are provided in the late afternoon and evening through contractual services.

Summary of Significant Developments

The California Montessori Project, Elk Grove Campus has seen significant change and growth over the past six years.

2011-2012 School Year

- Change in administrative leadership with a new Principal and Dean of Students (formally known as Education Specialists)
- Creation of CMP Director of Programs position
- The lower elementary classroom configurations were changed from two grade levels to three (first, second, and third grades)
- Accordion wall dividers were added to the lower elementary oversized portable classrooms, creating two smaller classrooms
- Creation and implementation of a school-wide email distribution list
- Implementation of annual teacher observation day as professional development
- Network-wide participation of classified, credentialed, and administrators, and parents at the San Francisco American Montessori Society (AMS) Conference
- Adoption of the Screener of Handwriting Proficiency
- Adoption of Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Implementation of CMP Assessment Tracker
- Implementation of monthly student BEST Assembly

2012-2013 School Year

- Implementation of regular TA Staff Meetings
- Adoption of Math Facts in a Flash
- Adoption of Accelerated Math
- Adoption of Renaissance Place STAR Math testing
- American Montessori Society (AMS) Accreditation

- Mentor positions and Curriculum Level Lead positions were increased from 1 year terms to two years.
- Implementation of eChalk web based email – providing email accounts for all employees
- New (and improved) CMP district and school website
- Revision of CMP Professional Development Plan documentation
- Added the Glee Club and Odyssey of the Mind after school enrichment programs

2013-2014 School Year

- Two delayed openings of the new campus site
- Change in the school calendar to recapture instructional days and minutes
- Opening of the California Montessori Project Elk Grove Campus at Bradshaw Road (CMP-EG@BR) site on September 23, 2014
- Maintaining operations at the California Montessori Project Elk Grove Campus at Elk Grove Blvd (CMP-EG@EG) site
- Renovation of classrooms, asphalt playground area, and installation of sod at CMP-EG@EG site
- Removal of portable classroom buildings at CMP-EG@EG
- Creation of labyrinth at CMP-EG@EG
- Increased playground space at CMP-EG@EG
- Increased student enrollment by 18%
- 81% of student population at CMP-EG@EG is new to CMP
- Increased staffing
- Increased Special Education staffing
- Increased number of classrooms
- Addition of second Club M program
- Delay in having full use of the field and lack of play structures at CMP-EG@BR

- Creation of Parent Teacher Fundraising Committee (PTFC)
- Revision of CMP Curriculum Guide for Montessori and Common Core
- Implementation of Instructional Level Spelling program
- Implementation of Learning.com technology program
- Renaming of the CMP-EG@BR multipurpose room to Bowman Hall
- Implementation of the Oceans' Plastic Pollution program at CMP-EG@BR
- Monthly family movie nights at CMP-EG@BR
- Added the Basketball Clinic and Challenger Sports: Soccer school enrichment programs

2014-2015 School Year

- Addition of one lower elementary classroom at CMP-EG@EG
- Implementation of 1st, 2nd, and 3rd grade combination classes at CMP-EG@EG
- Installation of acoustic tiles in Bowman Hall at CMP-EG@BR
- Apex Fun Run community event/fundraiser held for the first time
- Adoption of Accelerated Math 2.0 program
- Beginning of the Middle School pilot of *California Math* math program for possible curriculum adoption
- Implementation of monthly Principal's Café meetings

2015-2016 School Year

- Charter renewal – CMP Elk Grove once again has been authorized through the Elk Grove Unified School District for rechartering for a full five-year term.
- Implementation of 1st, 2nd, and 3rd grade combination classes at CMP-EG@BR (totaling 6 classes)
- Implementation of straight Kindergarten classes at CMP-EG@BR (totaling 2 classes)
- Half-time Dean of Students added at CMP-EG@EG
- Addition of Half-time Network Testing Coordinator

- First group of students matriculated from 3rd grade at EG@EG to 4th grade at EG@BR
- 2:1 ChromeBook to student ratio on 4th thru 6th grades
- 1:1 ChromeBook to student ratio in Middle School
- CMP has implemented the Google for Education suite, including Google Classroom, Google Drive and integration of the Google Chrome ecosystem.
- Implementation of Early Release Professional Development Days
- Middle School adoption of state-adopted core instruction materials *California Go, Math!* Math Curriculum
- 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.

Fall 2016

- Addition of a four-room building allowing for a school library, designated special education space, and two middle school classrooms at CMP-EG@BR
- Expansion of Upper Elementary program with the addition of two classrooms
- Addition of teachers and teaching assistants
- 1:1 ChromeBook to student ratio in 3rd thru 8th grades
- Implementation of the Typing Without Tears typing program
- Implementation of Super Duper Saturdays one Saturday and month to support our Teaching Assistants and enhance their skills in the classroom.

II: Schoolwide Critical Areas of Follow-up

The following information addresses both the Critical Areas of Follow-up identified by the Initial Visiting Committee in 2011 and the Mid Term Visiting Committee in 2014. It is important to note that the Mid Term Visiting Committee in 2014 identified Critical Areas of Follow-up that are reflected in the school's Action Plan goals.

Schoolwide Areas of Strength

- 1) Clearly defined and articulated statements of vision and purpose as defined by the governing body and central administration
- 2) Adherence to the Montessori Philosophy
- 3) Accessibility and professionalism of all staff (Staff Credentials)
- 4) Professional development for teachers/Mentoring of new teachers
- 5) Supports students' individual needs where students are active participants in their educational journey
- 6) Clear student expectations
- 7) Low student-teacher ratio
- 8) Parent involvement
- 9) Prepared environment makes best use of less than adequate facility
- 10) Financial solvency
- 11) RTI Process - Students are identified and assessed by the three-tiered process and referred to an SST (Student Study Team) process; modifications are developed if needed

Schoolwide Critical Areas for Follow-up

Initial Visit – May 2011:

- 1) Increase effectiveness of parent involvement and parent-school communications
- 2) Facilities: Lack of running water in portables, lack of multipurpose room
- 3) Develop a process to gauge alumni preparedness for a secondary educational setting
- 4) More interventions and assessments for math
- 5) More interventions and programs for advanced learners
- 6) Fully utilize available technology

Follow-up Visit – April 2014:

- 1) To increase communication between stakeholders by sending information directly to stakeholders' email addresses to better share information and create a stronger sense of school community.
- 2) To develop a process to gauge alumni preparedness for a secondary educational setting.
- 3) Prepare for Common Core.
- 4) To increase interventions for struggling learners and enhancement programs for advanced learners.
- 5) To fully utilize available technology.
- 6) To develop BEST behavior team to move our BEST behavior program forward by reducing the number of minor incidents, office discipline referrals, suspensions and expulsions thus creating an environment more conducive to learning.

III: Ongoing Follow-up Process

Includes the following:

- Comment on the process for implementing and monitoring the Single Plan for Student Achievement since the prior self-study.
- Comment on how the student/community profiles and the annual progress reports, including the ACS WASC mid-cycle report, have been reviewed and discussed annual by all stakeholders as part of the ongoing school improvement focus on student learning.

Since the initial WASC visit, CMP-EG has incorporated the following ways to seek and gain input on our WASC goals (see list below). WASC goals are informally and formally reviewed regularly each school year. Documentation and evidence is collected to support progress made on the identified critical areas for follow-up and next steps.

- Accelerated Math network meetings
- Accelerated Reader network meetings
- AERIES Trainings
- Campus Advisory Council (CAC) Meetings
- Curriculum Guide revision team meetings
- Dean of Student Meetings
- Disaggregation meetings for CST scores
- Early Release Professional Development Days
- eChalk (CMP Network website)
- Governing Board meetings
- Grade Level Team meetings
- Maintaining WASC evidence files
- Meetings with Principal and Curriculum Level Leads
- Monthly Principal Reports at Governing Board Meetings
- Parent education
- Parent surveys
- Parent Teacher Fundraising Committee Meetings
- Principal Café
- RT meetings
- Staff (CTC) meetings

- Staff surveys
- Systematic approach for tutoring criteria
- Teaching Assistant meetings

Goal #1: To increase communication between stakeholders by sending information directly to stakeholder's email address in order to share information and create a stronger sense of school community.

Progress: A parent survey was developed asking for the preferred method of communication. This information was shared and discussed during RT meetings, through the school newsletters, and on the website. A distribution list was created and the lead AA uses this method to distribute information. This was very positively received. With the opening of the new school site, the school initially had difficulty utilizing this method of communication with the same level of success, primarily due to the fact that the staff member responsible for the email distribution was working from the Elk Grove Blvd. site. The team addressed this issue by creating multiple distribution lists on multiple office computers and cross training.

Goal #2: To relocate to a facility that has running water available to each classroom and a multipurpose room.

Progress: At the time of the Mid Term Visit, this goal had been met. With the opening of the new Bradshaw Road site, every classroom at both sites has running water available. The multipurpose room (Bowman Hall) is located at CMP-EG@BR, but is available for use by staff and students at both sites.

The Visiting Committee at that time identified a new ***Goal #2: To develop a process to gauge alumni preparedness for a secondary educational setting*** and a new ***Goal #3: Prepare for Common Core.***

NEW Goal #2: To develop a process to gauge alumni preparedness for a secondary educational setting.

Progress: The school identified the need to compile a list of alumni contact information and to develop a survey to gauge alumni preparedness and future academic goals once they enter a secondary educational setting. In 2016, the school created and distributed a survey to alumni at the end of the alumni's first semester of high school. Results are being gathered and findings are being prepared for presentation to the leadership team for use in curriculum development. A second, follow-up survey has been prepared to further track preparedness and future academic goals. This survey will be sent at the end of the alumni's fifth semester (junior year) of high school as they prepare to graduate from their secondary educational setting.

NEW Goal #3: Prepare for Common Core.

Progress: At the time of the Mid Term visit, CMP-EG identified the need to create a testing schedule and obtain suitable devices to implement testing. Additionally, the school needed to align Montessori Curriculum and report cards to Common Core Standards and the teachers were implementing SBAC practice in classrooms to prepare students for the change in methods of testing (now online). This goal has been met. Each year, the Dean of Students develops a testing schedule. The school has purchased devices to be used during testing, as well as practice times. The Dean of Students monitors the number of devices needed. Committees comprised of Dean of Students and teachers have aligned Montessori Curriculum and report cards to Common Core Standards.

Goal #4: Increase STAR scores in Mathematics for the white subgroup by 3% through professional development, and the use of data to drive instruction and decision making.

Goal #5: Increase STAR scores in Mathematics for all students in 2nd through 8th grades by 3% through professional development, and the use of data to drive instruction and decision making.

Progress (4&5): At the time of the Mid Term Visit, these goals were discontinued based on the implementation of Common Core and SBAC, which impacted the subsequent numbering of Goals #6, #7, and #8. The CMP-EG Campus noticed a significant drop in its API scores for the 2011-2012 school year. The change in administration, classroom configuration, and teacher assignments are believed to be what had the most impact on the student outcomes.

To address the areas of need as identified by the 2011-2012 API score, CMP-EG developed a multi—stepped approach to support the students. In addition to bringing in a consultant to work directly with the classroom teachers and aid in the monitoring of student progress, the school implemented the Math Facts in a Flash Program. CMP-EG also initiated targeted teacher support through classroom observation, classroom role modeling, and regular meetings to support our newer teachers. Lesson plans were, and continue to be, monitored regularly for content and are discussed at twice a month grade level meetings. Students were given a mid-year progress assessment so as to better identify any areas of need, allowing for targeted lessons and on-going follow-up. Each teacher was provided copies of the CST release questions for their grade level, as well as STAR Test Language Prep books to further expose and instruct the students using similar vocabulary to what they would find on the test. In addition to students participating in the on-line Accelerated Math program, those students identified as being at risk through their STAR scores also participate in a weekly check-in and AM support group. Lastly, CMP-EG provided targeted after school tutoring in six to eight week rotations; a practice we continue. Based on STAR scores and teacher’s assessments, students were invited to participate in our afterschool tutoring program. Each tutoring rotation has between 5 and 7 teachers providing tutoring to 60 to 75 students in reading, language arts, and mathematics.

For the 2012-2013 school year, the school noted a significant increase in the API score. However, the percentage of “At or Above Proficient” scores in mathematics did not increase by 3% as planned, even though there were new programs and increased support for students for math instruction.

At that time, forty-seven percent of the certificated teachers had three or less years of experience in their position. New teachers are not only enrolled in Montessori training, many were in their BTSA (beginning teacher) program. It has been shown that teachers need at least two to three years to fully develop their skills, adding to that the number of new programs put into place, it is expected that the academic performance would be impacted.

The CMP leadership team and Dean of Students review and explore assessments each year with input from staff. Universal Screening timelines have been implemented. Data has been collected on assessment trackers and with Renaissance Place reporting areas. CLL’s review data with their grade level teams regularly and report to administration. Accelerated Math mentors run monthly reports, complete classroom usage summaries and present findings to administration. After school tutoring is an ongoing component in this area – there are three periods of tutoring throughout the year, each between seven and ten weeks in length. The grades and subjects offered are based on staff availability and interest.

PREVIOUSLY Goal #6/NEW Goal #4: Increase interventions and programs for advanced learners.

Progress: At the time of the Mid Term Visit, this goal had not been addressed. During that visit, the scope of the goal was changed to include struggling learners. The goal now reads as ***Goal #4: To increase interventions for struggling learners and enhancement programs for advanced learners.*** Currently the school has several after school programs that support advanced learners; Odyssey of the Mind, Mad Science, and Early Engineers. Odyssey of the Mind started with two teams of students in 4th thru 8th grades. It has since expanded to include students in third grade. The number of teams is dependent upon the number of participants and volunteers. Participation in that particular program is based on teacher recommendation and student assessment data. All other program participation is based on student interest. To support struggling learners, the school has an after school tutoring program and study skills classes for middle schoolers. Additional after school programs to support students in their creativity and emotional development include guitar, ukulele, Glee, sewing, art, Hip Hop dance, and Cheer.

PREVIOUSLY Goal #7/NEW Goal #5: Fully utilize available technology.

Progress: Mentor programs have helped significantly with this goal. Quick sheets were developed for many of the technology programs and regular feedback and reporting on the utilization of the available technology by students is provided. With the increase in available resources for teacher (ChromeBooks, SMART Boards, Smart TVs, and ELMOS), teachers have been provided professional development trainings on the use of Google.docs and other technology. In 2016, there was an increase in available tech support. This has aided in the troubleshooting of any issues, as well as increasing the available training for teachers. CMP-EG has found that this continues to be an area of need as technology continuously changes. The school has yet to develop a survey for feedback from stakeholders on the accessibility, ease, and satisfaction of the available technology.

PREVIOUSLY Goal #8/NEW Goal #6: Develop a BEST team to move our BEST behavior program forward by reducing the number of minor incidents, office discipline referrals, suspensions and expulsions, thus creating an environment more conducive to learning.

Progress: The BEST team has since disbanded. Together teachers and administration identify 10 traits that will be addressed over the course of the school year at the monthly assemblies. At the time of the Mid Term Visit, these assemblies included academic acknowledgements, a discussion on the Trait of the Month, and GOTCHAS pulled for the GOTCHA luncheon. During the 2015-2016 school year, administration and staff shifted away from focusing on BEST and its three primary rules of *Be Respectful*, *Be Responsible*, and *Be Safe* and began focusing on incorporating Character Education on a monthly basis into the BEST Assemblies. Teachers were provided with information, lesson plans, and creative ideas to support the Trait of the Month with their students. During the 2016-2017 school year, the monthly “BEST Assembly” was renamed to “Trait Assembly”. Held the first Wednesday of each month, a classroom presents a short skit, poem, video, etc. to share what the Trait of the Month means to them with the student body. An assembly to recognize students for meeting their benchmarks in our technology programs is held quarterly. Still provided a packet of information on the monthly trait, teachers incorporate the lessons and information shared into the classroom. GOTCHAS are still pulled during this assembly for the GOTCHA Luncheon. It is at this luncheon that students are invited to eat with administration, get to know one another a little more, and share in a smaller setting what the Character Trait of the Month means to them.

Additionally, Dean of Students have attended workshops that focus on positive behavior to share with the staff and reviewed a series of publications to support the BEST program. They are trained to write Behavior Plans to support staff and students. The school enters discipline data into Aeries and is able to generate reports on specific data. At this time CMP-EG are still unable to create witness or victim’s reports to include in the discipline data collected, but does share “for your information” documentation with families.

The school has noticed an increase in discipline referrals and suspensions over the last three years, however, a large percentage of the offences were committed by a small number of students. Please refer to the table in Chapter 1 for more detailed information.

IV: Progress, Evidence, Impact on Student Learning for Action Plan Sections or Goals

- For each current action goal or section, indicate how it relates to one or more of critical cares for followp0up or any additional recommendations
- Comment on the accomplishment of each current action plan section or goal, including how each area has met identified growth targets and contributed to the accomplishment of the critical learner needs and one or more schoolwide learner outcomes for all students
- Cite evident; reference the student performance data as appropriate

Goal #1: To increase communications between stakeholders by sending information directly to stakeholder's email address in order to share information and create a stronger sense of school community.

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1 – Develop a pre-survey to identify stakeholders' ease, accessibility, and satisfaction with the current level of communication	<ul style="list-style-type: none"> • Leadership Team • Educational Specialist • Administration 	<ul style="list-style-type: none"> • Technology Advisor 	<ul style="list-style-type: none"> • Percentage of survey response • Parent feedback • Teacher feedback • Administration feedback 	<ul style="list-style-type: none"> • August 2013 • Ongoing 	<ul style="list-style-type: none"> • Staff and Board meetings • Survey data • WASC update
#2 - Present survey finding to the CMP leadership team	<ul style="list-style-type: none"> • Administration • Leadership Team • Dean of Students (DOS) 	<ul style="list-style-type: none"> • Technology Advisor 	<ul style="list-style-type: none"> • Parent survey • Stakeholder feedback • Participation rate 	<ul style="list-style-type: none"> • Fall 2013 • Ongoing 	<ul style="list-style-type: none"> • Staff and Board meetings • Survey data • WASC update
#3 - Administrative assistant will create a contact list of stakeholders' email addresses	<ul style="list-style-type: none"> • Administration 	<ul style="list-style-type: none"> • Technology Advisor • Systems Information Manager 	<ul style="list-style-type: none"> • Participation rate • Meeting Agenda • Meeting notes 	<ul style="list-style-type: none"> • Fall 2011 • Ongoing 	<ul style="list-style-type: none"> • Staff and Board meetings
#4 – Train staff to ensure fidelity of the method of communication	<ul style="list-style-type: none"> • Administration • Leadership Team • Dean of Students (DOS) 	<ul style="list-style-type: none"> • Mentor Teachers • Administration • Technology Advisor 	<ul style="list-style-type: none"> • Parent feedback • Staff feedback 	<ul style="list-style-type: none"> • Spring 2014 	<ul style="list-style-type: none"> • Staff meetings • Classroom and school-wide newsletters • Principal reports • Board meeting reports

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#5 – Develop a post-survey for feedback from stakeholders on the accessibility, ease, and satisfaction receiving information directly to their email account	<ul style="list-style-type: none"> Administration Leadership Team Dean of Students (DOS) 	<ul style="list-style-type: none"> Guide for Family Engagement 	<ul style="list-style-type: none"> Percentage of survey response Parent feedback Teacher feedback Administration feedback 	<ul style="list-style-type: none"> Spring 2015 	<ul style="list-style-type: none"> Staff and Board meetings Survey data Rubric notes and comments Debriefing meeting to discuss rubric with staff

Progress Report for Goal #1

- Task #1: Completed - A Parent Survey was developed during Spring 2013 and presented to families at the beginning of the 2013 school year. Families were asked to identify their preferred method of communication.
- Task #2: Completed - Parent Survey feedback is shared and discussed during RT Meetings and school newsletters.
- Task #3: Completed - A distribution list has been created and the school's lead AA uses it regularly to distribute information.
- Task #4: Completed - Cross-training of AAs, Dean of Students and Principal was completed.
- Task #5: Completed -A post-survey was developed during Fall 2016 and presented to families at the end of the Fall 2016 semester. Families were asked to provide feedback on their satisfaction receiving information directly to their email account.

Updated Goal #2 (Used to be Goal #3): To develop a process to gauge alumni preparedness for a secondary educational setting.

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1 - Administrative assistant will create a contact list of alumni's email addresses	<ul style="list-style-type: none"> Administration 	<ul style="list-style-type: none"> Technology Advisor Student Information Systems 	<ul style="list-style-type: none"> Administration feedback Participation rate 	<ul style="list-style-type: none"> Spring 2014 	<ul style="list-style-type: none"> Staff and Board meetings Survey data WASC update
#2 – Develop First Survey to identify alumni's preparedness and future academic goals once they become part of a secondary educational setting	<ul style="list-style-type: none"> Leadership Team Dean of Students (DOS) Administration Staff 	<ul style="list-style-type: none"> Technology Advisor 	<ul style="list-style-type: none"> Parent feedback Teacher feedback Administration feedback 	<ul style="list-style-type: none"> May 2014 	<ul style="list-style-type: none"> Staff and Board meetings Survey data WASC update
#3 – Distribute First Survey to alumni at the end of their first semester of secondary education	<ul style="list-style-type: none"> Administration Office Staff 	<ul style="list-style-type: none"> Technology Advisor Systems Information Manager 	<ul style="list-style-type: none"> Participation rate 	<ul style="list-style-type: none"> December 2014 	<ul style="list-style-type: none"> Staff and Board meetings Classroom and school-wide newsletters
#4 – Present survey findings to the CMP leadership team	<ul style="list-style-type: none"> Leadership Team Dean of Students (DOS) Administration 	<ul style="list-style-type: none"> Technology Advisor Administration 	<ul style="list-style-type: none"> Parent feedback Teacher feedback 	<ul style="list-style-type: none"> Winter 2015 	<ul style="list-style-type: none"> Staff meetings Classroom and school-wide newsletters Principal reports Board meeting reports
#5 – Use information gathered from survey to support curriculum development	<ul style="list-style-type: none"> Leadership Team Dean of Students (DOS) Administrators 	<ul style="list-style-type: none"> Guide for Family Engagement 	<ul style="list-style-type: none"> Parent feedback Teacher feedback Administration feedback 	<ul style="list-style-type: none"> Spring 2015 	<ul style="list-style-type: none"> Staff and Board meetings WASC update

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#6 - Develop Second Survey to identify alumni's preparedness and future academic goals as they prepare to graduate from of a secondary educational setting	<ul style="list-style-type: none"> • Leadership Team • Dean of Students (DOS) • Administration • Staff 	<ul style="list-style-type: none"> • Technology Advisor 	<ul style="list-style-type: none"> • Parent feedback • Teacher feedback • Administration feedback 	<ul style="list-style-type: none"> • Spring 2015 	<ul style="list-style-type: none"> • Staff and Board meetings • Survey data • WASC update

Progress Report for Goal #2

- Task #1: Completed
- Task #2: Completed
- Task #3: Completed – First survey for alumni was distributed at the end of the Fall 2016 semester.
- Task #4 & #5: Not yet completed – Survey results are being collected. The leadership team is still determining when to present findings to staff to support instruction (end of the school year, after first semester, etc.)
- Task #6: Completed – Survey will not be distributed until alumni are in their senior year of high school.

Updated Goal #3 (Replacing Previous Goal #s 4 and 5): Prepare for Common Core

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1-Implement a testing schedule	<ul style="list-style-type: none"> • Director of Program • Technology Department • Administration 	<ul style="list-style-type: none"> • California Department of Education 	<ul style="list-style-type: none"> • Finalized Testing Schedule 	<ul style="list-style-type: none"> • Spring of 2014 	<ul style="list-style-type: none"> • Leadership Meetings • Parent Notification • Governing Board
#2-Obtain devices suitable for Common Core State Standard testing	<ul style="list-style-type: none"> • Executive Director • Director of Program • Technology Department • Campus Administration Team 	<ul style="list-style-type: none"> • Appropriate vendors • California Department of Education 	<ul style="list-style-type: none"> • Acquiring the devices 	<ul style="list-style-type: none"> • Spring 2014 	<ul style="list-style-type: none"> • Leadership Meetings • Parent Notification • Governing Board
#3-Align Montessori Curriculum to Common Core Standards	<ul style="list-style-type: none"> • Dean of Students • Director of Program • Campus Administration Team • Credentialed Staff 	<ul style="list-style-type: none"> • CMP Montessori Curriculum Guide • California Common Core State Standards 	<ul style="list-style-type: none"> • Staff Feedback • Standardized Testing Results 	<ul style="list-style-type: none"> • Fall 2013-ongoing 	<ul style="list-style-type: none"> • Assessment scores • Progress reports • Report cards
#4-Align report cards to Common Core Standards	<ul style="list-style-type: none"> • Director of Program • Network Leadership Team 	<ul style="list-style-type: none"> • Past report cards • Grade Level Rubrics 	<ul style="list-style-type: none"> • Staff Feedback • Standardized Testing Results 	<ul style="list-style-type: none"> • Fall 2013-ongoing 	<ul style="list-style-type: none"> • Staff Meetings • Curriculum Meetings • Leadership Meetings

Progress Report for Goal #3

- Task #1: Completed
- Task #2: Completed
- Task #3: Completed
- Task #4: Completed

Updated Goal #4 (Used to be Goal #6): To increase interventions and programs for advanced learners.

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1 – Identify curriculum team to work with advanced learners	<ul style="list-style-type: none"> • Leadership Team • Teachers 	<ul style="list-style-type: none"> • School staff 	<ul style="list-style-type: none"> • Teacher feedback • Leadership Team feedback 	<ul style="list-style-type: none"> • Fall 2014 	<ul style="list-style-type: none"> • Staff and Board meetings • WASC update
#2 – Identify advanced learners	<ul style="list-style-type: none"> • Teachers • Curriculum Team • Dean of Students (DOS) 	<ul style="list-style-type: none"> • Teachers • Assessment Log 		<ul style="list-style-type: none"> • Fall 2014 	<ul style="list-style-type: none"> • Staff and Board meetings • WASC update
#3 – Develop student survey to identify advanced learners' interests	<ul style="list-style-type: none"> • Leadership Team • Curriculum Team 	<ul style="list-style-type: none"> • Technology Mentor • Technology Advisor 	<ul style="list-style-type: none"> • Student survey • Stakeholder feedback • Participation rate 	<ul style="list-style-type: none"> • Winter 2015 <hr/> <p>Progress Update Fall 2016</p> <p>This task was removed from the plan. The activities available for the advanced learner are determined by teacher/volunteer interest</p>	<ul style="list-style-type: none"> • Staff and Board meetings • Survey data • WASC update
#4 – Research resources for areas of advanced learners' interests	<ul style="list-style-type: none"> • Leadership Team • Curriculum Team 	<ul style="list-style-type: none"> • Technology Mentor • Administration • Teachers 	<ul style="list-style-type: none"> • Participation rate • Meeting Agenda • Meeting notes 	<ul style="list-style-type: none"> • Winter 2015 <hr/> <p>Progress Update Fall 2016</p> <p>This task was removed from the plan. The activities available for the advanced learner are determined by teacher/volunteer interest</p>	<ul style="list-style-type: none"> • Staff and Board meetings • WASC update

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#5 – Create schedule for interventions and programs for advanced learners	<ul style="list-style-type: none"> • Leadership Team • Curriculum Team 	<ul style="list-style-type: none"> • Administration 	<ul style="list-style-type: none"> • Parent feedback • Staff feedback • Student feedback 	<ul style="list-style-type: none"> • Winter 2015 	<ul style="list-style-type: none"> • Staff and Board meetings • Classroom and school-wide newsletters • Principal reports • WASC update
#6 – Develop a post-survey for feedback from stakeholders on the accessibility, ease, and satisfaction of the interventions and programs for advanced learners	<ul style="list-style-type: none"> • Leadership Team • Curriculum Team 	<ul style="list-style-type: none"> • Technology Mentor • Technology Advisor 	<ul style="list-style-type: none"> • Student survey • Stakeholder feedback • Participation rate 	<ul style="list-style-type: none"> • Spring 2015 	<ul style="list-style-type: none"> • Staff and Board meetings • Survey data • Principal reports • WASC update

Progress Report for Goal #4

- Task #1: Completed – Dean of Students meets with teachers and volunteers.
- Task #2: Completed – Assessment data, Universal assessments, and teacher recommendation are used to identify advanced learners
- Task #3: This task was removed from the plan. The activities available for the advanced learner are determined by teacher/volunteer interest.
- Task #4: This task was removed from the plan.
- Task #5: Completed – Each semester, the Dean of Students creates the schedule of activities for advanced learners based on staff and volunteer availability.
- Task #6: No progress has been made on this task.

Updated Goal #5 (Used to be Goal #7): To fully utilize available technology

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1 – Identify list of technology resources available to staff and students	<ul style="list-style-type: none"> • Leadership Team • Dean of Students (DOS) • Administration • Mentor Teachers 	<ul style="list-style-type: none"> • Technology Advisor 	<ul style="list-style-type: none"> • Teacher feedback • Mentor Teacher feedback 	<ul style="list-style-type: none"> • Ongoing 	<ul style="list-style-type: none"> • Staff and Board meetings • WASC update • Classroom and school newsletters
#2 – Print out history of technology programs' rates of use by staff and students	<ul style="list-style-type: none"> • Mentor Teachers 	<ul style="list-style-type: none"> • Technology Advisor • Mentor Teachers 	<ul style="list-style-type: none"> • Technology Reports • Participation rate 	<ul style="list-style-type: none"> • December 2014 	<ul style="list-style-type: none"> • Staff and Board meetings • WASC update
#3 – Create instructional tool for each technology program available to staff and students	<ul style="list-style-type: none"> • Administration • Dean of Students (DOS) • Mentor Teachers 	<ul style="list-style-type: none"> • Technology Advisor • Mentor Teachers 	<ul style="list-style-type: none"> • Technology Reports • Stakeholder feedback • Participation rate 	<ul style="list-style-type: none"> • Summer 2015 	<ul style="list-style-type: none"> • Staff and Board meetings • WASC update
#4 – Train staff to ensure understanding of all available technology	<ul style="list-style-type: none"> • Leadership Team • Dean of Students (DOS) • Administration • Mentor Teachers 	<ul style="list-style-type: none"> • Mentor Teachers • Administration • Technology Advisor 	<ul style="list-style-type: none"> • Staff feedback • Participation rate 	<ul style="list-style-type: none"> • Fall 2015. 	<ul style="list-style-type: none"> • Staff and Board meeting • WASC update
#5 – Develop a survey for stakeholders' feedback on the accessibility, ease, and use of available technology	<ul style="list-style-type: none"> • Leadership Team • Dean of Students (DOS) • Administration • Mentor Teachers 	<ul style="list-style-type: none"> • Mentor Teachers • Administration • Technology Advisor 	<ul style="list-style-type: none"> • Percentage of survey response • Stakeholder feedback • Technology Reports 	<ul style="list-style-type: none"> • December 2015 	<ul style="list-style-type: none"> • Staff and Board meetings • WASC update • Classroom and school newsletters

Progress Report for Goal #5

- Task #1: Ongoing. Resources are shared during the lead staff. Deans have made a list of CCSS websites that may be helpful to teachers. Resources were added to the curriculum guide. Programs we are currently implementing with the students are Accelerated Reader, Accelerated Math, Math Facts in a Flash and learning.com (for 4th-8th grade).
- Task #2: Technology Mentors and administration meet and review Rosetta Stone, Accelerated Math and Accelerated Reader usage regularly.
- Task #3: Most of our technology programs have quick sheets and benchmarks. They are continuously being adapted and changed as new information becomes available.
- Task #4: Ongoing by our program mentors. They attend curriculum meetings and ERPD days to answer questions or give an update on the program. Additional training is provided during our Annual Network Professional Development Days at the beginning of each school year. They have provided one-on-one trainings to support staff.
- Task #5: Have not created as of yet. With input from the program mentors, Dean of Students will create this survey.

Updated Goal #6 (Used to be Goal #8): To develop a BEST behavior team to move our BEST behavior program forward by reducing the number of minor incident, office discipline referrals, suspensions and expulsions thus creating an environment more conducive to learning.

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
<p>#1- Re-establish a BEST behavior team</p> <p>Progress Update Fall 2016 This task was updated from the plan. It was determined that the BEST behavior team would include all staff.</p>	<ul style="list-style-type: none"> • Administration • Teachers • BEST behavior team 	<ul style="list-style-type: none"> • BEST training binder 	<ul style="list-style-type: none"> • Participation rate 	<ul style="list-style-type: none"> • Summer 2014 	<ul style="list-style-type: none"> • Staff meetings
<p>#2- Develop a schedule of regular meeting days and effective operating procedures</p>	<ul style="list-style-type: none"> • Administration • Teachers • BEST behavior team 	<ul style="list-style-type: none"> • BEST training binder • School calendar 	<ul style="list-style-type: none"> • Participation rate • Meeting Agenda • Meeting notes • Menu of operating procedures • Self assessments 	<ul style="list-style-type: none"> • Fall 2011 • Ongoing 	<ul style="list-style-type: none"> • Staff meetings • Principal reports
<p>#3 - Provide training and in-service to support teachers in their ability to teach school-wide behavior expectations directly and formally</p>	<ul style="list-style-type: none"> • Administration • Teachers • BEST behavior team • Area consultants • Special Education teachers 	<p>Special Education teachers Education Publications Area consultants and speakers Dean of Students</p>	<ul style="list-style-type: none"> • Staff survey • Staff feedback • Participation rate • Staff development calendar 	<ul style="list-style-type: none"> • Fall 2011 • Ongoing 	<ul style="list-style-type: none"> • Staff and Board meetings • Survey data • WASC update

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#4 – Systematically gather discipline data to analyze in order to identify areas in need of support	<ul style="list-style-type: none"> Administration Teachers BEST behavior team 	<ul style="list-style-type: none"> Aeries Systems Information Manager 	<ul style="list-style-type: none"> Reports Decreased number in office referrals Teacher feedback Student feedback Parent feedback Stakeholder surveys 	<ul style="list-style-type: none"> Fall 2011 Ongoing 	<ul style="list-style-type: none"> Staff and Board meetings Principal reports

Progress Report for Goal #6

- Task #1: This task was updated from the plan. It was determined that the BEST behavior team would include all staff.
- Task #2: On-going – Together at the beginning of the school year, the staff identify the Character Education Traits to be discussed each month. A schedule is developed and tasks are assigned.
- Task #3: On-going – Training regarding behavior interventions, documentation, and available resources are conducted throughout the school year. Curriculum ideas and support materials are provided monthly for staff regarding the Trait of the Month.
- Task #4: On-going – Staff are trained to input discipline data into the Student Data Management System. Deans of Students and Principal are trained to run queries to analyze data.

V: Critical Areas for Follow-up not currently in the Action Plan

- Comment separately on the critical areas for follow-up that have already been address and are currently not in the plan.
- Comment on those “just do its” or isolated critical areas for follow-up that were not included in the ongoing schoolwide action plan.
- Comment on the impact of these critical areas for followUp on student learning.
- Cite evidence.

The are no Critical Areas for Follow-up that are not currently addressed in the 2014 Action Plan.

Chapter III: Student/Community Profile — Overall Summary from Analysis of Profile Data and Progress

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CMP-Elk Gove has built a community with a family feeling. The parents and extended family members participate in the education of their children by volunteering, attending community events and participating in Focus and Home Groups. This participation continues strengthening the program for the whole child. Staff focus groups have reviewed testing data, discipline data and horizontal curriculum planning. Additionally, staff received training on these topics, as well as Mindset, a new typing program for all grade levels and STEM, to mention a few. In addition to having meetings with the specific stakeholders, Principal Kathleen Merz held monthly meetings, the Principal's Café, for families on specific topics such as CAASPP testing, campus plans and updates, Love & Logic, Montessori 101, accreditation and fundraising. The Principal and Dean of Students regularly had impromptu meetings with students who wished to communicate concerns and share ideas to better the program (curriculum, clubs and fundraising ideas). These planned and spontaneous meetings supported regular communication, as well as honoring the "open door" policy which helps to build trust and a working relationship between all stakeholders.

The California Montessori Project administration continues to discuss the relevancy and attainability of its Mission, Vision and Expected Student Learning Outcomes (ESLOs). Since the WASC revisit, CMP modified their mission statement from ***"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."*** It was important for families to know that the program is available to all children, regardless of income. The revision also expanded the goal of CMP, it's not enough to simply offer a tuition-free Montessori program, but the purpose is to challenge the students who attend to reach their full potential, to go beyond good enough, to require more of themselves in order to make a difference in the community.

Some of the questions raised regarding the ESLOs have been:

- Do the current ESLOs have measurable outcomes? How are they tracked (criteria for tracking and measuring)? If they do not, what needs to be changed in order to measure outcomes and effectiveness of the program?
- Are new teachers able to model these attributes and provide opportunities for students to practice them? How does the school support these teachers?

In 2015, 50% of students at CMP-EG scored *Standard Met* or *Standard Exceeded* in ELA and 34% of Economically Disadvantaged Students also scored *Standard Met* or *Standard Exceeded*. There were not enough Students with Disabilities or English learners tested to generate reportable scores. 85% of students and 78% of Economically Disadvantaged Students, demonstrated the strongest skill in Research/Inquiry. In 2016, 51% of all students, and 34% of Economically Disadvantaged Students tested scored *Standard Met* or *Standard Exceeded*. The claim with the strongest skill overall was *Listening* with 81% *Near* or *Above Standard*, while 75% of Economically Disadvantaged Students scored *Near* or *Above Standard*. Students with Disabilities demonstrated their strength in Listening, as 60% scored *Near* or *Above Standard*.

The 2015 CAASPP results also revealed that 29% of students, as well as 41% of Economically Disadvantaged Students, scored *Below Standard* in *Writing*. The following year, the results exposed the need for support in *Reading*, as 28% of students, 52% of Students with Disabilities and 28% of Economically Disadvantaged Students performed *Below Standard*; in addition, 52% of Economically Disadvantaged Students also scored *Below Standard* in Reading.

When comparing CAASPP math scores, 25% of students in 2015 and 30% in 2016 scored *Standard Met* or *Standard Exceeded*. In 2015, 18% of Economically Disadvantaged Students scored *Met Standard* or *Exceeded Standard*, however only 10% met that level a year later, conversely 44% of them scored *Near Standard* or *Above Standard* in Problem Solving and Modeling & Data Analysis in 2016. There are no reportable scores for 2015 for Students with Disabilities or English learners, yet in 2016, 8% of Students with Disabilities scored in the *Met Standard* or *Exceeded Standard* range. *Communicating Reasoning* had the highest percentages in 2015 with 68% and in 2016 with 69% of students performing at *Near Standard* or *Above Standard*. This was also a strong claim in 2015 for Economically Disadvantaged Students scoring 59% and Students with Disabilities with 22% in that range. Students with Disabilities also scored 22% *Near Standard* or *Above Standard* in *Problem Solving and Modeling & Data Analysis*. In 2016, 54% of Students with Disabilities scored *Near Standard* or *Above Standard* in *Communicating Reasoning*. There was no reported data for English learners in 2015 or 2016.

The results of the CAASSP assessments from the last two years shows *Concepts & Procedures* was, and continues to be, a challenge for students at CMP-EG. In 2015, 58% of all students, 67% of Economically Disadvantaged Students and 83% of Students with Disabilities scored *Below Standard*. The trend continued in 2016 when 50% of all students, 84% of Economically Disadvantaged Students and 75% of Students with Disabilities again scored *Below Standard*.

The data and follow-up discussions revealed the following critical learner needs:

Critical Learner Need #1: Reading: A school-wide focus for CMP-EG is to teach students how to read closely and analytically to understand a range of literacy texts and informational texts. This skill needs to be practiced across the curriculum, on a daily basis.

Critical Learner Need #2: Writing: Economically Disadvantaged Students **did not** demonstrate an ability to produce well-organized, developed, and supported writing for different effective and well-grounded writing for a range of purposes and audiences. Although the assessment revealed this group is in need the most, this is an area of growth for CMP as a network. Various forms of writing need to be addressed and demonstrated in all content areas on a regular basis, in all grade levels.

Critical Learner Need #3: Concepts and Procedures: All students demonstrated a need for support in solving well-posed mathematics problems by applying his or her knowledge of problem-solving skills and strategies; as well as the ability to analyze real-world problems, and build and use mathematical models to interpret and solve problems.

The critical learning needs directly relate to the following Expected Students Learning Outcomes:

- **Montessori Learners** work independently, demonstrate initiative, utilize the power of concentration, think critically, and are life-long learners.
- **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.

Chapter IV: Self Study Findings

Chapter IV: Self Study Findings

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

A1 Vision and Purpose Criterion

- *The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.*
 - *The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.*
 - *There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and 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- Elk Grove Campus (CMP-EG) has a clearly stated vision and purpose based on student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the CMP Governing Board and the central administration, the school's purpose is defined further by Expected School-wide Learning Results (ESLRs) and academic standards.

In accordance with our mission statement, California Montessori Project Elk Grove Campus offers an environment which has the tools, programs, resources, and support to enable students to become educated to high academic standards, and to develop themselves to their full capacity as competent, happy, productive individuals, family members, employers/employees, and contributors to a better society and a peaceful world. This is achieved through a strong commitment from the community, parents, teachers, local

organizations, the legislature and, most importantly, the individual child. California Montessori Project Elk Grove Campus is grounded in a philosophy of trust in individuals to seek their greatest potential.

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

- Small school populations and 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

California Montessori Project Elk Grove Campus offers student-centered, interdisciplinary educational program supports academic, athletic, artistic, and social growth of the individual. CMP's Elk Grove Campus provide hands-on educational opportunities while integrating California Common Core State 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, California Montessori Project-Elk Grove Campus has 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.

California Montessori Project-Elk Grove holds that an educated person:

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

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

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

Staff attends a variety of collaborative meetings throughout the school year. Grade level meetings occur on a bi-weekly basis 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. The CMP-EG meets at the beginning and end of each year in order to plan and schedule curricular and extracurricular activities.

California Montessori Project-Elk Grove 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)
- Parent participation/volunteering
- Twice yearly parent-teacher conferences
- Various extracurricular activities that include Science Fair, Harvest Festival, Watch Me Work Nights, Fun Run, sporting events and school dances
- Class and campus newsletters

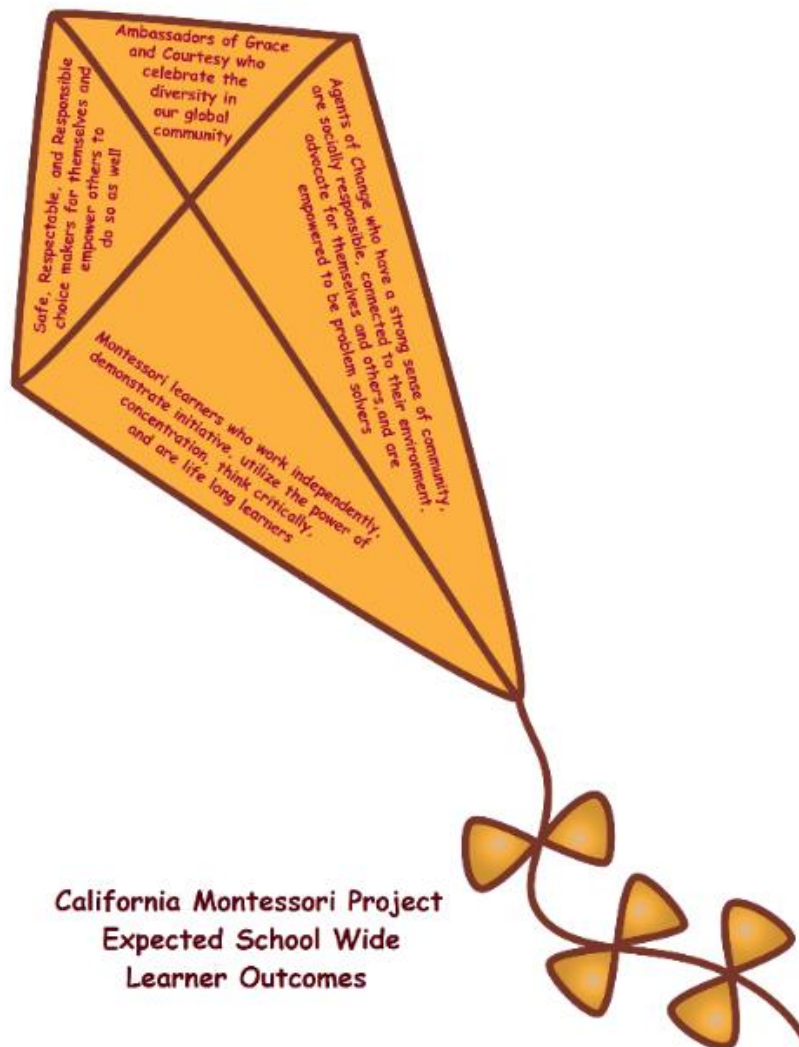
Weekly classroom and school newsletters provide information to families on classroom activities and news and offer parent involvement opportunities. Parents/guardians are encouraged to complete 40-70 hours of participation time each year. This brings many families into the classroom to participate in curriculum and school wide events. All families are invited to participate at the Campus Advisory Committee (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 LEARNER OUTCOMES (ESLOs)

California Montessori Project Students:

- Make **Safe, Respectful, and Responsible** choices for themselves and empower others to do so as well.
- Are **Montessori Learners** who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are life-long learners.
- Are **Ambassadors of Grace and Courtesy** who celebrate the diversity in our global community.

- **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 California Montessori Project Leadership Team to discuss long-term goals and strategies. CMP encourages the professional growth of board members through its support of board participation at charter school conferences, governance academies, workshops and training sessions.

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.

The California Montessori Project-Elk Grove campus elects a parent representative to serve on the CMP Governing Board. In addition, teachers elect a teacher representative from the CMP network to serve on the Governing Board. The Governing Board rotates its meeting location between each of its six campuses and administrative office throughout the school year.

Governing Board agendas and supporting documents are posted at each campus 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 component where parents and others are invited to address the Board. The Board is briefed on standardized test results as they become available. The Board establishes key performance indicators for the network through the ongoing

strategic planning process. The Governing Board also holds working sessions prior to board meetings to review and refine the strategic plan, bylaws, etc.

CMP Governing Board's policies and bylaws are periodically reviewed and revised and are posted on the CMP website. The Governing Board is presented with a monthly report from the principal of each campus. 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), reviews CAASPP scores disaggregated by campus and by grade level. Round Table also prepares and presents intervention plans for students scoring outside the *Standards Met* band.

The CMP Governing Board also receives presentations on the school's budget on an interim basis. The Executive Director and the Business Services Office present the budget for each campus and the network to the board for review and approval. Based on recommendations made by the Round Table, as well as 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-EG provides staff with many leadership opportunities related to decisions impacting student achievement. CMP Elk Grove has a commitment to establishing grade level teams with teachers who collaborate regularly. Additionally, CMP has built a support network comprised of grade-level mentors, Montessori mentors, Teacher Induction (TI) Support Providers, and curriculum mentors. The 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. The CMP Elk Grove principal, along with the consortium of CMP network principals, meet regularly with the CMP Executive Director to further discuss student achievement, student intervention, and programmatic innovation. The team of principals, along with the Executive Director and Program Director, comprise the CMP Round Table responsible for upper-level decision-making. Decisions 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 Deans from each campus meet 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 throughout the year. Based on the initial assessments, the teachers identify students who may have learning and/or performance difficulties, as well as students who are performing above grade-level standards.

A variety of tools are utilized to identify students in need of additional support, including a 3-tiered Response to Intervention (RtI) process. Tier 1 involves parent and teacher collaboration with the student being accommodated within the classroom. Tier 2 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, RTI Tier 3, sometimes referred to as a Student Success Team (SST), meeting may be initiated. Further support is also available through the Individual Education Plan (IEP) assessment process, if appropriate. All of these processes include parents, teachers, students, administrators and special education representatives, as needed. Accommodations and extra support come in the form of after school tutoring, push-in and/or pull-out services such as Read Naturally, and specialized academic instruction.

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, 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 many classes have a qualified teacher's assistant with an AA or BA, some also hold a California State Teaching Credential and/or a Montessori Teaching Certificate.

Beginning teachers are active participants in the Sacramento County Office of Education Teacher Induction (TI) 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 TI, teaching mentors and Deans of Students are utilized to further support the growth of beginning teachers.

In addition to supporting new teachers, 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, 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.

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

CMP's professional development plan involves collaboration between teaching staff, Deans and Principals. Annually, teachers provide the campus administration with a self reflection and goal setting piece. The goals are reviewed with principals at the start of the year and used as a guide when planning professional development. In adherence with the Montessori philosophy, the physical classroom environment is assessed by the Deans. At mid-year, Principals observe a lesson and schedule a follow up meeting with the teacher to review each observation. At the end of the year, the teacher, campus 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
- Technology training
- Vertical and horizontal planning
- Curriculum trainings
- Best practices for teaching
- Assessment
- Montessori peace education
- Behavior interventions

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

The California Montessori Project has a Personnel Handbook, a Family Handbook, Montessori Curriculum Guides for staff, 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-Elk Grove 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 Elk Grove Campus 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 Elk Grove Campus 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-Elk Grove has provided numerous opportunities for stakeholder engagement, as part of the greater California Montessori Project (CMP) 6- campus network, as well as an individual

charter school within the Elk Grove Unified School District (EGUSD). 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 the Elk Grove Campus included the following: Open Forum Meeting with Staff on May 12, 2016; Open Forum Meeting with Parents on May 12, 2016; and Open Forum Meeting with Students on May 12, 2016. Each meeting was held separately. At the meetings, the Executive Director shared components of the Local Control Funding Formula (LCFF) and the Local Control and Accountability Plan (LCAP), including the eight state priorities. Community members present at the meetings were asked for suggestions on how the LCFF funding could support school improvement. Input from the stakeholders was, subsequently, organized into the eight state priorities and the input was reviewed for common threads. Considerations of fiscal impact and timeline were considered. The stakeholder meetings were well-received, and input was freely shared from the participants. This input contributed to the 2016-17 LCAP. The Executive Director will continue to solicit community input for the 2017-18 LCAP revisions.

The California Montessori Project currently maintains a balanced budget with a positive cash flow and strong reserves. Multi-year projections indicate a future of continued fiscal solvency. In addition, teacher retention rates have been quite good. Due to the addition of classrooms, CMP-Elk Grove has grown its student population.

The California Montessori Project has a history of successful oversight and administration of four charter schools operating as separate, yet closely interconnected, entities. The four 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 two-year agreement for business services for the CMP schools that will be up for renewal in the 2017-2018 school year.

It is the intent of the CMP Board to continue the current successful management operations in administrating the operation of four separate California public schools. CMP provides financial reports to the District as follows, and provides additional fiscal reports as requested by the District:

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

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

The audit verifies the accuracy of the school's financial statements, attendance and enrollment, accounting practices and reviews the school's internal controls. The audit is conducted in accordance with generally accepted accounting principles applicable to the School along with the State Controller's Guide for Annual Audits of California K-12 Local Educational Agencies as codified in the California Code of Regulations as applicable to charter schools. It is anticipated that the annual audit will be completed within four months after the close of the fiscal year. A copy of the auditor's findings is forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th of each year. The Executive Director, along with an audit committee, reviews any audit exceptions or deficiencies and reports to the CMP Board with recommendations on how to resolve them. The CMP Board submits a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with a reasonable timeline for the same. Audit appeals or requests for summary review are submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. In accordance with Education Code Section 47604.3, CMP promptly responds to any reasonable inquiries of the District, County

Superintendent of Schools, or Superintendent of Public Instruction including but not limited to inquiries regarding its financial records. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

CMP Elk Grove Campus at Bradshaw is located at 9649 Bradshaw Road, Elk Grove, CA 95624.

CMP Elk Grove Campus at Elk Grove, leased through the Cosumnes Service District, is located at 8828 Elk Grove Blvd, Suite 4, Elk Grove, CA 95624.

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

Each classroom at each campus was started with over \$20,000 in classroom materials and equipment. Over the years, The materials in the classrooms has increased, resources and supplies through additional budgeting and fundraising efforts. The classrooms maintain a 5:1 student-to-computer ratio in K-2nd grades and a 1:1 student-to-computer ratio in 3rd-8th grades. All classrooms have ELMOs and projectors, a wide variety of software teaching tools, and network printers. First thru 6th grade classrooms have smart televisions, and 7th and 8th grade classrooms have an interactive whiteboard.

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, Staff Meetings, and Student Circles. At the meetings, the CMP Executive Director shared information regarding the Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP), including the ‘8 State Priorities’. Participating stakeholders were invited to share how they would spend LCFF dollars in order 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 CMP 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 was organized according to the '8 State Priorities', by site, as well as by network.

Based on Stakeholder input, the following expenditures were incorporated into the 2016-17 Budget: teacher retention through increased compensation, a 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, teacher assistant training and compensation, character education, peer mediation and community service opportunities, complete and updated set of Montessori materials and parent education.

A6 Resources Criterion [Charter Schools only]

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

CMP believes that children are the hope of the future, and through its 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.

THE STUDENTS

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

THE COMMUNITY

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

THE PROGRAM

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

THE ORGANIZATION

CMP embraces Montessori ideals, respect, integrity, and passion, as they serve our students, families, and communities.

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. California Montessori Project shall maintain adequate and correct accounts, books and records of its business and properties, in accordance with generally accepted accounting principles. The California Montessori Project mandates that annual audits of the financial and programmatic aspects of the charter schools operated by the California Montessori Project 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 the California Montessori Project 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. CMP's Executive Director may enter into any contract or execute any instrument in the name of and on behalf of the California Montessori Project. Unless authorized by the Executive Director, no officer, agent or employee shall have any agreement or authority to bind California Montessori Project by any contract for any purpose or in any amount. CMP is responsible for having an annual independent fiscal audit 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. CMP'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 California Department of Education on or before December 15, of each year of this 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.

The CMP-Elk Grove Campus is sponsored by the Elk Grove Unified School District (EGUSD). The district oversees the charter school's operations. The Principal and the Executive Director meet with the District representatives on a quarterly basis. In addition, the Principal attends 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 EGUSD, CMP has entered into a Memorandum of Understanding, which further details accountability measures to assure that personnel follow fiscal policies and procedures. CMP develops and maintains 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 are 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. CMP maintains accounts with the Sacramento County Treasurer and Wells Fargo Bank. CMP-Elk Grove also has accounts with recognized banking institutions for associated student body activities. CMP's bookkeeper will reconcile the school's ledger(s) with its accounts in the county treasury and operating checking account on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement. The Superintendent/CEO or designee, and the Charter School Board designee will regularly review these statements. CMP-Elk Grove deposits all funds received as soon as practical upon receipt. A petty cash fund does not exceed one thousand dollars (\$1000.00) and is established with an appropriate ledger to be reconciled twice monthly by the CMP Elk Grove 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 CMP 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 CMP.

The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement. 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
- All matters related to charter approval, amendment, or revocation

The CMP's 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.

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 blends the current California Common Core 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 California Common Core State Standards with the Montessori lessons. The CCSS and the Montessori benchmarks are the main focus of our curriculum. 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 not to move children through the curriculum if the ability to fully understand and internalize concepts is not yet 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 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 lessons for Math, Language Arts, and Geometry.

The focus of afternoon instruction is cultural subjects, including science, geography, history, and art, and are given to groups of students based on grade level. This ensures all academic standards are met for each curricular area and grade level. 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), the use of concrete learning materials, small group and individual lessons, differentiated learning, inquiry, and interactive lessons, etc. When CMP's educational philosophy is compared with the current trends in educational research, many parallels are found. 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.

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 (ERPD) 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 (SDS). These Saturday sessions are focused on educating and refining the skill sets of our valued support staff so they may better support 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 Learner Outcomes (ESLOs) 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 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. Children are taught 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” introducing 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 our philosophy that in order to educate the “whole child”, we must prepare them to be independent human beings and with independence comes freedom and self-confidence. 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 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 shadow days to give students a chance to explore their different career interests. CMP encourages entrepreneurship and classrooms often design and run various businesses and fundraisers.

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. 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. Tier 3 occurs when progress has not been significant, more intensive interventions are explored in addition to alternate assessments for IEPs, 504s, BSPs, BIPs, etc... Finally, we have a fully-functioning Special Education department with a Special Education Director, Special Education Teachers, Speech Pathologist, Occupational Therapist, Behaviorist, and School Psychologist. Every year, the CELDT 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 were “Identity”, in science, the students may study genetics, while in history they may study immigration. 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 California Montessori Project Deans of Students (DOS) are assigned to review and evaluate the curriculum. The network of Principals, Program Director, and the Executive Director assign various curricular goals for the Deans of Students to meet. The spelling program that was previously adopted went out of print. This caused the network to re-evaluate its goals for spelling. Once these goals were identified the network formed a Spelling Committee to research and select a spelling program to submit to the Round Table for approval. The committee met regularly and reviewed many spelling programs. Ultimately they chose a Montessori based spelling program. Round Table approved the program which was implemented in the 2012/13 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. As a result, the committee drafted best practices documents for the curriculum levels and classroom inventories to ensure equal access to reading materials.

Recently, CMP recognized the need to streamline the reading curriculum. There were inconsistencies between campuses regarding reading resources and this led to the creation of a committee, who generated a reading survey for classroom teachers to complete. The committee also created a list of what each classroom should ideally have, depending on grade level. As a result of this survey, first, second, and third grades (Lower Elementary) showed the greatest need for additional resources. The recommended list was broken into two parts: First and second year purchases. Materials on the first year’s list were purchased based on individual

classroom needs identified through the reading survey. The second year purchases will take place this year.

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. CMP-Elk Grove selected Go Math to administrator. 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 be implemented in the 2016-2017 school year.

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

In conjunction with the Montessori curriculum, CMP-Elk Grove utilizes independent work systems 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 manipulatives 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, or below grade level, are able to obtain material from other classrooms.

The use of technology is important to CMP-Elk Grove and several programs are used 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 K-3rd are free to explore a different language each year, while students in grades 4th-8th are expected to continue with one language of their choice. Students in 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. First through sixth 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. Students 3rd-8th 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.

Students, parents and teachers work together in many ways to create the best learning experience possible. CMP-Elk Grove is diligent in keeping the lines of communication open between school and home. Each classroom puts out a bi-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
- Response to Intervention and Special Education programs functioning successfully
- Professional development is provided for teachers
- Curriculum crosses over disciplines
- Field trips linking curriculum to real-world experiences
- Business shadow days
- Student-run businesses
- Practical life
- Regular parent-teacher conferences and the inclusion of upper-elementary and middle school students in these conferences

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

Standards-based Student Learning: Curriculum – Evidence

- Montessori materials
- CMP Curriculum Guide
- Lesson plans
- Sample work plan (K-6)
- Sample study guide (middle school)

- Student work samples
- Sample rubrics for evaluation of student work
- Report cards and progress reports
- Observations of classroom instruction and independent work time
- Professional development in-service agendas
- Financial records of classroom businesses/fundraisers
- Montessori teacher conference handouts and catalogs
- Business shadow day curriculum
- Rtl and 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

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

CMP-Elk Grove teachers design student work plans/planners or study guides providing listed goals and expectations known as "jobs". Students are expected to work independently on the listed jobs 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 in completing jobs that require more teacher support. In the elementary classroom, these work plans are individualized for each student after they are assessed for their placement in the math and language curriculum. Once placed, the student works at his or her own pace until concepts are mastered. When a student does not appear to be moving through the curriculum at a pace relative to their grade level and the academic standards, the Response to Intervention (RtI) process is initiated. 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 class meeting where the teacher can discuss expectations and guidelines. This is also a time for students to share their perceptions and experiences.

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. Both student exemplars and guided questions are some examples of methods utilized by teachers in the upper grades to communicate expectations to their students.

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

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

C2 Student Engagement Criterion

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

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

CMP-Elk Grove belongs 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, to work on projects and to utilize one of the many web-based, interactive learning tools CMP offers: Learning.com helps students to develop computer skills and technology literacy; Rosetta Stone provides self-guided foreign language lessons; Accelerated Reader encourages students to read and improve comprehension as well as provides teachers a tool to monitor and assess each student, and Accelerated Math provides an extension and supplement to Montessori Math lessons and offers the ability to also monitor student progress.

In addition to technology, teachers also engage students by extending and enhancing lessons through project based learning, art, music, and theater. Many students are creatively inclined and are inspired to express their learning in artistic ways. More importantly, the Elk Grove

Campus provides learning opportunities beyond the classroom walls through milestone field trip and immersion trip learning experiences.

Every year, students take multiple field trips outside of the classroom to broaden the students' 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. Middle school students attend multi-day field trips called "Immersion Trips." Immersion Trips are specifically designed for two purposes: take adolescents and expose them 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, camping, and Ashland Oregon's Shakespeare Festival.

Another core component of our middle school experience is the Business Shadow Days. Middle school students participate in Business Shadow Days for three days where they volunteer/shadow an employee of a local business of their choice. This provides adolescent students with safe and organized venues for career exploration. In addition to the Shadow Day, middle school students are required to provide a minimum of 24 hours of community service, not including their school-based service learning project. Both the internship and the community service are invaluable for the adolescent to gain a broader perspective on life. These are just some of the ways that our school is committed to engaging our students in productive acquisition of academic standards and our ESLOs.

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

To further support the professional development of our staff, CMP designates two early release days per month as well as one network-wide professional development day. Early release day time is designed to: provide guest speakers/workshops; time for grade level collaboration 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 (SCOETI) and has several teacher advisors and participants. Our director of

Human Resources helps facilitate the Teacher Induction (SCOETI) program and regularly updates our staff of professional development opportunities.

The Montessori Teachers Center, the local American Montessori Society-affiliated Montessori Teacher Education program, is housed at the 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 its teachers' professional development, ensuring they are current in instructional content and research-based instructional methodologies.

Standards-based Student Learning: Instruction – Strengths

- Adherence to the Montessori Philosophy of teacher observation, individualized learning, differentiation of instruction, fostering independence, freedom of choice, hands on materials, etc.
- Individualized work plans
- Clear student expectations
- Prepared environment
- Montessori materials are present to engage student learning
- Educational experiences outside of the classroom
- Implementation of technology in the learning process

Standards-based Student Learning: Instruction – Areas for Growth

- Professional Learning Communities (PLCs)
- Integrate technology into instruction
- 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 collects, disaggregates, analyzes and reports student performance data in accordance with California Charter School Law through a variety of state mandated assessments, including CAASPP, CELDT, the state physical fitness test given in grades 5 and 7, and the state science test 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.
- The **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**
- An initial **Instructional Level Spelling Assessment** (K-6) is given to determine placement in the spelling curriculum. Weekly spelling tests are given throughout the school year.
- **Math and Language GAT**-Grade Achievement Test (1-6). These tests are given at the beginning of the year to determine student's skills and goals. The GAT is given again at the end of the year to determine skills that have been mastered.
- **Math/Geometry and Language MAT**- Montessori Achievement Test used as a placement tool for Montessori curriculum.
- **ART**-Advanced Review Test/**JRT**-Junior Review Test. (1-6). These tests are given to determine what students have mastered and what curriculum level (Albanesi) students should be placed in. Next level JRTs are given when students show mastery of the previous level.
- **Renaissance Place STAR Reading Test** (1-8) is given four times a year as a reading assessment tool.
- **Renaissance Place STAR Math Test** (1-8) is given four times a year as a math assessment tool.

- **California Assessment of Student Performance and Progress (3-8)** are given in the spring of each year to provide achievement scores for Math and Language Arts.
- **CST Science Exam** (5th and 8th grades) is given in the spring of each year to provide achievement scores for Science.
- **CELDT – California English Language Development Test** is given in the beginning of the school year to determine English Language proficiency of students whom speak another language other than English at home.
- **Classroom work** (K-8) produced by students is monitored to show understanding of concepts taught.
- **Physical Fitness Testing** (5th and 7th grades)

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

Assessment Tracker

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

Aeries Student Information System

Presently, CMP uses Aeries as its 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 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 website.

Observation is the fundamental assessment tool in a Montessori environment. Teachers are continuously observing 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 formal assessments are used to guide individual student curriculum, including modifications and accommodations. Based on the results of these assessments, teachers modify 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.

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 the immediate school community, CMP-EG submits 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 CMP intends on meeting annual school specific goals. Both the SARC and the LCAP are made public on the 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.***

CMP-EG 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:

- Parent/Teacher conferences
- Rtl Team Meeting
- Principal's Cafe
- SPED staff meetings
- Network/campus in-service
- Early Release Professional Development
- Network Curriculum Level Lead meetings
- Grade level meetings

- Dean of Student meetings
- Round Table meetings
- Governing Board meetings
- LCAP meetings
- CAC meetings
- Parent education nights
- Student led class meetings

Since CMP's 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, Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) reading intervention program, Fry's Sight Words
- Accelerated Reader goal setting for additional reading support
- Rosetta Stone computer program for EL student support
- Rtl protocols and system created to support all students
- Classroom buddies are used to allow students from upper grades to visit primary classrooms to read with students and work on various projects
- Network Grade Level Curriculum teams 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 (FERPA), as well as California State Testing procedures.

The allocation of discretionary and non-discretionary funds is determined at either the CMP administrative level or the campus level, depending on the source of the funds. The Campus Advisory Committee (CAC) meets on a monthly basis and is comprised of parents, teachers and staff. Together, they 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 semi-weekly to discuss a variety of topics. The Round Table team

ultimately decides how educational material funds are spent, and form committees of teachers and Deans of Students to come together to review assessment data, explore curricular options and write proposals for new adoptions of materials. This process is very thorough and carefully monitored by the Round Table. The CMP campus Deans of Students meet monthly to discuss curricular goals set forth by the Round Table, and investigate assessment options.

Assessment and Accountability - Strengths

- Regular assessment schedule
- Monthly grade level meetings
- Twice per month staff meetings
- Weekly Special Education Team meetings
- Albanesi system of on-going assessment of student achievement of Montessori curriculum
- Correlation of CA Common Core State Standards and Montessori curriculum
- CMP invites 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
- 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 provide teachers 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

Assessment and Accountability - Evidence

- Assessment Results Binder
- Classroom RtI Log
- Samples of formal assessments
- Individualized student work plans
- 504/RTI/SST/IEP documentation
- Teacher grade books
- Lesson plan record books
- Student cume files
- Student portfolios
- Student journals/work folders
- 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
- SARC report
- CDE website for STAR assessment data

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

E1 Parent and Community Engagement Criterion

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

California Montessori Project strives to partner with parents to best serve the needs of its 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, frequent and positive communication between staff and families, and regular parent involvement.

CMP-EG 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 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 bi-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 the voice dialer and mass emails. Both classroom and school-wide newsletters are made available online and archived on the school website, www.eg.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 may choose

to volunteer as a classroom helper, art docent, photocopier, serving on the Parent Teacher Fundraising Committee, making materials, or in some cases, presenting lessons based on a special talent or interest. For example, CMP-EG has 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 volunteer to help run a school-wide club or coach one of the athletic teams. School-wide fundraising events, such as the annual Harvest Festival and Annual Art Walk, serve as opportunities for parents to network, raise money, volunteer, and build community.

Parents are 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 Business Shadow Days each year. Parents, family friends, and 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 the 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 the CMP Governing Board, which meets on a monthly basis. Agendas and minutes from Governing Board meetings are posted regularly on the school website.

Additionally, parents are invited to provide 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 Principals, Governing Board, and staff, and are used to effectively implement positive program change. Yearly, the Executive Director meets with stakeholders at each campus. He shares 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 grades K-6, students use a work plan to monitor their class work progress, this is sent home on a daily or weekly basis to communicate progress with parents. In the middle school program, students have weekly study guides for each subject, outlining the assignments for the week. 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 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 the website, www.cacmp.org.

CMP recognizes that 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 the community who are seeking an alternative educational model or have students entering kindergarten, CMP-EG holds regular campus tours between January and June, allowing visitors to observe the classrooms in action. Parents must sign up for tours in advance, which take place several times a month. CMP has an "Open Door Policy" for parents to come observe classroom activities after our first 6-8 week normalization period; however, the school encourages parents to schedule an appointment with their teacher in advance to alleviate scheduling conflicts and limit distractions in the learning environment.

E2 School Environment Criterion

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

The Montessori philosophy emphasizes having a carefully prepared classroom environment, creating a beautiful, clean, and orderly setting to maximize learning potential. In grades K-6, materials are organized on shelves around the room, grouped by subjects and ordered from simple to complex. 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 the student on how to properly care for their classroom environment and students assume responsibility through the

assignment of Care of the Environment jobs. Additionally, parent volunteers often come in to help clean the classrooms.

An essential component of the 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. 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. In addition to cultural studies being embedded in the curriculum throughout the year, CMP-EG holds a 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*.

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 Elk Grove has as a high standard for safety. There is adequate supervision of students at all times. Classroom teaching assistants are trained to supervise in a systematic way. Use of the common areas is strategically planned to limit the number of students in a given area at one time. We also stagger class start and dismissal times to limit traffic in the school parking lot. Teachers and administration share the responsibility of keeping the parking lot safe and directing traffic flow. Wireless radios are used coordinate during 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 regularly basis.

Classroom sizes are small and all of classrooms have a teacher and an assistant. The high adult-to-student ratio allows CMP to address classroom disruptions quickly and effectively.

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

At the end of each school year, the CMP-EG campus holds an End of the Year Planning meeting. 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 share ideas, voice concerns, and provide input. It is through this process that teamwork is cultivated and maintained.

Teachers at CMP-EG are fully credentialed, with many also holding Master's degrees. 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, Livescan 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.

CMP-EG offers additional parent education that may include Montessori Education Nights, Love and Logic Classes, Technology Information Nights, and Internet Safety. By providing educational opportunities for our parents, we can ensure parent volunteer behavior is consistent with our school culture.

Continuous collaboration and professional development also play a key role in our staff's professionalism and consistency. CMP provides grade level mentors and Deans of Students to support our staff. Additionally, CMP partners with the Sacramento County Office of Education Teacher Induction Program (SCOETI) 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 technologies that may include electronic mail (through Internet access), Internet connections, and computers. All classrooms in grade 3-8th have a 1:1 ratio of ChromeBooks to students and all other classrooms (K/2) maintain an approximate 5:1 ratio (desktops or laptops). With the access to computers comes the availability of materials that may not be considered appropriate in the classroom. On a global network it is nearly impossible to control all materials available. 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.

In the fall of each year 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 in schools and libraries 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.

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***

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 Response to Intervention (RtI). RtI is a method of academic intervention, designed to provide early, effective assistance to students who are having difficulty learning. The RtI team generally consists of the teacher, parent and student who brainstorm ways to help support the student. Issues addressed may include low test scores, behavior problems, poor focus, or difficulty completing homework and/or class work. Tutoring is offered, either before or after school, to provide students with additional support in core academic areas. This may be subject-specific, such as math or reading, or may focus on building skills such as organization, test taking, time management, or homework completion.

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

Throughout the year, all students are assessed for their academic level. When students are not performing at grade level academically, or are struggling with socialization or behavior issues, they are escalated through the RTI process. During the process, teachers, parents, and students work together to support student success and interventions are implemented. Some examples of interventions are Read Naturally, Handwriting without Tears (Upper Elementary), SIPPS, individual work areas, sound-limiting headphones, timers, and before-and-after school tutoring. If adequate progress is not made throughout this process, the student is escalated to RtI 3. 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. The special education program is run through the Yolo County SELPA. CMP maintains a specific allocation of funds earmarked for Special Education, ensuring the needs of special education students are adequately met. There is also have a Special Education Director who assists with compliance with all laws and rights protecting students. CMP strives to stay current with IDEA, Section 504 of the Americans with Disabilities Act, and best practices.

CMP abides by all federal and state laws for identifying English Language Learners. All initial and annual candidates are test in the fall and monitored throughout the year. Students are initially indentified 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. The 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.

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 experiences span from Career Days in primary classrooms to business Shadow Days 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 CDE and Montessori credentialed)
- Curriculum-based field trips
- Individualized learning

- Multi-age classrooms
- Campus Advisory Council and Governing Board as additional forums for parents and students to communicate with the CMP administration
- Beautiful, well-maintained environment

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 Standard (NGSS) and new science testing, 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.

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

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

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

Action Plan Incorporate and implement NGSS into Montessori Science Curriculum:

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

Goal #1: To create a 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/Notes 	<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 HR 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

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

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#4 - 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
#5– 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 LCAP 	<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
#6- 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"> ERPD Days In-service Days Staff Meetings Grade Level Meetings
#7- 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 Results 	<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 adopt a writing curriculum for CMP-EG, grades K-8.

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

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

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

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

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

Action Plan: In order to adopt a writing curriculum:

- Establish and convene a writing committee
- Research and collect a pool of potential writing curricula
- Select program(s) to pilot
- Gather teacher and student feedback on pilot
- Program Adoption

Goal #2: To research and adopt a writing curriculum for CMP-Elk Grove, grades K-8.

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"> Winter 2017 Ongoing 	<ul style="list-style-type: none"> Curriculum Level Meetings
#2- Research and collect a pool of potential writing curricula	<ul style="list-style-type: none"> Writing Committee Members 	<ul style="list-style-type: none"> CDE Recommended Curriculums Previously Trained Staff 	<ul style="list-style-type: none"> Participation rate Meeting Agenda Meeting notes Committee Feedback 	<ul style="list-style-type: none"> Fall 2017 Ongoing 	<ul style="list-style-type: none"> Faculty meetings Principal Round Table reports
#3 -Select program(s) to pilot	<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 	<ul style="list-style-type: none"> Spring 2017 Ongoing 	<ul style="list-style-type: none"> Staff and Board meetings Principal Round Tale Reports
#4 – Gather teacher and student feedback on pilot	<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"> Fall 2018 Ongoing 	<ul style="list-style-type: none"> Staff and Board meetings Principal reports Writing Committee notes
#5- Program Adoption	<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 	<ul style="list-style-type: none"> Lesson Plans Classroom Observation Writing Samples 	<ul style="list-style-type: none"> Spring 2018 Ongoing 	<ul style="list-style-type: none"> Faculty Meetings Principal Round Table reports

Mathematics

Goal #3: 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, curriculum team discussions, and observational data.

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

Action Plan:

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

Goal #3: 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 Curriculum Team 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 Curriculum Team 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 Curriculum Team 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 Curriculum Team Meetings Round Table Reports

Technology as a Meaningful Experience for the Child

Goal #4: Incorporate technology as a meaningful experience for the child.

Rationale: To support stakeholder requests for more training and resources 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, Curriculum Team Meetings 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 #4: Incorporate technology as a 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

Reading to Analyze and Understand a Range of Literacy Texts and Informational Texts

Goal #5: Reading to analyze and understand a range of literacy texts and informational texts.

Rationale: Our California Assessment of Student Performance and Progress scores indicate that there is a need at CMP-EG to focus on how to read closely and analytically to understand a range of literacy texts and informational texts across the curriculum.

Annual Goal: Regularly incorporate strategies for identifying Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and reading more Informational Texts, in all grade levels, using existing curricula and materials.

ESLO Addressed:

- **Montessori Learners** work independently, demonstrate initiative, utilize the power of concentration, think critically, and are life-long learners.
- **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.

Evaluation: Administration will evaluate progress through observational data (mentor reports, student reports, assessment data and classroom observation).

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

Action Plan:

- Survey staff to gather perception data
- Gather current resources and strategies from teachers who are seeing success in this area
- Research developmentally appropriate resources to utilize in class, as well as after school tutoring
- Plan implementations within Grade Level Teams: discuss resources, strategies and frequency

Goal #5: Reading to analyze and understand a range of literacy texts and informational texts.

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1- Survey staff and students to gather perception data	<ul style="list-style-type: none"> Campus Administration 	<ul style="list-style-type: none"> Teachers Students 	<ul style="list-style-type: none"> State Testing Stakeholder Surveys Observation 	<ul style="list-style-type: none"> Winter 2016-2017 On Going 	<ul style="list-style-type: none"> Staff Meetings Network Curriculum Meetings Round Table Reports
#2- Gather current resources and strategies from teachers who are seeing success in this area	<ul style="list-style-type: none"> Campus Administration Mentor Teachers 	<ul style="list-style-type: none"> Classroom Teachers Special Education Teachers Network Curriculum Meetings 	<ul style="list-style-type: none"> State Testing Stakeholder Surveys Observation 	<ul style="list-style-type: none"> Spring 2017 	<ul style="list-style-type: none"> Staff Meetings Network Curriculum Meetings Round Table Reports
#3 – Research developmentally appropriate resources and strategies	<ul style="list-style-type: none"> Campus Administration Mentor Teachers 	<ul style="list-style-type: none"> Teachers Parents Special Education Teachers EGUSD Professional Development Professional Literature 	<ul style="list-style-type: none"> State Testing Classroom Assessments Observation 	<ul style="list-style-type: none"> Winter 2016 On Going 	<ul style="list-style-type: none"> Staff Meetings Round Table Reports Newsletters
#4- Plan implementations within Grade Level Teams	<ul style="list-style-type: none"> Campus Administration Mentor Teachers 	<ul style="list-style-type: none"> Campus Administration Teachers 	<ul style="list-style-type: none"> State Testing Classroom assessments Stakeholder Surveys Observation 	<ul style="list-style-type: none"> Spring 2017 On Going 	<ul style="list-style-type: none"> Newsletters Staff Meetings Round Table Reports