2017

CALIFORNIA MONTESSORI PROJECT-
Shingle Springs Campus
Self-Study Report

4645 Buckeye Road, Shingle Springs, CA 95682
A California Public Charter School
Buckeye Union School District

Acknowledgements

WASC Coordinator

Cherie Cooney, Dean of Students, Parent

WASC Leadership Team

Kim Zawilski, Campus Principal, Alumni Parent
Mickey Slamkowski, CMP Director of Program
Gary Bowman, CMP Executive Director
Sueanne Zufelt, Parent, Substitute Teacher
Shari DeVille, Parent, Substitute Teacher
Kris Rogers, Dean of Students, School Culture Focus Group Leader
Eileen Perkins, Teacher (Grade K/1), Curriculum Focus Group Leader
Jan Fagan, Teacher (Grade 2/3), Assessment Focus Group Leader
Kim Yeager, Teacher (Grade 7/8), Organization Focus Group Leader
Kathy Gerstle, Teacher (Grade 4/5/6), Instruction Focus Group Leader

Focus Groups

Organization

Kim Yeager, Teacher (Grade 7/8), Organization Focus Group Leader, Alumni Parent
Kim Zawilski, Campus Principal, Alumni Parent
Cherie Cooney, Dean of Students, Parent
Amber Presnall, Teacher (Grade K/1), Parent
Monica Charron, Administrative Assistant, Parent
Kaylee Meinz, Administrative Assistant
Christina Sherrod, Teacher (Grade 4/5/6)
Cherish Duff, Administrative Assistant, Parent

Curriculum

Eileen Perkins, Teacher (Grade K/1), Curriculum Focus Group Leader
Barbara Molinari, Teacher (Grade K/1)
Molly Kimber, Teacher (Grade K/1), Parent
Kanchana Sriram, Teacher (Grade 4/5/6), Parent
Katherine Shaw Cox, Teacher (Grade 2/3), Parent
Leigh Anne Borg, Speech Pathologist

Instruction

Kathy Gerstle, Teacher (Grade 4/5/6), Instruction Focus Group Leader, Alumni Parent
Britt Ellertson, Teacher (Grade K/1)
Charmaine Scott, Teacher (Grade K/1), Parent
Shannan Chanda, Teacher (Grade 2/3)
Alison Rosen, Teacher (Grade 4/5/6)
Robert Thomas, Teacher (Grade 7/8), Alumni Parent

Assessment

Jan Fagan, Teacher (Grade 2/3), Assessment Focus Group Leader
Caleb Peterson, Teacher (Grade 4/5/6)
Gwyne Parker, Teacher (Grade 4/5/6), Parent
Natasha Raffety, Teacher (Grade 7/8), Parent
Kirsten Sanders, Teacher (Grade 4/5/6), Parent
Mona Lisa Coburn, Special Education Teacher

School Culture

Kris Rogers, Dean of Students, School Culture Focus Group Leader, Alumni Parent
Dawn Campbell Nordquist, Special Education Teacher, Alumni Parent
Kelly Barton, Teacher (Grade 4/5/6), Parent
Tom Freer, Teacher (Grade 7/8), Parent
Emily McDaniel, Teacher (Grade 2/3), Parent
Ronda Ritchie, Teacher (Grade 2/3), Parent
Desiree Thomas, Physical Education Teacher, Athletics Director, Alumni Parent
Kevin Meinz, Visual and Performing Arts Teacher, Teacher's Assistant, Alumni Student

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Parents
Students
Administrative Assistants
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Grade Level Teams
Special Education Staff
Yard Duties & Teachers Assistants

Preface

Self-reflective and collegial dialogue about continuously improving student learning and school processes occurs within and across all grade levels in an ongoing cycle at the California Montessori Project-Shingle Springs Campus. The school's Schoolwide Action Plan, District LCAP, American Montessori Society Accreditation status, and Buckeye District Charter Authorization simultaneously provide systematic framework for ongoing assessment and evaluation of the school program and its impact on the community.

CMP's teachers, staff, the WASC Leadership Team, Governing Board, Central Administration Team, Campus Principals, Campus Deans of Students, parents, students, among others, play key roles in facilitating dialogue. The California Montessori Project's strong belief in and adherence to the Montessori philosophy of education is foundational in setting standards for effective practice. When evaluating the school program, community members can always look to the strong tenants of Montessori philosophy as a grounding factor. Modern day research and additional professional development are actively sought out and incorporated into daily practices as long as the integrity of the Montessori philosophy is maintained.

The California Montessori Project Network has strong leadership. A scaffold model of leadership is inherent. This model allows for voices from all stakeholders to be heard and passed on to the next level of leadership. Leadership team members have many opportunities to meet and discuss topics related to the school. Some topics may be handled at lower levels of leadership while others are passed on to higher levels of leadership. Systems are in place to ensure two-way communication takes place and information is passed back and forth between leadership levels. CMP currently has a Director of Program whose primary focus is supporting all leadership levels and ensuring program quality for all six CMP campuses.

The ASC WASC Self-Study document was produced in the 2016-2017 school year with Focus and Home Group meetings taking place in the 2015-2016 and 2016-2017 school years. The primary goal of the Focus and Home Group meetings was to involve and collaborate with all stakeholders and staff in an effort to support student achievement. At the beginning of the self-study process, the Schoolwide Learner Outcomes were reviewed and reevaluated in order to clarify which attributes the school desires to develop in the students. The Student and Community Profile, including student and staff demographic data as well as student performance data was reviewed and analyzed. The Focus and Home Groups also assessed and evaluated the school program using the ACS/WASC Criteria as a frame of reference. Through the self-study process, an action plan containing three primary goals was generated. This action plan will be a focus area of growth for the next several years.

There are many gifts that the ASC WASC Self-Study process gives to the school community. These gifts include but are not limited to:

- A Renewed sense of school pride, community, and collaboration
- Enthusiasm for positive change through the Schoolwide Action Plan
- A principle centered school with a focus on mission, purpose, vision, and student outcomes

2017

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General Background and History

The California Montessori Project (CMP) Shingle Springs Campus is located in the beautiful, rural community in Shingle Springs. Originally an early, bustling, California gold mining settlement, Shingle Springs has taken on the character of a peaceful country community with ranches and homes on acreage. The discovery of gold enticed people from all over the world to settle in the area and the first general store was established in 1865. As the gold claims failed, the miners moved on, but cattle ranchers and farmers saw the value in the hills and continued to develop the area. The first post office was established on February 3, 1853, and in 1866 the Sacramento Valley Railroad extended to Shingle Springs. The town boomed with trains and stages departing daily. In 1867, the railroad found a new route through Auburn. Some area residents moved on, but many decided to stay and establish Shingle Springs as a permanent community.

Originally, Shingle Springs and surrounding areas was home to the Niesnan branch of the Maidu Indians. Grinding rocks and burial mounds are still visible.

Recreational opportunities center around the seasonal climate found in the Mother Lode. Although this area is below the snow, a short drive of 70 miles, brings one to the heart of one of the best winter sports settings, Lake Tahoe. The crystal blue lake waters also serve summer outdoor enthusiasts. The American and Consumnes Rivers offer a wonderland of activities year round and the spacious El Dorado National Forest features many lakes, hiking areas, and campgrounds.

Shingle Springs is typical of many California communities in its rapid growth over the past 15 years. As housing prices and the cost of living in California soar, Shingle Springs also grows with a $403,500 median housing value. The population of Shingle Springs as of 2010 is 4,432. The median household income is $82,788 which is above the state median of $61,400. Many people living in the Shingle Springs area commute to urban areas for work such as Folsom, Sacramento, and even the Greater Bay Area.

The California Montessori Project's Shingle Springs Campus serves students in Kindergarten through Eighth grade. As a public charter school, there is an open enrollment policy. Students come from a wide range of neighboring cities and towns including, but not limited to: Shingle Springs, Cameron Park, Placerville, El Dorado, Diamond Springs, Camino, Pollock Pines, El Dorado Hills, Folsom, Rancho Cordova, Rescue, Coloma, and Lotus.

The Shingle Springs Campus is particularly interested in attracting students who hold the following characteristics:

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

Currently, there are several private Montessori early childhood programs in the local area. The CMP-Shingle Springs Campus supports these schools because having a full year of previous Montessori education gains priority in the lottery process. Many families from the local preschools are interested in continuing their children's Montessori education in the elementary years, making a Montessori public charter school a desired choice. Interested families apply for the CMP-Shingle Springs Campus and are entered into the lottery. The CMP-Shingle Springs Campus maintains full enrollment and a waiting list. CMP holds a public lottery for open positions. Typically, Kindergarten is the main grade level included in the lottery. Other grade levels open up when student attrition takes place.

Family and Community Trends

Many families live and work in the local area. This supports steady school enrollment. Many children will stay in the school from Kindergarten through 8th grade. The small amount of student attrition is usually due to families moving out of town or families choosing to attend a school closer to their home. The school is a desired program in the area as the number of student applicants far exceeds the number of lottery positions available each year.

Parent Engagement

Parents are a vital resource at the California Montessori Project. Parent participation is essential. CMP believes student learning is enhanced by including parents in the educational process.

CMP asks parents to fulfill parent participation hours to better the school while supporting   home to school partnership and connection. Families with one enrolled child are encouraged to engage in 40 hours of service and families with additional enrolled children are encouraged to engage in 70 hours of service per year.

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 has an active parent committee dedicated to supporting all facets of fundraising for the school from planning to implementation.

Sensitive to families' busy schedules, CMP works with parents and teachers to identify ways families can be involved outside school hours to better accommodate working families and scheduling conflicts. Periodic weekend work days, for example, have been an effective way to bring families together to beautify the campus--whether building garden boxes, landscaping, painting, or setting up for and cleaning up after special events.

The Shingle Springs Campus has an active parent/ teacher committee, referred to as the Campus Advisory Committee (CAC), 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 parents, teachers and the community, guiding fundraising activities at the campus; and allocating donated resources.

School/Business Relationship

CMP-Shingle Springs is involved with local businesses in many ways. There is collaboration with three different restaurants to provide optional school lunches. These act as fundraisers for the school while bringing business to local restaurants. For the past two years, the 2nd and 3rd grade students have participated in a locally sponsored "Farm Day" to learn about the agriculture in El Dorado County. The Middle School students also conduct a business internship each year. During this time, students volunteer at local businesses, completely immersing themselves into a career of interest to them. Additionally, local businesses such as Raley's and Safeway are supported by the school through scrip programs, sending the store business while getting a return on their profits. Occasionally, the school holds off-site restaurant fundraisers where CMP families can go to a local restaurant and identify themselves as part of the CMP community. The restaurant will then give a percentage of the evening's profits back to the school.

CMP Middle School students build relationships in the immediate and extended community by completing 50 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 some of their volunteer hours on campus and are also encouraged to volunteer in a variety of local agencies such as the El Dorado County Food Bank, The Upper Room Dining Hall, Sierra Wildlife Rescue, and El Dorado County Teen Court.

The California Montessori Project Network
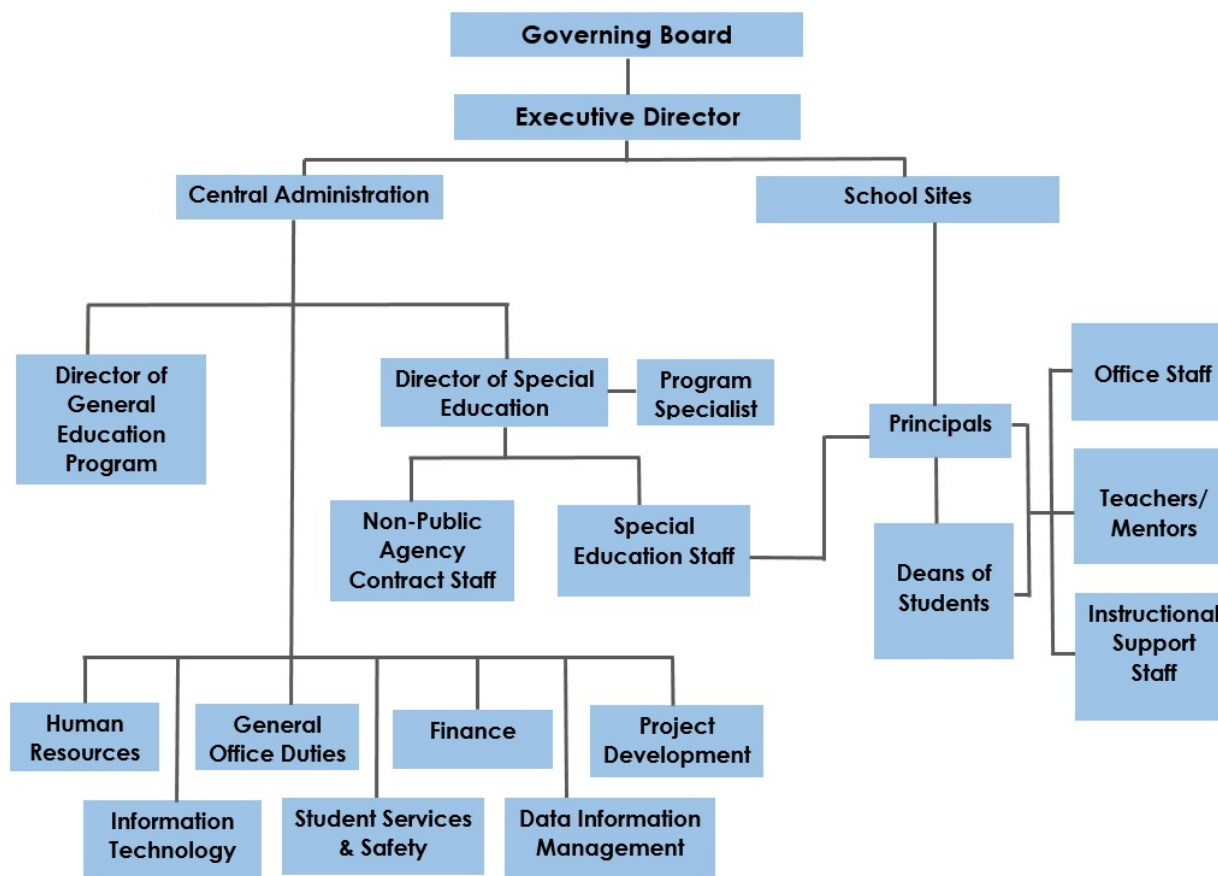
The California Montessori Project is a network of Charter Montessori public schools, operating within the greater Sacramento area. Campus sites include: Elk Grove, Elk Grove Bradshaw, Capitol, Carmichael, American River, Orangevale, and Shingle Springs.

CMP is the result of the desire and 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 of 2001. CMP schools currently maintain accreditation through the American Montessori Society (AMS) and are viewed within the educational community as an exemplary model in terms of student program and school operation. Today, CMP provides an effective and innovative educational program which serves 2,600 students at six campuses, located in Sacramento and El Dorado Counties.

All of the six schools in the 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 have, among other valuable skills, experience in: education, business, finance, technology, facilities, leadership development and organizational development. The CMP Governing Board currently consists of the Executive Director or designee, one Montessori community member, one business community member, one charter community member, parents, and one teacher representative. The CMP Governing Board meets on a monthly basis, rotating the meeting location between the six CMP campuses and the Central Administrative offices.

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.

The California Montessori Project's Shingle Springs Campus operates within the geographic boundaries of the Buckeye Union School District, and was authorized as a public charter school through the Buckeye Union School District in 2006 with reauthorizations in 2009 and 2014, effective through June 2019. The school successfully completed a large addition to the current campus using granted Proposition 55 monies awarded from the state.

WASC Accreditation History

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

School Facilities

The original CMP-Shingle Springs Campus is nestled in the foothills on a 5-acre parcel located across the street from a church as well as a traditional public school (Buckeye Elementary) and is located at 4645 Buckeye Road, Shingle Springs, CA 95682. The original CMP-Shingle Springs Campus houses the Kindergarten through Third Grade in eight separate classrooms, one Resource classroom, two libraries, a teacher training classroom, and administrative offices.
CMP-Shingle Springs uses the original property extensively and has installed two large playground systems. a grass field area, an outdoor amphitheatre, a Garden of Learning garden area, a basketball court, a cross-country running track, and various concrete fire lanes which also

provide play surface for four square, hopscotch, etc. CMP-Shingle Springs has also installed three large outdoor patios, complete with rain-retardant covers for use as lunch areas for students.

On February 23, 2005, CMP-Shingle Springs was awarded a Charter School Facilities Program Grant (CSFP) for a preliminary total of $5,310,746.00 for the site acquisition and construction of 14 additional classrooms, a gymnasium, restrooms, administrative offices, and a warming kitchen. At the April 25, 2007 State Allocation Board (SAB) meeting, the regulations were revised to reflect changes to the projects upon conversion from a Preliminary Apportionment to a Final Apportionment. These changes allowed for the Charter School Facilities Program under Proposition 55 to have two categories of funding for their project: site acquisition and construction as described in the School Facilities Program (SFP). The Office of Public School Construction (OPSC) 50-05 Request for Funding was submitted on January 10, 2014; OPSC released $10,544,098 to CMP-Shingle Springs; contracts were issued and construction began in the early spring of 2014 with completion in July 2015. The new campus expansion was opened in the Fall of 2015. The campus expansion houses 4th through 8th grade students, a library, a science center, and a resource room in the 14 classrooms. The administrative office suite includes office space, a staff lounge, a conference room, storage closets and staff restrooms. The gymnasium was equipped with sports court flooring, six basketball hoops, a school regulation volleyball system, a complete sound system, and acoustic paneling. In addition, there is a warming kitchen off the gymnasium as well as large storage rooms for physical education equipment.

School Safety Plan

California public schools are required to comply with California Education Code (CEC), Section 35294, dealing with the preparation of "safe school plans." In keeping with this task, CMP developed a Comprehensive School Safety Plan which includes a Site Emergency Response Plan and guides the CMP school administrators with their safety and response plans. Each of these plans addresses 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. CMP's mission for the Safety Operations Plan is to provide a Comprehensive Safety Plan and Site Emergency Response Plan for ensuring a safe, healthy and productive learning environment for all stakeholders.

In 2013 several staff members attended the ALICE Training which is an intensive full day of training on advanced lockdown drills and what to do in the event of an active shooter on campus. In October of 2016, CMP sent staff members to become Alice trainers in order to hold regular trainings for all staff members.

School Purpose

Mission Statement

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

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 Common Core 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 BTSA Teacher-Training Program (currently named SCOE 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 school, after school and intersession programs
- School-wide technology-based foreign language program

Core Beliefs

Dr. Montessori's fundamental goal was to prepare the child for the "real world" and she recognized that each student is an individual with distinctive personal, social, and educational needs. As a result, every personal interaction with students may be unique 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 us that people learn in two ways: through experience and by modeling. Recognizing that each person comes to the school 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. Staff strives to acknowledge the unique 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. Professional attitude is a mindset with a core belief that actions and 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 a 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 students.
4. Students will be given the opportunity to make decisions about issues that affect themselves. Outcome of choices, including misbehavior, will be handled with natural and/or logical consequences instead of punishment, whenever possible.
5. Outcomes of choices and misbehavior will be viewed as opportunities for individual problem solving and preparation for the real world. Staff acknowledges that misbehaviors are not necessarily a personal attack on school or staff and acknowledge that other underlying personal or emotional issues may need to be considered.
6. In the event a consequence appears to be unfair, students are encouraged to request an opportunity to fully communicate their viewpoints and any additional facts regarding a situation with whom they were involved.
7. School problems will be handled by school personnel. Any criminal activity will be referred to the proper authorities.

Schoolwide Learner Outcomes

California Montessori Project Students:

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

Vision Statement

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

The Vision of the California Montessori Shingle Springs Campus is to provide a comprehensive education that supports the academics and development of every child, facilitates a relationship with the environment, while empowering every student to be an agent of change for life.

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

Safe, Respectable, and Responsible choice makers for themselves and empower others to do so as well

Montessori learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are life long learners

California Montessori Project
Expected Schoolwide
Learner Outcomes

Local Control and Accountability Plan (LCAP)

As part of the Local Control Funding Formula (LCFF), school districts, County Offices of Education (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.

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 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.

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. In accordance with California Education Code Section 47606.5, 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.   Over the past four years, there have been several 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 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. 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 eight State Priorities, by site, as well as for the 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

In the 2015-2016 school year, the LCFF budget allowed for the pilot and adoption of a new Common Core-aligned Middle School Math Curriculum and in the 2016-2017 school year, the LCFF budget will incorporate exploration of a new 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

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- 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 the 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 California Common Core Standards (CA CCSS). 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 Standards and 100% of teachers will participate in annual professional development on the implementation of CA CCSS
  - Metric: CA CCSS Implementation
- Teachers in CMP classrooms will utilize Montessori materials, within both individual and small group settings, to ensure that English Language Learners (EL) will understand the academic content in a concrete manner. State and Local Priority 2

- o 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
  - o Metric: CA 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
  - o 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
  - o Metric: CA CCSS Implementation
- Parents are provided numerous opportunities to serve their community, including both on-site and off-site opportunities. State and Local Priority 3
  - o Identified Need: As per CMP's Parent Participation Policy, parents are encouraged to provide service to the school community
  - o Metric: Parent Participation
- School administration will work with the parent community to recruit parents to the Campus Advisory Council (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
  - o Identified Need: Parents will have the opportunity to provide school site-specific input through the representative body of the CAC. Further, parents will have the opportunity to provide CMP network-specific input through representation on CMP's Governing Board
  - o 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
  - o 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
  - o Metric: Standardized Tests
- Classroom instruction will incorporate testing strategies in preparation for the CAASPP. State and Local Priority 4
  - o 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

- o 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
  - o Identified Need: CMP will ensure EL students are properly identified and tested and demonstrate academic progress
  - o Metric: EL Reclassification Rate
- CMP-Shingle Springs will provide a safe and engaging learning environment for students and families, including subgroups. State and Local Priority 5
  - o Identified Need: CMP-Shingle Springs will maintain a 95% ADA rate
  - o 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
  - o Identified Need: Students will not have more than three unexcused absences or three tardies of 30 minutes or more during any one school year
  - o Metric: Chronic Absenteeism Rate (Truancy Rate)
- CMP-Shingle Springs will offer an academically engaging learning environment and will build a middle school community that is connected and encouraging, enticing middle school students to continue to be part of the CMP-Shingle Springs middle school community. State and Local Priority 5
  - o Identified Need: CMP-Shingle Springs will retain and promote 98% of its 7th and 8th grade students
  - o 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 Deans of Students will collaborate with teachers and families to develop strategies to manage student behavior issues and concerns. State and Local Priority 6
  - o Identified Need: CMP-Shingle Springs will maintain an annual suspension rate of less than 2%
  - o Metric: Suspension Rate
- CMP-Shingle Springs staff will be trained on the School Safety Plan, on an annual basis, and will conduct regularly scheduled fire, earthquake, lockdown and safety drills. State and Local Priority 6
  - o Identified Need: The CMP-Shingle Springs Learning Community, including staff, students and parents, will adhere to the CMP School Safety Plan
  - o Metric: Other Local Measures
- CMP-Shingle Springs 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
  - o Identified Need: CMP-Shingle Springs Campus will provide a safe, secure learning environment for all children

- o 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
  - o Identified Need: CMP-Shingle Springs' 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
  - o Metric: Student Access and Enrollment
- CMP-Shingle Springs 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
  - o 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.
  - o Metric: Other Tests
- CMP-Shingle Springs 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
  - o 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
  - o Metric: Other Tests
- Classroom teachers will integrate the arts across the curriculum; CMP-Shingle Springs will coordinate after school Visual and Performing Arts programs and activities. State and Local Priority 8
  - o 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.
  - o Metric: Other Tests
- CMP-Shingle Springs 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
  - o 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
  - o Metric: Other Tests
- CMP-Shingle Springs will provide all students, including all student subgroups, unduplicated students, and students with exceptional needs, an account to the Rosetta

Stone online Foreign Language program, classroom and home usage of the program and after school usage available at school site. State and Local Priority 8

- o Identified Need: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to a Foreign Language program
- o Metric: Other Tests

- CMP-Shingle Springs 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
  - o Identified Need: To further promote literacy, students need access to a school library.
  - o Metric: Standards-aligned Materials

- Classrooms will receive additional technological equipment to enhance the learning environment. State and Local Priority 1
  - o Identified Need: Classrooms will be fully equipped with appropriate technological equipment to enhance the learning environment.
  - o 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
  - o 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 students' individual academic goals.
  - o Metric: Standardized Tests, EL Reclassification Rate

School Program

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. It is through this collaboration that adjustments can be made as needed. Communication between home and school is a priority to support students academically and socially.

Grace and Courtesy is a fundamental principle necessary for developing autonomy in the Montessori classroom. Classroom teachers regularly give lessons on Grace and Courtesy at the

beginning of the year and follow-up lessons will occur throughout the year, as needed. Teachers use classroom meetings as an opportunity for students to express their social concerns as well as 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. In addition to classroom meetings, 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. Middle School students also practice personal reflection and have a designated curriculum for personal growth that promotes autonomy.

The Montessori environment is designed to foster independence in every area of the classroom. The classroom community establishes rules and procedures to define appropriate behavior. This also 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 minimal prompts from the teacher. Children are encouraged to manage their own academic work time by using 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. Lessons are specifically given 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 Kindergarten 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 to take on more challenging tasks.

In the Lower Elementary classrooms, 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 acceleration through the material or for re-teaching until mastery is achieved.

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.

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 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. Some students require additional supports during their independent tasks. For example, teachers may provide a timer for students to use, mats to define space, movement breaks, or one-on-one support during independent work time. Additional supports may include individual seating, the use of tools to minimize distractibility, and regular check-ins from teachers.

Some students struggle with work completion and therefore also struggle with academic confidence. These students may be given the opportunity to participate in intervention sessions during their school day as well as before- and after-school tutorial sessions. The teachers continue to support these programs and actively work with parents to encourage student participation.

Through the Response to Intervention (RTI) process, teachers 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. Intervention staff provides various services to students during the school day. 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 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 through the Aeries data base system. Parent-teacher conferences are held twice each year in order to discuss student progress; Upper Elementary and Middle School students are encouraged to participate in their conferences, further developing *independence, confidence and competence, and autonomy.*

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 child'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.

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, through their observations, teachers are able to offer important and specific feedback to students which is more valuable than praise or critique.

In a multi-age classroom, students observe others working at, 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.

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 well-being 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 three main school rules: 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 are 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.

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 pending new state adoption
- 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.
  - l*earning.com* technology instruction program
- 1:1 student-to-computer ratio in grades 2-8
- Curriculum Level Lead teachers at each campus
- Beginning Teacher Induction (TI) program for new teachers
- Full implementation of Response to Intervention (RTI) model for academic and behavioral interventions
- Reading intervention program (SIPPS, Read Naturally, Word Warm Up, SRA Specific Skills Series, comprehension groups) during school hours
- Before and after school tutoring programs

- ➢ BEST Practices, Building Effective Schools Together, positive behavioral support program to support appropriate school behavior
- ➢ Special Education Teacher, Speech/Language Pathologist, and Occupational Therapist on site and School Psychologist, Clinical Psychologist, and Behaviorists as needed for students with Individualized Educational Plans
- ➢ Two Deans 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

Summative and Formative assessments of the students' progress are made by various formal and informal methods including observation, skill assessments, open-ended questions, and computerized assessments throughout the year. These assessments ensure that students are progressing through the curriculum and get support if needed. Progress is monitored and student assignments are adjusted to meet individual needs.

Students record daily lessons and observations into personal notebooks. Teachers, in collaboration with their students, build student portfolios which are provided to the next teacher. The Google Classroom and the Aeries System are used in the Middle School to track student progress and homework assignments.

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.
- **Screener 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 Tests (GAT)** are administered to Lower Elementary students at the end of the year to determine mastery.
- **Albanesi Junior Review Tests (JRT)** and **Advanced Review Tests (ART)** are administered to Lower and Upper Elementary students 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 students 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 grades.
- **Learning.com (3rd-6th)** is an on-line technology program that allows for individualized lessons followed by assessments.
- **Rosetta Stone (K-8th)** is an on-line, self-paced foreign language program. Progress is measured through grade level benchmark expectations.
- **Classroom work** is utilized by teachers as formative assessments to evaluate students' understanding of concepts.
- **Ongoing informal assessments** through observation and student/teacher conferences.

Spiritual Awareness is inherent in the Montessori philosophy and curriculum. Spiritual Awareness is fostered through Cosmic Education and the study of world geography, cultural geography, research projects, continent puzzle maps, country flags, and participation in the school-wide World Fair. The World Fair celebrates diversity by teaching about other cultural celebrations, traditions, customs, food, clothing, and religions. In the study of the Montessori Great Lessons, The Fundamental Needs of Humans, and the Peace curriculum, students gain a better sense of self and their place in the world. This understanding supports the Spiritual Awareness of each child.

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 strengthens their ability to see the perspectives 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 the 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, The Gambia Girls, 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 and to get involved in science ecology programs such as Nature Bowl, Oceans Plastics Pollution, and Science Olympiad.

The CMP Staff, Central Administration and Governing Board believe that the 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 utilizes the following to promote and determine the learner outcomes of its students in the areas of **Being Safe, Respectful, and Responsible**:

- Teacher observation
- Positive discipline approach
- Classroom lessons focusing on character/peace education
- 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 Meeting Agendas
- Classroom Rules/Constitutions
- Peer Mentoring
- Peer Mediators
- "Buddy" Partnerships
- 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, World Fair, Harvest Festivals)
- Community Service
- Leadership Opportunities
- Research Projects
- Internships (Middle School business internships)
- Student Run Businesses (Middle School)
- Student Alumni volunteers
- Guest Speakers/Assemblies

Based on the CMP mission statement and the school's School-Wide Learning Outcomes, the following areas have been identified:

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 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 students and community
- Expanding student participation in areas of leadership

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 aids 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's 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 (English Learners, students not meeting standards, Socio-economically Disadvantaged, Homeless, Indian Education and Foster Youth) are invited, free of charge. CMP staff provides 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 free to families, students are asked to commit to regular attendance.

California Montessori Project administers the state and federally 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 CELDT test is administered annually to assess the progress of English learners until they are reclassified as Fluent English Proficient (RFEP). Once a student has been identified as an English Learner, general education teachers monitor student 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 Specially Designed Academic Instruction in English (SDAIE) 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.

- o 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.

Co-curricular Activities and Extra-curricular Activities

The CMP-Shingle Springs Campus offers several different types of co-curricular and extra-curricular activities.

Before and after school academic programs include intervention support for Kindergarten through Eighth grade students. Teachers carefully design programs to meet the unique needs of students. These programs provide extra student support with Math, Phonics, Reading, Writing, Social Studies and Science. These programs are completely free to families. Student candidates for these programs are identified through the Response to Intervention program. The teachers of these programs are eligible for additional pay through the supplementary hourly program funding. The before and after school programs vary from year to year depending on student and teacher needs and interest.

There are also several fee based programs available to students. These are taught by individuals not necessarily connected to CMP. These include drama, art, dance, science and soccer. The instructors of these programs are encouraged to use the campus facilities to make access to these types of enrichment programs more available to families. The school also supports Boy and Girl Scouts of America by providing school facilities to hold weekly troop meetings.

The CMP-Shingle Springs Campus competes in the local area small schools athletics program. The Athletics Director works closely with the county program to ensure continued participation and involvement. CMP-Shingle Springs competes against several local schools in the following sports: Cross Country, Flag Football, Boys and Girls Basketball and Volleyball, Track and Field, and Wrestling.

There are several school-wide events that include all ages of students and help create a sense of community. Each year, there is a school wide Harvest Festival, World Fair Celebration and a Science Fair. Monthly, there are school wide assemblies which focus on a character trait. Each assembly is accompanied with a spirit day. Assemblies are adopted by classrooms and students from the given classroom perform skits and determine the spirit day theme. All students school wide also participate in a "Buddy" program where younger students are paired up with older students to work on various projects and to foster mentorship and a sense of belonging.

CMP-Shingle Springs has had a successful Garden of Learning Program completely run by parent volunteers. This program includes students in Kindergarten through Sixth grade. Weekly lesson plans are created by the Garden of Learning Coordinator. There is a large community garden on campus where the children garden regularly. Over the past few years, the volunteer position of Garden of Learning Coordinator remains unfilled. However, classrooms have adopted areas and garden beds and will begin planting in the Spring of 2017.

CMP-Shingle Springs competes in local learning competitions. These include the El Dorado County Spelling Bee, the Nature Bowl (Science for 4th through 6th grades), and the Science Olympiad (for 6th through 8th grades).

Staff Description

In 2016-2017, the California Montessori Project-Shingle Springs Campus employs 24 full time Credentialed Teachers, 16 Classified Teachers' Assistants and the following staff:
- School Principal
- Two Deans of Students
- Five full-time and one part-time Administrative Assistants
- Two part-time Special Education Teachers (1.4 FTE)
- One full-time Speech Pathologist
- Three part-time Special Education Teaching Assistants
- Two part-time Reading Intervention Teachers
- Four part-time Club Montessori (before/after school) staff
- One full-time maintenance staff
- Three Independent Contractors-Schedules Vary
     (one School Psychologist and two Occupational Therapists)
- Twelve certified substitute teachers and 8 classified substitute teaching assistants

In addition to the Shingle Springs Campus employees, CMP-Shingle Springs also has access to CMP network staff. This includes a Special Education Director, a Board Certified Behavior Analyst, a Clinical Psychologist and other district administrative staff.

Classified Staff by Ethnicity

Classified Staff by Ethnicity									
	Total	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White/ Other	Two or More Races
2013-2014	14	0	0	0	0	3	0	11	0
2014-2015	14	0	1	0	0	3	0	10	0
2015-2016	20	0	0	0	0	3	0	15	2
2016-2017	28	1	0	0	0	5	0	20	2

Certificated Staff by Ethnicity

Certificated Staff by Ethnicity									
	Total	American Indian	Asian	Pacific Islander	Filipino	Hispanic	African American	White/ Other	Two or More Races
2013-2014	26	0	0	0	0	2	0	24	0
2014-2015	28	0	0	0	0	2	0	26	0
2015-2016	28	0	1	0	0	2	0	25	0
2016-2017	28	0	1	0	0	2	0	25	0

Classified Staff by Gender

Classified Staff Gender		
	Female	Male
2013-2014	12	2
2014-2015	12	2
2015-2016	17	3
2016-2017	24	4

Certificated Staff by Gender

Certificated Staff Gender		
	Female	**Male**
2013-2014	23	3
2014-2015	25	3
2015-2016	25	3
2016-2017	25	3

The above tables show a large percentage of classified and certificated staff are female and of white ethnicity.

Staff with Montessori Credentials

Number of Staff with the Following Montessori Credentials				
	Early Childhood	**Elementary I**	**Elementary II**	**Secondary I**
2013-2014	5	17	7	2
2014-2015	5	17	9	2
2015-2016	8	19	14	4
2016-2017	11	20	14	4

The above table shows most of the teachers hold a California State Teaching credential and at least one Montessori credential.

Certificated Staff/Level of Education

Certificated Staff Education Levels					
	Doctorate	**Master's Degree + 30**	**Master's Degree**	**Baccalaureate Degree +30**	**Baccalaureate Degree**
2013-2014	0	0	7	17	2
2014-2015	0	0	5	17	6
2015-2016	0	0	5	17	6
2016-2017	0	0	7	18	6

The table above shows all of the certificated staff have a Bachelor's Degree or higher in addition to their California Teaching Credential.

Certificated Staff/Years of Experience

	Certificated Staff Average Years of Experience			
	Average Years of Service	Average Years in District	Number of First Year Staff	Number of Second Year Staff
2013-2014	12	7	1	4
2014-2015	13	7	2	2
2015-2016	12	9	1	2
2016-2017	13	10	1	3

The table above shows, in general, the certificated staff has many years of experience.

Certificated Staff/Credentials

	Credentials of Certificated Faculty				
	Fully Credentialed	Emergency Credentialed	Pre/Intern	BTSA	Waiver
2013-2014	20	0	2	4	0
2014-2015	22	0	1	5	0
2015-2016	24	0	0	4	0
2016-2017	25	0	0	3	0

Professional Development

The California Montessori project is committed to ensuring the staff are not only highly qualified with regard to California teacher credentialing and Montessori teacher education but also with on-going opportunities for professional development. Below is a list of some of the ways CMP supports the professional development of all of its staff members:
- Early Release Professional Development Days on the first and third Wednesdays of the month.
- Network-wide staff development day in August before school begins
- New staff orientation day on campus in August before school begins
- New staff orientation day for the network in August before school begins
- American Montessori Society Annual Conference participation: each year some staff attend this annual conference which is held in major cities in the US. Every so often the AMS conference is held in California. When the conference is in California, CMP sends most of the staff.
- The Montessori Training Center is located on the Shingle Springs Campus. CMP provides stipends and tuition assistance for Montessori training.
- Network-wide grade level teams meet to collaborate and develop important grade level specific documents such as curriculum guides, progress reports and report card templates, grading rubrics, etc.

- Network-wide "Super Duper Saturdays": specifically designed professional development opportunities for staff with a stipend incentive
- Additional Montessori training provided by experienced Montessori teachers
- Professional development monies set aside for teachers to choose their own workshops and classes. Teachers must complete a proposal and receive approval before monies are released. Examples:
    1. Elementary Physical Education Workshop
    2. UC Davis Mathematics Project: Summer Institute
    3. Area 3 Writing Project
    4. Love and Logic Teacher Education
    5. Growth Mindset Training

Demographic Data

Enrollment

Enrollment Comparison by Grade Level				
	2013-2014	**2014-2015**	**2015-2016**	**2016-2017**
K	46	42	60	51
1	44	49	49	59
2	49	42	61	52
3	44	49	56	60
4	42	39	53	53
5	43	43	38	52
6	41	42	43	42
7	33	36	43	41
8	24	30	35	42
Total	**361**	**368**	**430**	**452**

Enrollment has continued to grow steadily over the years. Through methodical planning, and the campus expansion, classrooms have been added as necessary to accommodate the promotion of students through the grade levels.

Enrollment by Gender

Enrollment by Gender				
	2013-2014	**2014-2015**	**2015-2016**	**2016-2017**
Male	178	181	223	243
Female	183	187	207	209
Total	361	368	430	452

The number of male students is increasing more rapidly than the number of female students over the years.

Enrollment Comparison by Ethnicity

Enrollment Comparison by Ethnicity					
	2012-2013	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
Hispanic or Latino	50	51	54	61	58
American Indian	1	1	1	1	2
Asian	15	17	21	26	21
Pacific Islander	1	1	1	1	0
Filipino	2	2	2	2	1
African American	1	1	1	0	0
White	254	258	261	314	376
Two or More Races	42	35	31	33	52
Not Reported	0	0	0	0	0
Total	366	366	372	438	452

Although CMP-Shingle Springs does not have a large population of students from different ethnicities, it is somewhat consistent with the ethnicity ratios of El Dorado County and the local School District.

Enrollment Comparison by Ethnicity by School, District, and County

2013-2014 Enrollment Comparison by Ethnicity			
	CMP-Shingle Springs	**Buckeye Union District**	**El Dorado County**
Hispanic or Latino	13.9 %	13.3 %	19.2 %
American Indian	0.3 %	0.4 %	0.9 %
Asian	4.6 %	6.1 %	3.2 %
Pacific Islander	0.3 %	0.2 %	0.3 %
Filipino	0.6 %	1.3 %	1.2 %
African American	0.3 %	1.1 %	1.1 %
White	70.5 %	70.6 %	69.0 %
Two or More	9.6 %	6.9 %	5.0 %
Not Reported	0.0 %	0.0 %	0.2 %
Total	100 %	100 %	100 %

Parent Education Level

Parent Education Level					
	2012-2013	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
Some High School	0%	0%	1%	0%	0%
High School Graduate	4%	5%	5%	4%	5%
Some College	15%	16%	16%	17%	17%
College Graduate	42%	44%	45%	45%	43%
Graduate School	39%	35%	33%	34%	35%

The table above shows most parents have a high level of education beyond high school.

Socioeconomic Status

This table displays the number and percentage of students qualifying for a Free and Reduced Lunch Status and Aid to Families with Dependent Children.

Free and Reduced Lunch					
	2012-2013	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**
Free/Reduced Lunch Status	31	30	39	54	48
Percentage	8.4%	8.2%	10.5%	12.3%	10.6%

The percentages of students who are Socio-Economically Disadvantaged remain low.

Language Proficiency Numbers

This table displays the total number of English Language Learners and their level based on the scores of the California English Language Development Test (CELDT) for 2013-2014 through the 2016-2017 school years.

Language Proficiency Numbers

Shingle Springs	English Language Learners (EL)	Initially Fluent English Proficient (IFEP)	Reclassified Fluent English Proficient (RFEP)	English Learner Re-classification Rate
2013-2014	1	10	7	100%
2014-2015	2	8	6	0%
2015-2016	2	9	4	100%
2016-2017	0	9	8	100%

There is a very small population of English Language Learners.

Attendance

The following table displays the Average Daily Attendance (ADA), Truancy Rates, and Migration Rate for the Shingle Springs Campus from the 2013-2014 through the 2016-2017 school years. Average Daily Attendance is calculated by the total number of days present divided by the total number of days enrolled. Tardiness Rate is calculated by the number of days tardy (unexcused and tardy over 30 minutes) divided by the total number of days present. Truancy Rate is calculated by the number of students with three or more unexcused absences or days tardy extending over 30 minutes, divided by the number of enrolled students. Chronic Absentee Rate is the percentage of students who had fifteen or more absences in the course of a school year. Retention Rate is the percentage of students who returned from the previous school year including 8th grade students who moved on to high school (percentage shown).

Attendance Summary

	Average Daily Attendance	Tardiness Rate	Truancy Rate	Chronic Absentee Rate	Retention Rate	Graduating 8th Grade
2013-2014	97.08%	1.32%	24.80%	4.4%	85.63%	6.6%
2014-2015	96.56%	1.65%	32.98%	4.3%	88.09%	8.2%
2015-2016	96.67%	2.04%	29.13%	6.0%	89.94%	8.1%

The table above shows a slight decrease in Average Daily Attendance and an increase in Tardiness Rate, Truancy Rate and Chronic Absentee Rates over the past few years. However, CMP-Shingle Springs has maintained Average Daily Attendance (ADA) Rates above 95% since the inception of the school. High ADA is attributed to a variety of efforts, including parent education, regularly sending attendance letters to families, Response to Intervention for attendance, student assemblies, and attendance incentive programs. The chart also shows higher percentages of truancy. This could be directly related to the fact that the school does not have bus transportation. This adds to the number of days tardy over 30 minutes which is factored into the truancy rate. The Retention Rate is high considering most of the students leaving the school are graduating 8th grade students.

Suspension and Expulsion Rates

	Shingle Springs		Buckeye District		El Dorado County		State of California	
	Suspension Rate	Expulsion Rate	Suspension Rate	Expulsion Rate	Suspension Rate	Expulsion Rate	Suspension Rate	Expulsion Rate
2012-2013	0.8 %	0.0 %	1.5 %	0.1 %	5.0 %	0.1 %	5.1 %	0.1 %
2013-2014	1.6 %	0.0 %	1.2 %	0.0 %	4.4 %	0.1 %	4.4 %	0.1 %
2014-2015	2.9 %	0.3 %	1.2 %	0.0 %	3.9 %	0.1 %	3.8 %	0.1 %
2015-2016	0.7 %	0.0 %	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

The chart above shows the total number of incidents divided by the school's total enrollment. Rates continue to be very low with a slight increase in 2014-2015. The increase in Suspension Rate and Expulsion Rate in 2014-2015 is directly related to one incident involving multiple middle school students.

School-wide Discipline

School-wide Discipline			
	Teacher Managed Incident Reports	**Office Referrals**	**Suspensions**
2013-2014	191	61	8
2014-2015	284	107	18
2015-2016	490	89	3

The number of documented behavior incidents is growing as the student population grows.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits. This information is from the 2013-2014 school year.

District Salary Data Category	Buckeye Union School District	Similar Sized District
Beginning Teacher Salary	$40,981	$42,723
Mid-Range Teacher Salary	$61,900	$65,936
Highest Teacher Salary	$82,959	$84,545
Average Principal Salary (Elementary)	$109,163	$106,864
Average Principal Salary (Middle)	$111,326	$110,494
Superintendent Salary	$150,692	$159,133
Teacher Salary – Percent of Budget	43%	40%
Administrative Salary – Percent of Budget	6%	6%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted resources. This information is from the 2013-2014 school year.

School Financial Data

Shingle Springs	Amount
Total Expenditures Per Pupil	$7,274.49
Expenditures Per Pupil From Restricted Resources	$941.30
Expenditures Per Pupil From Unrestricted Resources	$6,333.18
Average Teacher Salary	$39,196.77

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data. This information is from the 2013-2014 school year.

Financial Data Comparison	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Shingle Springs Campus	$6,333	$39,197
California Montessori Project	$6,482	$38,033
Buckeye Union	$5,847	$66,738
California	$5,348	$69,086

The table above shows that the teacher salary is relatively low compared to the average for the state of California.

Student Performance Data:

CMP-Shingle Springs 2014-2015 to 2015-2016 CAASPP Overview

SS Overview
% Met or Exceeded Standard

	ELA	Math	Science 5th	Science 8th
2015 CMP-Shingle Springs	63%	48%	75%	92%
2016 CMP-Shingle Springs	71%	60%	69%	78%
2016 State	49%	37%	55%	64%
2015 Buckeye	64%	57%	83%	87%
2016 Buckeye	66%	57%	82%	89%
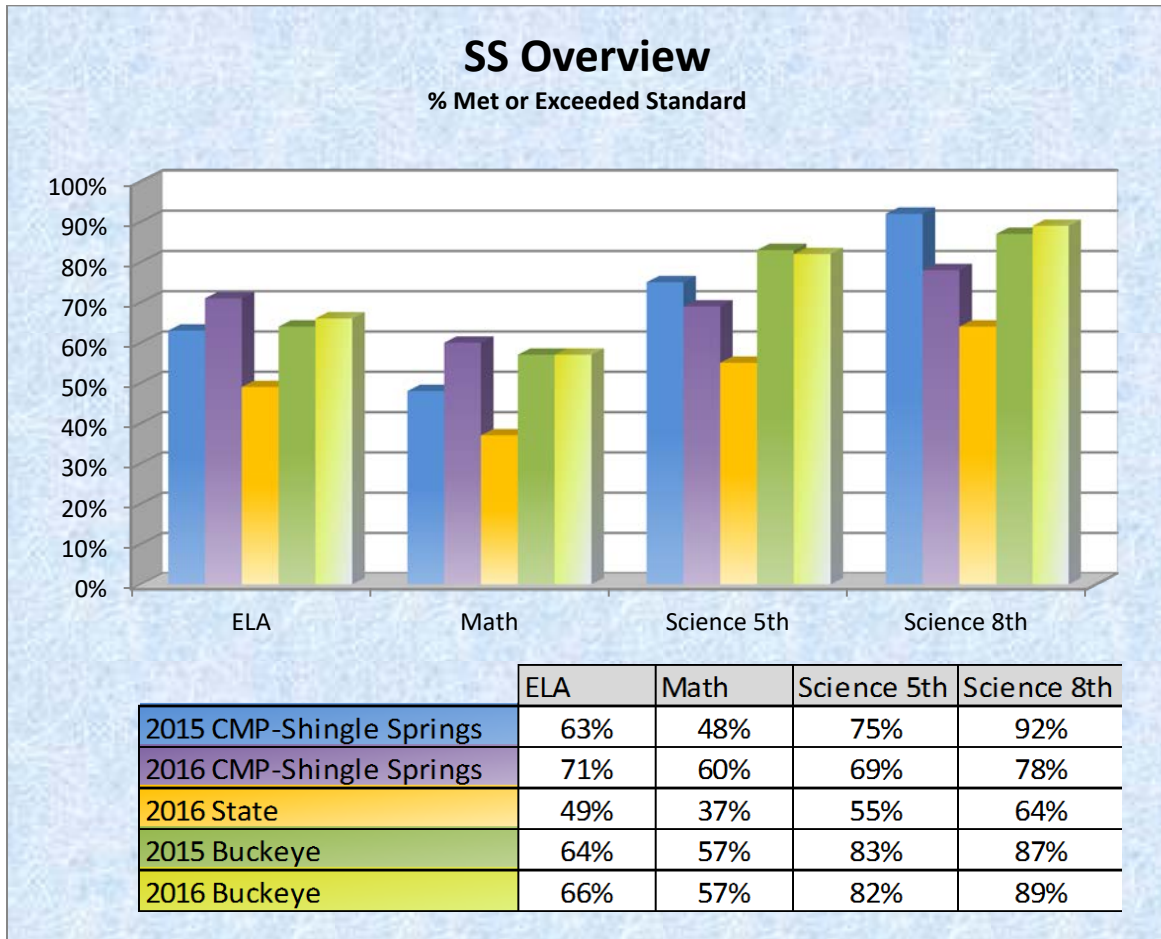
Shingle Springs Math
CAASPP Scores per Grade Level

SS Math Comparison by Grade Level
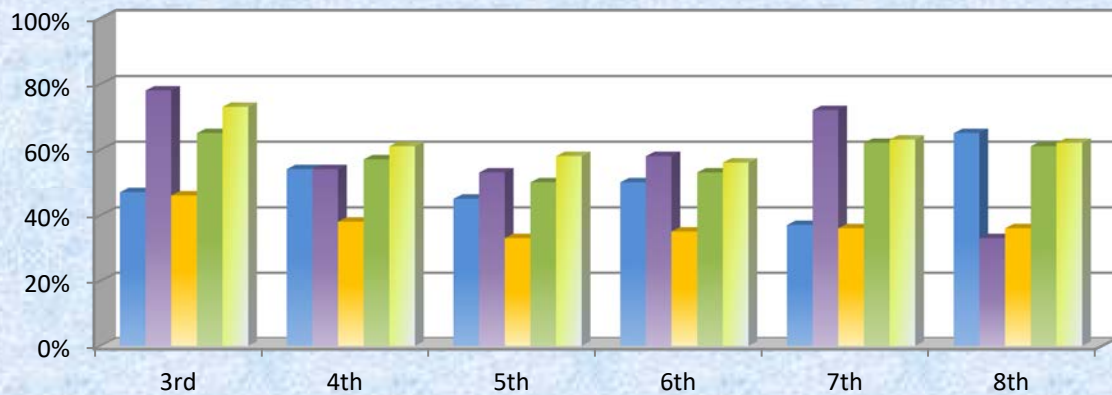
	3rd	4th	5th	6th	7th	8th
2015 CMP-Shingle Springs	47%	54%	45%	50%	37%	65%
2016 CMP-Shingle Springs	78%	54%	53%	58%	72%	33%
State	46%	38%	33%	35%	36%	36%
2015 Buckeye	65%	57%	50%	53%	62%	61%
2016 Buckeye	73%	61%	58%	56%	63%	62%

Shingle Springs English Language Arts
CAASPP Scores per Grade Level

SS ELA Comparison by Grade Level

	3rd	4th	5th	6th	7th	8th
2015 CMP-Shingle Springs	66%	51%	68%	64%	56%	72%
2016 CMP-Shingle Springs	69%	67%	63%	74%	88%	64%
State	46%	38%	33%	35%	36%	36%
2015 Buckeye	61%	61%	59%	60%	67%	71%
2016 Buckeye	67%	62%	66%	59%	69%	71%
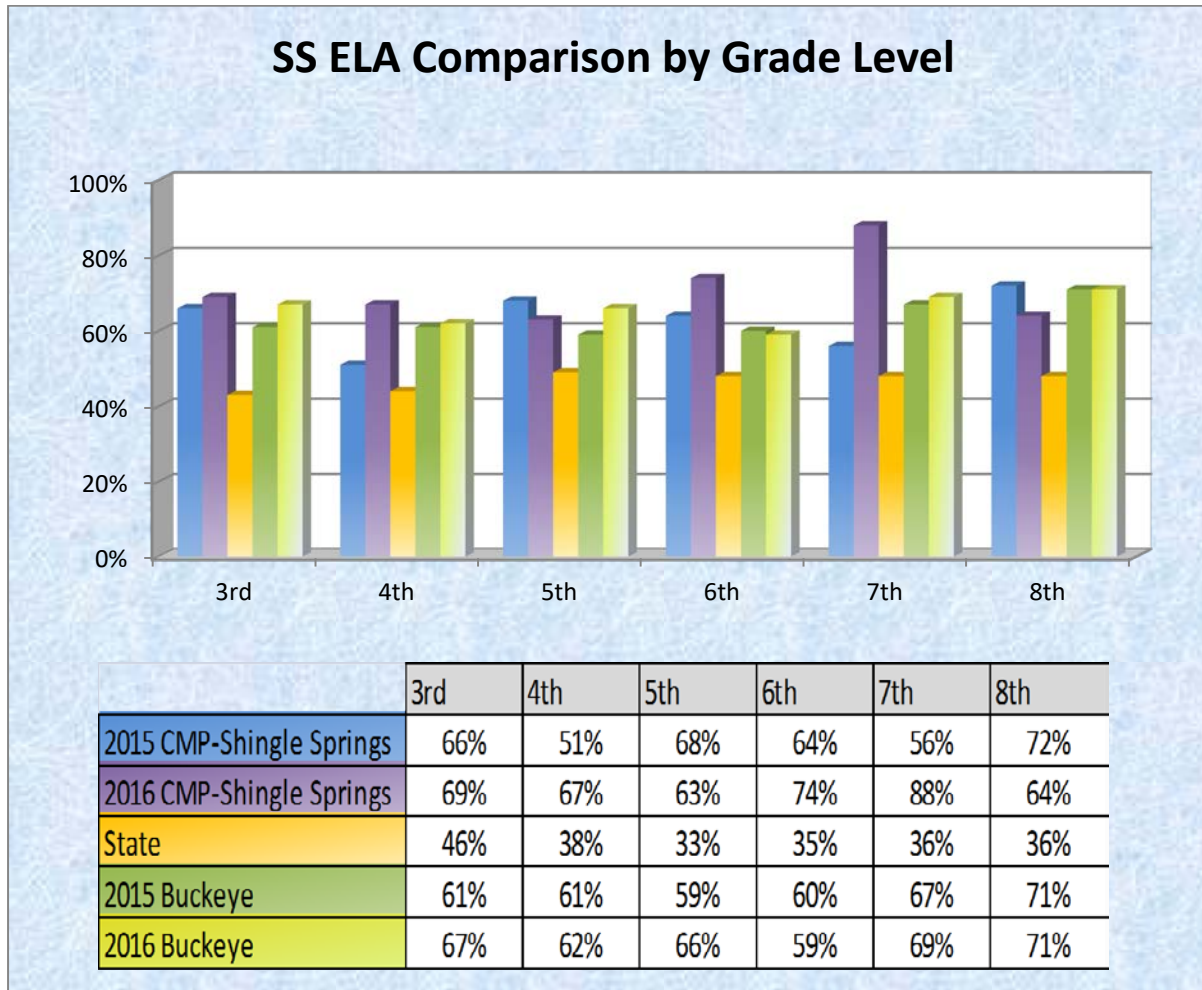
CAASPP Scores per Disability Status 2014-2015 & 2015-2016 English Language Arts

	Percentage of Students Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
No Disability 2015	**86.9%**	**27%**	**41%**	**23%**	**10%**
Disability 2015	**13.0%**	**19%**	**13%**	**32%**	**35%**
No Disability 2016	**87.4%**	**39%**	**36%**	**17%**	**7%**
Disability 2016	**12.6%**	**21%**	**15%**	**21%**	**42%**

CAASPP Scores per Disability Status 2014-2015 & 2015-2016 Math

	Percentage of Students Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
No Disability 2015	**86.9%**	**25%**	**27%**	**35%**	**13%**
Disability 2015	**13.0%**	**23%**	**10%**	**23%**	**45%**
No Disability 2016	**87.4%**	**32%**	**30%**	**29%**	**9%**
Disability 2016	**12.6%**	**15%**	**27%**	**12%**	**45%**

CAASPP Scores per Economic Status 2014-2015 & 2015-2016 Language Arts

	Percentage of Students Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Not Disadvantaged 2015	90.8%	28%	37%	23%	12%
Economically Disadvantaged 2015	9.2%	5%	36%	32%	27%
Not Disadvantaged 2016	90.8%	39%	34%	16%	11%
Economically Disadvantaged 2016	9.2%	21%	29%	29%	21%

CAASPP Scores per Economic Status 2014-2015 & 2015-2016 Math

	Percentage of Students Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Not Disadvantaged 2015	90.8%	26%	24%	35%	14%
Economically Disadvantaged 2015	9.2%	5%	29%	19%	48%
Not Disadvantaged 2016	90.8%	31%	29%	27%	12%
Economically Disadvantaged 2016	9.2%	17%	38%	17%	29%

English Language Arts CAASPP Scores per Ethnicity 2014-2015 & 2015-2016

	% of Enrolled Students	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Asian 2015	4.6%	45%	36%	18%	0%
Asian 2016	5.7%	67%	20%	0%	13%
Hispanic or Latino 2015	14.7%	14%	43%	29%	14%
Hispanic or Latino 2016	5.7%	18%	42%	27%	12%
White 2015	70.6%	27%	36%	24%	14%
White 2016	72.4%	40%	32%	18%	10%
Two or More Races 2015	8.4%	30%	40%	15%	15%
Two or More Races 2016	8.0%	29%	38%	24%	8%
American Indian	*	*	*	*	*
African American	*	*	*	*	*
Filipino	*	*	*	*	*

*Not enough data to be statistically significant

Math CAASPP Scores per Ethnicity 2014-2015 & 2015-2016

	% of Enrolled Students	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Asian 2015	4.6%	45%	36%	18%	0%
Asian 2016	5.7%	53%	47%	0%	0%
Hispanic or Latino 2015	14.7%	15%	15%	50%	21%
Hispanic or Latino 2016	5.7%	18%	15%	42%	24%
White 2015	70.6%	25%	26%	31%	18%
White 2016	72.4%	30%	31%	27%	12%
Two or More Races 2015	8.4%	30%	20%	35%	15%
Two or More Races 2016	8.0%	33%	33%	14%	19%
American Indian	*	*	*	*	*
African American	*	*	*	*	*
Filipino	*	*	*	*	*

*Not enough data to be statistically significant

English Language Arts CAASPP Scores per Gender 2014- 2015 & 2015-2016

	% of Students	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Female 2015	50.4%	30%	38%	24%	8%
Female 2016	51.3%	40%	38%	16%	7%
Male 2015	49.6%	21%	36%	24%	19%
Male 2016	48.7%	35%	29%	20%	17%

Math CAASPP Scores per Gender 2014-2015 & 2015-2016

	% of Students	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Female 2015	50.4%	22%	26%	39%	13%
Female 2016	51.3%	29%	32%	25%	13%
Male 2015	49.6%	27%	23%	29%	21%
Male 2016	48.7%	31%	28%	28%	14%

English Language Arts CAASPP Scores per Parent Education Level 2014-2015 & 2015-2016

	Percentage of Students Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
High School Graduate 2015	5.5%	15%	8%	31%	46%
High School Graduate 2016	4.2%	9%	9%	64%	18%
Some College 2015	16.0%	5%	19%	32%	43%
Some College 2016	16.9%	5%	30%	32%	34%
College Graduate 2015	41.2%	30%	22%	40%	8%
College Graduate 2016	42.1%	35%	31%	27%	6%
Grad. School/ Post 2015	36.6%	29%	31%	29%	11%
Grad. School/ Post 2016	36.8%	38%	31%	19%	13%

Math CAASPP Scores per Parent Education Level 2014-2015 & 2015-2016

	Percentage of Students Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
High School Graduate 2015	5.5%	0%	38%	23%	38%
High School Graduate 2016	4.2%	0%	36%	45%	18%
Some College 2015	16.0%	3%	34%	32%	32%
Some College 2016	16.9%	9%	30%	34%	27%
College Graduate 2015	41.2%	31%	40%	23%	6%
College Graduate 2016	42.1%	46%	33%	14%	7%
Grad. School/ Post 2015	36.6%	34%	34%	22%	9%
Grad. School/ Post 2016	36.8%	44%	36%	11%	8%

CAASPP Data Findings

- Overall ELA and Math scores are comparable to the District and are higher than the State scores.
- The 3rd grade math scores improved for CMP-Shingle Springs, the District and the State. This may be because this grade level has only been taught with CACC standards since Kindergarten.
- The 2015 7th and 2016 8th grade CMP-Shingle Springs students performed low compared to the other grade levels. This is not surprising because this class of students struggled academically over the years.
- Most of the CMP-Shingle Springs grade levels improved scores in Math from 2014-2015 to 2015-2016.

- CMP-Shingle Springs saw improvement in all grade levels in ELA from 2014-2015 to 2015-2016 in all grade levels except 4th to 5th and 7th to 8th.
- CMP-Shingle Springs outperformed the District in ELA in 4 out of 6 grade levels.
- There was a large improvement in the 2016 ELA scores for 7th grade students. This particular group of students scored 64% Standard Met or Exceeded as 6th graders in 2015. In 2016 this particular group of students scored 88% Standard Met or Exceeded demonstrating a 24% increase.
- A larger percentage of students with disabilities achieved "Standard Not Met" in ELA and in Math than in any other category.
- CMP-Shingle Springs' Socio-Economically Disadvantaged students increased by 10% in Standard Met and Exceeded categories for ELA while dropping 6% in Standard Not Met from 2014-2015 to 2015-2016.
- CMP-Shingle Springs' Socio-Economically Disadvantaged students increased by 21% in Standard Met and Exceeded categories for Math while dropping 19% in Standard Not Met from 2014-2015 to 2015-2016.
- CMP-Shingle Springs' students with Asian Ethnicity scored 67% Standard Exceeded in ELA for 2016.
- Only 30% of Hispanic CMP-SS students Met or Exceeded Standard in Math.
- CMP-Shingle Springs' Females performed at Standard Met or Exceeded for ELA in both 2014 -2015 (11% more) and 2015-2016 (14% more) than Males.
- Males and Females scored about the same in Math for both 2014-2015 and 2015-2016.
- For ELA and Math CMP-Shingle Springs' students with parents with lower education levels scored lower than those with parents with higher education levels with the largest increase at the College Graduate level. However, the percentage of students with parents at lower education levels scoring Standard Not Met decreased from the 2014-2015 to the 2015-2016 school years.

Stakeholder Feedback

2015-2016 Early Release Day Professional Development – Survey Results

After each Early Release Day that includes professional development and/or professional learning community (PLC) collaboration time, feedback surveys are given to participating staff members. Surveys are emailed to staff and data is collected using a digital format. Staff is encouraged to provide meaningful feedback by sharing which topics benefitted them and overall topic relevance.

Some of the staff highlights include:
- Jonathan Wolff's "Being Prepared for Today's Parent" where he provided teachers with communication strategies and activities to do as a group. Over 80% of those surveyed stated that it met their overall professional development goals (the highest rating).
- CAASPP scheduling, collaboration, and training was rated high by those surveyed each time that it was provided.

These results help the leadership team ensure that Early Release Days are productive and meaningful for teachers as well as ultimately improving student learning.

Early Release Day Survey Results
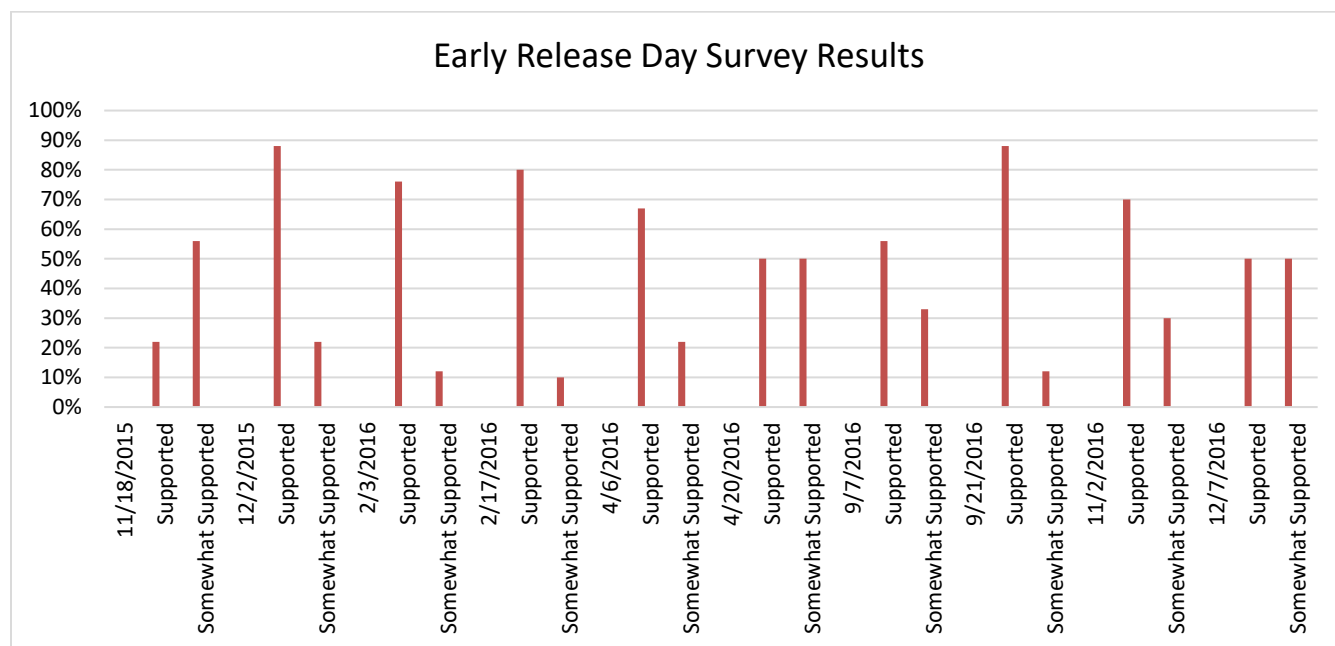
Legend:
11/18/15: Christina Cordero - Behavior Management
12/02/15: Jonathan Wolff – "Being Prepared for Today's Parent"
02/03/16: CAASPP Training / Scheduling
02/17/16: CAASPP Scheduling / Interims
04/06/16: CAASPP Training / Testing Information
04/20/16: Staff Meeting / WASC Updates
09/07/16: Jonathan Wolff - "The Conversation with Parents I Hate to Have"
09/21/16: Staff Meeting / WASC
11/02/16: Staff Meeting / WASC
12/07/16: Staff Meeting / WASC / AMS
Supported = Supported My Overall Professional Development Goals
Somewhat Supported = Somewhat Supported My Overall Professional Development Goals

*See evidence for detailed survey reports.

Stakeholder Survey/Shingle Springs Campus: Annual School Calendar

Summer / Fall 2016

A stakeholder survey of the annual school calendar was distributed to parents, students, and staff. There were 279 CMP-Shingle Springs survey results tabulated which collected valuable information on how to best serve the school community. The network results were in alignment with the current school calendar and some of the highlights from the network survey include:

Very Satisfied/Satisfied %:
- Mid-August school start date – 57%
- Two-week closure at Spring break - 56%
- Preference of Wednesday for Early Release Days – 67%
- Evenly divided on winter break closure of two (58%) vs. three (57%) weeks

CMP – Shingle Springs 279 Surveyed

Stakeholder Survey Questions 1 - 6
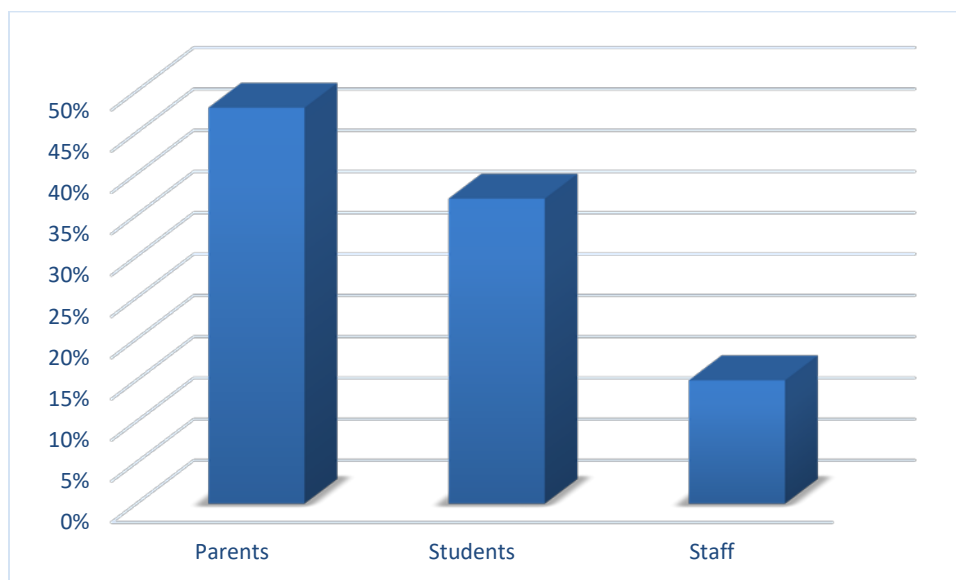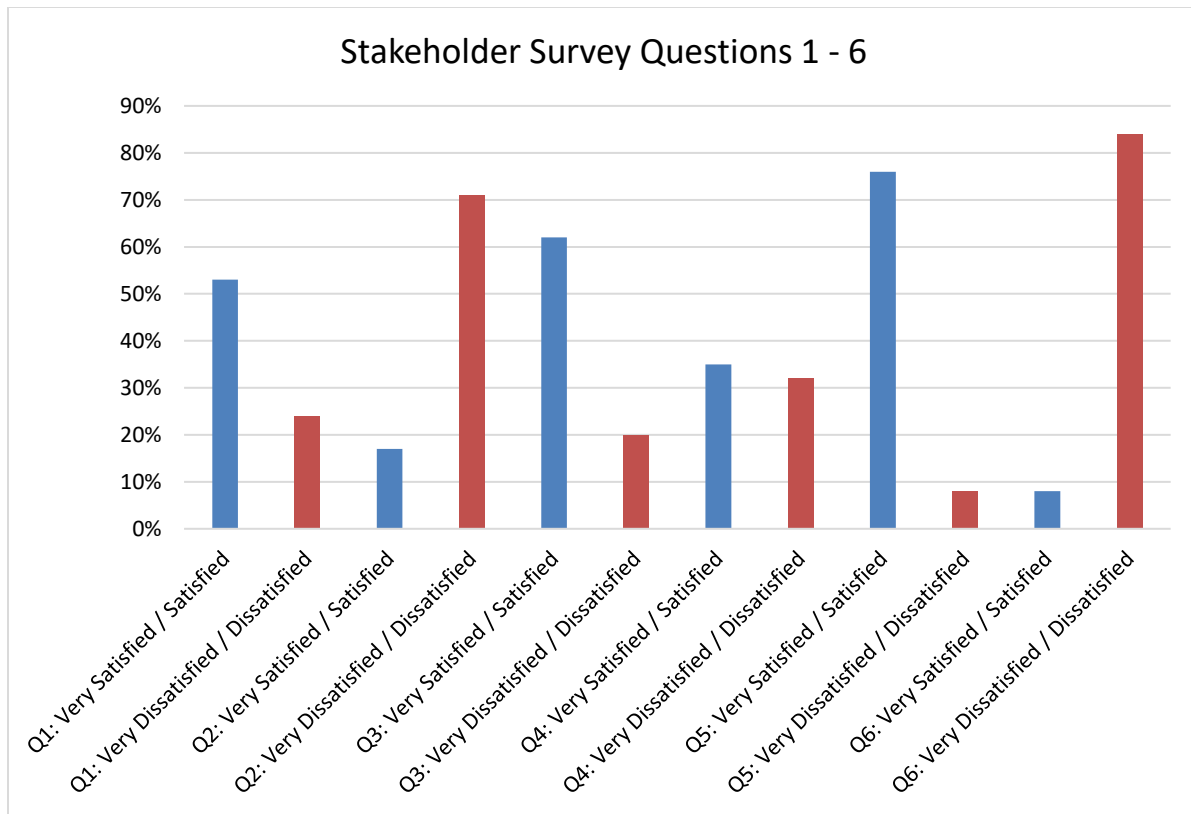
Survey Questions:

Q1: How satisfied are you with the school year's mid-August start?

Q2: How satisfied would you be if the school year started earlier in August?

Q3: How satisfied would you be if school started later in August?

Q4: How satisfied are you with the mid-June end to the school year?

Q5: How satisfied would you be with an earlier end date to the school year (i.e. the first week of June)?

Q6: How satisfied would you be with a later end date to the school year (i.e. later in June)?
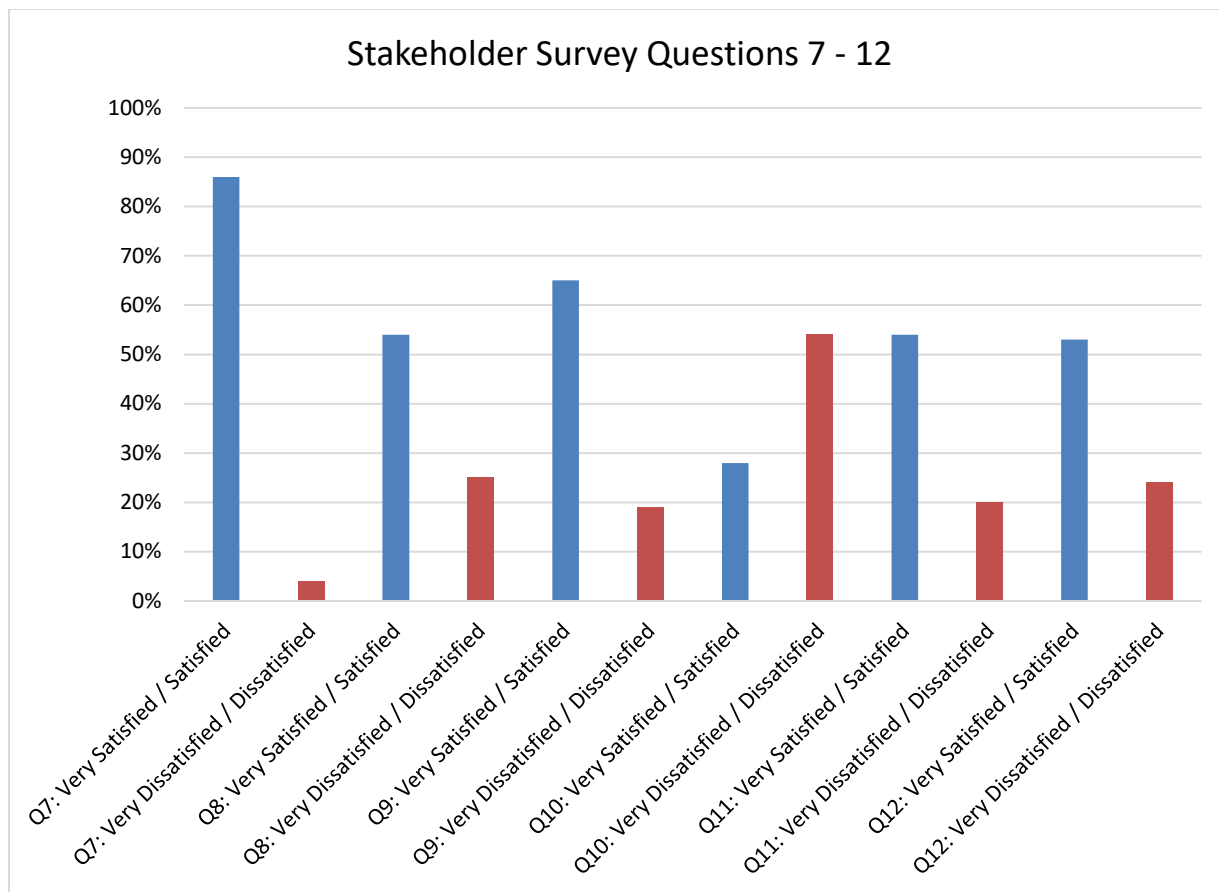
Survey Questions:

Q7: How satisfied are you with the current Thanksgiving Break closure week of 1 week (5 days) in late November?

Q8: How satisfied are you with the current Winter Break closure of 3 weeks (15 days) in December/January?

Q9: How satisfied would you be with a Winter Break closure of 2 weeks (10 days) instead of 3 days (15 days)?

Q10: How satisfied would you be with a February Break closure of one week (5 days)?

Q11: How satisfied are you with the Spring Break closure of 2 weeks (10 days)?

Q12: How satisfied would you be with a Spring Break closure of one week (5 days)?

*See evidence for detailed survey reports.

The CMP Administrative Leadership team is currently developing the 2017-2018 school year calendar, and stakeholder input will be thoughtfully considered, while balancing the need to maintain the required 180 days of academic instruction for the students.

CMP Parent and Staff School Program Perception Survey Results

Surveys were distributed during the month of December 2016 to both staff and parents. Participants were asked to rate each question on a four-point scale. A response of "4" meant that the participant strongly agreed with the statement. A response of "1" meant that the participant strongly disagreed with the statement. Space was provided to include comments as well.

Some comments from parents include:
- "I am truly grateful for CMP and love the opportunities as a parent to continue to learn and grow with our children."
- "Friendly, approachable, knowledgeable staff that truly are devoted to our children."
- "I love our school community and campus! I feel like the teachers really know my children."
- "The administration, teachers, and staff have created a warm, safe, enriching place for our children."

Some comments from staff include:
- "So many people work so hard to make this school the amazing place that it is for students, parents, and staff alike."
- I feel so blessed to be on a team of such amazing teachers and administrators. The passion for educating our youth and always giving and being our best is palpable at our campus."
- "I appreciate all of the support of my campus and our Central Administration."

Twenty staff members and 82 parents contributed to the survey results shown below. This information is used by the leadership team to improve student learning, evaluate the effectiveness of the school mission, vision, and quality of program.

CMP Staff and Parent School Program Perception Survey
December 2016
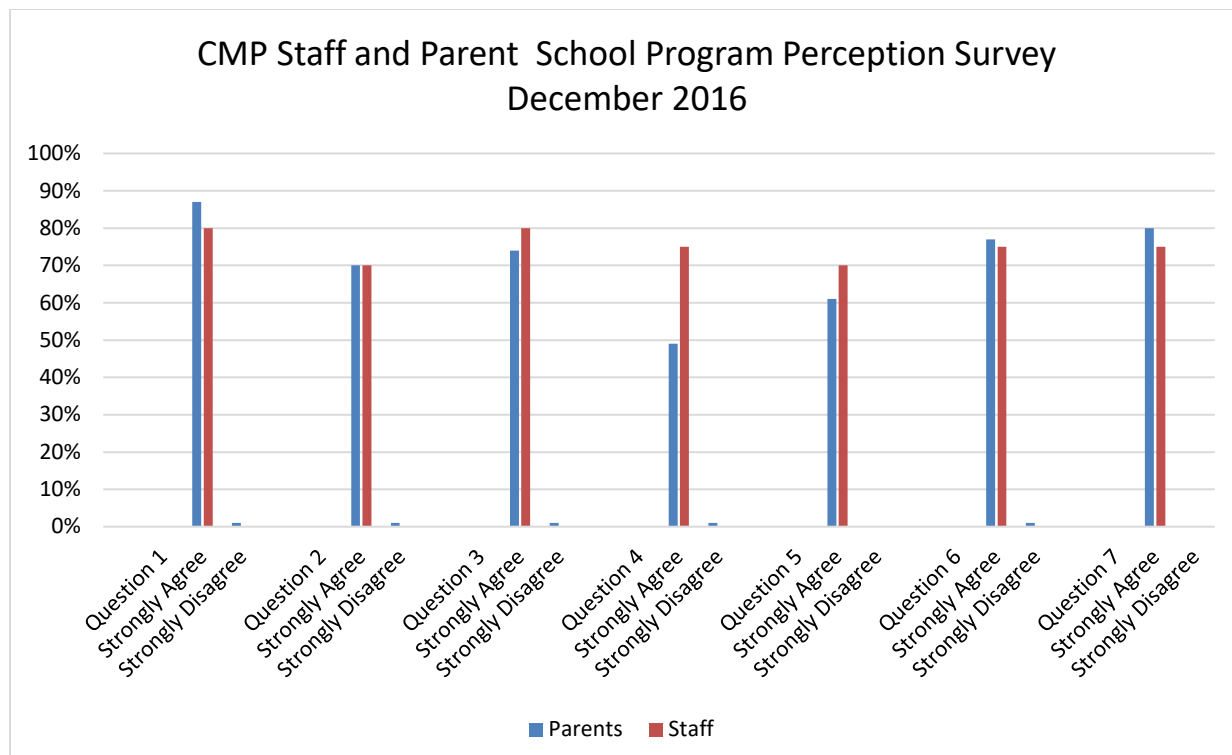
Legend:
Question 1: CMP-Shingle Springs has a clearly stated vision and mission based on student needs and a belief that all students can achieve at high academic levels.
Question 2: CMP-Shingle Springs has a rigorous, relevant, and coherent curriculum that includes real world applications.
Question 3: The CMP-Shingle Springs teachers facilitate learning as coaches to engage all students.
Question 4: CMP-Shingle Springs uses effective assessment processes to collect and analyze student performance data.
Question 5: CMP-Shingle Springs student progress is effectively and confidentially communicated to students and parents.
Question 6: CMP-Shingle Springs has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly environment.
Question 7: CMP-Shingle Springs has an atmosphere of trust, respect, and professionalism.

*See evidence for detailed survey reports.

2017

Chapter II

Progress Report

Chapter II

Progress Report

The California Montessori Project-Shingle Springs Campus' last full accreditation by WASC was in 2011. The school received a six-year accreditation with a mid-term review. The mid-term review took place in May 2014. At this time, the visiting committee toured the school and reviewed progress on meeting recommendations proposed by WASC in 2011. No additional recommendations were made in 2014. In a letter to the school following the visit, CMP-Shingle Springs was acknowledged for giving appropriate attention to the critical areas for improvement since the last full accreditation.

Since the 2011 full accreditation, the Leadership Team for CMP-Shingle Springs has maintained its core leaders, making the current self-study process run smoothly. Alongside the 2014 WASC mid-term visit, the school also submitted for and was granted Charter Renewal with the Buckeye Union School District.

Significant Developments

- Campus Expansion to Include 14 New Classrooms, Gymnasium, Offices, and Parking
- Charter Re-Authorization with Buckeye Union School District Through 2019
- Enrollment Growth and Development of a Sustainability Plan
- Development and Implementation of the Local Control Accountability Plan (LCAP)
- Significant Increase to the Certificated and Classified Pay Scales
- Major Technology Upgrades Including Chromebooks, SMART Boards, Smart TVs, Chromecasting, and Network Infrastructure Upgrades
- Twice per month Early Release Days for Staff Development
- Successful Completion of California Assessment of Student Progress and Performance (CAASPP) Testing with Two Years of Scores Now Available
- Comprehensive School Safety Plan Updated
- Addition of Libraries at Each Campus
- Addition of a Part Time Visual and Performing Arts Teacher
- Addition of a Part Time Physical Education Teacher

2011 Schoolwide Critical Areas for Improvement

After the last full study visit, members of the WASC visiting team made six recommendations in their follow-up report. Although CMP-Shingle Springs was noted at the mid-term review as having made significant progress in addressing these recommendations, also referred to as Critical Areas for Follow-up, the school added two new areas of focus, as the school transitioned to California Common Core Standards and California Assessment of Student Performance and Progress, CAASPP testing. Following is a list of the original 2011 recommendations and the additional two areas of focus in 2014.

- Provide On-going Montessori philosophy and education program orientations

  Since the last full study, grade level teachers hold a program orientation for parents each Spring. The purpose of this orientation is to provide incoming parents to the next grade level span an opportunity to learn about their child's experience in the next plane of development, including:
  - o Montessori philosophy
  - o Basic child and adolescent development: physical, academic, social and emotional
  - o The classroom environment
  - o Schedules and routines
  - o Student and parent responsibilities

- Improve Albanesi curriculum and support materials

  All classrooms have purchased and received new Albanesi curriculum cards and support materials.

- Develop more effective Math interventions *(See Goal #3 on the following pages)*

- Streamline and improve data collection with aggregated grade level analysis. Improve data collection, analysis, prescriptive assessment/solutions, input of assessment data in open student data base, and assess to target areas of strength and weakness. *(See Goal #2 on the following pages)*

- Expand upon current math assessments *(See Goal #3 on the following pages)*

- Refinement of CMP's Strategic Plan

  CMP's Network Administrative Team Revised the Strategic Plan to Include the Following Goals:
  - o Implementation of Common Core State Standards
  - o Provide a Strong Academic Program
  - o Refine the Meaning of How CMP Creates a Peaceful and Positive Community
  - o Create a Strong Sense of School Community through Parent Involvement and Open Communication
  - o Provide a Safe & Healthy Learning Environment for all Students, Staff, and Families
  - o Pursuit of Technological Advancement for the Organization

- Prepare for the transition to the California Common Core Standards
  (Added by Self-Study Team in 2014)

  CMP-Shingle Springs has fully implemented the California Common Core Standards. Network teams from all six CMP Campuses met and aligned the Common Core Standards with the Montessori curriculum. The Montessori curriculum is augmented through supplemental programs such as Renaissance Place Accelerated Math and Accelerated Reader 360. CMP-Shingle Springs has also increased the amount of Non-Fiction reading materials by ordering periodical magazines such as Scholastic News and Scholastic Storyworks and assigning non-fiction reading through Accelerated Reader 360. The Middle School recently went through a math adoption and now uses Pearson Digits, Algebra and Geometry texts. The next area of focus will be taking a look at the writing curriculum.

- Prepare for the transition to CAASPP testing
  (Added by Self-Study Team in 2014)

  The CMP Network has made several upgrades with regard to technology in preparation for CAASPP testing. CMP now has its own Wide Area Network (WAN), and has made several upgrades in bandwidth, acquired Chromebooks in a 1:1 ratio for students 3rd through 8th grades and all 2nd grade students have access to a laptop. In addition, SMART Boards (Grades 4-8) or SMART TVs (Grades K-3) are now installed in all classrooms. CMP is committed to ensuring the leadership be knowledgeable and current regarding CAASPP testing. CMP sent all of the campus Deans of Students to the three-day CAASPP Institute, CAASPP Pre-test Workshop, and the annual North South CAASPP meeting. CMP also hired a Director of Testing at the network level. This person supports campus level administration to oversee testing and communicate results and findings.

On-going Follow-up Process

The CMP-Shingle Springs Campus continues to address critical areas for follow-up and goals identified during the WASC self-study process. Communication with stakeholders takes place in a variety of different avenues including: staff meetings, staff in-services, early release professional development days, CMP Governing Board meetings, Campus Advisory Council meetings, Principal's Café, Administrative meetings and retreats, newsletters, and surveys.

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

Goal #1 To further develop the vision, purpose and Expected Schoolwide Learner Results (ESLRs) for the California Montessori Project specific to the Shingle Springs Campus.

The CMP Network Leadership Team refined the mission statement, the Strategic Plan and the Expected Schoolwide Learner Results (ESLRs) and submitted these to the Governing Board for approval. Through Stakeholder input the CMP-Shingle Springs Campus maintains the original ESLRs (now SLOs) as the community supports these statements as they clearly define the climate and culture of the school and the school's vision for all CMP students. CMP-Shingle Springs also developed its own Vision Statement specific to the Shingle Springs Campus.

Goal #2 Student learning will be enhanced by identifying specific areas of strength and weakness through tracking and analysis of student assessments and intervention strategies, as they relate to Montessori and California Standards and Benchmarks.

CMP-Shingle Springs uses an Assessment Tracker to collect assessment data and track student strengths and weaknesses. This data is used to make decisions regarding each individual student's education including participation in Response to Intervention and Tutoring Programs. CMP-Shingle Springs began implementing Smarter Balanced Interim Tests during the 2015-2016 school year to provide additional information with regard to student performance related to the California Common Core Standards. CAASPP and CELDT test scores are entered into Aeries, the school's student database. CMP-Shingle Springs now tracks Tutoring Program attendance in the Aeries database.

Goal #3 To expand upon current assessments for Math and add more intervention strategies to support students struggling in this area.

CMP-Shingle Springs is implementing varied approaches to improve the Math curriculum by exploring intervention strategies to support students struggling in this area, such as the Renaissance Place Accelerated Math Program, Response to Invention system and after school tutoring programs, to name a few. All students in grades 1st through 8th take the Renaissance Place STAR Math assessment five times per year. Data is maintained in the computer-based program and can be accessed by teachers and administrators. In addition to the current Albanesi Math assessments, a new Montessori Achievement Test (MAT) was developed and is currently being administered to all 4th-6th grade students to assess student performance based on Montessori standards.

Goal #4 To increase successful task completion of specialized population groups, including students with attention challenges, sensory processing challenges, behavioral and psychological challenges, and English Language Learners.

The CMP Network has hired a Clinical Psychologist and a Board Certified Behavior Analyst to support teachers in how to best meet individual student needs. The Network Special Education Staff are also available to help teachers to better understand the needs of students with different learning abilities in special education and general education. Classrooms have incorporated movement shelves with available items to provide sensory input and/or movement breaks. The administrative staff collaborates with the special education staff to provide social skills groups based on student needs. Additionally, CMP purchased a plethora of curriculum to support the mental health needs of students. These materials are kept in the special education room and teachers know they can use the materials as needed. The number of English Learners remains low at the school. For the few English Language Learners, teachers continue to support them through the use of Rosetta Stone English and the SDAIE/Montessori Matrix. This is an area of continuous growth as the population of students with individual needs increases.

Critical Areas for Follow-up Not Currently in the Action Plan

Following the 2011 WASC Accreditation, there were some Critical Areas for Follow-up which were not included in the formal Action Plan. These areas are listed below.

Update Policies and Procedures Network Wide

The administrative team continuously updates the CMP Network Policies and Procedures using a systematic and methodical process. Most Policies and Procedures are posted on the cacmp.org website. In addition to updating current policies, there have been additional policies written since the last Self Study including "CMP's Focus on A Peaceful School Environment" an anti-bullying policy, an eReader Agreement, application and lottery procedures, suspension and expulsion polices and new health and safety policies including immunization requirements and head lice. The administrative team realizes that in order to continue to improve student learning and keep current with the times, policies and procedures need to be revisited and revised regularly.

Use "Building Effective Schools Together" (BEST) Training Strategies

Since the last Self Study, the BEST program for student discipline has become more and more part of the culture and climate of the school. Teachers, students, and parents are very familiar with the school rules and expectations for behaviors: Be Safe, Be Respectful, and Be Responsible. The staff continues to use Teacher Managed Incident Reports and Office Referrals to document and communicate behavior incidents. Since the last Self Study, a data base has been established in Aeries to collect and disaggregate discipline data for the school. In a quick

glance, administrators can see discipline data including total number of incidents for all violation codes, daily rate of referrals, incidents by student, incidents by location, incidents by day of the week, etc. The Aeries information is automatically put into a dashboard with bar graphs to display data in a visual way making sharing the information with staff easy and effective. Although many of the staff are well versed in the BEST program, time is allocated during staff meetings and early release days to discuss student discipline data and how the school can improve schoolwide discipline to enhance student learning. In addition, new staff receives training at an orientation staff development at the beginning of each school year.

Fully Implement the Cultural Rotation Program

At the time of the 2011 Self Study, all grade levels were implementing the cultural rotation program with the exception of the 4th-6th grades. The cultural rotation program is where teachers focus on a subject for the year and teach all students in the given grade level this subject. Currently, all grade levels participate in a cultural rotation program. The 4th through 6th grades now implement a cultural rotation program including classes in grade level science and social studies. In the 2016-2017 school year, the Kindergarten and 1st grade teachers are trying a modified version of the program. Teachers still focus on a subject but rather than the teacher rotating to different classrooms, the teachers provide the other K/1 classroom teachers with the lesson plans and materials to teach the cultural subjects. So far, the teachers like this modification to the cultural rotation because the students are younger and take longer to habituate to different teachers.

Improve Current Facilities

During the last full Self Study, CMP-Shingle Springs was very interested in making facilities improvements be one of the action plan items. The visiting team graciously recommended that the school not include action plans which require large financial resources. Even though this item was not on the action plan, thanks to the proposition 55 monies, the facilities improvements did occur and include a beautiful new upper campus with 14 new classrooms, offices, and a gymnasium.

2017

Chapter III

Student/Community Profile-Overall
Summary from Analysis of Profile Data and
Progress

Chapter III

Student/Community Profile

Overall Summary from Analysis of Profile Data and Progress

Summary

There are several factors related to the CMP-Shingle Springs' Student Community Profile that contribute to overall student performance. The staff is highly qualified and committed to Montessori education. Teachers and students alike benefit from a low student-teacher ratio. There is a strong sense of organized leadership from the central administrative level to the campus grade level mentors. As a school of choice, CMP-Shingle Springs' families have sought out the school because they desire a Montessori education for their children. Parents show their dedication by completing the suggested parent participation hours in turn fostering the home to school partnership. The curriculum is strategically outlined to incorporate Montessori methodology and CA Common Core Standards. CMP-Shingle Springs does not have a lot of ethnic diversity but does maintain diversity rates similar to the district and county. Parent education levels are high and the number of students qualifying as Socio-Economically Disadvantaged is low comparatively speaking. There is also a low number of English Language Learners. The school community would embrace more diversity and conducts outreach efforts to reach diverse families. With the school application and lottery process, the school has little control over who actually applies to the school. Stakeholder feedback shows parents and staff have a high level of satisfaction with regard to the educational program. CMP-Shingle Springs offers a wide variety of co-curricular and extracurricular activities. The school is committed to fostering a sense of community and finding ways to enhance student learning and strengthen school culture.

The CMP-Shingle Springs' staff are drawn to the school for many different reasons, mainly because of the strong foundation in Montessori philosophy. Staff also benefit from small class sizes, teaching assistants in the classrooms, and a supportive community of dedicated staff and parents. Many of the staff are parents of CMP-Shingle Springs' students themselves.

CMP-Shingle Springs' students continue to have high attendance rates of above 95% and low suspension and expulsion rates. The truancy and chronic absenteeism rates are higher than desired. This may be due to the fact that many of the families are in a position to travel and take vacations. Unfortunately, vacations do not always coincide with the school's intercession breaks.

The school facilities are an area of great pride for CMP-Shingle Springs. The facilities are beautiful, clean and in good condition. The classrooms are spacious and include many concrete Montessori materials. The outdoor environment is in a natural rural setting with clean air and plenty of vegetation. There is a lot of outdoor space for students to engage in constructive and creative play. There is a large gymnasium as well as two grass fields for structured physical education programs and sporting events.

The CMP-Shingle Springs' performance data demonstrates a strong academic program. The school continues to strongly outperform the state and performs at similar levels to the local district.

The school proves to perform stronger in English Language Arts than Math. Students with disabilities, socio-economically disadvantaged and low parent education levels tend to be outperformed by students in other categories. Although there has been some improvement in these subgroups from 2014-2015 to 2015-2016, this is still an area for remediation and improvement.

The development and ongoing refinement of the District Local Control and Accountability Plan has been a driving force in continuing school improvement. Feedback from stakeholders and analysis of the school program has led to several goals outlined in Chapter I. Some of these goals include improved Visual and Performing Arts programs, Science curriculum, Physical Education, Technology and Libraries, among many others.

Critical Learner Needs

- **Next Generation Science Standards (NGSS)-**CMP-Shingle Springs has always done very well on the CST for Science. The State of California adopted the NGSS in 2013. *(Correlates to SLOs: Are Montessori Learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are lifelong learners. Are Agents of Change who have a strong sense of community, are socially responsible, connected to their environment, advocate for themselves and others, and are empowered to be problem solvers.)*
    - o What steps need to take place to ensure full implementation of the Next Generation Science Standards?
    - o How will CMP-Shingle Springs' students fare on the California Science Test (CAST)?
    - o How can CMP incorporate more Science, Technology, Engineering, and Math, (STEM) into our current science curriculum?
    - o What are the professional development needs of the teachers with regard to NGSS?
- **Writing Curriculum-**CAASPP Data indicates that CMP Shingle Springs does well in English Language Arts. However, teacher feedback strongly supports a CMP adoption of a new writing curriculum. *(Correlates to SLOs: Are Montessori Learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are lifelong learners. Are Agents of Change who have a strong sense of community, are socially responsible, connected to their environment, advocate for themselves and others, and are empowered to be problem solvers.)*
    - o How can CMP-Shingle Springs be well represented on the Writing Committee because the CMP-SS scores for CAASPP are already high?
    - o What parts of our current writing instruction should be maintained?
    - o What will the outcome be of the CMP Network Writing Committee?
    - o What are the professional development needs of the teachers with regard to Writing?

- **Attendance-**CMP-Shingle Springs' attendance rates remain above 95% but seem to be declining over the past few years with the rate of Truancy and Excessive Absenteeism rising. *(Correlates to SLO: Make Safe, Respectful, and Responsible choices for themselves and empower others to do so as well.)*
    - How are the current systems of parent education, attendance letters and communications working?
    - What additional attendance incentives could CMP employ?
    - What actions are in place with families who continue from year-to-year have high rates of absenteeism?
    - Are families with high absenteeism appropriately referred to the CMP-Student Attendance Review Team (SART)?
- **Technology as a visible and meaningful experience.** CMP technology has come a long way. Now it is time to make sure students and staff are using the technology to enhance learning. *(Correlates to SLOs: Are Montessori Learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are lifelong learners. Are Agents of Change who have a strong sense of community, are socially responsible, connected to their environment, advocate for themselves and others, and are empowered to be problem solvers.)*
    - What is stakeholder perception related to technology?
    - Is technology visible and reliable in every classroom?
    - Is technology used to enhance Montessori learning?
    - Are students receiving appropriate instruction on how to correctly use the technology?
    - What type of professional development is needed to support growth in the use of technology in the classroom?
- **Peaceful and Positive Communities-**Even though the data shows low incidents of suspension and expulsion, stakeholders share that this is an area for constant improvement. *(Correlates to SLOs: Make Safe, Respectful, and Responsible choices for themselves and empower others to do so as well. Are Ambassadors of Grace and Courtesy who celebrate the diversity in our global community. Are Agents of Change who have a strong sense of community, are socially responsible, connected to their environment, advocate for themselves and others, and are empowered to be problem solvers.)*
    - How has our climate and culture been shaped by the focus on social skills development?
    - Is our character education program used to its potential?
    - How do stakeholders perceive the CMP-Shingle Springs community?
    - With focused effort could the number of discipline incidents decrease?
    - What type of professional development is needed to support teachers' skills in character education curriculum?

2017

Chapter IV

Self-Study Findings

Chapter IV

Self-Study Findings

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

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> **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 Schoolwide Learner Outcomes.***
>   - ***Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the Schoolwide Learner Outcomes, and the district LCAP.***

California Montessori Project (CMP) Shingle Springs Campus has a clearly stated vision and purpose based on student needs, current educational research, and the belief that all students can reach their full potential. Supported by the CMP Governing Board and the school's central administration team, the school's purpose is defined further by Schoolwide Learner Outcomes (SLOs) and academic standards.

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 Vision of the California Montessori Project-Shingle Springs Campus is to provide a comprehensive education that supports the academics and development of every child, facilitates a relationship with the environment, while empowering every student to be an agent of change for life.

In accordance with our mission and vision statements, CMP-Shingle Springs 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 fullest capacity as competent, happy, productive individuals, family members, employers/employees, and contributors to a better society and a peaceful world. This is achieved through a strong commitment from the community, parents, teachers, local organizations, the Legislature and, most importantly, the individual child. CMP-Shingle Springs 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:

- 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

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

-Maria Montessori

CMP-Shingle Springs Campus offers student-centered, interdisciplinary educational programs which support the academic, athletic, artistic, and social growth of the individual. CMP's Shingle Springs 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 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-Shingle Springs 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-Shingle Springs Campus 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, CMP-Shingle Springs Campus 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 weekly basis. 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.

California Montessori Project-Shingle Springs Campus' teachers are encouraged to regularly connect and develop relationships with families and community. These relationships are developed through:

- School assemblies
- Field trips
- Online parent surveys
- Parent education nights
- Regularly scheduled parent meetings

- Campus Advisory Council (CAC) meetings
- A recommended 40-70 parent participation hours per year
- Campus fundraising committee meetings
- Twice yearly parent-teacher conferences
- Various extracurricular activities that include Science Fair, Harvest Festival, Watch Me Work Nights, sporting events, parent social fundraisers, and school dances
- Classroom and campus newsletters
- Principal's Café monthly meetings
- Annual LCAP stakeholder meetings

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 schoolwide 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.

Schoolwide Learner Outcomes (SLOs)

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.
- Are **Agents of Change** who have a strong sense of community, are socially responsible, connected to their environment, advocate for themselves and others, and are empowered to be problem solvers.

The California Montessori Project-Shingle Springs' purpose, vision, and goals are mutually influential in the development of the annual Local Control Accountability Plan (LCAP). Goal setting for the most recent LCAP was developed and discussed at the CMP Governing Board meeting in March and April of 2016.

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)

The members bring to the table, among other valuable skills, experience in education, finance, 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

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

-Maria Montessori

the 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 ($10,000)
- Financial audit oversight
- All matters related to charter approval, amendment, or revocation

The California Montessori Project-Shingle Springs 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 monthly meeting location around each of its six campuses and central administrative offices throughout the school year.

Governing Board agendas and supporting documents are posted at each campus and sent by email 72 hours prior to the board meeting. During the Governing Board's monthly meetings, members are briefed on budget, operations, and student performance as pertinent information becomes available. Each meeting has a public comment opportunity where parents and others are invited to address the Governing Board. The Governing Board is briefed on standardized test results as they become available. The Governing 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 at each campus. The hosting Principal presents the information contained in her report, as well as current campus events. 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 CAASPP test scores. CMP's Leadership Team, also referred to as the Round Table (RT), prepares and reviews CAASPP scores 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 regular presentations on the school's budget on an interim basis. The Executive Director and the head of business services present the campus level and school level budgets to the Governing Board for review and approval.   Based on recommendations made by the Round Table, key indicators set by the Governing Board and stakeholder input, the Executive Director develops the annual Local Control Accountability Plan (LCAP). CMP's LCAP is approved by the Governing Board and communicated to all stakeholders through a variety of avenues including, but not limited to, posting on the network website. In addition, all financial information is audited by an outside vendor and the audits are thoroughly reviewed and approved 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.***

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

The CMP Shingle Springs' Principal, along with the consortium of CMP network Principals, meet regularly with the CMP Executive Director/Superintendent to further discuss student achievement, student intervention, and programmatic innovation. The team of Principals, along with the Executive Director and Director of Program, comprise the CMP Round Table responsible for upper-level decision-making. Decisions within the governance realm of the CMP Governing Board are submitted for approval at the monthly Governing Board meetings, as recommended by the Executive Director.

> *"The teacher must derive not only the capacity, but the desire, to observe natural phenomena. The teacher must understand and feel her position of observer; the activity must lie in the phenomenon."*
>
> *-Maria Montessori*

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 while providing all-around campus support. Each month, the network team of Deans meets with the Director of Program to discuss campus needs, evaluate curriculum and create action plans to further school growth. All plans coming from the Deans are passed to the Round Table for review and approval. Furthermore, the Deans work regularly with teachers and Curriculum Level Leads to implement approved action plans.

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

 A variety of tools are utilized including a 3-tiered Response to Intervention (RTI) process to identify students in need of additional support. Tier 1 RTI involves parent and teacher collaboration with the student being accommodated within the classroom. Tier 2 RTI introduces the Dean of Students into the collaborative efforts with the teacher and parents. After accommodations have been attempted at RTI Tier 1 and 2 levels, an RTI Tier 3, sometimes

referred to as a Student Success Team (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 SIPPs, Read Naturally, Word Warm-Ups, SRA Specific Skills Series, 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, our staff members hold multiple Montessori Teaching Certificates qualifying them to teach a multitude of grade level spans. Teacher-to-student ratios are low and classrooms have a qualified teaching assistant.

Beginning teachers are active participants in the Sacramento County Office of Education Teacher Induction (BTSA) program. To support beginning teachers, Curriculum Level Leads are utilized at each grade level span. Curriculum Level Leads provide guidance to new teachers in the areas

of curriculum and instruction. Furthermore, in conjunction with the Teacher Induction Program, teaching mentors and Deans of Students are utilized to further support the growth of beginning teachers.

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

For more specialized programs, CMP provides mentors to support implementation of these curricula into the classroom. Mentors have been established for the Rosetta Stone foreign language program, Accelerated Reader, Accelerated Math and Learning.com programs. These campus specialists participate in regularly scheduled network meetings and provide 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 classrooms 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. Examples of topics presented at our staff development days include:

- Special Education – Supporting Students with Special Needs
- Mindset Training
- Curriculum Specializations

- Vertical and Horizontal Planning
- Professional Learning Community (PLC)
- Best Practices for Teaching
- Assessment
- Montessori Peace Education
- Behavior Interventions
- Gifted Student Training

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

~Maria Montessori

Professional development is initiated through dialogue at multiple levels based on teacher and student needs. Generally, the needs are stated at the site-based staff meetings and then presented 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 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, a Comprehensive School Safety Plan, a Site Safety Operations Plan, and 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-Shingle Springs annually updates and develops the Local Control Accountability Plan (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-Shingle Springs complies with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and establishes additional and/or amends school-specific goals and corresponding assessments. CMP-Shingle Springs submits the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by California Education Code Section 47604.33.

CMP-Shingle Springs has provided many opportunities for stakeholder engagement, as part of the greater CMP network. 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 and charter reauthorization 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. At the campus level, stakeholders are invited to provide input during Campus Advisory Council (CAC) meetings and during the monthly Principal Café meetings.

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. Open Forum Meetings with Students, Parents and Staff and the Executive Director occur annually. The Executive Director shares 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 by the participants. Stakeholders have also been invited to submit additional input by email. This input contributed to the 2016-2017 LCAP. The Executive Director will continue to solicit community input for the 2017-2018 LCAP revisions.

It is the Executive Director's observation that the stakeholders have been greatly appreciative of the opportunity to have their ideas heard. The staff and parents provided welcome and valuable 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.

Based on Stakeholder input, the following expenditures were incorporated into the 2016-2017 Budget: Teacher retention through increased compensation, Library, Technology Equipment, Science Curriculum and Instruction, Special Education Support, Writing Curriculum, Team Collaboration Time, Playground Improvements, School Nurse and Counselor Support, Safety and Security, Signage, Fencing, Communication Devices, Garden Programs, Teacher Assistant Training and Compensation, Character Education, Peer Mediation and Community Service Opportunities, Complete and Updated Set of Montessori Materials, and Parent Education.

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. The CMP-Shingle Springs Campus has been able to grow its student population in a slow and methodical manner and has now reached its planned sustainability numbers.

The administrative offices of CMP assist with, among other services, implementation of special education, marketing, data management, human resources and business services as it relates to budget development and oversight. Each individual CMP campus 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, and accounts payable and receivable services. Currently, CMP and DMS have committed to a two-year agreement for business services for the CMP schools for the 2016-2017 and 2017-2018 school years.

It is the intent of the CMP Governing Board to continue the current successful management operations in administrating the operation of six separate CMP campuses.

CMP-Shingle Springs provides financial reports to the Buckeye Union School District as follows, and provides additional fiscal reports as requested by the Buckeye Union School District:

1.   By July 1, a preliminary budget for the current fiscal year.
2.   By July 1, an annual LCAP update 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.

CMP facilitates an annual independent audit of the school's financial affairs. The Governing 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 Governing 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 Governing Board with recommendations on how to resolve them. The CMP Governing 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.

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, 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.

The Executive Director relishes the opportunity to meet with stakeholder groups, including Parents, Staff and Students. The Round Table leadership format continues to be effective and successful in generating input toward suggested school improvements. 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.

The CMP-Shingle Springs Campus is sponsored by the Buckeye Union School District (BUSD). The Principal and the Executive Director meet with the District representatives on a quarterly basis. In addition, the Principal attends BUSD's monthly Governing Board Meetings and provides a campus report at each meeting. The Principal and Executive Director also participate in BUSD's meetings as 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 BUSD, CMP has entered into a Memorandum of Understanding, which

further details accountability measures to assure that personnel follow fiscal policies and procedures.

- The Charter School will develop and maintain simple warrant requests and purchase order forms to document the authorization of all expenditures.

- All proposed expenditures must be approved by the Executive Director or designees who will review the proposed expenditure to determine whether it is consistent with the Board-adopted budget and sign the check request form.

- All transactions will be posted on an electronic general ledger. The transactions will be posted on the ledger by someone at the school site or contracted bookkeeper. To ensure segregation of record recording and authorization, the bookkeeper may not co-sign check requests or purchase orders.

- The Charter School will maintain accounts with the El Dorado County Treasurer and Wells Fargo Bank. The Charter School will also have accounts with recognized banking institutions for associated student body activities. The Charter School's bookkeeper will reconcile the Charter School's ledger(s) with its accounts in the county treasury and operating checking account on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement.

- The Executive Director or designee, and the Charter School Governing Board designee will regularly review these statements.

- The Charter School will deposit all funds received as soon as practical upon receipt.

- A petty cash fund may not exceed one thousand dollars ($1,000.00) and may be established with an appropriate ledger to be reconciled monthly by the Charter School designee, who shall not be authorized to expend petty cash.

- All purchases over ten thousand dollars ($10,000.00) must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. The Executive Director or designee shall not approve purchase orders or warrant requests lacking such documentation. All purchases in excess of thirty thousand dollars ($30,000.00) must also have prior approval from the Charter Board, and documentation shall be available for such purchases showing that at least three vendors were contacted and such documentation shall be maintained for at least three years by the Charter School.

The CMP Board of Directors 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 ($10,000);
- Financial audit oversight; and
- All matters related to Charter approval, amendment, or revocation.

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

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

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

Summary

The fact that the CMP-Shingle Springs Campus is a California Charter School demonstrates that it has a strong Vision, Purpose, Governance, Leadership and Staff, and Resources. Charter schools are held to high standards in order to continue as California public schools. CMP-Shingle Springs works diligently to maintain: Charter status and great relationships with the school's sponsoring district, accreditation with the American Montessori Society, accreditation with the Western Association of Schools and Colleges, and a valid and updated Local Accountability Fund. Having strong organization helps CMP-Shingle Springs to adequately address all of the Scholwide Learner Outcomes.

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

Areas of Strength

- Leadership Model including mentoring/ trickle down support
- Structured and regular meeting times for leadership and staff
- School Mission, Vision and SLOs in alignment with Montessori philosophy
- Parent involvement
- Beautiful well-maintained campus facilities
- Financial solvency
- Certificated salary scale increase schedule
- Sustainability Plan

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

Areas of Growth

- Schoolwide Learner Outcomes are difficult to demonstrate quantifiable improvement
- More stakeholder surveys
- Continued salary increases for all staff

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 SLOs. 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. CMP-Shingle Springs' main focus is teaching in accordance with the Montessori philosophy. CMP-Shingle Springs' network of charter schools collectively built a new Curriculum Guide that aligns the California Common Core State Standards with the Montessori lessons. Student progress toward meeting these standards and benchmarks is documented on individual student progress reports and report cards. These reports are generated by the teachers each quarter and shared with students' families. Teachers are asked to design lesson plans and student planners based on the curriculum guide. This guide breaks down grade level learning into periods of learning based on the calendar month. Teachers ensure that every student has access to the grade level curriculum; however, students spend a majority of their time working at their own academic level, especially in the areas of math and language. An integral aspect of the Montessori philosophy is to move children through the curriculum when their ability to fully understand and internalize concepts is present. Students, especially younger students, do not move forward to new concepts until the previously introduced concepts are mastered. Because CMP-Shingle Springs' students are allowed to achieve mastery at their individual levels, students 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 targeted and specific, individual and/or small group lessons.

The focus of afternoon instruction is in the cultural subjects including: science, geography, history, and visual and performing arts. During whole group instruction, teachers accommodate different learning styles and ability levels of students within 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 concepts of individualized instruction, teaching to all modalities (senses), use of concrete learning materials, small group and individual lessons, differentiated learning, inquiry, and interactive lessons, etc. When CMP's educational philosophy is compared with the current trends in educational research, many parallels are found. An example of this is the current trend towards inquiry instruction. CMP-Shingle Springs' collective observations indicate that many elements of the Montessori methodology are gaining prominence within the traditional public sector. CMP recognizes that Montessori education is a holistic, comprehensive approach rather than a sum of its parts. Dr. Maria Montessori developed her philosophy from her perspective as a scientist. She observed children and documented their response to the different materials offered to them. She systematically formulated her philosophy for education based on the results of her observations. In addition to following Dr. Maria Montessori's research, CMP keeps current on new findings such as the recent studies that indicate the significance of Growth Mindset for student success. Ongoing professional development has been implemented to provide instructional staff an understanding of this concept and many other new research based concepts.

The leadership at CMP is committed to staying current with educational research and continues to support the teachers by offering more time for teacher training, collaboration and networking. In addition to CMP-Shingle Springs' network and campus in-services, during the 2015-2016 school year, CMP implemented Early Release Professional Development Days twice per month. Each Early Release Professional Development Day agenda is specially designed to offer a variety of professional development opportunities, including topic specific presentations, structured collaboration time, focus group meetings, etc. Furthermore, once a month CMP provides

Teaching Assistants the opportunity to attend Super Duper Saturday workshops. These Saturday sessions are focused on educating and refining the skill sets of CMP-Shingle Springs' valued support staff so they may better support teachers and student learning. CMP's master teachers are the presenters of the Super Duper Saturday workshops which focus on topics such as: Montessori philosophy, curriculum, technology, systematic supervision, behavior, and classroom management. As appropriate, CMP offers stipends or financial incentives for professional development, including outside of network workshops, trainings, and conferences.

CMP-Shingle Springs' Schoolwide Learner Outcomes are connected to CMP-Shingle Springs' 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. A fundamental component of the Montessori philosophy is grace and courtesy. Starting in Kindergarten, students are instructed on how to accomplish basic tasks to create harmony within the school environment: to use manners, share with others, and communicate appropriately. Character education and peace education are also embedded in the curriculum. The standing principle of ultimate respect for each individual child creates a sense of empowerment developed in the Montessori classroom. Students build a strong sense of community, often working in mixed-age classrooms with student mentors. CMP-Shingle Springs teaches children to respect and cherish the school environment. This is done through classroom assigned "care of environment" duties, outdoor education field trips, and science lessons that foster an understanding and compassion for the natural world.

CMP ensures all students have access to real world applications. In Montessori education, even the youngest children are introduced to a curriculum called "Practical Life". Practical Life is an area of the Montessori Curriculum that teaches students how to do daily living activities such as pouring water, using a broom, sewing a button, peeling a carrot, etc. Throughout the Montessori program, these activities become more and more advanced. It is CMP's philosophy that in order to educate the "whole child", children must grow their self-confidence in order to be independent. CMP also offers several experiences for real world applications through the use of technology. Computer literacy is a modern day Practical Life skill that will help students throughout their lives. CMP also offers several field trips each year for all grade levels of students. As students get older, the duration of the trip lengthens to include multiple overnight stays allowing students to gain real life skills independent from their families. In middle school, the students also partake in a business internship giving students a chance to explore different career interests. CMP encourages entrepreneurism and classrooms and/or grade levels will design and run various student-run businesses and fundraisers.

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

Every student has equal access to CMP-Shingle Springs' 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 three distinctive tiers. Tier 1 identifies concerns and in-class accommodations that can be implemented to specifically support the individual child's demonstrated needs. Examples of Tier 1 accommodations include: individualized student work plans, parent meetings, and assignment modifications. Tier 2 is offered when support is needed outside of the classroom as well. Examples of second tiered interventions include school sponsored tutoring and extra reading support. Students move into Tier 3 of the RTI process when significant progress has not been made. As a result of this move, more intensive interventions are explored in addition to alternate assessments for Individualized Education Plans, Section 504 Plans, Behavior Support Plans and Behavior Intervention Plans. CMP-Shingle Springs, in alliance with the CMP Network, has a Special Education Department which includes: a special education director, special education teachers, speech pathologists, occupational therapists, a Board Certified Behavior Analyst (BCBA), school psychologists and a clinical psychologist.

Every year, the California English Language Development Test (CELDT) test is given based on the Home Language Survey. Students acquiring English are identified and supported in their classrooms using Specially Designed Academic Instruction in English (SDAIE). If a student is not finding success for any reason, they are additionally supported through Response to Intervention.

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. CMP-Shingle Springs' 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 is "Identity", the students may study genetics in Science

and immigration in History. At the same time, students would be offered a variety of literature to choose from, in which the main character deals with issues of identity and self-awareness.

The network-wide California Montessori Project Director of Program and the Deans of Students are assigned to review and evaluate CMP's curriculum. The network of Principals, Director of Program, and the Executive Director assign various curricular goals for the Deans of Students to meet. 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's Digits. As the programs were tested, teachers provided input regarding the positive and negative attributes of each program. Parent feedback was solicited through a program showcase. Upon completion of the trial period, the CMP Network Middle School Team and Administrative Round Table made a selection to implement Pearson's Digits program at the CMP-Shingle Springs Campus.

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

CMP also formed a committee to identify new spelling goals for its spelling curriculum and selected a spelling program for CMP administration and the Governing Board to approve. The committee met regularly and reviewed many spelling programs. Ultimately a Montessori-based spelling program was chosen and approved. The new program was first implemented during the 2012-2013 school year.

To assist eighth graders in their transition to high school, the Middle School Team communicates with local high schools about transition information. Additionally, general and 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 8th grade; however, many students and families stay in close contact with the CMP Shingle Springs' school. The graduates feel a sense of belonging and often come back to campus to share their experiences from high school. A class reunion is held every year. Students who graduated as 8th graders are invited back four years later coinciding with their high school graduation. This is a great time to hear from each alumni student to see what career and/or college choices the students have made for their future. There also exists a "CMP Alumni" Facebook page where alumni can connect with each other and keep informed of events and updates regarding our CMP-Shingle Springs families.   This social media connection has proven to be an invaluable way to stay connected to former students, communicating information, sharing in celebrations and grief,

planning events, and providing a venue to reach everyone. Network administration is continuing to consider options for formally following up with CMP middle school graduates so we may better prepare CMP-Shingle Springs' students for the transition to high school.

B2. Access to Curriculum Criterion

- ***All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal and career goals.***

- ***All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.***

- ***A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/ programs offered.***

- ***Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes evaluation of whether online instruction matches the student's learning style.)***

- ***The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.***

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

CMP utilizes an independent work system called Albanesi, which reviews Montessori 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 the cultural rotations.

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

The use of technology is an important component of the CMP curriculum. There are several technology based programs used to supplement the Montessori and California Common Core Standards curriculum.

Rosetta Stone is a web-based foreign language instructional program. Each student studies a language of their choice. Foreign Language study takes place throughout the year via self-guided tutoring sessions, allowing students to progress at their own pace. Students in grades Kindergarten through 3rd grade are free to explore a different language each year, while students in grades 4th through 6th grade are expected to continue with one language for a three-year span. In Middle School, students are once again free to change their language of study. Students in Kindergarten start with English in Rosetta Stone until they are proficient in using the program, then they begin their chosen foreign language. The goal is for every Kindergarten student to be working in a foreign language by the spring semester.

First through 6th grade students utilize Renaissance Place online learning products such as: Accelerated Reader, AR 360, Accelerated Math, Math Facts in a Flash and STAR Math and STAR Reading assessments. Accelerated Reader provides the opportunity for students to read books within their Zone of Proximal Development (ZPD) and take follow-up quizzes to measure their reading comprehension and vocabulary acquisition. The ZPD is the level at which a student will benefit most and show the most growth in their reading skills. AR 360 is a non-fictional reading comprehension program with current articles and online questions and interactive activities. Accelerated Math supplements the Montessori and Albanesi math curriculum and prepares students for the language and structure of end of year CAASPP testing.

Students 3rd through 8th grade use Learning.com, a computer literacy and technology web-based program where students learn how to use the internet as a research tool, how to work with basic software programs for word processing, slide presentation, and spreadsheets, as well as practicing their keyboarding skills.

Students, parents and teachers work together in many ways to create the best learning experience possible. Staff and administration are diligent in keeping the lines of communication open between school and home. Each classroom publishes a weekly newsletter to keep parents informed on classroom activities and upcoming events. The newsletters also let parents know how they can best support the class. Teachers communicate on a regular basis with parents through phone calls and email, as well as notes home in the student's planner. Students bring

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

-Maria Montessori

home a work plan (daily or weekly) that documents the work completed in class so parents are kept informed of their child's day-to-day academic progress. Parent-teacher conferences are held twice each year to discuss student progress, achievements, concerns, strategies and goals. Students are encouraged to be a part of these conferences especially older students. A student's input is a critical component in determining individual academic goals and the strategies to help meet them.

The school's administrative team also publishes a weekly school newsletter and maintains the school's website to communicate information such as school events, parent meetings, parent education opportunities, school sporting events, etc.

Summary

The curriculum of the CMP-Shingle Springs Campus is strengthened by its solid roots in Montessori philosophy. The Montessori curriculum and methodology has been utilized world-wide for over one hundred years. Where traditional education tends to ebb and flow with the times, Montessori holds firm to its core philosophies which actually correlate nicely with modern day practices including: hands-on-learning, real life application, differentiated learning, self-discovery, problem solving, and self-directed and independent learning. For the areas of curriculum not as clearly identified by Dr. Montessori, CMP-Shingle Springs diligently seeks alternative materials that meld nicely with the foundational curriculum and California Common Core Standards. Examples of this are the Common Core math textbooks for Middle School, Rosetta Stone, strategies for teaching writing, Renaissance Place Learning and other technology based curricula. The already strong curriculum and the systems in place for collectively and strategically implementing new curriculum will help the school to address the critical learner needs of further developing our writing and science curriculum.

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 Common Core 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
- Curriculum crosses over disciplines
- Curriculum spiraling
- Response to Intervention and Special Education programs functioning successfully
- Professional development is provided for teachers
- Field Trips linking curriculum to real-world experiences
- Business Internships

- Student-run businesses
- Practical Life area of study
- Regular parent-teacher conferences and the inclusion of upper elementary and middle school students in these conferences
- Peace Curriculum

Standards-based Student Learning: Curriculum - Areas for Growth

- Align Montessori Science lessons and update curriculum to meet the Next Generation Science Standards
- Writing program development
- Update RTI documents (on-going process)
- Meeting the needs of advanced learners

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 for all grade levels and curriculum
- Sample rubrics for evaluation of student work
- Report cards and progress reports
- Observations of classroom instruction and independent work time
- Business Internship curriculum
- RTI and Special Education files
- Learning.com reports
- Renaissance Place reports
- Rosetta Stone record keeping
- Aeries website for communicating academic progress (Middle School)
- Montessori Albanesi curriculum cards and assessments
- Adopted textbooks and digital resources
- Early Release Professional Development Day teacher survey results
- Professional Development In-Service agendas
- Financial records of classroom businesses/fundraisers
- Montessori Teacher Conference handouts and catalogs

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-Shingle Springs Campus 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.

"Spotlight the good and the good will grow."

Maria Montessori

The teacher designs student work plans/planners or study guides providing listed goals and expectations. Students are expected to work independently on the listed goals they can complete without teacher intervention. The student has the ability to choose the order of assignments to complete. When the time comes, a teacher will invite the student to attend a group lesson, thus supporting the student to complete items on his or her list that require more teacher support. In the elementary classroom, these work plans are individualized for each student after they are assessed for their placement in the math and language curriculum. Once placed, the student works at his or her own pace until concepts are mastered. When a student does not appear to be

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

moving through the curriculum at a pace relative to their grade level and the academic standards, they will move into the Response to Intervention (RTI) process. At that point, the RTI team meets to discuss possible accommodations to help the child find success.

A great deal of time and energy is put into preparing the classroom environment to promote the expected level of instructional independence. The classrooms are carefully designed to allow space for large and small group lessons, as well as individual instruction. There are many shelves holding Montessori materials to engage the students in their learning. All necessary materials; paper, pencils, markers, tape, glue, scissors, etc. are organized and placed so they are readily accessible to students. Students and teachers meet daily at a circle time or a class meeting where the teacher can discuss expectations and guidelines. This is also a time for students to share their perceptions and experiences. A classroom agenda is formed and any student at any time may add an item to the agenda for a class discussion. This empowers the children to take initiative while giving them a sense of control over their educational experience.

Academic expectations are expressed in a variety of ways. In lower grades, 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 verbal instruction. Examples of student work, guided questions and rubrics are some examples of methods utilized by teachers in the upper grades to communicate expectations to their students.

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

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.**

The California Montessori Project-Shingle Springs Campus is committed to creating meaningful learning experiences for all 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 exciting and interesting lessons "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-Shingle Springs has an individual laptop or Chromebook assigned for each student in 2nd through 8th grades. In Kindergarten and 1st grade, students have access to computers at an average of a five-to-one ratio. Not only is the ratio of students to computers low, classrooms have been outfitted with document cameras, SMART Boards or SMART televisions.

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

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

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

Every year, students take multiple field trips outside of the classroom to broaden the scope of learning. Students visit various local attractions like the Harris Center for the Arts, Challenger Space Center, Apple Hill, Historic Coloma, etc. Starting in 4th grade, students partake in milestone field trips which include a double overnight stay. Milestone field trips help students develop their sense of personal independence and responsibility as well as strengthen the classroom community. Middle School students attend three to five multiday field trips called Immersion Weeks. Immersion Weeks are specifically designed for two purposes: expose adolescents to experiences not typical for their community and connect the learning from the classroom to the real world. For example, students have traveled to San Francisco to experience living and navigating in a big city. Other trips have included a ropes challenge course, Monterey Bay natural science and Steinbeck studies, and Ashland Oregon's Shakespeare Festival. Some of these trips involve visits to farms, so students can experience "working the land". During these trips, students learn where food comes from and how to manage the land without causing lasting harm to the environment.

Another core component of our Middle School experience is the Business Internship. Middle School students participate in a three-day job sharing experience where students volunteer in a local business of their choice. This provides adolescent students with safe and organized venues for career exploration. In addition to the internship, Middle School students are required to provide a minimum of 50 hours of community service. Both the internship and the community service are invaluable for the adolescent to gain a broader perspective on life. These are just some of the ways that our school is committed to engaging our students in productive acquisition of academic standards and our Schoolwide Learner Outcomes.

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

Education, playground supervision, conflict resolution, 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 that is provided after attending at least eight of the nine 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 per year. Early release day time is designed to: provide guest speakers/workshops, allow collaborative time as grade level professional learning communities (PLCs), WASC focus group time, as well as vertical collaboration in the core subjects.

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

The CMP-Shingle Springs Campus can provide samples of student work showing structured learning and demonstrating students' ability to think, reason, and problem solve in both group and individual activities. Interested parties are encouraged to visit the campus and observe the teachers and students at work. CMP is proud of the educational environment and to see it in action is the best way to understand this different way of instructing students.

Summary

Instruction is an area of strength in a Montessori school. Teachers are well trained in how to deliver targeted lessons to teach concepts using the Montessori materials. Students are encouraged to give instruction as well within the multi-aged classroom. This is seen when older or more advanced students help other students with work they have previously mastered. As identified in the critical learner needs, CMP-Shingle Springs is interested in further developing instruction in the area of writing and science.

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 environments
- Montessori materials are present to engage student learning
- Educational experiences outside of the classroom
- Implementation of technology in the learning process
- Staff collaboration

Standards-based Student Learning: Instruction

Areas for Growth

- Formalized Professional Learning Communities (PLCs)
- Integrate technology into instruction
- Differentiate instruction utilizing technology
- Inquiry instruction to increase depth of knowledge

Standards-based Student Learning: Instruction

Evidence

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

D: Standards-based Student Learning-

Assessment and Accountability

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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.**

</div>

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 CA Physical Fitness Test given in grades 5 and 7, and the CA State Science Test given 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 (1st-6th). DIBELS is a set of procedures and measures for assessing the acquisition of early literacy skills from 1st through 6th grade.
- **BPST-1** Basic Phonics Skills Test (K). Assesses students' knowledge of a broad range of phonics skills. Given two times a year.
- **Handwriting Without Tears Proficiency Screener** (K). Assesses Kindergarten handwriting proficiency. Given three times a year. Also used as an optional screening tool for intervention in higher grades (1st-6th).
- **CMP Kindergarten Mid- and End-of-Year Reading and Math Assessment.** Assesses Kindergarten proficiency in reading and math. This assessment was created by a team of CMP Kindergarten teachers.
- **Instructional Level Spelling Assessment** (K-6th). The Spelling assessment is given to determine placement in the spelling curriculum. Weekly spelling tests are given throughout the school year.
- **Math and Language Grade Achievement Test (GAT).** (1st-6th). These tests are given at the beginning of the year to determine students' 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-Montessori Achievement Test (MAT)** (4th-6th). This teacher-created assessment is used as a placement tool for Montessori curriculum.
- **Albanesi Advanced Review Test (ART) & Junior Review Test (JRT).** (1st-6th). These tests are given to determine what curriculum students have mastered and what curriculum level students should be placed in. Next level ARTs and JRTs are given when students show mastery of the previous level.
- **Renaissance Place STAR Reading Test** (1st-8th). This online test is given five times a year as a reading assessment tool.
- **Renaissance Place STAR Math Test** (1st-8th). This online test is given five times a year as a math assessment tool.
- **California Assessment of Student Performance and Progress (CAASPP)** (3rd-8th). These summative tests are given in the spring of each year to provide achievement scores for Math and Language Arts.
- **California Science Test** (5th and 8th grades). This summative test is given in the spring of each year to provide achievement scores for Science. This test is under construction by the State and will soon be the **CAST**, California Science Test aligned to the Next Generation Science Standards.
- **California English Language Development Test (CELDT).** This test is given at the beginning of the school year to determine English Language proficiency of students who speak a language other than English at home.
- **Classroom work** (K-8th) produced by students is monitored to show understanding of concepts taught.

- **California State Physical Fitness Testing** (5th and 7th grade).

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

Assessment Trackers

The CMP Curriculum Level Assessment Tracker houses data for campus-based assessments. Teachers utilize the document to help identify students in need of further interventions. Additionally, data from the assessments is reported to parents through quarterly progress reports or report cards. As part of the assessment process, the documents are collected by the Deans of Students to identify areas of schoolwide need.

Aeries Student Information System

Presently, Aeries is used as the student information system which stores student enrollment records, attendance data, CAASPP scores, Physical Fitness scores, CELDT scores, supplemental tutoring attendance, and reporting of discipline incidents. CAASPP scores can be disaggregated by school, by grade level, by subgroup and by individual student. Aeries also includes 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:

- **University of Oregon DIBELS Data System**
- **Renaissance Place Suite**
- **Handwriting Without Tears, Screener of Handwriting Proficiency**

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

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

Student Portfolio

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 with their new students. The portfolio can also demonstrate student abilities and accomplishments during parent-teacher conferences. When the child graduates from our program, we send this portfolio home so families have a history of their student's developmental and educational milestones accomplished during their time at CMP.

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.**
    - o **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.**
    - o **The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.**
    - o **The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.**
    - o **The school periodically assesses its curriculum and instruction review and evaluation processes.**
    - o **The school employs security systems that maintain the integrity of the assessment process.**

CMP-Shingle Springs 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 include, but aren't limited to:

- Regularly Scheduled Classroom Parent Meetings
- Parent/Teacher Conferences
- RTI Team Meetings
- Principal's Café Monthly Meetings
- SPED Staff Meetings
- Network/Campus In-service Days
- Early Release Professional Development Days
- Network Curriculum Level Lead Meetings
- Grade Level Meetings
- Deans of Students 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

- Reading intervention programs including: Read Naturally, Word Warm Ups, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and Fry's Sight Words

- Accelerated Reader goal setting for additional reading support

- Rosetta Stone computer program for EL student support

- RTI protocols and systems created to support all levels of students

- Network Grade Level Curriculum teams continue to meet to update math, language arts, history, and science curriculum guides and rubrics

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

Summary

The California Montessori Project uses a wide variety of assessments. The assessment data is collected and analyzed with the intent to improve student learning.   Having a specified assessment process helps the school to develop the identified Schoolwide Learner Outcomes in all students. Looking at how assessments are changed or formed is important as the school develops an action plan to address the critical learning needs of further developing writing and science curriculum and integrating technology.   Assessments in these areas will provide feedback for continued school improvement.

Assessment and Accountability - Strengths

- Regular assessment schedule
- Monthly grade level meetings
- Twice per month Early Release Professional Development Days
- 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 encourages parents to participate in classroom and school-wide activities. Parents have the opportunity to observe students during independent work time, on field trips, and at various events showcasing students' skills
- Portfolio assessments
- Student work kept in journals and compiled for a complete year to show progress
- Teachers as observers of student progress
- Teacher mentoring program

Assessment and Accountability - Areas for Growth

- Develop an internal writing assessment
- Utilizing Aeries for generation of student progress reports and grade reports (K-6th)
- Understanding the new CAST and how to ensure students meet expectations
- Assess the value and relevancy of all assessments

Assessment and Accountability - Evidence

- Assessment Trackers
- Classroom RTI Log
- Samples of formal assessments
- Individualized student work plans
- 504/RTI/SST/IEP documentation
- Lesson plans
- Teacher record books
- Student cumulative files
- Student portfolios
- Student journals
- Aeries online grade reporting for Middle School students
- Sample rubrics for student reports, projects, and assignments

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

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> **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.**

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

CMP provides a variety of parent education opportunities and events throughout the year. Before school begins, a "Meet and Greet" event gives parents and students an opportunity to visit their classroom, meet their teacher, walk the campus and reconnect after the summer break. Within the first few weeks of school, a Back-to-School Night orientation is hosted by teachers, to provide parents with information about the curriculum, classroom schedule, field trips, student expectations, parent volunteer opportunities, and other pertinent policies. There are parent training nights which introduce parents to Montessori principles and philosophy as it pertains to their school volunteer work. Later in the year, teachers may schedule a time for parents to come see what the children are doing in the classroom through a Montessori "Watch Me Work Night." At the end of each school year, grade level teachers provide an informational meeting to give an introduction to the next plane of development for parents of students moving into the next grade level. Child development and Montessori philosophy are discussed as relevant to the grade level span. These meetings are available for the 2/3, 4/5/6, and 7/8 grade levels.

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

All enrolled CMP families are encouraged to participate in school programs for 40 to 70 hours per year for the purpose of supporting and assisting in the ongoing development of the school and its academic goals. Parents can volunteer as a classroom helper, art docent, photocopier, serving on the Fundraising Committee, making materials, or in some cases, presenting lessons based on a special talent or interest. For example, parents who work 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 woodworking, scrapbooking or knitting. Parents can also help at school by coaching athletic teams. Schoolwide fundraising events such as the annual Harvest Festival and the Parent Social serve as opportunities for parents to network, raise money, volunteer, and build community.

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

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

CMP invites parent input and feedback on all aspects of CMP operations. CMP conducts surveys of parents and staff, collecting feedback on various aspects of school community and programs. The results of these surveys are shared with the Principals, the Executive Director, the

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

–Maria Montessori

Governing Board, and staff, and are used to effectively implement positive program change. Yearly, the Executive Director meets with stakeholders at each campus, sharing information on the current state and future of the network. Stakeholders have the opportunity to share areas of improvement and concerns with him. This information is used to develop CMP's Local Control Accountability Plan as mandated by the state.

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

CMP recognizes parent and teacher collaboration is integral to student academic success. In addition to informal discussions and communications throughout the year, CMP offers two formal opportunities each school year for parents and teachers to discuss student progress. 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 local community who are seeking an alternative educational model or have students entering the school, there are regular campus tours, allowing visitors to observe the classrooms in action. Parents must sign up for tours in advance, which take place monthly or more often, as needed. Parents are welcome to come observe classroom activities after our first 6-8 week normalization period; however, parents are encouraged to schedule an appointment with their teacher in advance to alleviate scheduling conflicts and limit distractions in the learning environment.

E2. School Environment Criterion

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

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

The California Montessori Project-Shingle Springs Campus owns the property and school site. The school employs two maintenance staff equivalent to 1.5 full-time positions. The school also contracts with outside vendors for regular cleaning and service. The administrative and teaching staffs take pride in a safe and clean learning environment. Efforts to maintain the environment are regular and frequently discussed amongst staff. Additionally, classrooms adopt areas of the school's outdoor environment and take extra care to make sure their adopted area is well maintained.

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

An essential component of the Montessori philosophy is peace education. Beginning in Kindergarten, students are taught how to cultivate peace and settle conflicts respectfully. "Peace corners" or "peace tables" are utilized in the Montessori classroom to bring together students to resolve conflicts or provide a single student a quiet place to reflect. These areas may include calming activities like labyrinths or Zen peace gardens, soothing music, and/or tools for mediating discussions. In addition to cultural studies being embedded in the curriculum throughout the year, each campus holds a Cultural/World Fair. The message of peace is pervasive throughout the school community. CMP also teaches the Best Practices of Be Safe, Be Respectful, and Be Responsible, which are reinforced through classroom activities and discussions and are posted in classrooms and common areas. All of these efforts encourage students to embrace the Schoolwide Learner Outcome of becoming **Ambassadors of Grace and Courtesy who celebrate the diversity in our global community**. Dr. Montessori believed that the only way world peace would be achieved is for children to study other cultures in an effort to understand them.

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

class ratios also allows trust to flourish between teacher and student, as well as teacher and parent. The school also teaches character education. Each month a different character education trait is adopted. Students prepare skits and songs for a schoolwide assembly at the beginning of each month. Classroom teachers are given lesson plans from a variety of resources to teach these valuable lessons.

The California Montessori Project-Shingle Springs Campus has a high standard for safety. There is adequate supervision of students at all times. Use of the common areas is strategically planned to limit the number of students in a given area at one time. Teachers and administration share the responsibility of keeping the parking lot safe and directing traffic flow. Teachers and teaching assistants, administration, administrative assistants and maintenance staff are posted in front of the school at drop-off and pick-up times. Staff use wireless radios to help coordinate student pick-up 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 Sections 32280 through 32289). CMP's Comprehensive School Safety Plan describes programs put in place to assist in offering a safe environment for all stakeholders. A school safety committee, including staff, parents, and students, oversees and implements necessary safety procedures and plans. A public copy of the school safety plan is available for viewing in the office and available online. Safety procedure information packets are kept in each classroom so in the case of an emergency, teachers can quickly access the protocols. Safety drills (fire, earthquake and lockdown drills) are scheduled on a regular basis. Classroom sizes are small and classrooms have either two teachers or a teacher and an assistant. The high adult-to-student ratio allows CMP to deal with classroom disruptions quickly and effectively. CMP also ensures several staff are trained in the Crisis Institute, non-violent crisis prevention. Additionally, staff are trained in ALICE, an active intruder response training.

CMP-Shingle Springs 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 it with the student, teacher, and parents. The purpose of these forms is documentation, reflection, and communication. Staff are also trained in several different behavior management techniques including Positive Behavior Supports, Positive Discipline, Love and Logic, and Envoy.

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

Teachers at CMP are fully credentialed, with many faculty members also holding Master's degrees and multiple credentials. In addition to state credential requirements, CMP teachers hold

Montessori certificates, which are earned through an American Montessori Society accredited agency. The process of obtaining a Montessori certificate ensures all staff members are fluent in Montessori methodologies, developmental needs and milestones of our students, lesson planning, and proper implementation of Montessori materials.

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

Additional parent education is available based on need. Topics may include, Montessori philosophy, curriculum focus, technology use and internet safety, field trip chaperone training, and reading volunteer training. 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 the staff. Additionally, CMP partners with the Sacramento County Office of Education Teacher Induction Program to offer quality professional development opportunities for all staff and state-approved induction pathways for newly credentialed teachers. CMP is committed to supporting our 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, behavior management, growth mindset, assessment analysis, WASC focus group work, academic planning, etc.

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 and observer.

In an effort to meet the needs of the students and prepare them for college- and career- readiness, the California Montessori Project offers students access to personal school email and the Google Apps for Education Suite. All classrooms with 2nd through 8th grade students have a 1:1 ratio of students to Chomebooks or laptops and the Kindergarten and 1st grade 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. CMP uses a content filtering device to block access to inappropriate material, however, ultimately the school staff, parents, and

guardians of minors are responsible for setting and conveying the standards that students should follow when using these technology resources. CMP supports and respects each family's right to decide whether or not to allow their student access to any part of these technologies.

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

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

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

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. Teachers use this information to place students in the curriculum at the appropriate level of challenge. 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 or behaving appropriately in the classroom. 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 may be 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. RTI includes a plethora of accommodations and supports to implement in the classroom.

E3 Personal and Academic Support Criterion

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

To help students receive appropriate support and to ensure all students have individualized learning plans, teachers employ the Montessori philosophy of following the child. Dr. Montessori believed children learn at an individualized pace and it is the role of the teacher to present lessons appropriate to individual children. 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 and Systematic Instruction in Phonological Awareness Phonics and Sight Words (SIPPS), two evidenced based programs designed to build students' reading, writing, comprehension and critical thinking skills. Other interventions are Word Warm Ups, Handwriting without Tears (Upper Elementary), individual work areas, sound-limiting headphones, timers, and before-and-after school tutoring. If adequate progress is not made throughout this process, the student is escalated to RTI Tier 3. During RTI Tier 3, it may become evident that additional supports need to be implemented or that a promotion or retention of a student to a respective grade level may best serve the student's needs.

Throughout this process, if the student still does not make steady progress, an assessment plan for special education may be needed. Relevant testing and assessments are given and an Individualized Educational Plan (IEP) meeting is scheduled. An administrator, either the Principal or Dean of Students, attends these meetings to ensure students are receiving the appropriate resources through the special education program. Our special education program is run through the Yuba County SELPA. CMP maintains a specific allocation of funds earmarked for Special Education, ensuring the needs of special education students are adequately met. We also have a Special Education Director who assists with compliance with all laws and rights protecting students. Each year, General Education Teachers, Special Education Teachers, Deans of Students, and the Principals seek out professional development opportunities in the area of special education. CMP strives to stay current with the Individuals with Disabilities Education Act (IDEA), Section 504 and the Americans with Disabilities Act (ADA), and best practices.

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

CMP abides by all federal and state laws for identifying English Language Learners. All initial and annual candidates are tested in the Fall and monitored throughout the year. Students are initially indentified based on their parent/guardians' answers on the Home Language Survey including 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. CMP has multi-aged classrooms that provide for a wide span of ability levels. Students are allowed to progress through curriculum at their own pace, especially in math and language. In the cultural subjects, teachers can make lessons challenging to advanced learners by providing extensions to lessons, advanced assignments, and rubrics that allow for maximum potential. Occasionally, students performing at higher academic levels are placed in the RTI process to be certain we are adequately meeting their needs. Some options for

advanced learners include participation in Spelling Bee, Nature Bowl and Science Olympiad competitions, and advanced placement in Middle School.

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 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 Schoolwide Learner Outcome, students are **Montessori learners who work independently, demonstrate initiative, utilize the power of concentration, think critically, and are lifelong learners, and Are Agents of Change who have a strong sense of community, are socially responsible, connected to their environment, advocate for themselves and others and are empowered to be problem solvers.**

In addition to in-class systems to support career and college readiness, experiences outside of the normal classroom routine are designed to expose students to everyday life. Examples of such activities experiences span from Career Days in elementary classrooms to job shadowing and student-run businesses in middle school.

Summary
School Culture is an area of pride for the California Montessori Project-Shingle Springs Campus. The school feels more like a large family. Students, parents, and teachers form strong bonds. The students seem happy and are observed to have a love of learning. A high student retention rate is one way our strong school culture can be quantified. Additionally, the fact that alumni students have returned "home" to CMP for employment during and after college is an accolade of the culture created at CMP.

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)
- Community building events and 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 environments
- Updated Safety Operations Plan
- ALICE Training

School Culture and Support for Student Personal and Academic Growth - Areas for Growth
- Updated Incident Reports, Office Referrals, and Suspension Forms
- More service learning opportunities
- Continued practice of safety operations including active intruder response
- More stakeholder input surveys
- Incorporation of the Boys Town social skills to character education

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
- CMP Technology Use Agreement
- School rules
- Aeries website for attendance and grades
- STAR tutoring attendance sheets
- Community tour schedule/calendar
- Field trip authorizations
- RTI forms, IEP and 504 samples
- Charter documents
- Professional Development agendas and sign in sheets
- Early Release Professional Development Day Teacher Survey Results
- Incident Reports, Office Referrals, and Injury Reports

Chapter V

School-wide 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 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.

SLO 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 meet requirements of NGSS
- Identify Science Mentors who will facilitate the expansion of the Montessori science program at each campus
- Seek 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.	• Curriculum Level Leads • Deans of Students	• NGSS • Curriculum Guides	• Meeting Agenda/Notes	• Fall of 2017 • Ongoing	• Staff Meetings • Grade Level Meetings • Principal Round Table Meetings
#2 – Discussion and implementation of alignment of current curriculum guide to meeting requirements of NGSS.	• Curriculum Level Leads • Deans of Students	• NGSS • Curriculum Guides	• Meeting Agenda/Notes • Draft of Curriculum Guide	• Fall of 2017 • Ongoing	• 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.	• Director of Program • Human Resources • Principals	• Teaching Staff with training/passion for science	• Staff Hired • Stakeholder Surveys • Statewide Test Data • Science Initiatives Started	• Fall of 2017 • Ongoing	• Staff Meetings • Grade Level Meetings • Principal Round Table Meetings
#3- Official approval of New Curriculum Guide by CMP Leadership Team	• Principals • Director of Program • Executive Director	• NGSS • Curriculum Guide	• Approval of Curriculum Guide	• Spring of 2018 • Ongoing	• Staff Meetings • Grade Level Meetings • Principal Round Table Meetings
#4– Develop an action plan for funding new materials needed to align curriculum	• Curriculum Level Leads • Deans of Students • Principals • Director of Program • Executive Director	• NGSS • Curriculum Guides	• Meeting Agenda/Notes • Action Plan • LCAP	• Spring of 2018 • Ongoing	• Staff Meetings • Grade Level Meetings • Principal Round Table Meetings
#5- Train teachers on effective instructional strategies regarding NGSS.	• Administrators • Trained Teaching Staff	• NGSS • Curriculum Guides • NGSS Training Resources	• Schedule of Trainings • Training Agendas	• Spring of 2018 • Ongoing	• Early Release Days • Inservice Days • Staff Meetings • Grade Level Meetings
#6- Begin implementation of newly aligned curriculum guide into classroom instruction.	• Deans of Students • Curriculum Level Leads • Teaching Staff	• NGSS • Curriculum Guides • Trainings	• Classroom Observations • Lesson Plans • CAST Results	• Fall of 2018 • Ongoing	• Early Release Days • Staff Meetings • Grade Level Meetings

Writing Curriculum

Goal #2: To research and adopt a writing curriculum.

Rationale: Campus administration has observed through lesson plans and classroom observations a deficit in 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.

SLO 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 CMP Governing 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 or creation

Goal #2: To research and adopt a writing curriculum.

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1- Establish and convene a writing committee	• Administration	• Campus Staff	• Participation rate	• Fall 2017 • Ongoing	• Curriculum Level Meetings
#2- Research and collect a pool of potential writing curricula	• Writing Committee Members	• CDE Recommended Curriculums • Previously Trained Staff	• Participation rate • Meeting Agenda • Meeting notes • Committee Feedback	• Fall 2017 • Ongoing	• Faculty Meetings • Principal Round Table reports
#3 -Select program(s) to pilot	• Campus Administration • Writing Committee Members • Director of Program	• Director of Program • Writing Committee • Curriculum Level Leads	• Staff survey • Staff feedback • Participation rate • Staff development calendar	• Fall 2017 • Ongoing	• Staff and Board meetings • Principal Round Table Reports
#4 – Gather teacher and student feedback on pilot	• Administration • Writing Committee Members	• Campus Staff • Surveys • Students	• Survey Results • Stakeholder Feedback	• Spring 2018 • Ongoing	• Staff and Board meetings • Principal reports • Writing Committee notes
#5- Program Adoption	• Writing Committee • Director of Program • Principals Round Table • Deans of Students • Teaching Staff	• Writing Curriculum	• Lesson Plans • Classroom Observation • Writing Samples	• Fall 2018 • Ongoing	• Faculty Meetings • Principal Round Table reports

Technology as a Viable and Meaningful Experience for the Child

Goal #3: Incorporate technology as a viable and meaningful experience for the child.

Rationale: To fully utilize the new technologies received as well as to provide structured and developmentally appropriate learning opportunities to extend the Montessori Philosophy.

Annual Goal: Research developmentally appropriate uses of technology and coordinate staff professional development in order to further next steps.

SLOs Addressed: All

Evaluation: Administration will evaluate progress through regular stakeholder surveys, PLC discussions, and program usage report data i.e. Rosetta Stone, Learning.com, Renaissance Learning, Google Classrooms, etc.

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

Action Plan:
- Survey all stakeholders to gather perception data
- Research developmentally appropriate technology usage in school
- Gather current technology program usage report data
- 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 #3: Incorporate technology as a viable and meaningful experience for the child

Tasks	Responsible Person(s)	Resources	Means to Assess Improvement	Timeline	Means to Report
#1 – Survey all stakeholders to gather perception data	• Campus Administration • Executive Director • Director of Program • Technology Department	• Teachers • Parents • Students	• State Testing • Stakeholder Surveys • Observation	• Fall 2017 • On Going	• Newsletters • Staff Meetings • Round Table Reports • Board Meeting Notes
#2-Gather current technology program usage report data	• Campus Administration • Technology program Mentors • Teachers	• Usage Reports	• Observation	• Fall 2017 (Data from the 2016-2017 school year) • On Going	• Staff Meetings • Early Release Days • Curriculum Level Lead Meetings
#2 - Research developmentally appropriate technology usage in school	• Technology Department • Administration	• Professional Development • Professional Literature	• State Testing • Stakeholder Surveys • Observation	• Fall 2017 • On Going	• Newsletters • Staff Meetings • Round Table Reports • Board Reports
#3 – Disaggregate perception data and research to determine next steps	• Campus Administration • Executive Director • Director of Program • Technology Department	• Technology Department • Teachers with a passion/training in technology	• State Testing • Stakeholder Surveys • Observation	• Spring 2018 • On Going	• Newsletters • Staff Meetings • Round Table Reports • Board Reports
#4 - Incorporate technology into the school library to provide intra-school resource	• Executive Director • Campus Administration • Library Committee • Technology Department	• Library Mentor • Teachers with passion for reading • Technology Department	• State Testing • Stakeholder Surveys • Observation	• Spring 2018 • On Going	• Newsletters • Staff Meetings • Round Table Reports • Board Reports
#5 – Develop a Professional Development Plan to support staff with technology implementation	• Director of Program • Technology Department • Campus Administration	• Perception data • Technology Department	• Stakeholder surveys • Technology Usage Reports • Observation	• Fall 2017 • On Going	• Early Release Days • Network wide Professional Development Days • Administrative Reports