

Charter for the Renewal of the



**Capitol Campus
Charter School**

A California Charter Public School

*Submitted December 4, 2020 to
Sacramento City Unified School District*

**Charter Renewal Term:
July 1, 2021 – June 30, 2026**

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AFFIRMATIONS AND DECLARATION

California Montessori Project - Capitol Campus (“CMP – Capitol” or the “Charter School”), located within the Sacramento City Unified School District (“SCUSD” or “District”) boundaries, and operated by California Montessori Project (“CMP”), a nonprofit public benefit corporation, will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct all required pupil assessments pursuant to Education Code Section 60605 and any other statewide standards authorized in statute and pupil assessments applicable to pupils in non-charter public schools. [Ref. Education Code Section 47065(d)(1)]
- CMP declares that it shall be deemed the exclusive public school employer of the employees of CMP - Capitol for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School will not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School will not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all pupils who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and Title II of the Americans with Disabilities Act of 1990 (“ADA”).
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall continually strive for a healthy, collaborative, synergistic relationship with the District without imposing a burden or liability on the District.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facility. [Education Code Section 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Section 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act. The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]


 Brett Barley, CMP Superintendent


 Date

INTRODUCTION

This charter petition is presented to the Sacramento City Unified School District for the renewal of CMP – Capitol in accordance with Education Code Sections 47607, 47607.2, and 47605.

Background

The Charter Schools Act

In 1992, the California State Legislature passed the Charter Schools Act, creating the vehicle for parents and educators to collaborate on innovative educational opportunities for children throughout the state of California. In May, 2006, former State Superintendent Jack O'Connell reaffirmed the significance of this Legislative action through his recognition of California Montessori Project, along with other charter schools in the state, for "the dedicated service they provide to our youth and public school system." In this Certificate of Recognition, State Superintendent O'Connell boldly reiterated the success of California's charter schools, as they have:

- Improved pupil learning
- Increased learning opportunities for all pupils
- Encouraged the use of different and innovative teaching methods
- Created new professional opportunities for teachers
- Provided parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system
- Shown accountability in meeting measurable pupil outcomes
- Provided vigorous competition within the public school system to stimulate continual improvements in all public schools

California Montessori Project embraces, and strives to fully honor, the Legislative intent of the Charter Schools Act, and its mandate, as affirmed by the former State Superintendent.

In 2002, the California legislature approved Assembly Bill 1994 ("AB 1994") which requires a charter school to locate within the boundaries of its authorizing agency. AB 1994 provided a limited grandfather clause for a charter school in operation prior to July 1, 2002, and located outside of its authorizing agency, to remain in its current location through the expiration of its current charter.

The California Montessori Project was initially granted a charter in 2000 through the Wheatland School District, operating five (5) campuses located within the boundaries of four (4) school districts.

Capitol Campus	Sacramento City Unified School District
Carmichael Campus	San Juan Unified School District
American River Campus	San Juan Unified School District
Elk Grove Campus	Elk Grove Unified School District
Shingle Springs Campus	Buckeye Union School District

In accordance with the terms of AB 1994, CMP sought and received approval to operate one charter school within each of the school districts in which the original CMP operated. CMP-Shingle Springs originally received a 3-year approval, and subsequent 5-year renewals. The charter schools in Sacramento City Unified, San Juan Unified, and Elk Grove Unified applied for, and received subsequent 5-year renewals. CMP – Capitol is now in its 20th year of successful operation, including 14-plus years under the supervisorial oversight of the Sacramento City Unified School District. The District, again, has an opportunity to review the performance of CMP – Capitol while considering approval. In preparation for this renewal, CMP encourages the District's thorough review of CMP – Capitol's past and present operations. CMP aspires to continue its transparent, positive, and collaborative relationship with the District.

History and Accomplishments

The California Montessori Project continues to honor the original vision to offer a quality, tuition-free Montessori education to students in the public school sector. Today, the CMP network serves over 2,600 Transitional Kindergarten – 8th grade students at four charter schools (seven campuses) throughout the greater Sacramento region. CMP-Capitol Campus currently serves 330 students.

Components of the current California Montessori Project program include:

- Learning environment
 - Comprehensive academic development using Montessori-based curriculum
 - Social development to address the “whole” child
 - Curriculum alignment to Common Core State Standards
 - Quality Montessori learning materials
 - State-adopted core instructional materials (4th – 8th grade)
 - Field-based learning for all grade levels
 - Focus on peaceful school community through character education, Montessori peace curriculum and mindfulness
- Teaching Staff
 - Well-qualified, dual certified, teachers who are both:
 - CA State-Credentialed
 - Montessori-Certified
 - Participation in state-accredited Teacher Induction Program through Sacramento County Office of Education
 - Low Student-to-Teacher ratios
- Family Support
 - Parent education events (Understanding the Montessori Classroom, Love & Logic, Parenting, Volunteer Training and others)
 - Afterschool Academic Intervention, Enrichment and Sports Programs
 - Before/After School Child Care Programs
 - Extracurricular Programs (Art, Early Engineers, Theater, Dance, STEM, Garrett-Morgan Sustainable Transportation Program, Academic Decathlon)

- Unique Educational Programs and Resources
 - Individual access to technological devices at all grade levels
 - Implementation of Rosetta Stone (technology-based, foreign language program)
 - Implementation of evidence-based literacy programs, such as: SONDAY, SIPPS, Read Naturally, Reading A-Z, Word Warm Ups programs
 - Implementation of Response to Intervention program (RTI)
 - Implementation of Character Education
 - Implementation of Second Step Social-Emotional Curriculum
 - Implementation of iReady diagnostic and assessment program
- Professional growth/orientation opportunities
 - Participation in state-authorized Teacher Induction Program through Sacramento County Office of Education
 - CMP offers an annual orientation for new instructional staff. The sessions include orientation and overview addressing alignment of state standards and Montessori curriculum, use of Montessori materials, classroom management, and application of technology in the classroom.
 - CMP offers Staff Development days, which include keynote speakers, as well as break-out workshops, and planning sessions facilitated by CMP instructional leaders.
 - CMP has adopted a calendar which includes Early Release Days each month to focus on Staff Professional Development, which may include behavior management, curriculum implementation, positive communication, etc.
 - CMP provides extensive training and mentoring of new teachers not yet trained on Montessori pedagogy at site-based, accredited Montessori Training Centers and Teachers Colleges.
 - CMP offers Super Duper Saturday workshops covering best practices in a wide variety of areas and subject matter.

California Montessori Project network-wide highlights include the following:

- All of the schools in the CMP network, including CMP – Capitol, received re-accreditation through the Western Association of Schools and Colleges (WASC), following an extensive review by the WASC accreditation team. This re-accreditation has a term of six years: July 1, 2017 – June 30, 2023.
- Through a coordinated, collaborative effort, CMP was awarded accreditation status by the American Montessori Society (AMS) and WASC in May of 2017.
- CMP's Responsible Use Agreement (RUA) for technology was rewritten in 2016 and revised in 2018. The RUA defines CMP's technology plan for five years, through 2023. CMP is committed to using the tools and resources available in the 21st century to promote the success of every child and inspire our children to think about and use technology in an effective, inspiring and supportive environment. With these goals in mind, CMP continues to strive for an environment that is conducive to the use and exploration of technology, not only for today, but also for tomorrow. We continue to

follow each child through the wonders of what is available to them and how they can best utilize technology safely and securely and imagine a future rich with technological wonder.

- Free tutoring, before- and after-school, to eligible students (scoring at the Standard Not Met and Nearly Met on state testing)

Highlights specific to the CMP – Capitol campus include the following:

- CMP – Capitol students were successful on all State indicators reflected on the California School Dashboard:
 - ELA: CMP outperformed the State each year since the last charter renewal and performed in the top 20% of SCUSD schools over the course of the last charter.
 - Math: CMP outperformed the District in every year but one since the last charter renewal.
 - Chronic Absenteeism: CMP had much lower chronic absenteeism than both the State and the District in every year since the last charter renewal. Only two SCUSD schools had better Chronic Absenteeism rates than CMP: Phoebe Hearst and Camellia Elementary.
 - Suspension Rate: CMP had lower Suspension Rates than the State every year but one and had a lower Suspension Rate than the District in every year since the last charter renewal.
 - Local Indicators: CMP - Capitol met the standard for all local indicators reflected on the California School Dashboard.
- CMP-Capitol students were successful on the California Science Test. In 2018-2019 CMP 5th Graders outperformed the State and the District and CMP 8th Graders performed about the same level as the District and the State.
- CMP-Capitol's Dean of Students provides curricular/instructional support to staff.
- CMP-Capitol has a credentialed Physical Education teacher on staff serving K-8th grade students.
- CMP-Capitol's Athletic Programs include volleyball and basketball for 4th – 8th graders.
- CMP-Capitol implemented Keyboarding Without Tears for 1st – 6th graders.
- CMP-Capitol's Outreach Programs include: Volunteering at the Sacramento Food Bank annually, donating canned goods to Kids Can, participating in the Toys for Tots Program or Chips for Kids.

The Present

Current projects and program goals include:

- CMP – Capitol offers a holistic Montessori education, while upholding rigorous academic standards.
- CMP – Capitol’s enrollment is 330 Kindergarten through 8th grade students.
- More than 90% of families reported satisfaction with CMP’s Distance Learning program.
- CMP continues investments to eliminate the digital divide by providing devices to students.
 - During Distance Learning CMP invested in teacher laptops, webcams, and other technology to ensure an effective distance learning program.
 - Currently CMP – Capitol has provided 191 Chromebooks and 10 hot spots to students to assist with Distance Learning.
 - CMP will continue to embrace technology tools to further promote student academic success, parent communications, staff effectiveness, and management of school operations. The use of technology as an effective tool, both in academic courses and in the arts, will be emphasized. Through prior LCAPs, CMP has designated funding to support technology usage. The CMP – Capitol teaching staff has increased technology use on campus and currently offers multiple technology-based student programs, including:
 - Rosetta Stone
 - i-Ready Math
 - i-Ready Reading
 - Mystery Science
 - History Alive
 - Keyboarding Without Tears
 - Digits Math (Pearson) for 7th-8th Graders
- CMP’s leadership team has expanded to include Deans of Students at each campus. Deans are responsible for Professional Development and overall staff support. In addition to overseeing WASC and AMS re-accreditation efforts, the Deans provide leadership in facilitating Response to Intervention and Student Success Team meetings, as well as, coordinating the use of the Digital Library, interim assessments and summative standardized testing through CAASPP.
- The Charter School is on a single track school calendar of 180 days. CMP – Capitol will continue to offer in excess of the annual state-mandated instructional minutes at all grade levels.
- Pursuing dual accreditations, the CMP- Capitol Campus is currently engaged in the re-accreditation process for Western Association of Schools and Colleges and American Montessori Society (AMS) accreditation with a mid-cycle visit. The CMP-Capitol term is good through June 30, 2023.

- CMP is piloting the Lucy Caulkin writing curriculum to further develop our students' ability to engage in critical thinking and response to informational text and literature with the intent to fully implement in all classrooms in school year 2021-22.
- CMP has implemented a Network-wide Counseling Program to provide additional supports to the student community.
- CMP has brought greater focus to data-driven instruction by creating a Network Testing Coordinator position.
- During the COVID-19 pandemic, CMP quickly shifted to a Distance Learning model. CMP closed the school facility on Friday, March 13 and began providing Distance Learning on Monday, March 16. CMP has begun the 2020-2021 school year in a Distance Learning environment, and will continue to follow guidance from the State and County public health departments. Some highlights of CMP's Distance Learning program are:
 - CMP created a Distance Learning website, which incorporated easy to find links to each classroom's Distance Learning portals; Family Resources: Counseling, Special Education, Meal Opportunities, Child Care Options, Internet Options, Technology Support; and Student Enrichment: Visual and Performing Arts, Library, STEM Challenges, Gardening Activities, and Digital Activities from Club M (before and after school child care program) and PE.
 - CMP also created an Engagement Tracker to monitor the participation of students in the live lessons as well as track their engagement with the programs and learning opportunities provided. If a student was not participating in the learning opportunities, teachers and/or school administration contacted the family to determine if there were any barriers in access and seek better ways to serve the child.
 - CMP remained true to its vision of providing a comprehensive education that supports the academic and social-emotional development of every child:
 - Teachers provided live instruction to all students, as well as provided 1:1 office hours for students and/or parents needing additional support.
 - Teachers collaborated within grade level teams to share lesson plans and recorded videos.
 - Students continued with Social Emotional Learning lessons and counseling services were provided virtually to students, in need.
 - Students were provided individual and/or small group interventions in reading and math, if needed.
 - Students had access to SIPPS and Read Naturally Live for extra support in reading.

- Students received physical education virtual lessons.
- Parents, teachers and students were invited to virtual technology trainings and 1:1 technology office hours from the CMP Technology Department to assist in accessing and utilizing the various online platforms.
- Students were provided with Clever login information for ease of accessing the various online platforms with a central location to each student's individual passwords for each learning program.
- Students in need of computer access at home were issued CMP Chromebooks.
- Teachers at all grade levels utilized Google Classroom to organize lesson information.
- Students receiving Special Education services continued to receive modified services and IEP and 504 meetings were held virtually.
- CMP disseminated online surveys designed to gain parent/guardian, teacher and staff feedback on how Distance Learning went, and to help guide planning for the 2020-2021 school year. 90% of all CMP families reported satisfaction with the Distance Learning program provided. Overall, CMP families felt that the amount of work and the difficulty of the work was manageable by the students, with support needed from teachers and parents. CMP families have reported the challenges for working parents trying to support their children's learning efforts and their children missing the sense of community that a typical school environment brings. CMP will utilize this feedback for future planning.

The Future

- CMP – Capitol is committed to providing a quality, tuition-free K-8 Montessori program.
- A plan for sustainable enrollment of 350 students has been developed for CMP- Capitol.
- CMP plans to continue its practice of honoring low student to teacher ratios in grades K-3, not to exceed 24:1. In grades 4-8, the student to teacher ratio will not exceed 25:1. Instructional assistants, Montessori specialists, parent volunteers, and other program specialists will further reduce the student to adult ratio.
- CMP - Capitol will continue to offer in excess of the annual state-mandated instruction minutes at all grade levels.
- The use of technology as an effective tool, both in academic courses and in the arts, will be emphasized.

- CMP - Capitol will continue to develop the Middle School program to fulfill the needs of the current elementary students and families.
- CMP will continue updating Montessori materials and bring in state-adopted curriculum and materials to meet the current needs of the student population.
- CMP – Capitol will continue to develop a peaceful school community through its Character/Peace Education (Anti-Bullying) Program and Mindfulness, in order to create an environment more conducive to learning.
- CMP will continue to provide instruction focusing on Common Core Standards through the Montessori methodology and by reviewing data from the Smarter Balanced Assessment Consortium (SBAC) and California Assessment of Student Performance and Progress (CAASPP).
- CMP will implement an inquiry-based, Montessori curriculum through data-driven instruction.
- CMP-Capitol looks forward to working collaboratively with the Sacramento City Unified School District, and appreciates the support of the SCUSD academic and operational teams of their talented staff.

Mission

Mission Statement:

The Mission of the California Montessori Project is to provide a Quality, Tuition-Free, Montessori Education that challenges our students to reach their full potential.

Vision Statement:

The Vision of the California Montessori Project is to provide a Montessori education that supports the intellectual, social and emotional development of every child.

This will be achieved by:

- Promoting independence
- Teaching respect for oneself and others
- Building confidence
- Creating a sense of social responsibility, and
- Empowering every student to be a global citizen.

California Montessori Project offers an environment which has the tools, programs, resources and support to enable students to become educated to high international 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 is achieved through a commitment from the community: parents, teachers, community groups, the legislature and, most importantly, the individual child.

The California Montessori Project provides a Montessori curriculum, integrated with the California state standards, for students ranging from Transitional Kindergarten through 8th grade. ***The California Montessori Project is committed to serving the best interest of the student.*** Parental participation is highly valued in terms of the contribution it makes to the child's education and the school community.

Fundamental Values:

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

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

CMP – Capitol's WASC Schoolwide Learner Outcomes are connected to CMP - Capitol curriculum and instruction. CMP campuses have three uniform rules: Be Safe, Be Respectful, and Be Responsible. CMP - Capitol has established the motto SOAR to incorporate these three rules with the addition of the concept of Peace, which plays a prominent role in Montessori education. SOAR stands for Safe, Offer Peace, Always Respectful and Responsible.

Core Beliefs:

Dr. Montessori's fundamental goal was to prepare the child for the "real world" and recognized that each student is a unique individual with unique personal, social, and educational needs. As a result, interactions with individual 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: 1) through experience and 2) by modeling. As we strive 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:

- Our professional attitude is a mindset with a core belief that our actions and our words should always maintain the dignity and respect of both child and adult.
- Adults will model appropriate and respectful behavior for students and will guide students to solve their own problems.
- Students will be given opportunities to make decisions and live with the consequences, both positive and negative. These experiences shall serve as valuable learning opportunities for our students.
- 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.
- Outcomes of choices and misbehavior will be viewed as opportunities for individual problem solving and preparation for the real world. Staff acknowledges misbehaviors are not necessarily a personal attack on school or staff and acknowledge other underlying personal or emotional issues may need to be considered.
- 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 which they were involved.
- School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

Strategic Plan

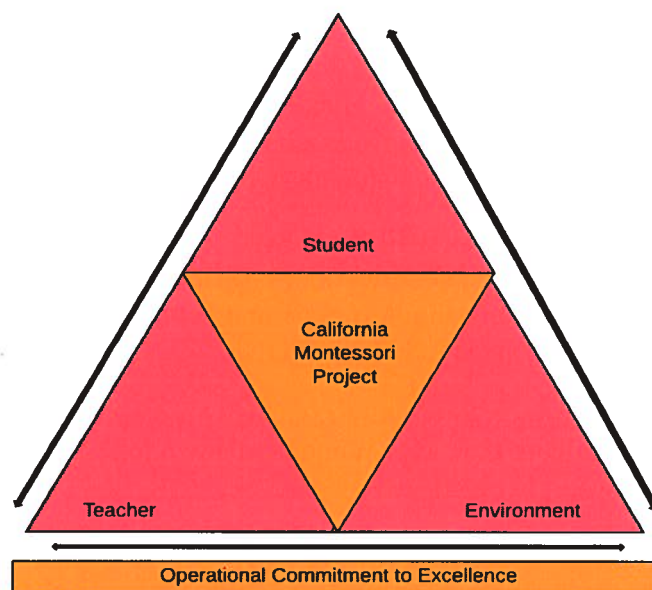
The CMP Administrative Team is working with stakeholder groups in developing a Strategic Plan to guide the network over the next five (5) years.

CMP utilized the Harvard University Public Education Leadership Project Framework (PELP) to develop its draft Strategic Plan. The PELP Framework helps school systems to recognize the interdependence of various aspects of their school district – its culture, systems and structures, resources, stakeholder relationships, and environment – and to understand how they reinforce one another to support the strategic plan’s successful implementation.

Putting a district-wide strategy into practice requires building a coherent organization that connects to teachers’ work in classrooms and enables people at all levels to carry out their part of the strategy. The framework identifies the organizational elements critical to high performance and poses a series of diagnostic questions about each element, all in an effort to bring them into coherence with the strategy and with each other.¹

CMP chose this framework because at its center is the “Instructional Core” which mirrors the three key elements of Montessori education. Like Montessori, “the core includes three interdependent components: teachers' knowledge and skill, students' engagement in their own learning, and academically challenging content.”²

The diagram below represents the factors that are at the core of every decision made and how each element is related to each other. This framework is the guide in which every Strategic Planning conversation is based upon.



Listed below are the drafted goals that CMP will be focusing on:

- Environment Goals:

¹ <https://pelp.fas.harvard.edu/coherence-framework>

² <https://pelp.fas.harvard.edu/coherence-framework>

- All students will have access to a high quality, 21st Century Montessori education that is California Common Core state standards aligned.
- All students will have access to a safe, fully functioning, adequate space for learning.
- CMP will offer expanded offerings to student enrichment programs, during the school day and outside of traditional school hours (i.e. sports, academics, Visual and Performing Arts, Science Technology Engineering Arts Mathematics).
- Student Goals:
 - Over the next five years, CMP will see an annual increase in Student Climate and Culture satisfaction.
 - Over the next five years, CMP will see an annual improvement in Math CAASPP scores.
 - Over the next five years, CMP will see an annual improvement in ELA CAASPP scores.
 - Over the next five years, CMP will increase and improve services to English Learners, Low-Income Students, and Foster Youth based on stakeholder feedback.
- Teacher Goals:
 - Over the next five years, 100% of CMP teachers will be well qualified and 50% of CMP teachers will be considered at a mastery level by CMP standards.
 - Over the next five years, 80% of CMP teachers will be rated effective in combining Montessori and Common Core curriculums.
 - All CMP staff will receive concentrated and targeted professional development.

Founding Group

Through the collaborative vision and effort of parents and educators representing the greater Sacramento area, California Montessori Project was founded in the year 2000. Led by founders Keith Alpaugh, Marion MacGillivray, Deanna Gardner and Norman Lorenz, and authorized by the Wheatland School District, CMP initially opened its doors to 466 students on five campuses in August, 2001. Gary Bowman served as CMP's second Superintendent/Executive Director for 15 years. Under Gary's leadership, CMP successfully received multiple charter approvals and renewals; built two CMP campuses under the Prop 55 program and saw many successes achieved by CMP students and staff.

Leadership Team

The senior administrative team of CMP brings together leaders in school district administration, Montessori education, child development, school finances and facilities operation.

- Brett Barley (Superintendent)

Brett Barley was selected as California Montessori Project's third Superintendent.

Prior to joining the California Montessori Project Brett served as Wonderful College Prep Academy's (WCPA) first superintendent. WCPA is a network of free public charter schools serving 1,750 Transitional Kindergarten through 12th grade students in California's Central Valley. Ninety percent of WCPA's students are eligible for free or reduced price lunch and, depending on the school, up to 96% are English learners. In this role Brett supervised principals, oversaw academic programs, managed school operations including a \$31 million dollar budget, led recruitment and retention strategies for students and staff, spearheaded state and federal grants and fundraising efforts, engaged with stakeholders and community, and worked closely with the Board. WCPA high school students perform in the top two of all Kern County high schools for English Language Arts and top five in Math despite having much higher than average poverty and English learner rates. WCPA offers a longer school day and year to help prepare students for college and takes a whole child approach through academic, physical health, and social emotional support. Brett and his team applied for and won a \$500,000 federal grant to open two school-based health centers that provide both physical and mental health services, for free, to WCPA students.

From 2016 to 2018, Brett served as the Deputy State Superintendent for Student Achievement at the Nevada Department of Education (NDE). In this role he oversaw the Office of Student and School Support; Office of Standards and Instructional Support; Office of Early Learning and Development; Office of Career Readiness, Adult Education, and Education Options; Office of Assessment, Data, and Accountability Management; and Office of Special Education. He and his team administered and monitored \$3.3 billion in annual education funding and \$350 million in annual categorical funds on behalf of Nevada's 475,000 students. Brett and his teams supported schools and districts across the state in implementing instructional best practices from early learning to college and career readiness.

Prior to joining the Nevada Department of Education, Brett worked in California on state level education policy change. In these roles he supported the development and implementation of the Local Control Funding Formula which provided additional resources for students learning the English language, high poverty students, foster care students, and students with disabilities and passage of Transitional Kindergarten.

Before his transition to education policy Brett worked as a Deputy District Attorney at the Santa Clara County District Attorney's Office on juvenile justice and gang related issues. Brett began his career as a fourth grade teacher in San Jose, California, at a school where 100% of the students received free or reduced-priced lunch and 70% were English Learners. Each year he taught his students, they learned, on average, a year and a half of content.

Brett earned his undergraduate degree from the University of Florida and his law degree from the University of San Diego. Brett comes from a family of public school educators. His mother was an elementary school teacher and literacy coach, his father was a school psychologist, his sister is a special education teacher, and his wife is an elementary school teacher. He has two sons that attend Montessori schools.

- Tess Brown (Director of Human Resources)

Tess Brown, as the Director of Human Resources, has a vast background in the educational field. In this role, she spearheaded the implementation of two new online platforms, TalentED and SmartFindExpress. Additionally, Tess restructured the human resources department and has created a cohesive team whose goal is to provide exceptional support to CMP's staff.

Prior to joining CMP, Tess worked as a Special Education Secretary/Student Services Coordinator for the Sycamore Academy Charter. During her time at Sycamore, she assisted with the school's application to become its own LEA. She worked closely with the El Dorado County Charter SELPA to ensure a successful implementation, and went on to lead the special education department with its administrative processes. Tess was promoted to the Director of Personnel, additionally, managing CALPADS and Civil Rights Data Reporting. She continued to support the Special Education department, and managed the administrative team for the SST and RTI process.

Tess also served as a cabinet level administrative secretary for the Placer County Office of Education, Early Childhood Education department (ECE). In addition to her cabinet level role, she also supported First 5 Placer as their Governing Board Secretary. Additionally, she was a member of the Soroptimist International of Auburn, a world-wide organization for women in management.

Tess is currently enrolled in Brandman University to obtain her degree in Business Administration and a Minor in Human Resources. She will receive her degree in May 2021, and is set to begin her Master's program in Human Resources in October of 2021.

- Christine Cordero (Special Education Director)

Christine Cordero is native to Pittsburgh, Pennsylvania and has spent time as a special education teacher there, as well as in Virginia, Maryland, and Southern California. She has been in special education either as a teacher or administrator for 28 years. She started with California Montessori Project in 2008 as a Special Education Teacher at the American River campus. Currently she is the Director of Special Education for the CMP network. She has her education undergraduate degree in Special and Elementary Education from Edinboro University of Pennsylvania and her education graduate degree as a Reading Specialist from Youngstown State University in Ohio.

- Mary Percoski (Director of Student Services, Data Management and Technology)

Mary Percoski graduated with her Bachelor of Science in Management Information Systems from California State University, Sacramento. She is currently embarking on her 17th year of employment with California Montessori Project. She started as a campus Administrative Assistant, managing attendance processing and campus support duties. In May of 2005, she took on the role of Student Services Coordinator for the CMP network, overseeing enrollment practices, implementing standardized attendance protocols, and established Student Information System (Aeries) data collection practices to support compliance reporting (Datagate/CSIS).

Today, Mary leads the Data Management Department which is responsible for monitoring & maintaining the Student Information System (Aeries) including training, support & resource documentation for campus administration and teachers. Together, she & her team manage all systems related to and including Apportionment (P1, P2 & P3), CBEDS ORA (SIF), CALPADS, Civil Rights Data Reporting and the Aeries Parent/Student Portal system. Additionally, the Data Management Department supports several other departments with data needs related to but not limited to ELPAC, CAASPP, CA School Dashboard, District Food Service Programs, Prop 39, Standard Based Report Cards, etc.

In addition to Data Management, Mary also has a Risk Management role in coordinating annual renewal processes for Student Accident and General Liability Insurances. She manages and processes claims as needed and supports our Network Safety Coordinator whenever needed.

- Stephanie Garrettson (Director of Charter Compliance)

Stephanie Garrettson has served CMP since May 2006. She has served in multiple roles, including Assistant to the Executive Director, Student Services Coordinator, Governing Board Secretary, Special Projects Coordinator, and currently serves as the Director of Charter Compliance. Since joining CMP, Stephanie has overseen the policies and procedures, establishment of the lottery and enrollment system, adherence to compliance elements, including Brown Act and various other legal requirements, district authorizer relationships, etc.

- Sara Meece (Secondary Education Specialist/Network Testing Coordinator)

Sara Meece received her Bachelor's Degree in Liberal Studies (Blended Multiple Subject Program) from California State University, Sacramento in May 2004. She is currently in her 16th year of employment with California Montessori Project. She served as a lead teacher at the California Montessori Project, American River Campus for 14 school years, first as an Upper Elementary teacher for two years before joining the Middle School team teaching 7th and 8th grade Science and Math. She completed Secondary I Montessori Training at the Houston Montessori Center in 2009 and earned a Preliminary Administrative Services Credential through the Sacramento County Office of Education (SCOE) Leadership Institute in June 2020.

In addition to her role in the classroom, she served as the Network Middle School Specialist, Network SCOE Teacher Induction Mentor, Campus Curriculum Level Lead Teacher,

Network Montessori Support Provider, and Teacher Representative on the CMP Governing Board. Additionally, she was the part-time Dean of Students at the American River Campus for the 2018-19 school year and was selected as the 2018 Sacramento County Teacher of the Year for the California Charter Schools Association (CCSA).

This will be Sara's second year as the Secondary Education Specialist and Network Testing Coordinator. She leads the network middle school program and is responsible for handling administrative and security responsibilities for all components of the CAASPP and ELPAC administration, including training, support and resource documentation for site coordinators and teachers.

- Bernie Evangelista (Principal: CMP - Capitol Campus)

Bernie Evangelista was in the field of Human Resources prior to her involvement in Montessori education. She was engaged in Training & Development and later, in charge of Hiring and Benefits for a multinational firm. Her Montessori involvement first started when she enrolled her three-year-old daughter in a Montessori preschool. Inspired by the academic and social development of her child, she enrolled in the Montessori teacher training program and obtained an Early Childhood certification (3-6). Over the years, she completed the AMS Lower Elementary (6-9) & Upper Elementary (9-12) programs from San Leandro, California, and the Middle School and High School teacher training programs (12-15) from Houston Montessori Center (HMC). A few years ago, she completed the Administrative Program from HMC. Bernie's teaching experience ranged from preschool through Middle School in various private Montessori schools, as well as, public magnet and charter schools. In 2003, Bernie completed the Cal State Teach Program and obtained her preliminary multiple subject California teaching credential. She has a Bachelor of Arts degree, with a Major in Behavioral Sciences (Magna Cum Laude) and has completed all the units towards a Master in Business Administration. She has been with California Montessori Project since its inception, and is currently the Principal of the Capitol Campus.

- Shannon Schmidt (Dean of Students – Capitol)

Shannon Schmidt has spent her life in the service of children, working her way from being a camp counselor to her current position as the Dean of Students at the CMP-Capitol Campus. Along the way she completed her Bachelor of Science Degree in Human Development at UC Davis, her Multiple Subject Credential at Sacramento State University, and her 6-12 Montessori Elementary Education certificate through the Montessori Teachers College. Beginning in her early twenties, she spent several years working with each developmental level, including infancy, toddler age, preschool age, and elementary age children through 6th grade. Thus her knowledge of children has been gained both through education and through many years of experience. Shannon joined the CMP community in 2005 at the CMP-Elk Grove Campus where she taught in both 6-9 and 9-12 classrooms. She has spent the last 6 years at the CMP-Capitol Campus teaching in a 9-12 classroom and most recently embarked upon her role as Dean of Students in July of 2019. Currently, she is furthering her education to support her new administrative role through a joint Masters in Applied Leadership and Administrative Credential Program. Her passion both personally and professionally is

mindfulness, and she strives to bring this practice to all of her students and staff, so that they can more effectively learn and teach.

Charter Renewal Petition

In accordance with Education Code Section 47600 et seq., CMP petitions the Sacramento City Unified School District for the renewal of the K-8 charter for the California Montessori Project – Capitol Campus for a term of five (5) school years beginning July 1, 2021 and ending on June 30, 2026.

The Charter School shall continue to operate as one charter school within the geographic boundaries of Sacramento City Unified School District, as authorized pursuant to Education Code Section 47605. The school facilities are currently located at:

- 2635 Chestnut Hill Drive, Sacramento, CA 95826

Evidence of Meeting Charter Renewal Standards

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill (“AB”) 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported in the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

As part of a shift toward using Dashboard data, AB 1505 created a three-tiered system of evaluating charter schools’ performance. Each of the three tiers has unique qualifying criteria.

The California Department of Education provided a Charter School Performance Category Data File. The file provides the analysis of each Charter School in the State of California and provides the performance category for Charter Renewal. **Per the CDE’s analysis, CMP-Capitol is in the Middle Performance Category.**

Charter School Performance Category Data File
California Department of Education, July 1, 2020
CDS: County District School, N/A: Not Applicable

CDS	School	District	County	School_Type	Performance_Level
09618380111724	California Montessori Project-Shingle Springs Campus	Buckeye Union Elementary	El Dorado	Elementary Schools (Public)	High Performing
34673440111723	California Montessori Project - Elk Grove Campus	Elk Grove Unified	Sacramento	Elementary Schools (Public)	Middle Performing
34674390111757	California Montessori Project - Capitol Campus	Sacramento City Unified	Sacramento	Elementary Schools (Public)	Middle Performing
34674470112169	California Montessori Project-San Juan Campuses	San Juan Unified	Sacramento	Elementary Schools (Public)	Middle Performing

Regarding middle tier, Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the

state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute governing renewal as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).

Pursuant to California Education Code, SCUSD shall consider a five (5) year renewal for CMP-Capitol based on the performance schoolwide, and the performance of all subgroups of pupils served by the school, on the state and local indicators on the Dashboard.

The following shall serve as evidence that CMP – Capitol meets the legal requirement for Charter Renewal under the Middle Performance Category, and that renewal is in the students’ best interests:

Renewal is in the Best Interests of Students

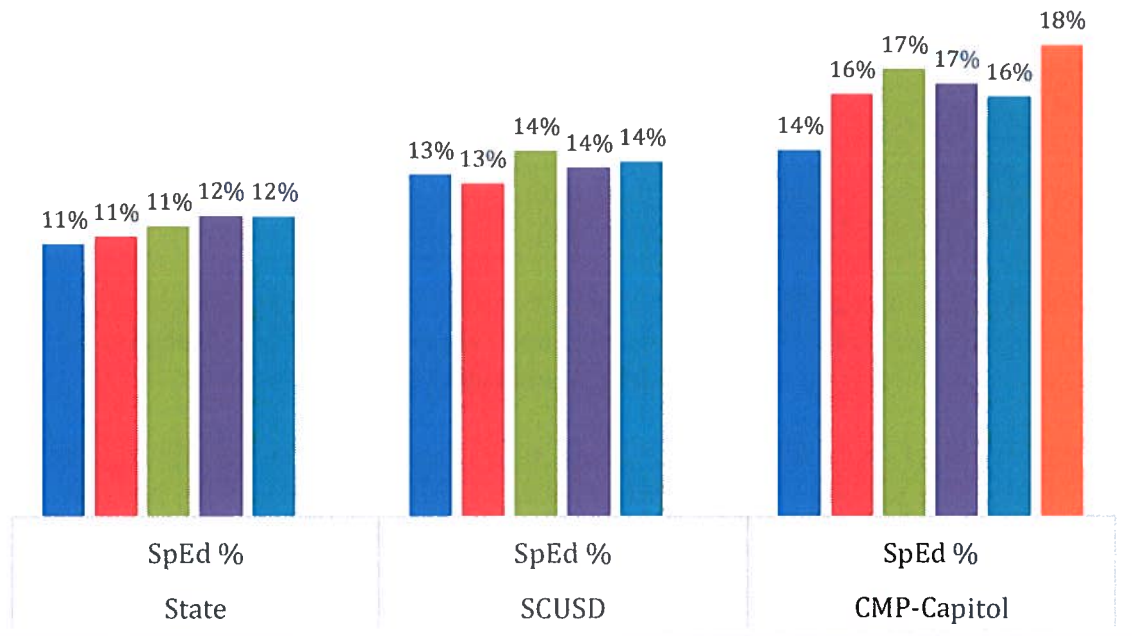
CMP-Capitol has served students in Sacramento City Unified for 20 years. Our small school, with intimate classrooms, and deep collaboration between families, teachers, and administrators has been a popular choice for Sacramento families for years. Every year CMP-Capitol has more applicants than we have space to accommodate. CMP-Capitol conducts a random public lottery to admit students due to the great interest in our program. For a range of reasons, families have determined that attending this school is in the best interest of their children.

1. CMP-Capitol serves a larger than average Students with Disabilities population

CMP-Capitol has become a popular choice for families with children with disabilities. Currently, 18.4% of the student population at CMP-Capitol are students with an Individualized Education Program (IEP) which is 53% higher than the state average of 12%. Families with children with disabilities come to CMP-Capitol because of our full inclusion practices and benefits of Montessori education for students in this population. Families spread the word that CMP serves students with disabilities well. See the chart below demonstrating how CMP’s special education population has grown and has been higher than the state or district every year of our most recent charter.

State, SCUSD, CMP-Capitol Student's With Disabilities Percentage of Student Population Comparison

■ 15-16 ■ 16-17 ■ 17-18 ■ 18-19 ■ 19-20 ■ 20-21



Across California, students with disabilities perform much lower than non-disability students (statewide by over 90 scale score points in ELA and math). CMP-Capitol's higher enrollment of students with disabilities makes CMP-Capitol's overall academic performance appear artificially low. CMP-Capitol is honored to serve all of its students but it should be noted that CMP-Capitol's larger than average students with disabilities population creates a downward pull on CMP-Capitol's academic indicators.

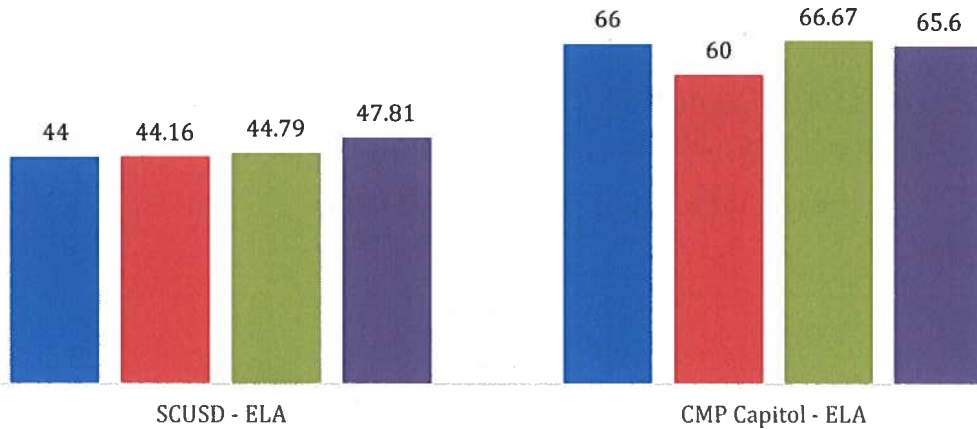
2. Strong percent proficient performance on CAASPP from 2016 to 2019 in ELA and Mathematics, both Academic Indicators on the California School Dashboard, with Students with Disabilities removed for both SCUSD and CMP.

When adjusting CMP-Capitol's and SCUSD's CAASPP results to remove students with disabilities it is clear that CMP performs significantly better than SCUSD in both ELA and Mathematics in every year of our current charter with the exception of Math in 2016-17.³

³ The data for the following charts comes from CAASPP websites: [SCUSD CASSPP-Disability Status](#) and [CMP CASSPP-Disability Status](#)

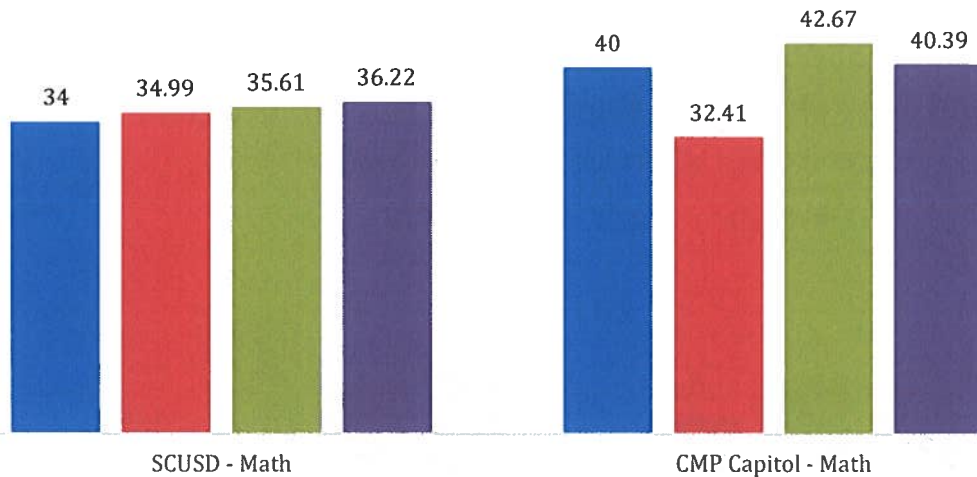
SCUSD and CMP-Capitol ELA CAASPP Percent Proficient Comparisons - Students with Disabilities Removed

■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19



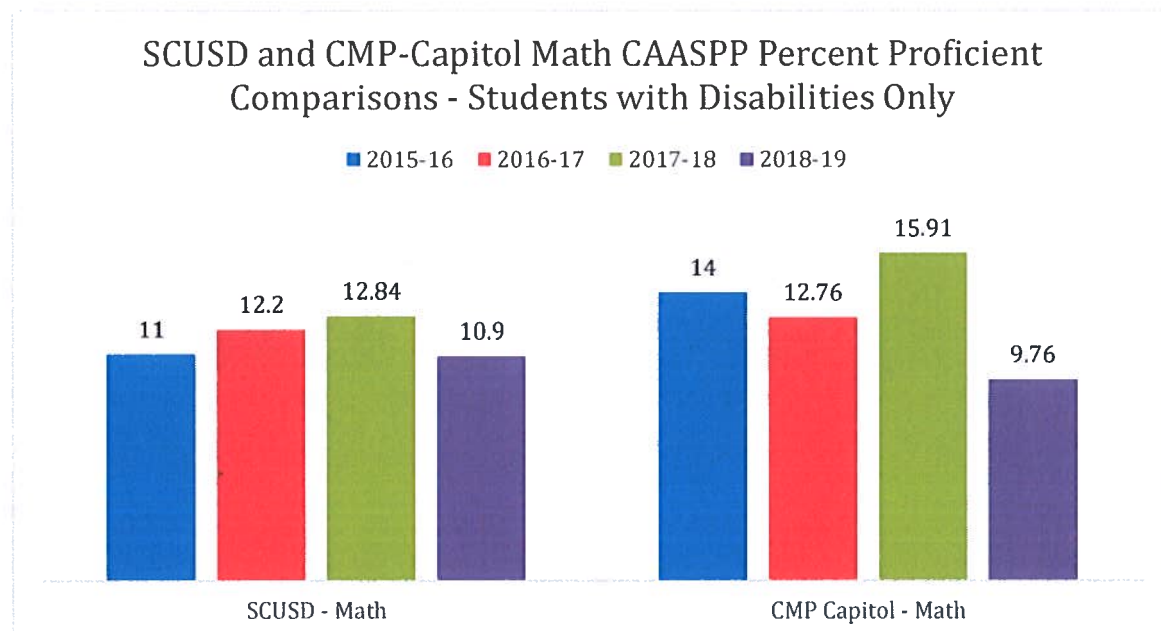
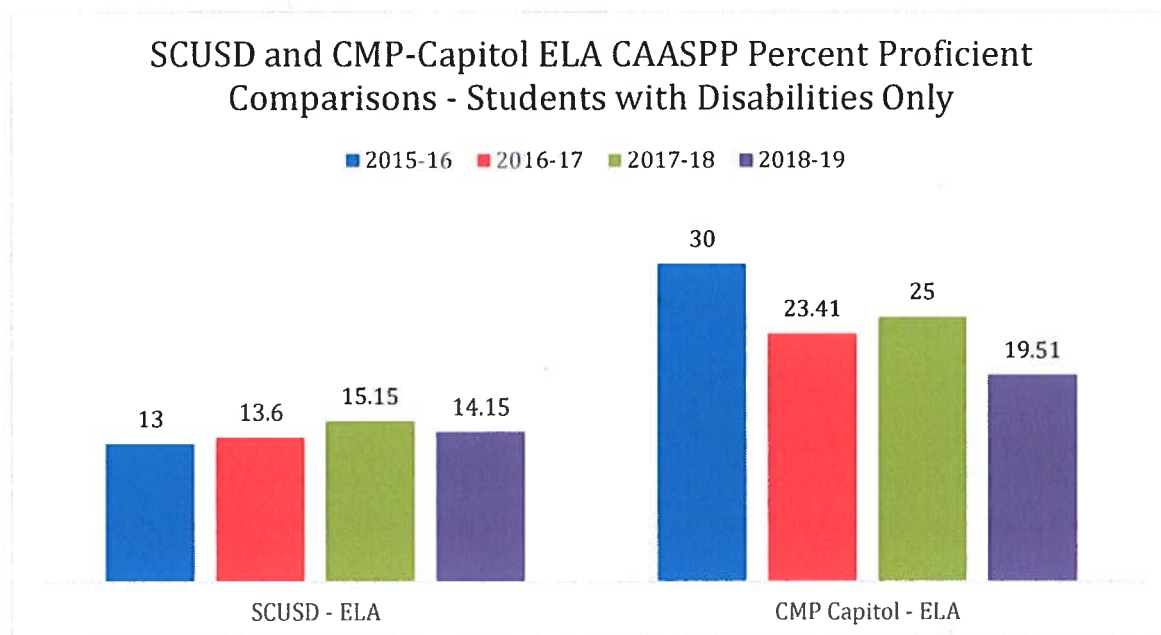
SCUSD and CMP-Capitol Math CAASPP Percent Proficient Comparisons - Students with Disabilities Removed

■ 2015-16 ■ 2016-17 ■ 2017-18 ■ 2018-19



3. **Strong percent proficient performance on CAASPP from 2016 to 2019 in ELA and Mathematics, both Academic Indicators on the California School Dashboard, for Students with Disabilities.**

4. CMP-Capitol's Students with Disabilities population also performed better than SCUSD's Students with Disabilities population in both ELA and Mathematics in every year of CMP's current charter with the exception of Mathematics in 2018-19.⁴



⁴ The data for the following charts comes from CAASPP websites: [SCUSD CASSPP-Disability Status](#) and [CMP CASSPP-Disability Status](#)

5. **CMP-Capitol performs better than the district in ELA on CAASPP, an Academic Indicator on the California School Dashboard.**⁵

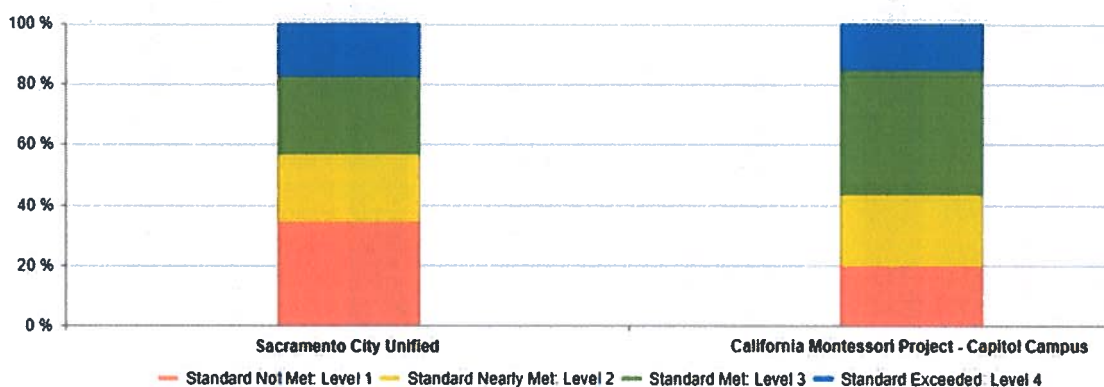
CMP-Capitol families also select CMP because of Montessori’s literature rich pedagogy. Montessori education, by design, exposes students to a wealth of literacy opportunities. CMP-Capitol has outperformed SCUSD in ELA in the two most recent years for which data is available.

2018–19 Overall Achievement - All Grades

6

ENGLISH LANGUAGE ARTS/LITERACY

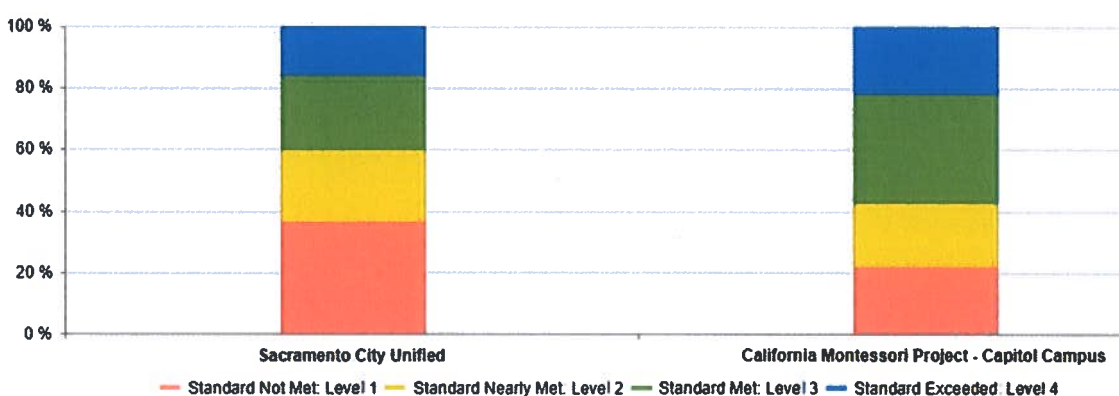
2018–19 Achievement Level Distribution - All Grades



2017–18 Overall Achievement - All Grades

ENGLISH LANGUAGE ARTS/LITERACY

2017–18 Achievement Level Distribution - All Grades



7

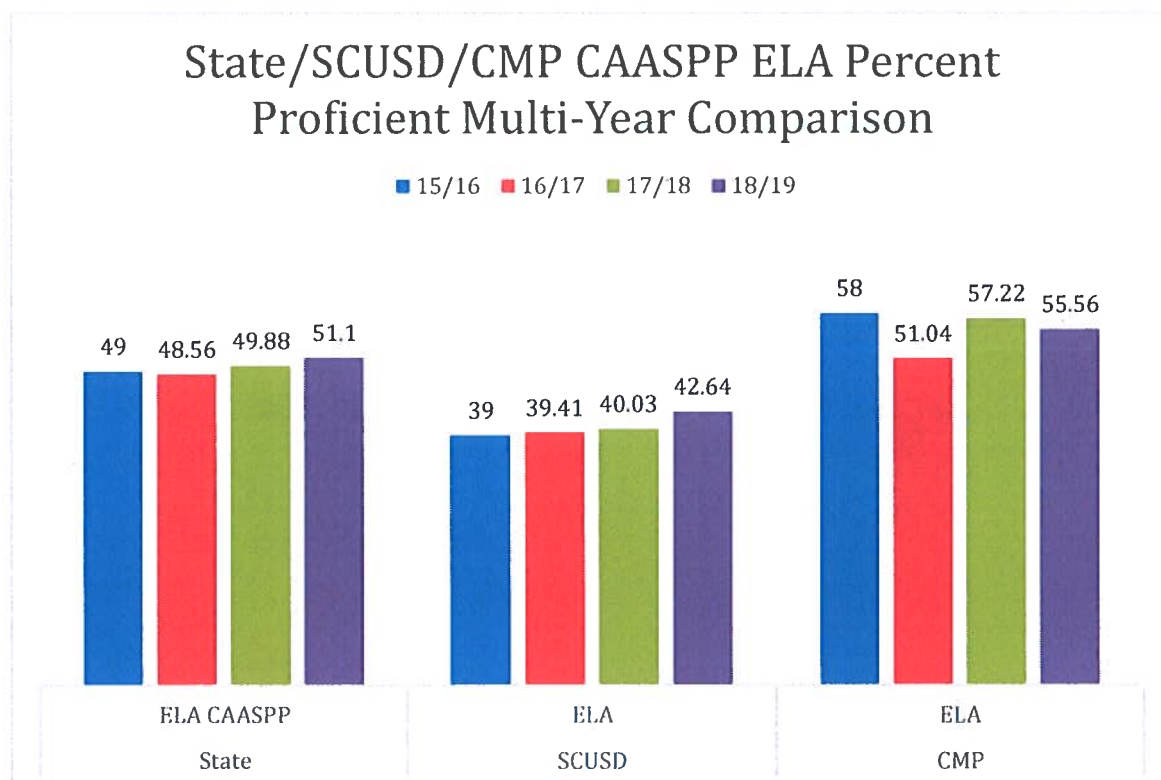
⁵ ELA and Math Reports for CAASPP for 2015-16, 2016-17, 2017-18, and 2018-19 can be found attached as Appendix 1.1-1.4. These reports include roll up information for all grade levels including 11th grade which CMP-Capitol does not have.

⁶ [2019 Smarter Balanced Comparison Report](#)

⁷ [2018 Smarter Balanced Comparison Report](#)

CMP-Capitol's ELA CAASPP scores are consistently higher than both the state and the district in each of the past four years the CAASPP has been administered even when including our higher than average Students with Disabilities population.

8



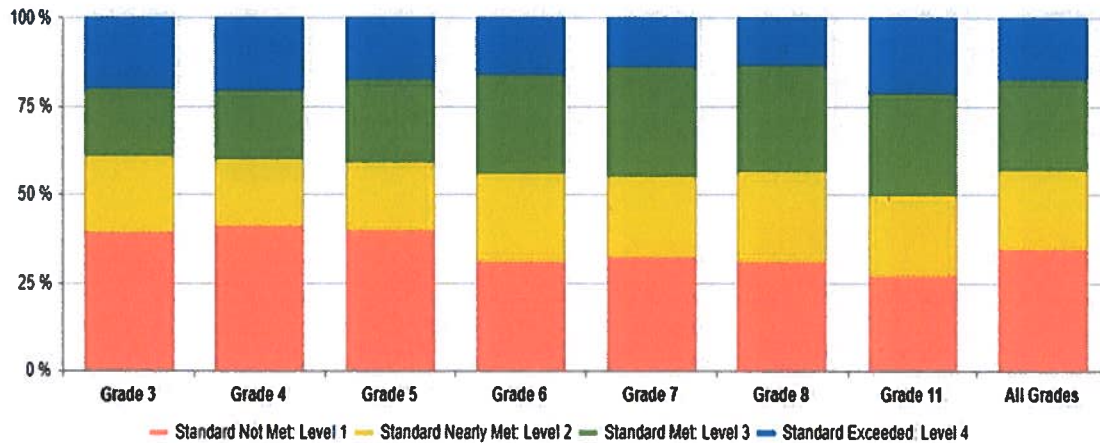
The charts above include 11th Grade. CMP-Capitol does not have an 11th grade. When 11th grade is excluded CMP-Capitol's performance is more favorable because 11th grade is consistently SCUSD's highest scoring grade level. CMP-Capitol's CAASPP ELA scores are higher in all but one grade level over the past two years.

SCUSD 2018-19 CAASPP ELA 2018-19 Detailed Test Results

9

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution

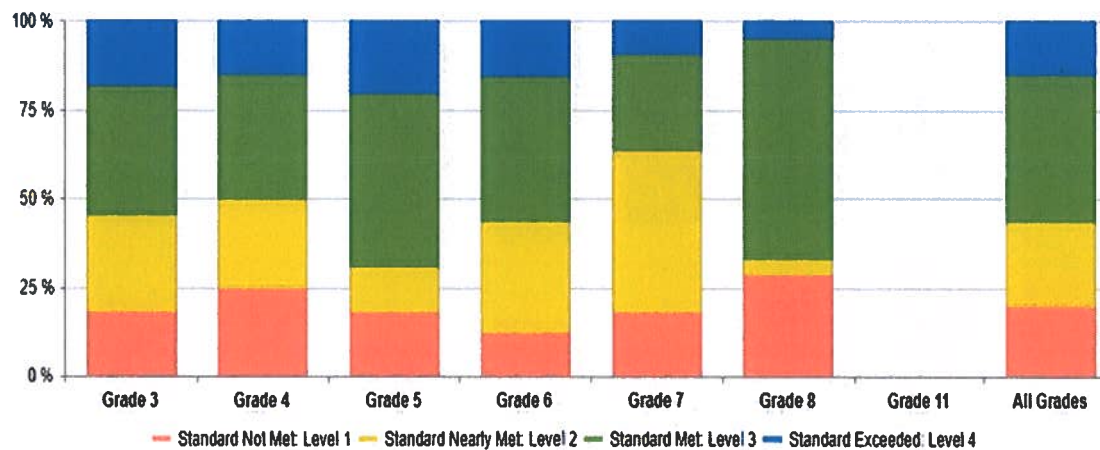


CMP-Capitol 2018-19 CAASPP ELA 2018-19 Detailed Test Results

10

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



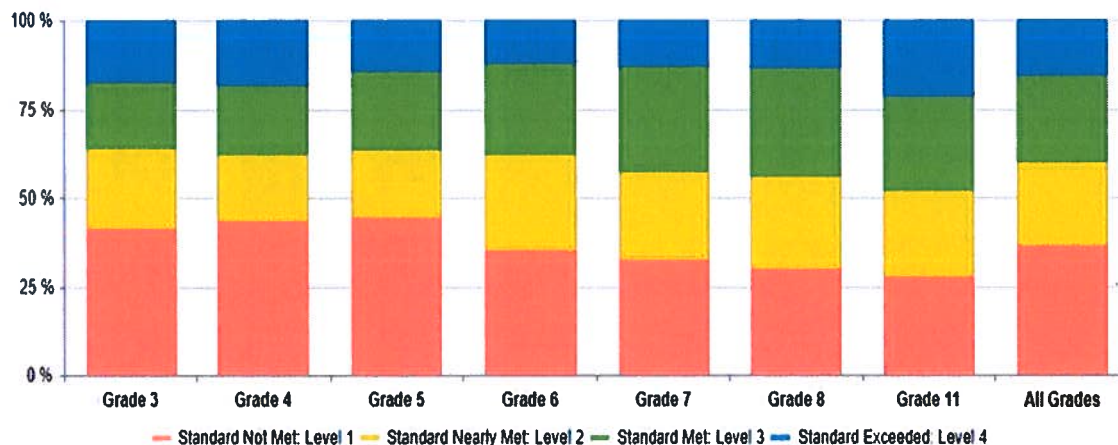
⁹ 2019 SCUSD Smarter Balanced Detailed Report

¹⁰ 2019 CMP-Capitol Smarter Balanced Detailed Report

SCUSD 2017-18 CAASPP ELA 2017-18 Detailed Test Results

ENGLISH LANGUAGE ARTS/LITERACY

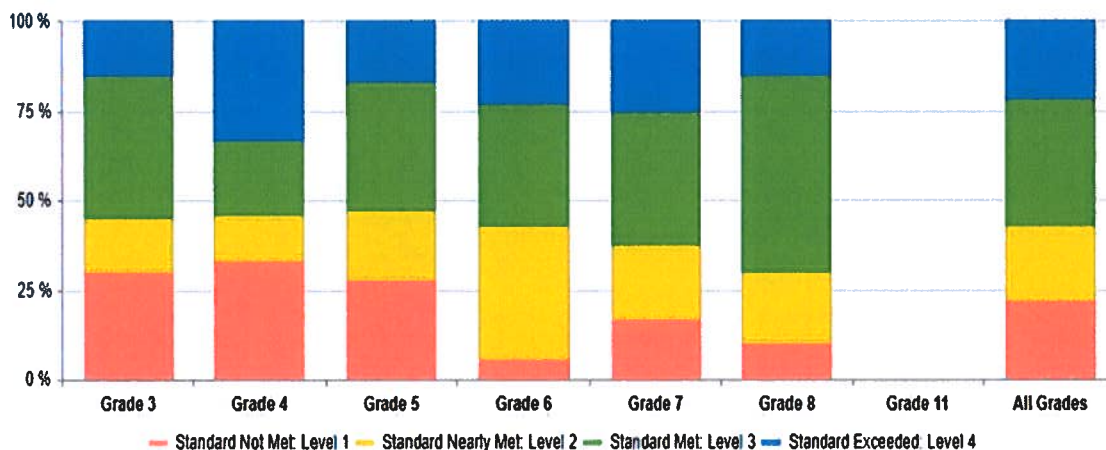
Achievement Level Distribution



CMP-Capitol 2017-18 CAASPP ELA 2017-18 Detailed Test Results

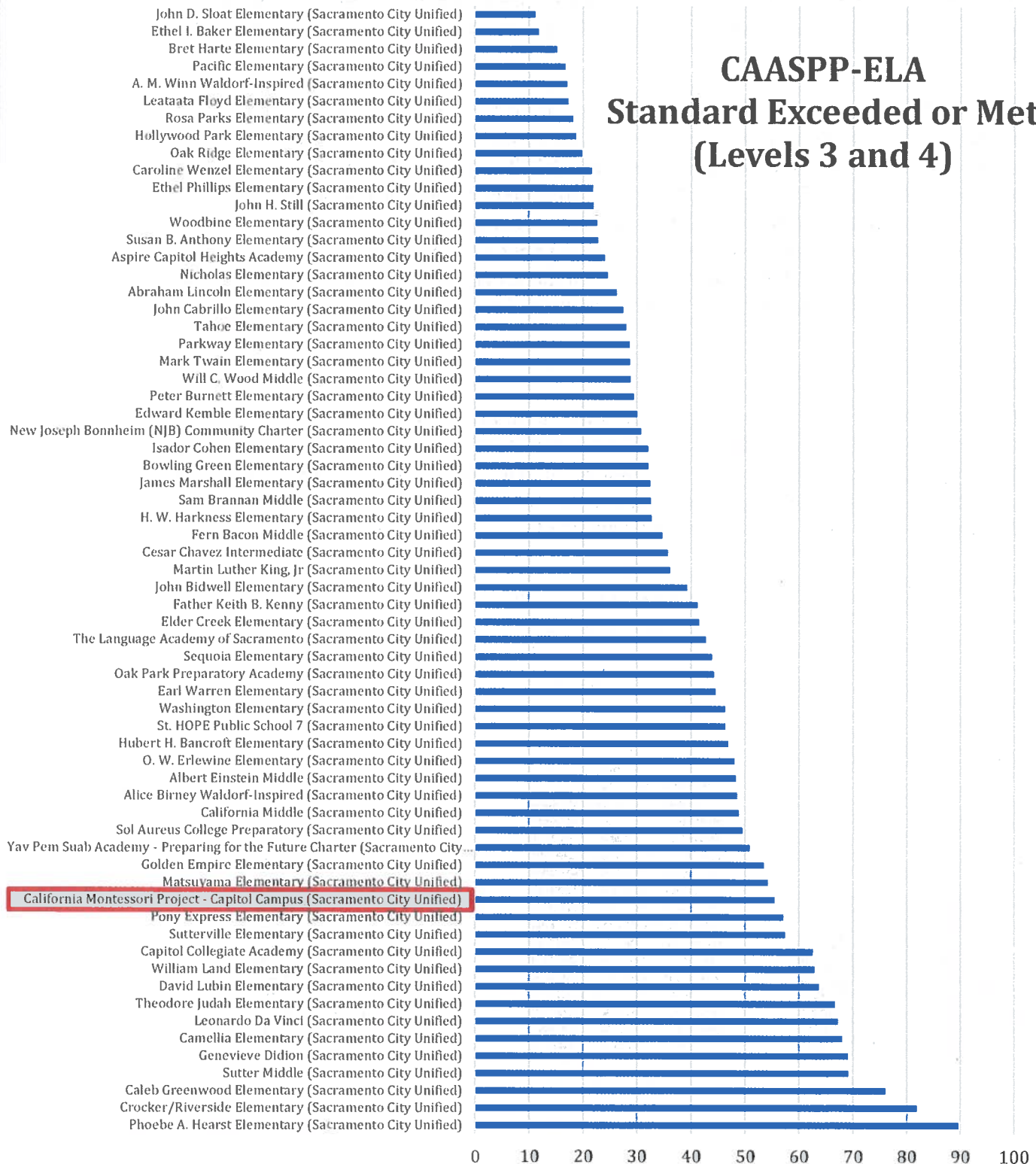
ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



CMP-Capitol performs in the top quartile of Elementary and Middle Schools across Sacramento City Unified in English Language Arts on CAASPP.

CAASPP-ELA Standard Exceeded or Met (Levels 3 and 4)

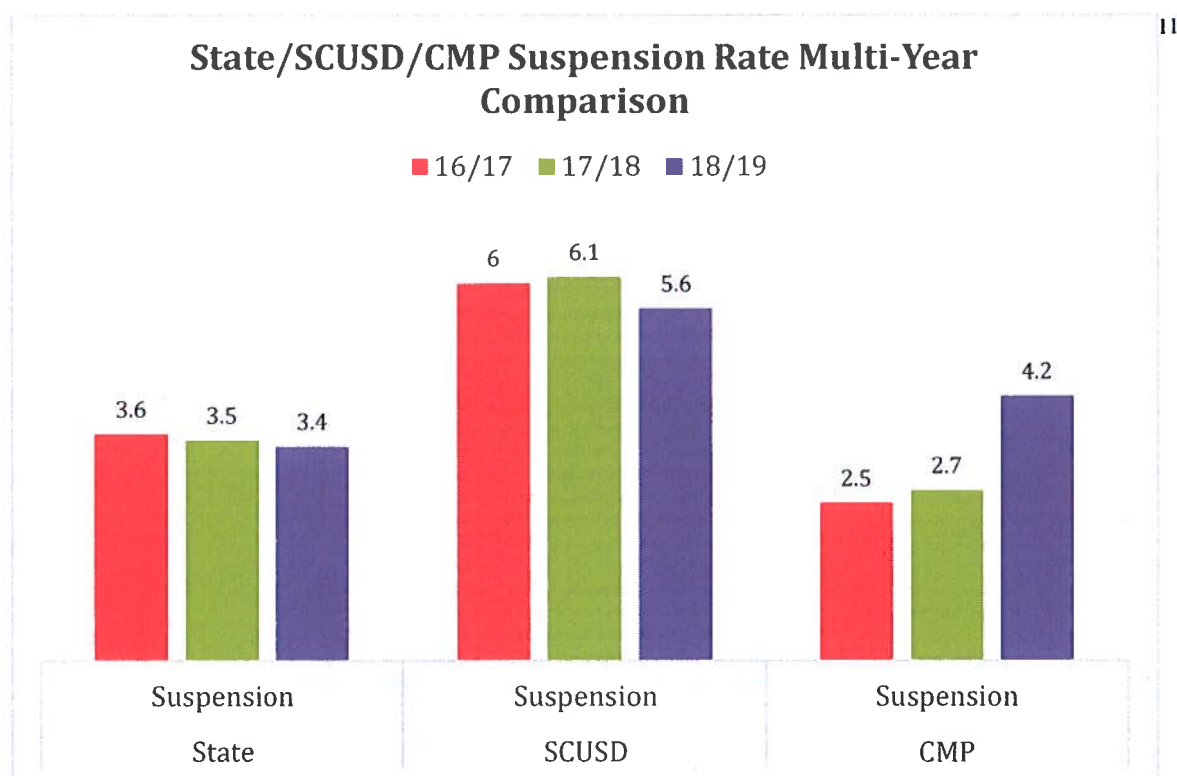


6. **CMP-Capitol has a positive climate and culture reflected by our low Suspension Rates and Chronic Absenteeism Rates as Demonstrated on the California School Dashboard –**

The families that select CMP-Capitol also come to us for the positive culture and climate we have built over the years. We have a strong track record of getting our students to school and keeping them in school. CMP-Capitol staff have been trained in Positive Behavior Interventions and Supports to keep our students at school. CMP-Capitol also employs restorative justice and peace education while encouraging students to take a proactive role in understanding appropriate consequences for inappropriate behavior. Our students have loving teachers, small class sizes, and access to a well-rounded curriculum that keeps them excited to come to school.

Suspension Rates

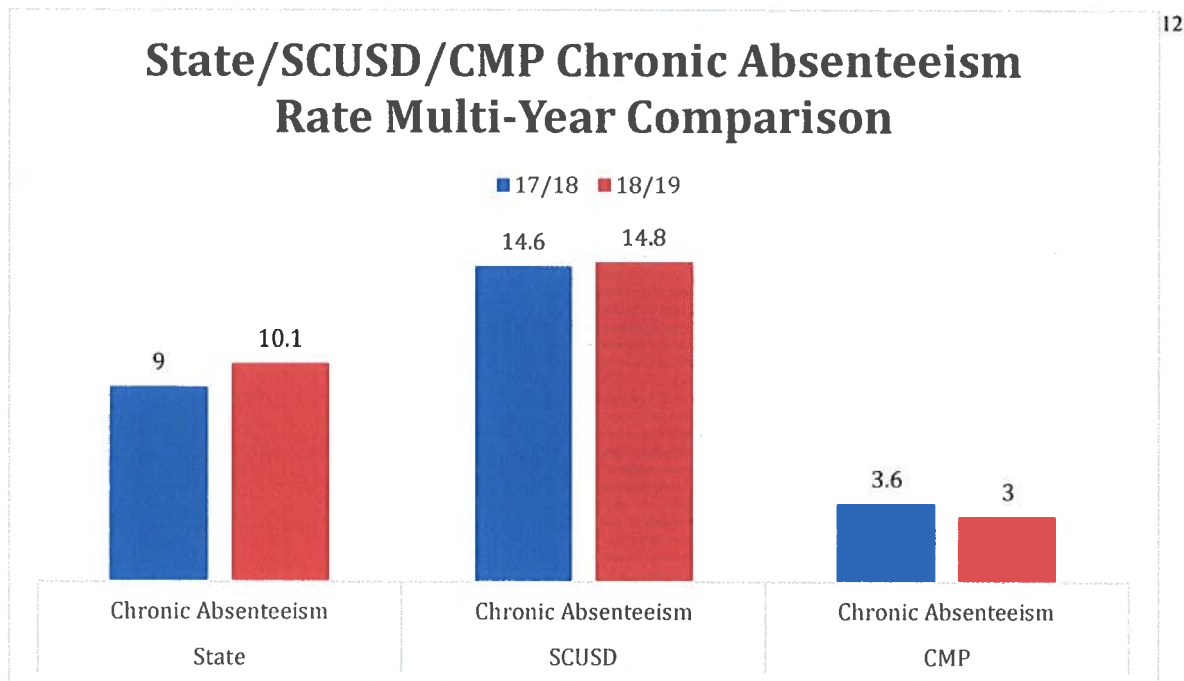
CMP-Capitol has very low suspension rates that are reflected in CMP Capitol's California School Dashboard Status for Suspension. CMP-Capitol's status on the School Dashboard for suspension in 2019 was 4 and in 2018 it was 3. CMP Capitol's suspension rates have been lower than the District in every year of our current charter and lower than the State in every year but one of our current charter.



¹¹ [California School Dashboard - Suspension Rates](#), [SCUSD School Dashboard - Suspension Rates](#), [CMP-Capitol School Dashboard - Suspension Rates](#)

Chronic Absenteeism Rates

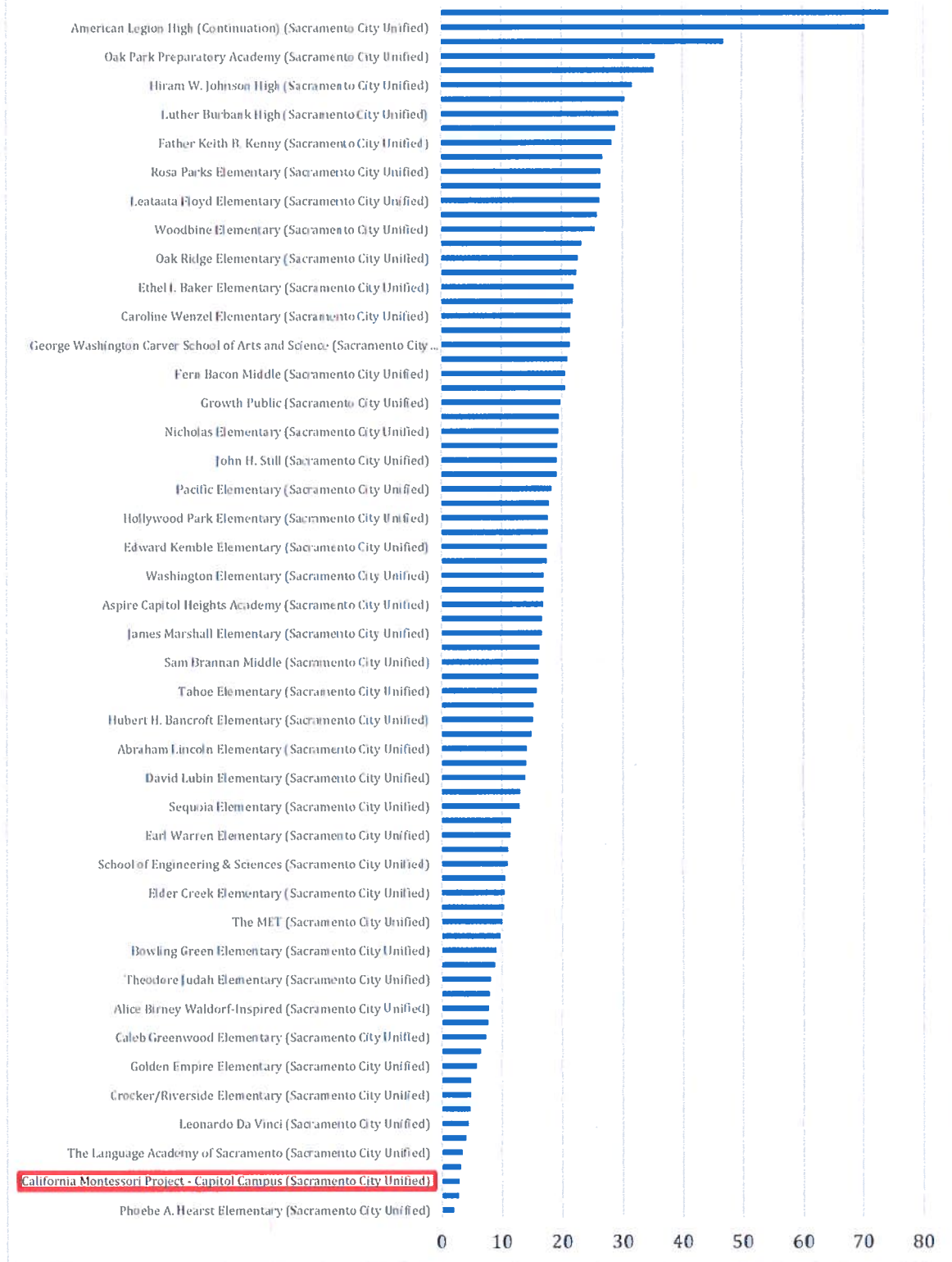
CMP-Capitol has scored green on the California School Dashboard in the two most recent years the Dashboard has been produced. CMP-Capitol also has very low chronic absenteeism rates compared to the State and the District and has had much lower rates of chronic absenteeism in the two most recent years data is available.



Only Phoebe Hearst Elementary and Camellia Elementary had lower chronic absenteeism rates than CMP-Capitol in Sacramento Unified School District.

¹² [California School Dashboard - Chronic Absenteeism Rates](#), [SCUSD School Dashboard - Chronic Absenteeism Rates](#), [CMP-Capitol School Dashboard - Chronic Absenteeism Rates](#)

Chronic Absenteeism % (School)



Conclusion:

CMP-Capitol's strong results in English Language Arts, excellent suspension and chronic absenteeism rates, and robust parent interest as demonstrated by our yearly waitlist – all while serving a student population with 53% more students with disabilities than the state average – make a clear and compelling case for a five-year renewal.

California State Dashboard - State Indicators

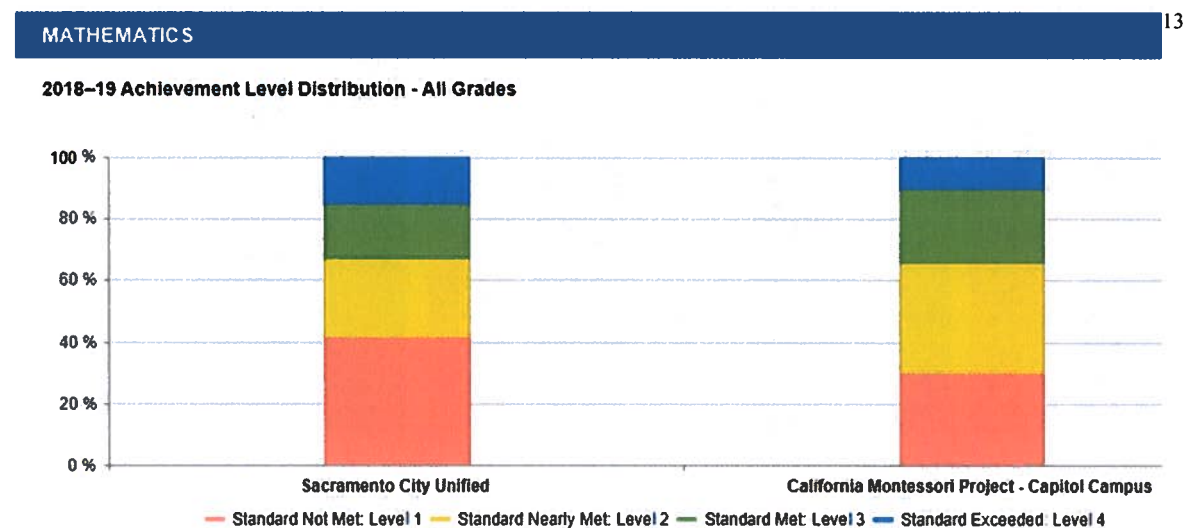
Due to the COVID-19 pandemic, the State waived CAASPP testing for 2020, and as such there are no results for the 2019-2020 school year. CMP is therefore providing Dashboard data for 2018-2019 and 2017-2018, schoolwide and for all numerically significant student subgroups.

The state indicators for English Language Arts, Chronic Absenteeism, and Suspension Rates were covered above. In this section we will cover Mathematics and Science performance and steps CMP is taking to continuously improve in all state indicators.

Mathematics

Over the course of CMP-Capitol's next charter term, we plan to focus on Mathematics.

CMP-Capitol has outperformed SCUSD in Math in the two most recent years for which data is available.

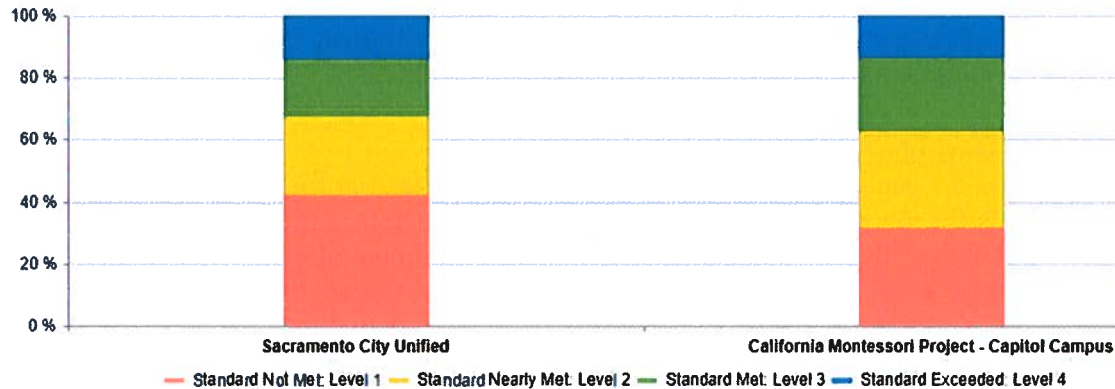


¹³ [2019 CASSPP Comparison Report](#)

MATHEMATICS

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2017-18 Achievement Level Distribution - All Grades

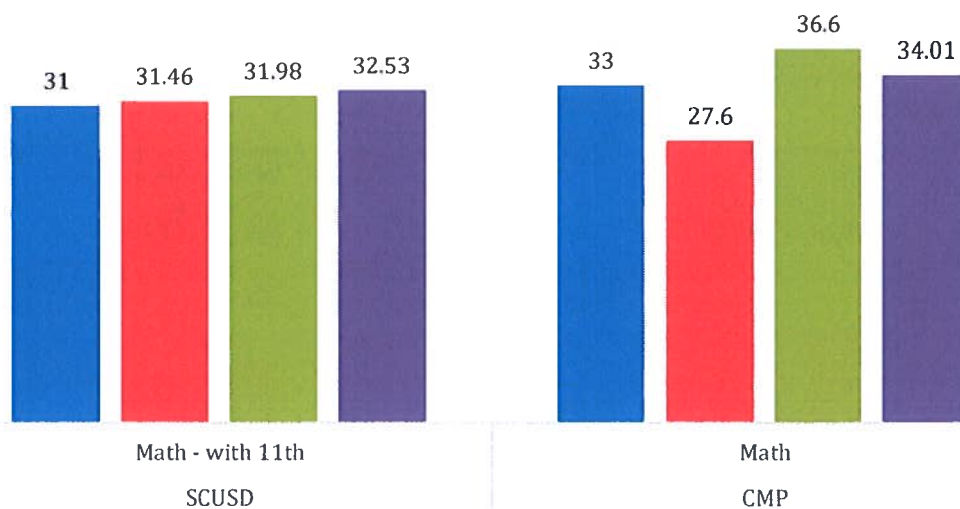


CMP-Capitol has outperformed Sacramento City Unified School District in Mathematics in three out of the last four years.

SCUSD/CMP CAASPP Math Percent Proficient Multi-Year Comparison

15

■ 15/16 ■ 16/17 ■ 17/18 ■ 18/19



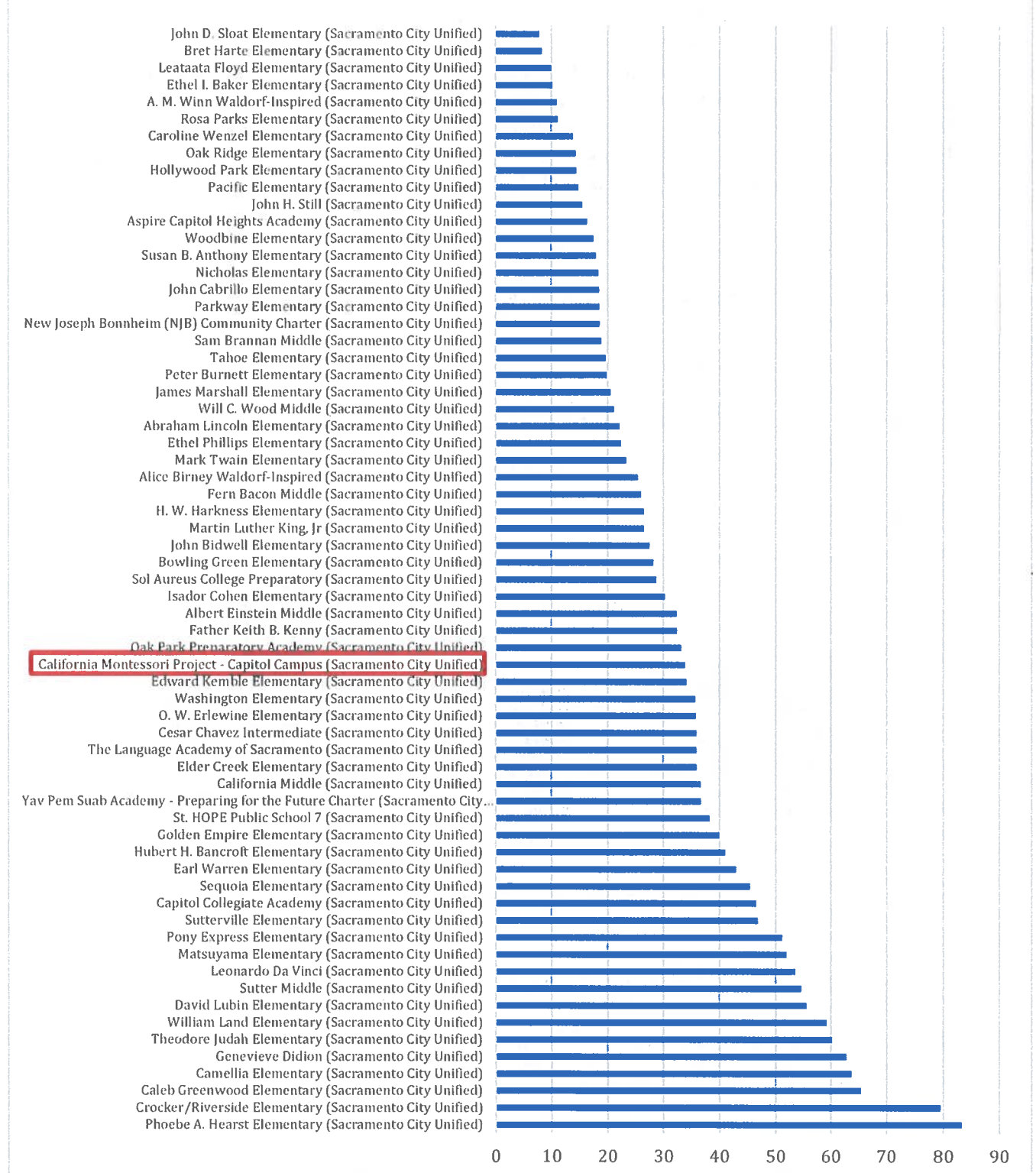
While CMP's reading and English Language Arts results are very strong, scoring in the top quartile of elementary and middle schools in Sacramento City Unified School District,

¹⁴ [2018 CAASPP Comparison Report](#)

¹⁵ ELA and Math Reports for CAASPP for 2015-16, 2016-17, 2017-18, and 2018-19 can be found attached as Appendix 1.1-1.4. These reports include roll up information for all grade levels including 11th grade which CMP-Capitol does not have.

CMP's mathematics results place CMP in the middle of the pack (approximately the 60th percentile district-wide).

CAASPP-Math Standard Exceeded or Met (Levels 3 and 4)



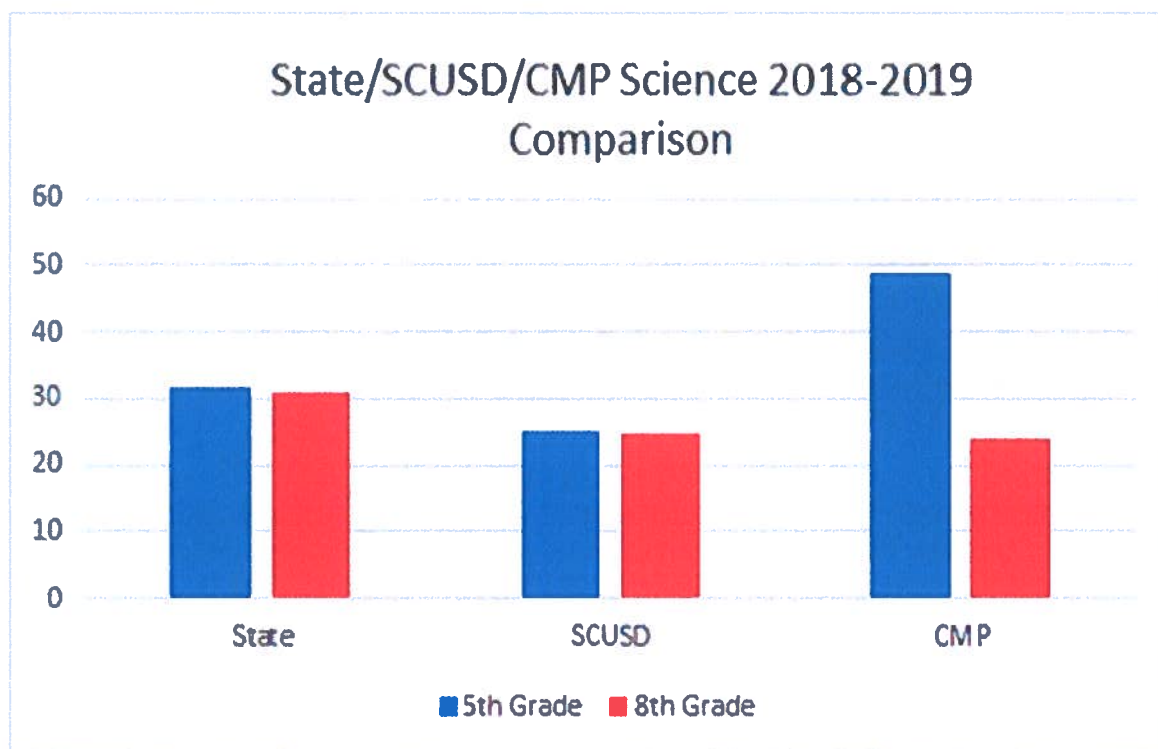
CMP has already begun to implement plans to strengthen math instruction.

CMP is piloting a new mathematics curriculum that is highly rated on EdReports.org, has brought on additional staff to support with mathematics instruction, is engaging in more regular mathematics diagnostic assessments and interventions organized around assessment results, and tending to the language of the Common Core State Standards.

Often, we have found that the mathematical language used in Montessori and our students' reliance on their physical Montessori math materials – although building strong conceptual foundation - makes translating their mathematics knowledge to the CAASPP more challenging. As a result, CMP is working to expose students to more math instruction that mirrors what will be asked of them on the CAASPP.

Science

CMP-Capitol outperforms the State and District in Science in 5th grade and is comparable in 8th grade.



California School Dashboard Results During Current Charter

CMP-Capitol has had strong overall California School Dashboard Reports during the most recent two years the California School Dashboard was produced.

SCHOOL PERFORMANCE OVERVIEW

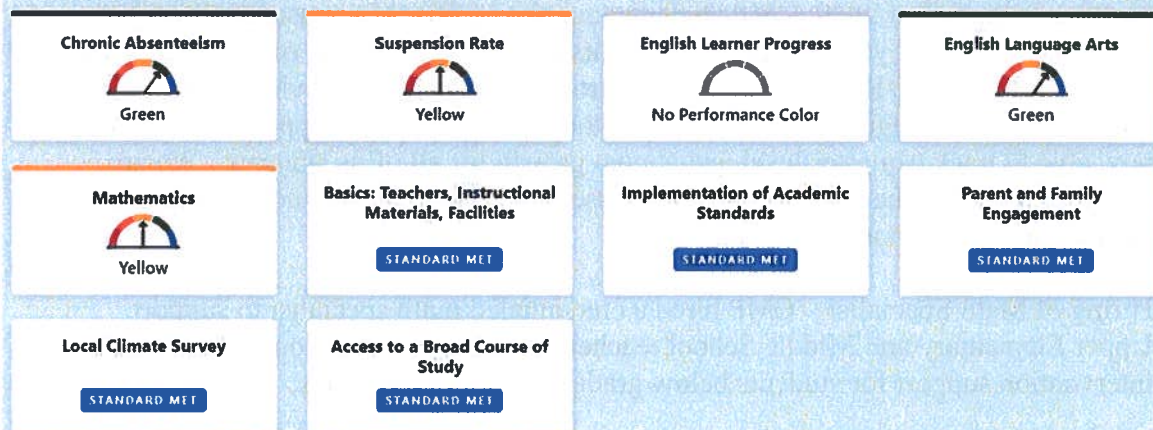
California Montessori Project - Capitol Campus

Generate PDF Report

View Additional Reports

2018

Explore the performance of California Montessori Project - Capitol Campus under California's Accountability System.



SCHOOL PERFORMANCE OVERVIEW

California Montessori Project - Capitol Campus

Generate PDF Report

View Additional Reports

2019

Explore the performance of California Montessori Project - Capitol Campus under California's Accountability System.



Continuous Improvement

CMP is always focused on continuous improvement and over the past several years has shifted some elements of its program to provide guidance to teachers and to monitor student progress in a more consistent manner. Examples of the shifts CMP enacted are listed below:

- Classroom Instructional Rounds – The Principal and Dean observed each classroom on a regular basis providing real time feedback to teachers on instructional best

practices. These regular observations provided a level of support to the classroom teacher that was previously much more sporadic. As a result, CMP-Capitol teachers were supported to provide a higher level of instruction.

- i-Ready Diagnostic and Assessment Program – Prior to school year 2019-20 CMP did not have a K-8 ELA and Math diagnostic and interim assessment system. Starting in the fall of 2019, CMP students took three i-Ready assessments over the course of the school year. These assessments provide a likelihood of proficiency on the CAASPP. The i-Ready diagnostic reports also give a detailed view as to what areas in English Language Arts and Math students need further support in. CMP is now able to track trimester level and annual growth for all of its students. We are also able to utilize the data from i-Ready assessments to provide students with more targeted intervention and remediation.
- Hiring of Math Specialist – CMP hired a credentialed math specialist to support Upper Elementary and Middle School teachers with math instruction and provide intervention support for students below grade level in mathematics.
- Implementation of Math Intervention Program –Students in upper elementary and Middle School that needed additional support in mathematics received additional one-on-one or small group tutoring starting in school year 2019-20. Math intervention support was expanded schoolwide in school year 2020-21.
- Expansion of Reading Intervention Programs – utilizing i-Ready, CAASPP, and DIBELS assessment results, CMP expanded the use of its reading intervention programs. All students that were below grade level in reading received additional reading support in evidence-based reading programs like Sonday, SIPPS, or Read Naturally.
 - SIPPS - In 2019-20, 34 students were served in the SIPPS program and 7 of those 34 students graduated from the program. In 2020-21, 40 students are being served by the SIPPS program. Of those 40 students, 12 have already graduated from SIPPS.
 - Read Naturally – In 2018-19, 54 students participated in the Read Naturally program. 11 graduated from the program. In 2019-20, 58 students participated in the Read Naturally program. 13 graduated from the program. In 2020-21, 41 students are participating in the program. 8 have graduated from the program already this year.
- CMP Adopts PBIS – In response to slight increases in student suspension data, CMP adopted and participated in Placer County PBIS training.
- Mindfulness Training for CMP Staff – In response to slight increases in student suspension data, CMP teachers participated in mindfulness training to support mindfulness implementation in all classrooms.

- Hiring of Board Certified Behavior Analyst (BCBA) – CMP hired a dedicated BCBA to support with student behavior on campus. Not only does the BCBA have a caseload of students they support but they also provide training and resources to teachers to implement behavior best practices in every classroom.
- Hiring of Counselor – CMP hired a school counselor to support student social emotional health in 2019-20. This is the first time CMP has had a dedicated counselor for the school site. The Counseling team supports CMP’s Response to Intervention process and delivers evidence based Social Emotional, Bullying, and Child Protection lessons from Second Step.
- Montessori Curriculum Guide Aligned to California State Standards – for the past several years CMP has been working to align our Montessori curriculum with the California State Standards. This year CMP released a new Curriculum Guide that provides teachers with a resource that maps all of the California State Standards to our Montessori lessons and to our supplemental Ready Math and Ready English Language Arts curriculum.
- Standards Based Report Cards – in CMPs continuing efforts to align Montessori with the California State Standards we completely reimagined our reports cards for grades K-6th. For the first time, CMP students are now being measured on their progress towards mastery of California’s state standards.

Measurable Increases in Academic Performance

Charter Schools in the middle track may provide evidence of academic performance as follows:

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

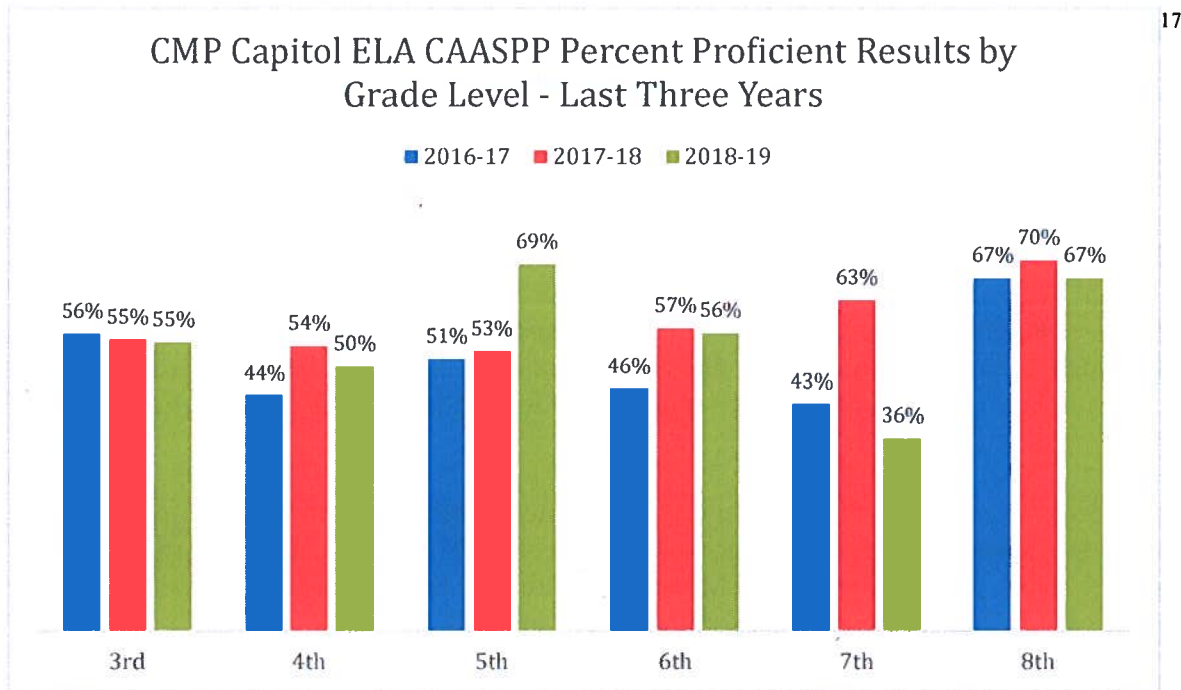
(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data . . .

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).)

English Language Arts

The CAASPP results through 2019 show CMP-Capitol students making progress in English Language Arts.

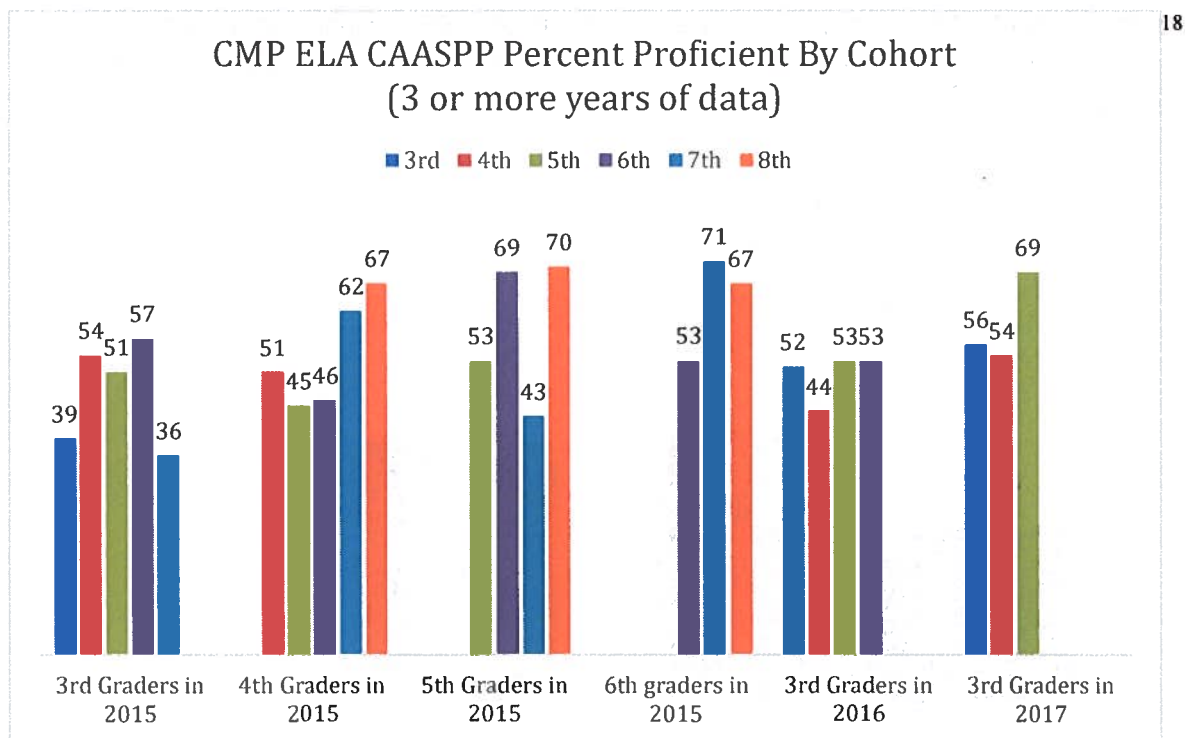
1. **Growth in ELA on CAASPP Across Grade Levels** - The percentage of students scoring at or above grade level increased or stayed the same in two thirds of tested grades over a three-year period.¹⁶ On average, CMP-Capitol showed 4.33 percentage points of growth across tested grade levels over a three-year period.



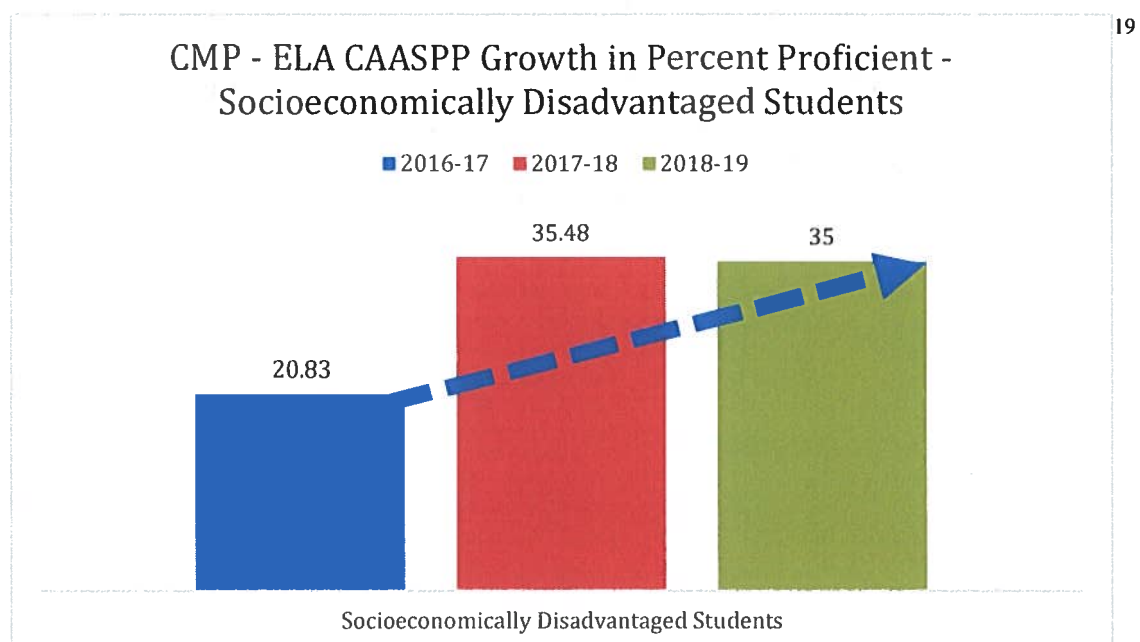
2. **Student Cohort Growth in ELA on CAASPP** - 5 out of 6 CMP-Capitol student cohorts with three or more years of data met or exceeded one years worth of progress. On average, CMP-Capitol student cohorts with three or more years of data saw 9.66 percentage points of growth across tested grade levels.

¹⁶ See appendix for grade level CAASPP reports.

¹⁷ [2019 CMP-Capitol CAASPP Grade Level Comparison Report](#)



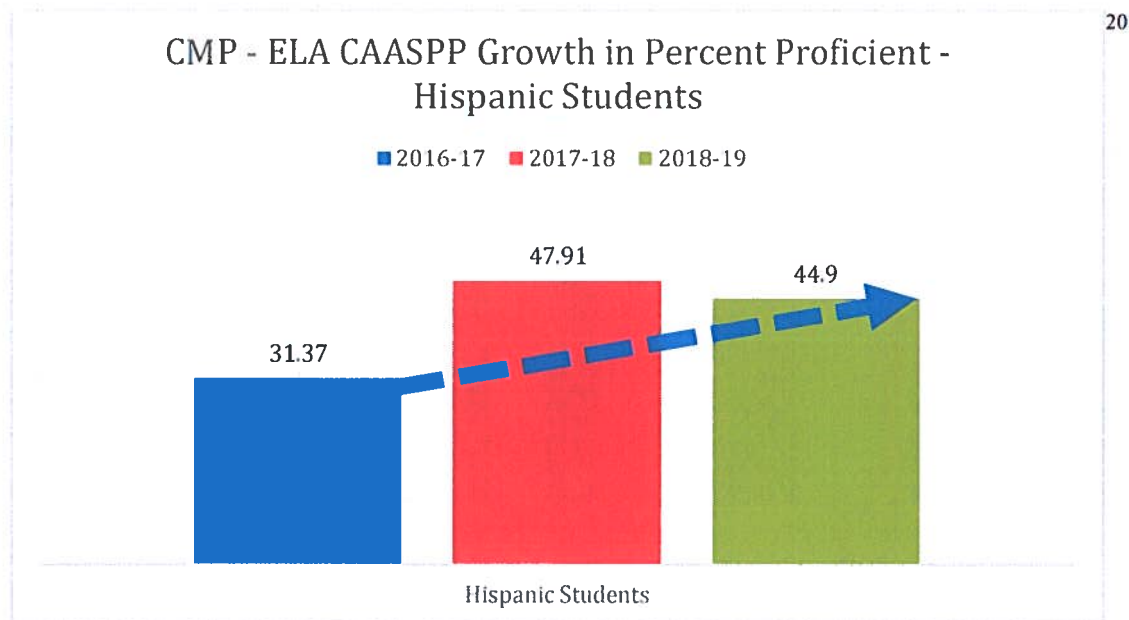
3. **Socioeconomically Disadvantaged Students Demonstrating Growth in ELA on CAASPP** - Socioeconomically Disadvantaged students demonstrated growth in English Language Arts during the term of CMP-Capitol's most recent charter.



¹⁸ [2017 CMP-Capitol CAASPP Change Over Time](#)

¹⁹ [CMP-Capitol CAASPP Test Results At a Glance](#)

4. **Hispanic Students Demonstrating Growth in ELA on CAASPP** - Hispanic students also demonstrated growth in English Language Arts during the term of CMP-Capitol's most recent charter.



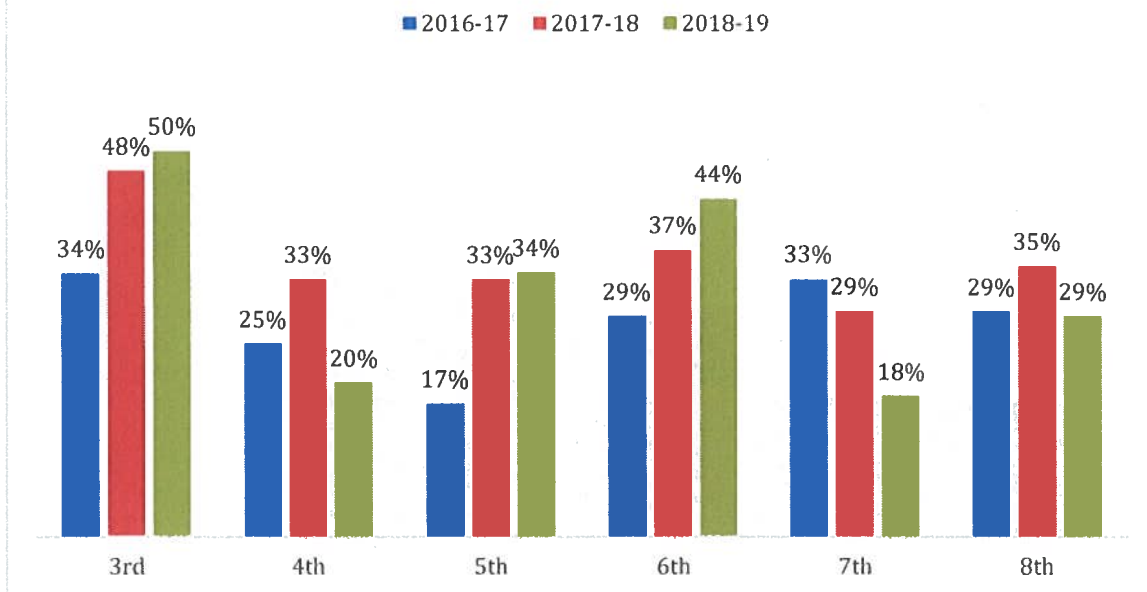
Mathematics

The CAASPP results through 2019 show CMP-Capitol students making progress in Math.

1. **Growth in Math on CAASPP Across Grade Levels-** The percentage of CMP-Capitol students scoring at or above grade level over a 3-year time frame either grew or remained the same in 4 out of 6 grades. On average, CMP-Capitol showed 4.66 percentage points of growth across tested grade levels over a three-year period.

CMP Capitol Math CAASPP Percent Proficient Results by Grade Level - Last Three Years

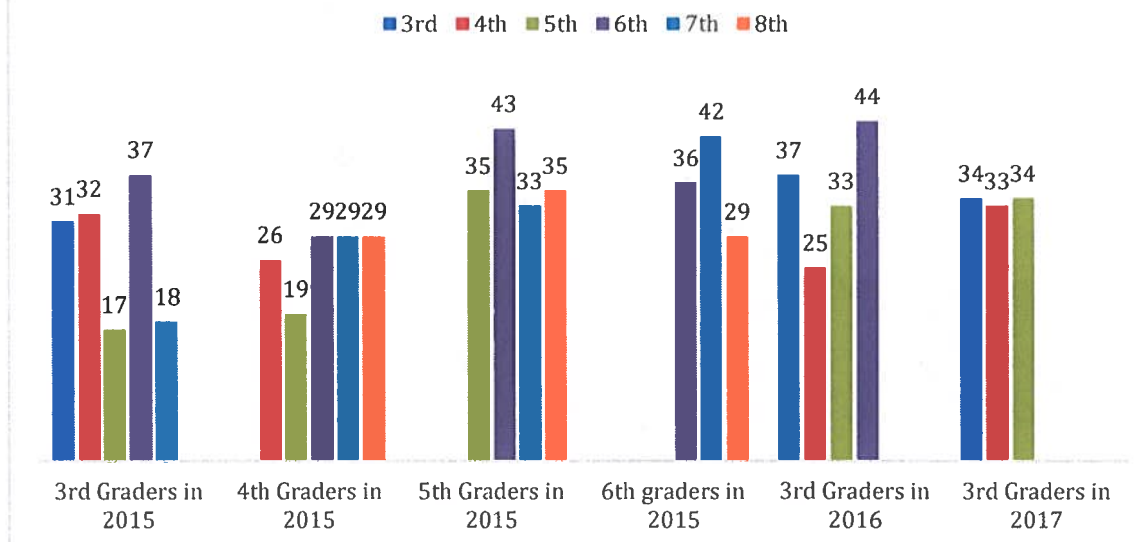
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2. **Student Cohort Growth in Math on CAASPP** – CMP student cohorts with three or more years of data grew or remained the same in 4 out of 6 cohorts.

CMP Math CAASPP Percent Proficient By Cohort (3 or more years of data)

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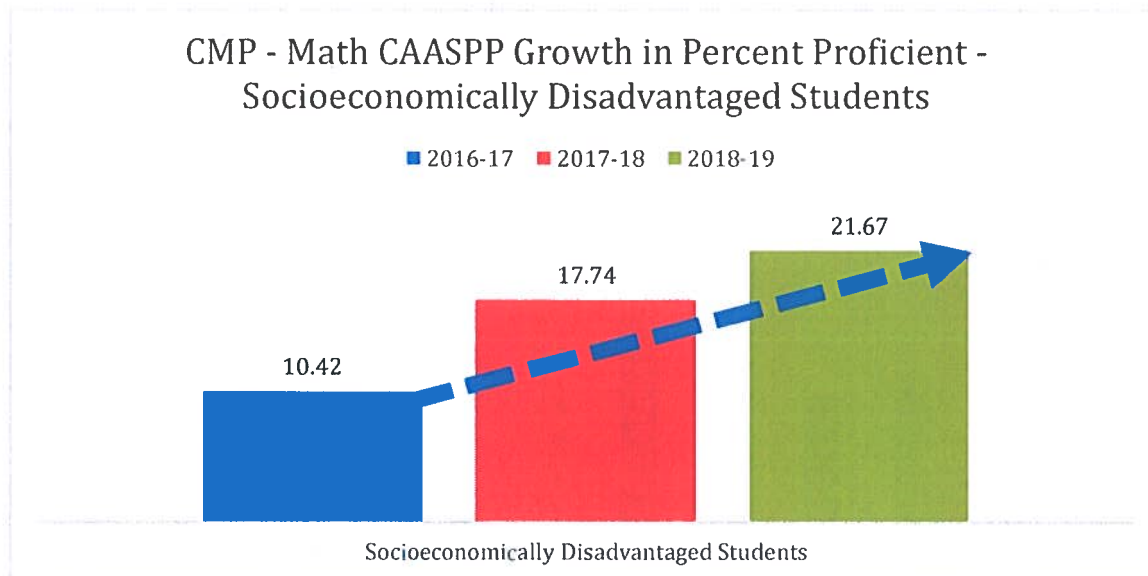


²¹ [CMP-Capitol CAASPP Year Over Year Grade Level Comparisons](#)

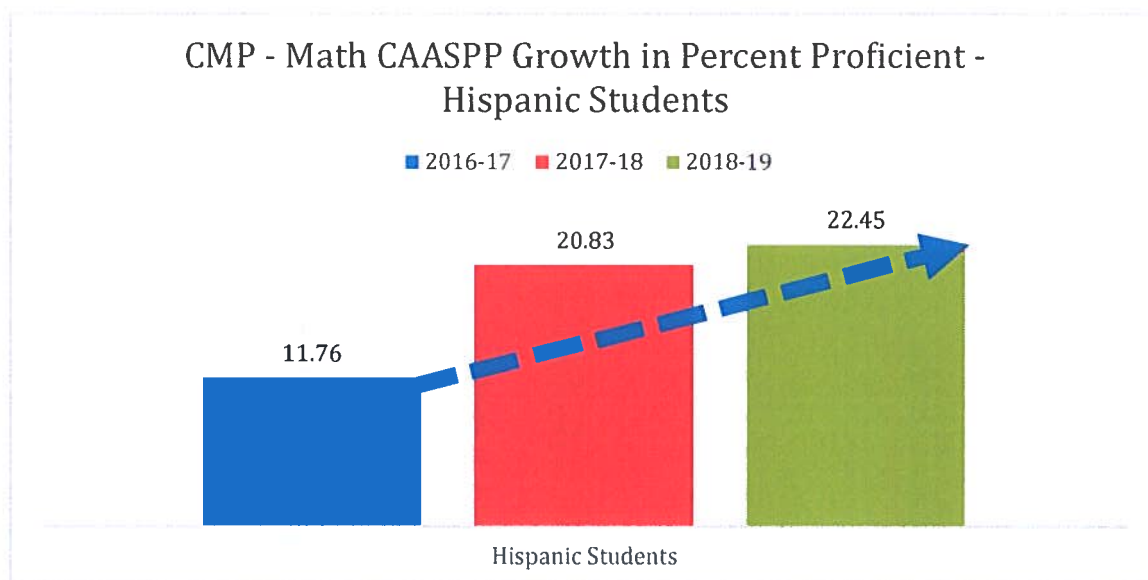
²² [CMP-Capitol CAASPP Year Over Year Grade Level Comparisons](#)

3. **Socioeconomically Disadvantaged Students Demonstrating Growth in Math on CAASPP** - Socioeconomically Disadvantaged students demonstrated growth in Math during the term of CMP-Capitol's most recent charter.

23



4. **Hispanic Students Demonstrating Growth in Math on CAASPP** - Hispanic students also demonstrated growth in Math during the term of CMP-Capitol's most recent charter.



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²³ CAASPP student subgroup data can be found by sorting with the report options tool here: [CMP-Capitol CAASPP Test Results at a Glance](#)

²⁴ CAASPP student subgroup data can be found by sorting with the report options tool here: [CMP-Capitol CAASPP Test Results at a Glance](#)

Verifiable Data: i-Ready Diagnostics

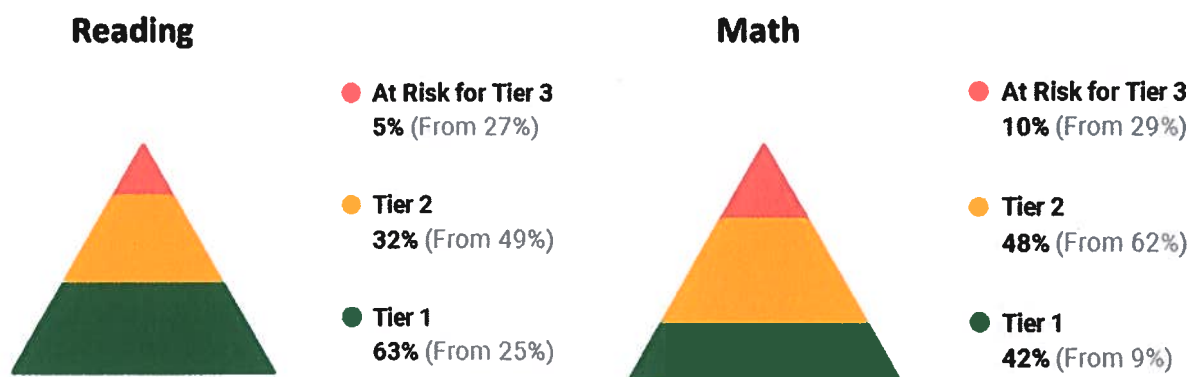
The California State Board of Education recently approved the i-Ready Diagnostic to be utilized as verified data to show “one year’s progress” for purposes of charter renewal.

CMP began using the i-Ready Diagnostic Grade-Level Placements and State Test Proficiency Assessment (Curriculum Associates) in the 2019-2020 school year. CMP teachers administer an online placement assessment in the fall of each school year. Additional assessments are administered in the winter and spring to track student growth over the course of the year. The i-Ready assessments are highly correlated to the CAASPP and the end of the school year i-Ready assessments provide an opportunity to see how students would have scored on CAASPP in school year 2019-20 had CAASPP been administered.²⁵

Due to the COVID-19 pandemic, CMP students were not administered the CAASPP test. However, CMP was able to administer the end of year i-Ready diagnostic to gather data on student proficiency over the course of the 2019-2020 school year. The second diagnostic was administered at school and the third diagnostic was administered at home. 90% of students took the third Math and ELA diagnostics. Please find below charts showing academic growth for students who scored at or above grade level. Also, please find attached i-Ready Math and English Language Arts diagnostic growth reports (Appendix 4.1 and 4.2).

2019-20 CMP Capitol Campus Growth in iReady Proficiency

***Highly Correlated to CAASPP**



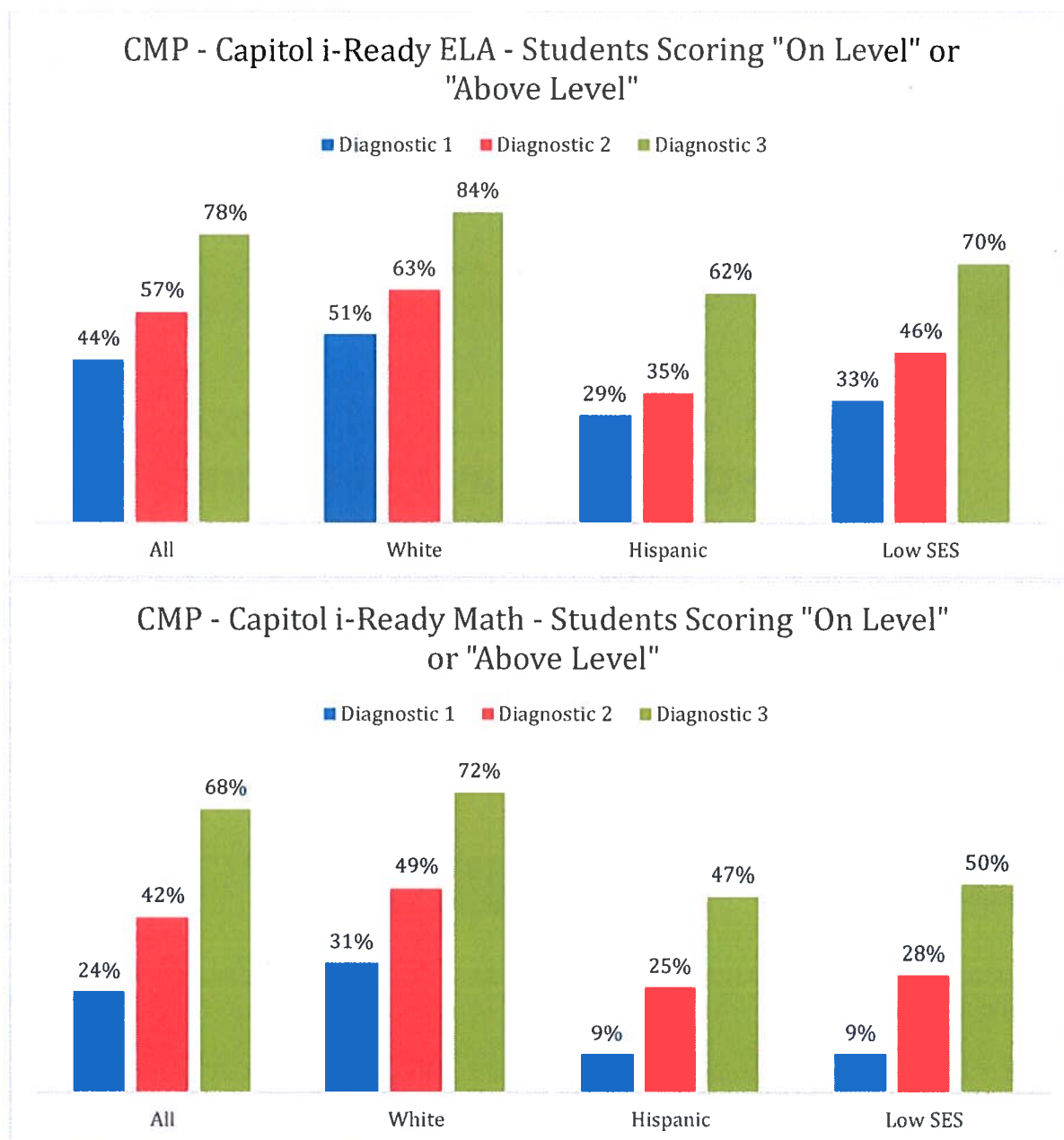
During the course of the 2019-20 school year CMP students demonstrated strong growth on both Reading and Mathematics.

In the chart above, CMP moved from having 27% of its students in the “At-Risk” tier at the beginning of the school year to just 5% “At-Risk” at the end of the school year in English

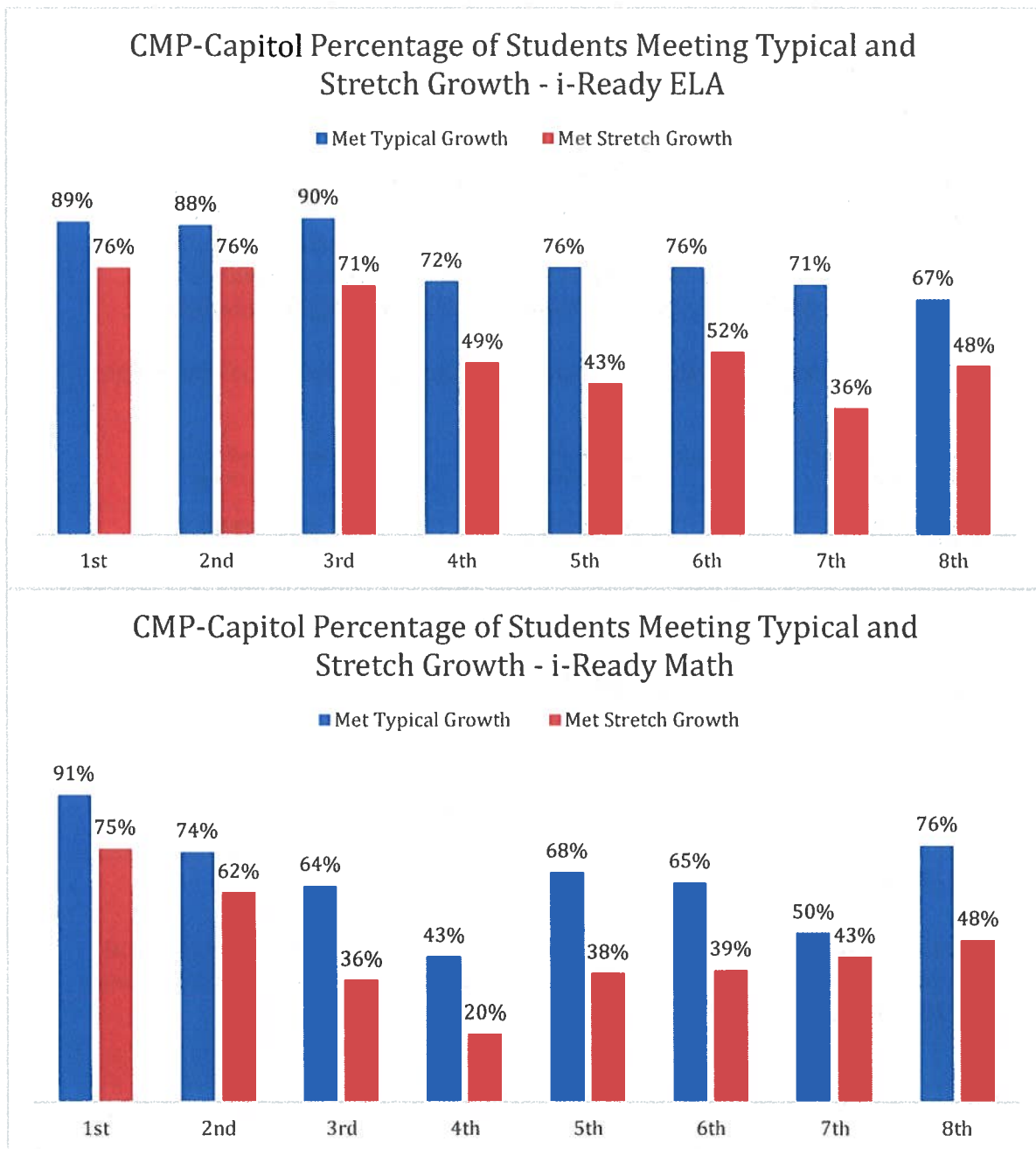
²⁵ [Curriculum Associates I-Ready Diagnostic Assessments Linking Study with Smarter Balanced](#)

Language Arts. In Math, CMP moved from 29% of students “At-Risk” at the beginning of the school year to 10% “At-Risk” at the end of the school year. Based on the highly correlative i-Ready assessment, CMP predicts that about 63% of its students would have scored proficient on CAASPP English Language Arts and 42% would have scored proficient of CAASPP Math. This would have translated to 7.44% more CMP students scoring proficient in English Language Arts and 7.99% more students scoring proficient in Mathematics than did so on the 2018-19 CAASPP.

CMP saw strong growth across student subgroups with Hispanic and Low SES students making large gains.



More than two-thirds of students in every grade level met their “typical growth” and many students met their “stretch growth” goals in 2019-20. “Typical Growth” is the average annual growth for a student at this grade and initial placement level. “Stretch Growth” is a level of annual growth that puts students who are not yet proficient on a path to proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels. “Stretch Growth” is achieved by approximately 20% of students utilizing i-Ready across the country. CMP-Capitol met or exceeded that national “Stretch Growth” mark in every grade level for both Reading and Math.



Throughout the school year, teachers used the i-Ready diagnostic to guide targeted instructional support. Teachers received reports that outlined how each student performed on the diagnostic, as well as the components of the diagnostics. For example, on the English Language Arts diagnostic teachers receive information on how students are performing in Phonological Awareness, Phonics, High Frequency Words, Vocabulary, Literature Comprehension, and Information Text Comprehension. On the Mathematics diagnostic teachers can see how students perform on Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry. The diagnostic results provided a great tool for the teachers to deliver individualized instructional support to students.

Local Indicators

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] *and the performance of the charter school on the local indicators included in the [Dashboard]*.

CMP-Capitol met all of the Local Indicators included on the California School Dashboard.

Basics: Teachers, Instructional Materials, Facilities STANDARD MET	Implementation of Academic Standards STANDARD MET	Parent and Family Engagement STANDARD MET
Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET	

CONCLUSION

A charter petition renewed pursuant to Section 47607.2(b) (middle tier) should be granted a renewal term of 5 years.

As clearly demonstrated by the evidence above, the CMP-Capitol meets the renewal criteria for a middle tier school and should be granted a renewal term of five (5) years from July 1, 2021 to June 30, 2026.

ELEMENT 1 – EDUCATIONAL PROGRAM

***Governing Law:** The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. -- Education Code Section 47605(c)(5)(A)(i)*

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. -- Education Code Section 47605(c)(5)(A)(ii)

Introduction

The Montessori philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Maria Montessori believed that the role of an adult in a child's education is to provide an appropriate environment to facilitate the child's discovery of knowledge and skills.

Montessori education emphasizes self-motivation. The classroom is a carefully prepared environment that promotes individual instruction and self-paced learning. Teaching techniques and materials are designed to maximize children's learning experiences in the classroom. Teachers model for students how to appreciate and create order, and to discover concepts through the carefully demonstrated lessons that can then be practiced at will.

Dr. Montessori believed that a child's spirit should be nurtured by addressing individual needs, celebrating cultural differences, and the modeling and teaching of problem-solving skills. Opportunities are provided for quiet individual work, as well as cooperative activities. The child's independence is promoted, allowing the child to be responsible and accountable for their choices. Community is fostered through the sharing of responsibility and collaboration in the caring of their environment and all that it contains.

The Montessori Method of education has been successful for students with diverse abilities and age ranges for over 100 years. California Montessori Project continues to provide this teaching methodology to its students.

Whom The School is Attempting to Educate:

CMP educates students in Transitional Kindergarten through 8th Grade from diverse cultural, academic, and socioeconomic backgrounds in the greater Sacramento area. As a public charter school, CMP implements an open enrollment policy.

CMP offers an environment which has the tools, programs, resources and support to prepare students for college and career readiness. CMP is committed to the goal of developing self-motivated, competent, life-long learners. All stakeholders are focused on student success.

What it means to be an educated person in the 21st Century

CMP's Expected Student Learner Outcomes:

- Students make safe, respectful, and responsible choices for themselves and empower others to do so, as well.
- Students are Montessori learners who work independently, demonstrate initiative, utilize the power of concentration, and think critically.
- Students are ambassadors of grace and courtesy who celebrate the diversity in our global community.
- Students are agents of change who have a strong sense of community, are socially responsible, are connected to their environment, and are advocates for themselves and others.

Curriculum And Instructional Design

CMP has aligned its Montessori curriculum with state standards. CMP curricular teams have aligned the K-6 Montessori Curriculum Guides with the Common Core State Standards and have aligned the Next Generation Science Standards (NGSS) curriculum for the Middle School program. Curricular teams are currently aligning NGSS and Montessori for Kindergarten through 6th grade. Please find attached the CMP Curriculum Guides as Appendix 5.1 – 5.21.

Academic Overview

Who was Dr. Maria Montessori?



Maria Montessori was a physician, research scientist, and educator from Italy in the late 1800's – early 1900's. The Montessori Philosophy of Education is based on her observations that children have a natural desire to learn. She identified specific stages of development when children are more sensitive to learning particular concepts. Trained adults prepare the environment and materials where children can learn independently. The teacher guides and serves as the link between the children and the materials which is achieved through observation and assessment. This enriched learning environment cultivates individuals who learn to make independent decisions and to solve problems creatively.

How Learning Best Occurs

The Montessori Approach to Education

The primary goal of a Montessori program is to help each individual child reach their full potential in all areas of life. Activities promote the development of social skills, emotional growth, and physical coordination, as well as, cognitive preparation. The curriculum and the environment empower children, encourage their creativity, and build a strong sense of self, allowing them to enjoy the process of learning and the excitement of accomplishment.

- ***Prepared Environment*** - Children learn by utilizing all of their senses. A prepared environment ignites a child's natural desire to learn through exploration and discovery. The Montessori classroom encompasses the following:
 - An orderly and beautiful environment that encourages the child to explore and learn
 - The placement of Montessori and supplemental materials on shelves for easy accessibility in a sequential order
 - The fostering of independence which is the vital foundation for the development of freedom and self-discipline
- ***Sensitive Periods*** - The Teachable Moment - A sensitive period is a time in a child's life when he or she is deeply interested in and highly motivated to learn a particular skill or understand a piece of information. It is during this unique time that the child learns a task easily. It is the role of the teacher to identify these sensitive periods in each individual child and link the child to the appropriate learning activities and materials found in the prepared environment.
- ***Montessori Materials*** - Montessori materials are beautiful and enticing. They are designed to spark the child's imagination, isolate the concept to be learned, and self-

correct for a specific activity or skill. The materials are multi-sensory, and demonstrate concepts first at the concrete level and then move to the abstract.

- ***Multi-Age Classroom*** - Multi-age spans in classrooms are based on the philosophy of the family unit. Just like in a family environment where younger members learn from the experience of the older ones, children in a multi-age group setting learn from each other. Children develop the skills to negotiate, cooperate, and accept ideas other than their own. Since all children are at different stages in their learning and development, negative competition between children is practically non-existent. Younger students benefit by having mentors and role models, and learning from peers as well as adults. The older, more advanced student gains confidence and leadership skills. By mentoring the younger peer, the older student reinforces his/her own academic knowledge.
- ***Peace Education*** - The Montessori philosophy and educational model emphasizes respect for all individuals which is a key component in building a strong community. Lessons in “Grace and Courtesy” begin at the earliest grades, and students have the opportunity to learn peaceful ways to work through their conflicts. When issues and misbehaviors do occur, a positive discipline approach, based on respectful, relevant, and related consequences, is utilized.
- ***Normalization*** - Normalization refers to the focus, concentration, and independence of the children, by their own choice. It means they have acquired the internal freedom to initiate work, be independent, and adhere (by choice) to the rules of the environment. A well-prepared Montessori environment facilitates the process of Normalization by offering engaging, hands-on materials, and long, uninterrupted work periods.

Academic Program Levels

The adopted California Common Core State Standards are aligned with CMP’s Montessori curriculum.

Kindergarten Program:

Kindergarten is the culmination of the Montessori Early Childhood Program which addresses the needs of the child during the first plane of development. The goal is to provide a Montessori education for students, which prepares them for the lower elementary program, focusing on learning experiences in the major curriculum areas:

- Practical Life: care of self, environment, grace & courtesy
- Sensorial: development of the senses
- Mathematics
- Language
- Handwriting
- Science: Zoology, Botany
- Geography

- History
- Introduction to Technology
- Peace Education
- Visual & Performing Arts / Public Speaking
- Physical Education
- Introduction to a Second Language
- Field Trips: outdoor extensions of the Montessori curriculum
- Counseling and Social Emotional Curriculum
- Mindful Schools Curriculum

Lower Elementary Program: First through Third Grade Levels (ages 6 to 9)

The Lower Elementary Program consists of multi-age groupings, which builds upon skills and concepts introduced in the Kindergarten program, focusing on the following curricular areas:

- Practical Life: care of self, environment, grace & courtesy
- Language
- Writing
- Mathematics
- Geometry
- Science: Zoology, Botany, Earth and Physical Sciences, Astronomy
- Geography
- History
- Peace Education
- Visual & Performing Arts / Public Speaking
- Physical Education
- Technology
- Second Language Exploration
- Field Trips: outdoor extensions of the Montessori curriculum
- Counseling and Social Emotional Curriculum
- Mindful Schools Curriculum

The Lower Elementary students work towards increasing self-direction and independence. In achieving these goals, the students gain strong self-concepts and effective roles of direction in self-responsibility. CMP's learning environments encourage opportunities for reflective thinking, problem solving, and critical evaluation while providing for creative expression and divergent thinking skills. This allows and encourages every student's personal rate of learning.

Upper Elementary Program: Fourth through Sixth Grade Levels (ages 9 to 12)

The Upper Elementary Program consists of multi-age groupings, which builds upon skills and concepts introduced in the Lower Elementary program, focusing on the following curricular areas:

- Practical Life: care of self, environment, grace & courtesy
- Language
- Writing
- Mathematics
- Geometry
- Science: Earth and Physical Sciences
- History: Ancient Civilizations, California, United States
- Health
- Peace Education
- Visual & Performing Arts
- Physical Education
- Technology
- Presentations / Public Speaking
- Second Language Studies
- Field Trips: outdoor extensions of the Montessori curriculum culminating in an overnight milestone trip
- Counseling and Social Emotional Curriculum
- Mindful Schools Curriculum

The Upper Elementary program provides opportunities for individual and community service projects, and cooperative group work. Writing, research, and communication skills are further developed. Technology is used as a resource for research, writing, publishing, and presentation.

Middle School Program: Seventh and Eighth Grade Levels (ages 12 to 15)

CMP recognizes that adolescence is an age of rapid change. It is a time of metamorphosis in the physical, emotional, social, and intellectual growth of the child, leading him or her toward adulthood. A strong part of the Montessori philosophy is to consider the unique developmental stages of adolescent students in order to support their changing needs.

CMP's Middle School Program consists of multi-age groupings, which builds upon skills and concepts introduced in the Upper Elementary Program, focusing on the following curricular areas:

- Practical Life: care of self, environment, grace & courtesy, student run business
- Language
- Writing
- Mathematics
- Science: Life and Physical Science
- History: United States, World
- Health
- Peace Education
- Visual & Performing Arts
- Physical Education
- Technology
- Presentations / Public Speaking
- Second Language Studies

- Immersion Trips: day and overnight excursions following the completion of each learning cycle
- Counseling and Social Emotional Curriculum
- Mindful Schools Curriculum

In the Middle School Program, cooperative skills are enhanced through community service and community building activities. Class businesses allow students to exercise cooperative and practical applications of skills. Writing, research, and communication skills are further developed. Technology is used as a resource for research, writing, publishing, and presentation.

Choosing Montessori and Other Instructional Materials for the Classroom

CMP utilizes the American Montessori Society's recommended materials list when selecting Montessori instructional materials. For all other curricular and supplemental materials and programs, our process is to gather input from a variety of stakeholders to present to the administrative leadership team for determining implementation.

Montessori education focuses on the continuation of the student's education by introducing materials and concepts at varying levels, depending on the student's ability level and plane of development. The same Montessori material may be used at each grade level, but for a more complex concept. Students work on more advanced concepts first through the use of the concrete materials. The goal is always to bring the student from the concrete to the abstract.

Attached as Appendix 6, please find a current list of instructional resources (including state-adopted materials).

Technology-based Curricula and Tools

CMP has adopted a number of on-line programs that allow students to progress at their own pace. These include:

- Rosetta Stone Second Language Program (TK through 8th grade)
- History Alive
- Mystery Science
- TCI Bring Science Alive!
- i-Ready Learning – Math
- i-Ready Learning - Reading
- Keyboarding without Tears
- Google Classroom
- Clever
- Spelling City
- Digits Math (Pearson) 7th and 8th Grade

Extra-curricular Activities:

CMP campuses offer a variety of after-school activities, which may include:

- Art

- Drama
- Engineering
- Music (instrumental and voice)
- Nature Bowl
- Robotics
- STEM
- Sports
- Academic Decathlon
- Garrett Morgan Sustainable Transportation Program
- Birding

Homework

CMP acknowledges that homework is a valuable way to extend the classroom lessons, giving students more time to practice and review concepts they have learned. Homework benefits the student by developing good study skills, discipline, and responsibility. It also provides parents the opportunity to be involved in and stay current with their child's education.

Homework assignments may consist of weekly math computations, spelling practice, reading, research projects, and practical life assignments. Homework relates to classroom instruction, reinforces and extends learning, promotes immediate recall of basic skills, and matches the student's needs and academic level. CMP teachers have developed their own homework practices, which are shared with parents at the beginning of each school year.

When there is no assigned homework, students are encouraged to read.

Student Support and Intervention

Support for Accelerated Learners

While CMP does not subscribe to a GATE-specific program, the Montessori Methodology meets the advanced educational needs of the gifted individuals, within the regular classroom, as well as through extra-curricular activities. In the Montessori classroom, students are assessed in math, language arts, reading, and geometry in order to determine placement in each of these curriculums at the beginning of the year. Based on these assessments, an individualized work plan is prepared for each student. Students working above grade level are placed in the curriculum at the appropriate level, which allows them to work in their own classroom, in an age-appropriate environment. For example, a 4th grade student may be working in the 4th grade curriculum in language arts and reading, but at a 5th grade curriculum level in math and geometry. This allows for individualized instruction at an advanced level in the coursework area that is appropriate for the student.

When these students advance to the Middle School environment, where they are pushing the envelope on the 8th grade curriculum, additional programs are available to meet their advanced needs.

CMP has adopted Ready Math, i-Ready Reading, and i-Ready Math as supplemental programs. After students take the i-Ready diagnostic test they are placed on an academic pathway that is specifically tailored to them whether they are currently below grade level, at grade level, or above grade level.

Ready Math differentiates support around the most critical prerequisite skills needed for grade-level success. For students that have already mastered the prerequisite skills, enrichment activities are provided for teacher-led and independent learning. Students that need in-depth review of the prerequisite skills are also highlighted along with appropriate activities for both teacher-led and independent learning.

i-Ready Online Instruction complements Ready Math instruction to provide acceleration for students that need it and intervention for students that would benefit from remediation.

Multi-Tiered System of Supports

Montessori classrooms, by design, effectively serve students who are academically low-achieving as well as those who are academically high achieving.

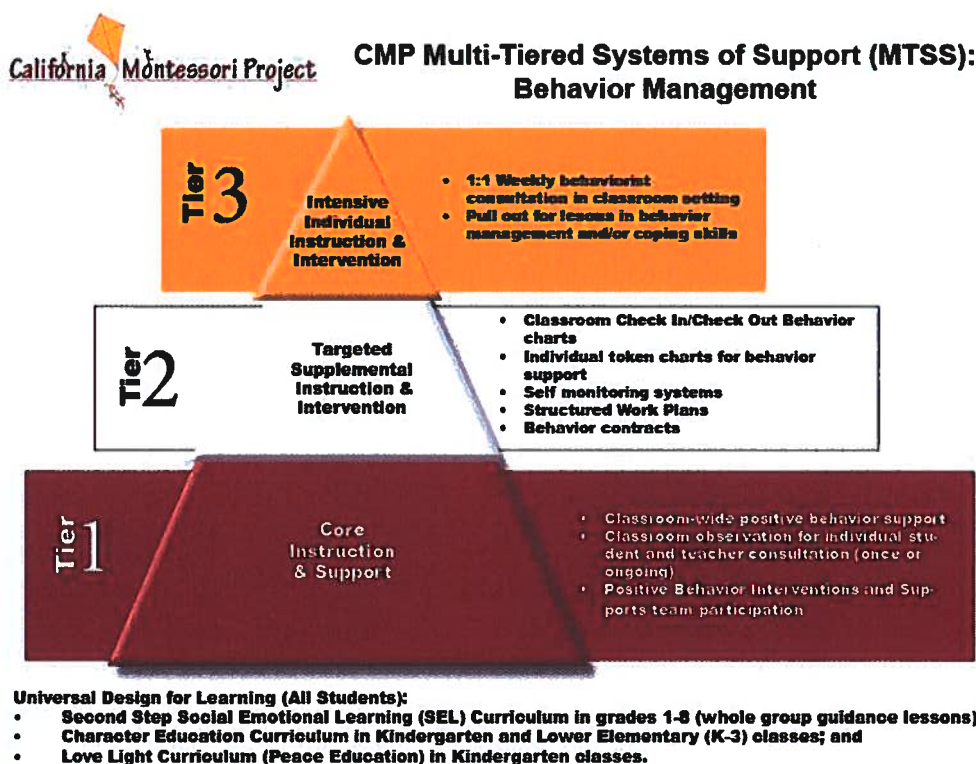
Research supports the concept that children develop at different rates. Montessori education supports this research by providing each child with a solid foundation at his/her own pace, allowing each child to work on an individualized timeline that is appropriate, based on experience and mastery learning. Every child, including those who are developmentally delayed, is continually challenged through the didactic kinesthetic experience with the Montessori materials.

Instructional materials used within the Montessori curriculum have the flexibility to provide concrete demonstration for those students who are not ready for more abstract learning. The flexibility of the curriculum also allows for students within a classroom to work at multiple skill levels. Students' individualized work plans are modified to target skill remediation as needed or to provide additional challenges for skills already achieved. In addition to the availability of a wide variety of Montessori materials, teachers have access to supplementary materials and accommodation resources. Teachers also have access to the Pre-Referral Intervention Manual (PRIM), a variety of assessments, and several other resources, which provide multiple classroom interventions for specific academic needs.

The Montessori Philosophy states that a child has an innate desire to learn and produce purposeful, meaningful work. Dr. Montessori believed that the role of an adult in a child's education is to provide an appropriate environment, complete with tools and methods, to facilitate the child's own discovery of knowledge and skills at the time when it has the most impact for him/her as an individual. Children learn at their own pace and the teacher, through his/her observations of each student, is able to prepare individualized lessons to meet the needs of the students in his/her care. This system has a foundation in trust and respect of the individual, resulting in children who soar beyond traditional expectations.

In addition to the dedicated implementation of Montessori Methodology, CMP implements Multi-Tiered System of Supports (MTSS), in order to ensure all students are getting their unique needs met. MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Underneath the umbrella of MTSS is the Response to Intervention (RTI) program which supports individual student academic, behavioral, and social emotional needs.

Below are two graphics that CMP uses to assist teachers in using the Multi-Tiered Systems of Support:



CMP Multi-Tiered Systems of Support (MTSS): Social Emotional Learning



Universal Design for Learning (All Students):

- Second Step Social Emotional Learning (SEL) Curriculum in grades 1-8 (whole group guidance lessons);
- Character Education Curriculum in Kindergarten and Lower Elementary (K-3) classes; and
- Love Light Curriculum (Peace Education) in Kindergarten classes.

i-Ready and Ready Math are tools CMP uses to transform sophisticated student performance data into easy-to-use reports that show instructional progress at the district, school, class, and student level. i-Ready helps educators prioritize resources and intervention strategies to meet specific academic goals within a comprehensive MTSS/RTI program.

The diagnostic identifies strengths and areas of need and screens for Specific Learning Disabilities (SLD) Language Impairment (LI), Progress Monitoring for monthly evaluation of student progress toward differentiated growth goals, Online instruction at level of need with strategic scaffolds to support independent completion of lessons with quizzes to monitor progress.

CMP also offers enrichment programs for all students, where students with strong academic ability can reach beyond the classroom experience.

Response to Intervention

Response to Intervention is a multi-tier approach to the early identification and support of students with a variety of learning needs. The RTI process begins with high-quality instruction and universal assessment of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel,

including general education teachers, qualified teaching assistants, and intervention specialist. Progress is closely monitored to ensure students improve in the targeted area. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is also the platform used for providing students with accommodations to support their learning within the general education classroom.

RTI Team meetings are held with a small group of people who know the child and their needs, and may include the classroom teacher, teaching assistant, administrator, parent, and sometimes the student. During RTI meetings, student action plans are created, meeting notes are documented, and follow-up meetings are scheduled. Students involved in RTI may stay in the program as long as they need additional support.

An RTI Coordinator facilitates the program usage throughout the school year by providing teacher support, assessment protocols, and documentation tools. Teachers follow the tiered levels of intervention and proceed through a series of processes and documentation. The tiers are described as follows:

- RTI Tier 1 includes all students in the general education classroom. Teachers complete a series of assessments following a mandated timeline. Assessment results are entered into a Student Intervention Monitoring spreadsheet, a color coded spreadsheet used to collect individual student assessment data. Student Intervention Monitoring spreadsheets are submitted to administration in the beginning, middle, and end-of-year. Teachers also submit RTI Logs or lists of students with academic, behavioral, or attendance concerns to administration at the beginning of the year.

At the Tier 1 level, teachers conduct meetings with parents to discuss concerns and strategize early intervention accommodations and supports. After a period of 6-8 weeks, the student will either remain in RTI Tier 1, with his or her progress continuing to be monitored with regularly scheduled follow-up meetings, or it may be determined to refer the student to RTI Tier 2.

- RTI Tier 2 level interventions include more intense support in one or more areas or through intervention programs. Teachers document student progress and continue to communicate with parents. If the desired results are not seen, a student may move to RTI Tier 3 level interventions.

A good example of this is CMP's Reading Intervention Program options. Over the past several years CMP has adopted *Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS)*, Read Naturally, and Sonday as our primary reading intervention programs. Based on areas of need identified by curriculum-based assessments and diagnostics, students are placed in a reading intervention program. Each of the reading programs address various literacy skills, such as, reading fluency, comprehension, phonemic awareness, vocabulary, and phonics. To address the needs of students who exhibit signs of dyslexia, CMP uses Sonday, which is a reading program based on Orton-Gillingham methodology.

- RTI Tier 3 is the point at which a Student Success Team (SST) process begins. An SST meeting includes the parent, teacher, administrator and other school personnel or interested persons. During these meetings, a more intensive plan is developed, documented, and followed-up with. Administration is involved and the SST Team makes intensive and strategic decisions and may refer a child to Special Education for assessment, or develop a 504 Plan to ensure student needs are met.

Intervention Programs target academic needs for students who score low on universal assessments and/or who do not make adequate progress through their grade level curricula, and/or who do not meet benchmark standards on CAASPP.

- ***Reading Intervention***

At CMP-Capitol, this involves targeted and intensive instruction based on several diagnostic tests given to all students to determine which area of reading students need support. One of the diagnostic tests, (DIBELS), is given universally to students up to sixth grade. It contains a Dyslexia screener to identify students who may need early intervention. The *Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS)* program is used for students who demonstrate difficulty decoding words and identifying sight words. *Read Naturally* is a program that helps students develop fluency, vocabulary, and comprehension. *iReady* contains Teacher Toolbox lessons that help teachers target reading areas identified by the iReady Reading Diagnostic. *Sonday* is a reading program that uses intervention techniques and strategies based on Orton-Gillingham methodology. This structured literacy program targets students who show signs of dyslexia.

CMP Capitol has staff on site whose sole role is to support our reading intervention programs.

- ***Math Intervention***

CMP-Capitol has a Math Specialist who teaches Middle School math for all levels. He also provides intervention support to upper elementary students (Grades 4-6) who most need additional help. For this intervention, the iReady Math Toolbox is utilized to address the exact areas of deficiency. i-Ready and Ready Math have helped to speed up the Response to Intervention (RTI) process through an integrated system of adaptive assessments, instructional resources, individualized online instruction, and reliable progress monitoring tools. Data-driven resources for teacher-led instruction/intervention are available at the whole class, small group, and individual level. i-Ready Online instruction complements Ready Math instruction to provide acceleration for students that need it and intervention for students that would benefit from remediation.

- ***Behavior Intervention***

CMP - Capitol has a school counselor, school psychologist, and Board Certified Behavior Assistant (BCBA) on site to support our behavior program. CMP has adopted the Second Step Social Emotional curriculum and both teachers and the school counselor provide lessons to students.

Students with behavior challenges are observed by the BCBA several times in different environments. The behaviorist meets with the teacher and the RTI Team and shares methods or approaches to address the student's behavior. Accommodations are made; proactive and preventive measures are adopted to help the student in making positive and appropriate choices.

CMP Capitol has also adopted PBIS which is discussed in greater detail below.

Positive Behavior Intervention and Support (PBIS)

PBIS emphasizes school-wide systems of behavior support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within the school is implemented in areas including the classroom and non-classroom settings (such as walkways, drop-off and pick-up, bathrooms, gymnasium, etc.). Positive behavior support is an application of a behaviorally-based systems approach to designing effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining Tier 1 supports which are universal and designed for all students, Tier 2 supports which include targeted strategies to improve behavior for groups of students who require additional support, and Tier 3 supports which include specialized plans to support individual student behavior for those requiring even more individualized support.

The primary goals of PBIS are:

- Development of a continuum of scientifically based behavior, social emotional and academic interventions and supports
- Use of data to make decisions and solve problems
- Making changes in the environment to prevent the development of problem behavior
- Teaching and encouraging pro-social skills and behaviors
- Implementation of evidence-based behavioral practices with fidelity and accountability
- Universal screening and monitoring of student performance and progress

As a part of PBIS Tier 1, all members of the school community work together to teach these expectations to the students. Positive student behavior is reinforced in a variety of ways. School staff make a point to verbally acknowledge students when demonstrating school-wide expectations with specific words (SOAR) that let the students know what positive behavior was noticed and which expectation they were following. Teachers and assistants utilize classroom acknowledgement systems where students can earn beads and place them in a jar for demonstrating specific behavior related to the school-wide expectations. Once a bead jar is full, the entire class will celebrate in a way pre-determined by the students themselves. The beads are then brought to the school office and placed in a much bigger jar; once filled,

a whole school celebration and acknowledgement occurs. Also, school staff send home “On a Positive Note” postcards. Teachers will write handwritten notes acknowledging students for positive behavior.

PBIS Tier 2 includes a strategy called Check in/Check out (CICO). This intervention is used for students who are requiring greater behavioral support, as nominated by their teacher. These students check in with a designated person each morning, with whom they set goals indicated on a daily monitoring paper to be completed by the teacher throughout the day, and receive positive encouragement about the day ahead. At the end of the day the students check back in with the same adult and receive incentives for goals met. The focus throughout this process is entirely encouraging.

PBIS Tier 3 uses our counselor and behaviorist to further individualize behavioral interventions for students who struggle most seriously with meeting behavioral expectations, and for whom more intervention is needed than is provided in Tier 1 and 2.

When behavior incidents do occur, a systematic approach is used to investigate the situation, document the facts, communicate with all involved stakeholders, and issue appropriate and relevant consequences. Documentation is submitted to the office and data is collected using a database. This information is used by a designated PBIS team to create strategic school-wide solutions, to teach or re-teach expectations, or to make changes to the environment in an effort to avoid future behavior incidents.

Support for English Learners (EL)

CMP meets all applicable legal requirements for EL students, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. CMP has policies to assure proper placement, evaluation, and communication regarding EL students and the rights of students and parents.

CMP has developed, implemented and maintained policies and procedures for the provision of services to EL students in accordance with guidance published by the Office of Civil Rights of the U.S. Department of Education. CMP serves English Learners based on the U.S. Department of Education’s six steps of progression through an EL program: 1) enrollment in school, 2) identification of potential ELs, 3) assessment determining need for EL services, 4) provision of appropriate EL services, 5) transition from EL services, and 6) monitoring ability to participate meaningfully. In implementing the EL program, CMP complies with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

Identifying and Serving English Learners

CMP will administer the home language survey upon a student's initial enrollment into CMP, if it is the first time they have attended a California Public School (indicated on enrollment forms). All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment ("IA")

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student's time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–8 whose primary language is not English to determine their English proficiency status.

- Summative Assessment ("SA")

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in five grade spans—K, 1, 2, 3–5, and 6–8. In kindergarten and grade 1, all domains are administered individually. In grades 2–8, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform, while the ELPAC Writing Domain for Kindergarten through 2nd grade will continue to be administered as a paper-pencil test.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

CMP notifies all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to the ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

CMP teachers and administrators are methodical in identifying all students' abilities in all language strands (reading, writing, listening and speaking) in order to track their progress and ensure they are improving in their skills. Once a baseline is established of each student's ability, instruction is adapted in each of the four strands to provide the support where it is needed. As a team, teachers and administrators set goals for EL students, as they do for all students, which are monitored and assessed frequently. Assessments evaluated as a measure of meeting these goals will primarily be informal assessments. Work from both non-native English speakers and native English speakers will be samples for instructional assessment.

CMP utilizes both integrated and designated ELD in the classroom.

- Integrated ELD - Teachers use strategies throughout the day and across all subject areas to support EL students. ELD Standards are used in conjunction with Montessori lessons and Common Core State Standards to ensure students increase their proficiency in the

English language as well as learning the content of the lesson. CMP provides for integrated ELD through Montessori lessons, the Curriculum Map, ELD strategies embedded within textbooks and instructional materials, Rosetta Stone, etc.

- Designated ELD - Teachers provide a dedicated instructional time to EL students using ELD Standards to develop knowledge of the English language. If possible, students are grouped by English language proficiency levels. CMP provides for designated ELD by offering Reading Support Staff for reading intervention and using both teacher observation and assessment results to determine which areas of language development need the most focus for one on one or small group instruction.

CMP supports EL students in moving towards reaching and surpassing the high expectations for all students and will look to improve the results in both size and achievement levels of our EL population. EL students are provided with the individualized support necessary for academic success. CMP serves any and all students with limited English proficiency (English Learners) using structured English language "push in" services so that they receive appropriate support and achieve proficiency in the academic English language as quickly as possible. CMP utilizes a push in approach due to the strength of our Montessori curriculum, supplemental supports, and research showing immersion to be an effective strategy for teaching English to students.

"Both education research and federal mandates point toward the desirability of well-implemented inclusion programs for English language learners (ELLs)... students."²⁶

"Push-in" refers to the practice of delivering ELL services inside the regular classroom rather than "pulling out" identified students for services in a separate setting. Montessori programs are ideally suited for supporting this service model.²⁷

Montessori classrooms offer:

- Mixed age groups and fully differentiated instruction—A full array and level of materials is available within each multi-grade classroom. Instruction is differentiated for all students, making the differentiation for those with ELL and SPED needs an easily incorporated and natural part of the classroom.²⁸
- Individual and small group lessons—The entire Montessori classroom is set up around one-on-one and small group work. When an interventionist comes in and

²⁶National Center for Montessori in the Public Sector. (2015). English language learners and special education students in Montessori schools: The case for push-in services. West Hartford, CT: National Center for Montessori in the Public Sector. <https://www.public-montessori.org/wp-content/uploads/2016/12/ELL-and-Special-Education-in-Montessori.pdf>

²⁷ Cossentino, J. (2010). Following all the children: Early intervention and Montessori. *Montessori Life*, 22(4), 38-45.

²⁸ Katz, L. G. (1992). Nongraded and mixed-age grouping in early childhood programs. In L. E. Gronland (Ed.), *Striving for excellence: The national education goals* (Vol. 2, pp. 39-42). Retrieved from ERIC: <http://files.eric.ed.gov/fulltext/ED363932.pdf#page=43>

offers such lessons, it fits well within the norm of the classroom and in no way disrupts or stands out from the usual flow of the classroom.²⁹

- Uninterrupted three-hour work period—Montessori classrooms are structured around a three-hour work period during which students move freely between work areas and materials. This structure allows the interventionist to work with students at a mutually agreeable time, minimizing interruptions, supporting student choice and thereby enhancing learning.³⁰
- Materials that move from the concrete to abstract—Montessori materials begin with concrete representations and then move to abstract for all students. These same materials are easily accessible to ELL students and can be used by push-in teachers to reinforce regular lessons.

CMP's, and Montessori's emphasis on literacy, allows EL students to receive targeted small-group literacy instruction during their reading lessons. This practice aligns with the eight guidelines set forth by Diane August and Timothy Shanahan in their research on "Effective English Literacy Instruction for English Learners in the Elementary Grades."

1. Effective instruction for English learners emphasizes essential literacy components.

The Montessori classroom is an exceptional environment for English learners. By design, the Montessori classroom contains multiple supports for EL students. There is a diversity of materials and concrete lessons provide many opportunities for support strategies such as sheltered English, in addition to labeled items and leveled materials. The Montessori philosophy honors individual learning needs and our multi-grade classrooms creates an environment of acceptance of diverse learners. Montessori-trained teachers encourage peer tutoring and cooperative learning within our multi-grade classrooms, which are recommended strategies for English Learners.

2. Effective instruction for English learners is similar to effective literacy instruction for native speakers.

CMP has a robust language program, based on Montessori curriculum that is aligned with Common Core State Standards. CMP's curriculum guide is reviewed, evaluated, and modified annually by curriculum level lead teachers, network wide. Additionally, the Montessori materials in the classroom and the methodology by which teachers teach, address the needs of English Learners and Bi-Lingual students.

CMP's reading program is designed to reach all students at their current reading levels, and through explicit small-group literacy instruction, move them to read on grade level. This program has shown success with both native and English learners. Our multi-grade

²⁹ Tilly, W. D. (2008). The evolution of school psychology to science-based practice. In A. Thomas & J. Grimes (Eds.). *Best practices in school psychology V* (pp. 17–36). Bethesda, MD: National Association of School Psychologists.

³⁰ Lillard, A. S. (2007). *Montessori: The science behind the genius*. New York, NY: Oxford University Press.

classrooms lend themselves to supporting mixed age, mixed grade small groups so that all student can be met at their specific level or learning.

3. Effective literacy curriculum and instruction for English learners must be adjusted to meet their needs.

Students receive lessons at their unique level with a homogenous group of peers. Students also work on computer adaptive digital curriculum that adjusts to meet their unique needs. Rosetta Stone to support ELs in English Language Development and i-Ready Reading to provide targeted English Language instruction.

4. Effective literacy instruction of English learners is comprehensive and multidimensional.

In a Montessori classroom literacy instruction exists across subject areas and is multidimensional.

First, Montessori has a comprehensive, multi-sensory phonetic language program that includes sandpaper letters, moveable alphabets, word building materials, and phonetic readers based on phonetic skill levels.

Second, the different subject matters have three-part cards that have picture cards, names, and definitions. As an example, in science, CMP offers three-part cards for different vertebrates, invertebrates, plants, landforms, planets, and many others. For social studies, CMP provides three-part cards about presidents, different countries, and other topics. For language, CMP provides numerous word and picture cards that teach different concepts and skills, such as antonyms/synonyms, homonyms/homophones, singular/plural, and many others. CMP also provides three-part cards for music (composers and musical instruments from all over the world) and practical life (family, grocery, self-help, etc.). Additionally, CMP offers three-part cards for geometry.

To further enhance the learning of English, CMP uses phonetic workbooks and readers, which have words and pictures to help English Learners make the connection between words and objects. In addition, the Montessori Language curriculum is rich in 3-part graphic matching jobs, where students match pictures and words.

Lastly, CMP's Montessori/State Certified teachers teach language, grammar and writing daily and across the curriculum through the use of multiple intelligences.

5. Effective literacy instruction for English learners develops oral proficiency.

CMP's reading program allows teachers to focus on the five essential components of literacy: phonemic awareness, phonics, oral reading, fluency vocabulary, and overall reading comprehension. For students that struggle, we have evidence based reading programs that have a focus on oral proficiency:

- SIPPS for phonemic awareness and phonics – SIPPS has been shown to be highly effective for English learners. For example, "effects on decoding ability were evaluated

using fall and spring scores on the Slosson Oral Reading Test. During this two-year study, English-speaking students gained an average of 1.6 grade levels in decoding ability each year after seven months of SIPPS implementation. This is more than twice the growth that would be normatively expected over a seven-month period. Spanish-speaking bilingual students showed even greater growth. They gained an average of 2.6 grade levels in decoding ability each year, almost four times expected growth.”³¹ SIPPS has shown the largest gains in reading ability for students who typically have the most difficulty learning to read, and therefore have the greatest need for explicit phonics instruction.

- Read Naturally for Oral Reading and Fluency Vocabulary - Read Naturally is made available to all students, including English Learners, to help support fluency, vocabulary, and reading comprehension. Read Naturally has also been shown to help support English Language Development. Read Naturally programs support English learner students in acquiring English language skills through the use of the audio built into every lesson. Students listen to and read along as a native speaker reads each story with correct pronunciation and inflection. The rate of the audio is appropriately paced according to the reading level of the student to provide the scaffolding needed to internalize pronunciation and inflection. Reading the story aloud multiple times provides the practice students need to improve their oral language skills.³²
- i-Ready Reading - This program leverages best-practice guidance from researchers and organizations such as the Council of the Great City Schools (CGCS) and the English Learner Success Forum. All three resources promote three key principles: Promote Engagement and Access, Integrate Strategic Scaffolds, and Support Academic Language Development. i-Ready has differentiated instruction elements built in for ELD.

CMP classrooms also implement literature circles, classroom read-alouds, novel studies, and presentations that allow students to practice their oral proficiency.

6. Guided reading is structured so students have ample opportunity to demonstrate comprehension through oral questioning and response. Effective literacy instruction for English learners is differentiated.

Montessori education employs a Socratic Dialogue that encourages students to engage in critical thinking related to informational text and literature that provides ample opportunity to demonstrate comprehension through oral questions and response. Additionally, our literature circles provide these opportunities.

In addition to multiple opportunities to demonstrate comprehension and differentiation CMP teachers provide EL students with:

- Cooperative learning opportunities;

³¹www.collaborativeclassroom.org/wp-content/uploads/2017/11/Evidence%20of%20Effectiveness.pdf

³² <https://www.readnaturally.com/ell>

- Academic language acquisition by using strategies like frontloading content vocabulary, and using context clues;
- Graphic organizers like Venn diagrams and other tabulated diagrams;
- Mainstreaming to benefit from English spoken by peers, support for concepts attainment.
- Individualized work plans and project-based activities;
- Programs used to improve English proficiency for students who have advanced beyond the emerging proficiency level include reading fluency and comprehension such as Read Naturally; word automaticity programs such as Word Warm Ups; vocabulary building, reading fluency and comprehension building, as well as ongoing SDAIE techniques;
- Language/Reading extension activities based on skill level are routinely offered to students.

7. Effective literacy instruction for English learners requires well-prepared teachers.

All teachers who teach ELs have English Learner Authorization/Cross-cultural Language and Academic Development (“CLAD”) certification, and they are proficient in using Specially Designed Academic Instruction in English. The ongoing professional development of teachers will include instructional strategies that are effective in teaching ELs. The instruction is designed to promote the effective and efficient acquisition of listening, speaking, reading and writing skills of the EL student.

8. Effective literacy instruction for English learners is respectful of the home language.

Montessori education celebrates diversity and multi-culturalism. CMP believes in supporting the development of multi-lingual learners. All CMP campuses have “Peace Pole” that includes six different languages. Our commitment to multiculturalism and the development of multilingual students is why we offer Rosetta Stone to all of our students so that not just our students learning English can have the gift of speaking multiple languages.

Monitoring and Evaluation of Program Effectiveness

CMP evaluates the effectiveness of its education program for ELs by:

- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Evaluating the progressive growth of EL students on standardized assessments and non-standardized assessments in comparison to that of non-EL students. Staff also tracks students longitudinally throughout their time with CMP to determine if there is significant variation in the academic achievement of students who were once classified

EL and non-ELL students, as measured by standardized assessments and non-standardized assessments. CMP tracks how many students are declassified as EL and the number of instructional years it takes for this declassification to occur.

- Monitoring availability of adequate resources.
- CMP created an EL Progress Monitoring Tool to monitor the progress made annually by EL Students. The Progress Monitoring Tool serves as an important shared resource between the EL Coordinator, classroom teacher, and parent.

Students who enter the CMP program as Kindergarten students that are identified as EL are usually re-classified within two years. In addition, students that have been identified as EL prior to enrolling in the CMP program are usually re-classified within two years upon enrolling in CMP. While throughout the state of CA, EL students are usually reclassified within five – seven years.³³

Staff will ensure that EL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and that EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited receive notices and information from CMP in their native language as feasible.

Plan for Students with Disabilities

Overview

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities including but not limited to Section 504 of the Rehabilitation Act of 1973 (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”).

The Montessori classroom provides flexibility and multiple learning modalities to support diverse learners. Implementation of Special Education service begins with RTI and pre-referral intervention and monitoring of academically low-achieving students by Student Success Team members. The team, including students' teachers, identifies problem areas for academically low-achieving students and plans interventions that are monitored and reviewed at subsequent meetings. When students do not make satisfactory progress after implementation of intervention programs and strategies, they may be referred for evaluation under Section 504 or the IDEA.

³³ <https://www.ppic.org/publication/k-12-reforms-and-californias-english-learner-achievement-gap/>

Special Education Services under the IDEA

CMP will continue to function as a local educational agency (“LEA”) for purposes of providing special education instruction and related services under the Individuals with Disabilities Education Improvement Act pursuant to Education Code Section 47641(a).

In 2006, in preparation for the initial Charter authorization by Buckeye USD, Elk Grove USD, Sacramento City USD and San Juan USD, California Montessori Project requested, for Special Education purposes, participation as an LEA in the Yuba County SELPA. This request was unanimously approved by both the Yuba County SELPA Operations Council (January 23, 2006) and the Yuba County Superintendent’s Council (February 27, 2006). Fully sanctioned by the California Department of Education, CMP and the Yuba County SELPA operated as part of a Special Education Pilot Program until December 2009, when the California State Board of Education recommended that CMP be released from pilot status.

As an LEA, CMP is fully responsible for Special Education compliance under state and federal law. While CMP operates as an LEA, Sacramento City Unified School District shall have no responsibility for the oversight or provision of Special Education instruction or related service to the students enrolled in and attending the Charter School. CMP follows SELPA policies and procedures, and utilizes SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services. CMP uses legally compliant procedures for responding to record requests, parent complaints, and for maintaining the confidentiality of pupil records.

All children will have access to CMP and no student shall be denied admission to the Charter School due to the nature, extent, or severity of his/her disability or due to the student’s request for, or actual need for, special education services.

Attached as Appendix 7, please find the Memorandum of Understanding with CMP and the Yuba County SELPA, which provides a reasonably comprehensive description of how CMP – Capitol will provide special education and related services. The MOU includes provisions related to staffing, notification and coordination of special education services, identification and referral (Child Find), assessments, IEP meetings, development and implementation, student placement, complaint procedures, and due process hearings. CMP is subject to the allocation plan of the Yuba County SELPA.

The Charter School pledges full compliance with the IDEA, SELPA policies and practices, and Education Code provisions regarding special education. All teachers and special education providers (employees and contractors) shall hold appropriate credentials and/or licenses.

As of this renewal submission, CMP-Capitol currently has sixty-five students with IEPs. The students are eligible for services in the following disability areas:

- 210 Intellectual Disability
- 240 Speech/Language Impairment
- 260 Emotional Disturbance

- 280 Other Health Impairment
- 290 Specific Learning Disability
- 320 Autism

Student services include specialized academic instruction, occupational therapy, speech and language, behavior intervention and educationally related mental health services (ERMHS).

CMP-Capitol seeks to build capacity in the special education department by hiring well qualified special education providers. Students are currently served by a combination of CMP and NPA providers. The CMP Network put a focus on building an internal SPED department. In 2020-2021, CMP went from 39% of SPED service providers being CMP employees to 88% being CMP SPED employees.

CMP-Capitol Campus is served by two 1.0 FTE Special Education Teachers, a .8 FTE Speech and Language Therapist, a .5 FTE School Psychologist, an hourly Board Certified Behavior Analyst, a Clinical Psychologist shared across CMP campuses, a Registered Behavior Technician shared across CMP campuses, a .4 FTE NPA Occupational Therapist and four .8 FTE Special Education Assistants. A contracted Physical Therapist and SELPA Vision Specialist support a couple of students who have specific needs. The CMP Special Education Director, in collaboration with the Campus Principal, provides program oversight and compliance monitoring, including submission of reports to the SELPA.

CMP-Capitol is an inclusive environment. Special Education Teachers provide a combination of “push in” and “pull out” services as needed, to provide the least restrictive environment for each student. Multiple materials and strategies are used in the provision of Specialized Academic Instruction (SAI), including Montessori materials and curriculum.

Attached as Appendix 8, please find CMP’s Board Policy and Procedures with regard to the School’s implementation of the Child Find, assessment, identification, and service requirements of the IDEA and State law.

Section 504 /ADA

The School shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (“ADA”). All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

Section 504 is the responsibility of the general education program and administration. The CMP 504 Coordinator and site Principals will be the primary 504 coordinators at the CMP-Capitol campus. 504 plans are developed by a school based 504 team.

Further, the School maintains a policy which outlines the requirements for identification of eligible students and implementation of 504 plans. The School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected

to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the Principal, or designee, and shall include qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options and the legal requirements for the least restrictive environment. The 504 team will review the student's existing records, including academic, social and behavioral records and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials, including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
- c. The results of observations in the authentic learning environment.
- d. Tests are selected and administered so as to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team and provided in writing to the parent or guardian of the student in their primary language along with a copy of procedural safeguards. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education under the IDEA, a referral for special education assessment will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments and/or observations conducted by the School's professional staff and a review of educational records. The parent or guardian shall be invited to participate in 504 team meetings where program modifications for the student will be determined and shall be given an opportunity to examine in advance all relevant records.

The 504 Plan shall describe the Section 504 disability and any program accommodation that may be necessary. In considering the 504 Plan, a student with a disability requiring program accommodation shall be placed in the regular program of the School along with those students who are not disabled to the extent appropriate to the individual needs of the student with a disability.

All 504 team participants, parents and guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

Attached as Appendix 9, please find CMP's Board Policy and Procedures with regard to the School's Identification, Evaluation and Education under Section 504.

CMP School Counseling

CMP has implemented a school counseling program in order to provide extra support in the three main areas of academic, career, and social/emotional guidance to our students and families. Counselors offer a preventative, whole school guidance curriculum program which is aligned with Montessori philosophy and the character education program; designed to address many of the issues that students face today. A variety of topics that the counseling program covers include: bully prevention, emotion and stress management, goal setting, healthy lifestyles, and others. Counselors also provide small group and individual counseling services as needed, largely based on administrative referral. Counselors provide individual student planning services to middle school students to aid in their transition to high school and foster a post-secondary mindset. Because the education and well-being of children involves a team approach, counselors work with teachers, administrators, parents, and community members to create the best educational experience for children to help them on their journey as life-long learners.

Detailed information about the counseling program and its mission, the referral system, informed consent, and confidentiality can be found in the CMP Procedures for the Comprehensive Guidance Counseling Program (CGCP), attached as Appendix 10.

For students who may benefit from counseling services beyond classroom guidance lessons, CMP has a thorough referral system which is driven by administration. Details are provided in the CMP Procedures for CGCP. If a student (TK-6) requests to see a counselor at school, before teachers and administrators refer, parents and/or guardians should ask the student the following questions prior to seeking support:

1. Have you tried to solve the problem yourself?
2. Can you walk away or let it go?
3. Will it still be a problem tomorrow?

Discussing these questions with students helps to foster independent thinking and responsible choices, which is consistent with teachings at CMP.

Students in the middle school program, may self-refer or walk-in for counseling services. Details regarding middle school self-referral may be found in the CMP Procedures for CGCP.

Attendance Guidelines

California Montessori Project shall maintain and implement an attendance policy and shall offer or exceed the minimum number of instructional minutes as set forth in Education Code Section 47612.5(a)(1) for the appropriate grade levels and will provide, at minimum, the required number of 175 instructional days. Please find CMP's Instructional Minutes and Bell Schedule broken down by campus and grade level for 2020-2021 attached as Appendix 11.1 and 11.2. CMP expects that students will attend school on a daily basis, unless ill (CMP requires documentation in the form of a physician's note if the student is absent for three or more consecutive days due to illness). Accurate contemporaneous records of student attendance will be maintained, and those records will be available for audit and inspection.

School Day

CMP-Capitol provides a school day from 8:30 a.m. to 3:00 p.m. for grades K-6 and 8:30 a.m. to 3:15 p.m. for 7th and 8th Grade. CMP Capitol also offers optional extended care from 7:00 a.m. to 6:00 p.m., Monday through Friday.

Calendar

CMP has a modified traditional school calendar. School starts in August and ends in May, with a fall, winter, and spring break. It is the belief that this calendar format allows parents and students a balanced school year with time off at various times during the year.

The school calendar is established and approved on an annual basis by the CMP Governing Board of Directors and is subject to change. Attached as Appendix 12, please find the 2020-2021 school calendar.

ELEMENTS 2 AND 3: MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT

Governing Law: *“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purpose of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. -- Education Code Section 47605(c)(5)(B)*

Governing Law: *The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. -- Education Code Section 47605(c)(5)(C)*

Charter School Goals and Actions to Achieve the Eight State Priorities: Local Control and Accountability Plan

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s Local Control and Accountability Plan (“LCAP”). Each of these goals addresses the unique needs of all students attending the Charter School, including the numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <http://www.cacmp.org/content/LCAP> and attached as Appendix 13. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

The Charter School affirms that its methods for measuring pupil outcomes for the State Priorities, as described in the LCAP, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

It is the goal that students at CMP will demonstrate the following upon graduation:

- Annual progress on state-mandated tests
- Mastery of the Montessori standards
- Competency in state grade-level content and performance standards

It is the goal of CMP to achieve the following school wide Montessori outcomes:

- To facilitate independent learning
- To educate the whole child, focusing on tools and strategies that honor the development stages of the child
- To ensure that students are able to access and manipulate information to achieve learning, free of external prompting

Methods of Measurement of Pupil Outcomes

Assessments to determine academic progress and curriculum placement include a variety of tools such as:

- Formative Assessments (K-8th) within daily instruction, including teacher observation of learning with Montessori Materials, group work projects, and performance-based and skill demonstrations.
- Portfolios (K-6th) which include a checklist of required materials for each grade level (e.g. a self-portrait, writing samples, handwriting samples, cultural reports, work samples, summary sheet of word building, reading program, math facts assessments, Albanesi language and math cards, etc.)
- CMP Kindergarten Math Assessment (K only) measures progress in mastery of Montessori Math materials and lessons.
- BPST-Basic Phonics Skills Test (K) phonics assessment consisting of recognition of letter sounds, specific phonics patterns, and blending of syllables.
- A Handwriting Screener to measure and support student handwriting is used in Kindergarten.

- DIBELS - Dynamic Indicators of Basic Early Literacy Skills (K–6th) assessment measuring the acquisition of grade level reading skills, fluency, comprehension, and as a Dyslexia screener.
- Exhibitions (1st–8th) such as World Fair, Science Fair, oral book reports and presentations, visual and performing arts presentations, band recitals, etc.
- CAASPP-California Assessment of Student Performance and Progress (3rd-8th). Smarter Balanced Summative assessments are administered on an annual basis, as mandated by state law. Smarter Balanced Interim assessments are also given for formulaic data which can enhance and guide instruction and student learning.
- The CAST-California Science Test is administered yearly to 5th and 8th grade students.
- The ELPAC (English Language Proficiency Assessment for California), which is given to any student who has another language other than English listed on their Home Language Survey, is used to identify and monitor progress of English Learners.
- All 5th and 7th grade students take the PFT-Physical Fitness Test.
- All 1st through 8th grade students take i-Ready Diagnostic Tests three times a year. The i-Ready Diagnostic Tests are adaptive assessment tools designed to provide teachers with actionable insight into student needs. It offers a complete picture of student performance and growth. By adapting to student responses and assessing a broad range of skills—including skills above and below a student's chronological grade—the i-Ready Diagnostic pinpoints student ability level, identifies the specific skills students need to learn to accelerate their growth, and charts a personalized learning path for each student.

Assessments of school-wide benchmarks will include:

- Annual family surveys
- Attendance reports
- CAASPP testing results
- i-Ready Diagnostic Results
- Montessori classroom embedded assessments
- LCAP
- California School Dashboard
- SARC (School Accountability Report Card)
- AMS Accreditation
- WASC Accreditation

Please find attached sample i-Ready tracking documentation as examples of how CMP administrators and teachers can internally track student progress (Appendix 2.1 and 2.2).

Progress Monitoring, Reporting and Communication with Families

Assessment in the Montessori classroom incorporates the hourly, daily, and weekly appraisal of student progress at CMP. Early in their educational career at CMP, students learn self-

assessment from the prepared environment of self-correcting materials and the examples/modeling provided by the adult teaching staff. Self-assessment, self-reflection and self-correction are important lifelong skills that students acquire from the earliest years in a Montessori environment. Additionally, students also learn from their earliest years that their learning is a partnership with their teachers and parents.

Adults and students establish and agree upon daily, weekly and monthly goals. Teachers maintain written records of the work presented and mastered, and each child has a “work plan” against which his/her progress is measured as he/she moves through various time periods.

At any given time, the Montessori teacher evaluates the child’s progress, academically, developmentally, socially and emotionally. With frequent one-on-one interaction and individual, personalized assessment of student work by the classroom teacher, as issues and concerns emerge they are quickly addressed. Constant fine-tuning and periodic adjustments maximize student progress and assure intellectual engagement for each child.

In such a highly-structured program, parents are alerted quickly to any concerns throughout the year. Additionally, CMP provides formal documentation of the student’s progress three times each year through standards-based reports cards which are sent home at the end of each trimester (November, March, and June). While parents are most familiar with the traditional “A-B-C-D” report card, CMP’s grade report has been carefully designed to give parents and students a progressive account of the student’s academic mastery for specific grade level standards in relation to the Montessori Curriculum and the CA Common Core Standards over the course of the school year.

CMP implemented a new standards-based report card format in the fall of 2020 which is informative, mastery marks align with CAASPP testing making it user-friendly for parents. Progress towards standard mastery scores is represented through the following grade designations: 4- Exceeding Standard, 3- Standard Met, 2- Standard Nearly Met, 1- Standard Not Met, and NI- Not Introduced Yet. The student’s effort is noted in each subject area by the designation: Exceeding Expectation, Expected Progress, and Needs Improvement.

While providing a clear account of the student’s progress, the CMP Middle School Programs, as a bridge to high school, have retained use of traditional letter grades based on percentage scores for assignments, research projects and tests.

CMP identifies parents and teachers as two integral parts of the student’s academic success team. As such, CMP encourages parents and teachers to stay in close communication regarding each student’s progress toward subject mastery. In addition to informal discussions and communications throughout the year, CMP offers three formal opportunities each school year for parents and teachers to meet individually to discuss the child’s progress. These parent-teacher conference periods are scheduled at specific intermittent periods: In the beginning of year, in November after completion of the normalization period, to provide an overview of the goals and objectives of the child’s academic plan for the year, and in

March, to provide another update on the child's progress toward subject mastery before moving on to the next grade level.

The administrative and teaching staff have spent countless hours and attention to providing a thorough and multi-faceted system for individual student assessment. The hope is that parents will feel well-informed on an on-going basis regarding their child's academic progress and success, rather than waiting for end-of-term grades. Through this multi-level approach, performance and progress, not grades, become the focus of assessment and the heart of any discussion about the child.

CMP administers annual state testing assessments in accordance with Education Code Section 47605(d). The process and results of such state measurements are used as an indicator of a child's individual progress from year-to-year. These assessments help parents, teachers and the student develop individual academic work plans.

Use And Reporting Of Data

CMP staff begin the process of disaggregation and analysis upon CDE's release of the California Assessment of Student Performance and Progress testing data. First, using individual student data, staff determines, by campus, the percentage of students who, based on the CAASPP Test reflecting state standards, are performing at the 'Standard Met' level or higher.

While CMP staff analyzes overall campus results to improve the educational program, staff also addresses interventions for those students scoring 'Standard Not Met' or 'Standard Nearly Met'. The delivery of services to some of those students is already being addressed through an IEP or 504 Plan. For others, this data allows CMP staff to specify additional interventions to ensure all students have the support they need to succeed.

CMP also uses i-Ready diagnostics to measure student progress as a second point of information. The diagnostic is given three times a year. It is a student growth measure and provides CMP with information not just on whether a student is performing on grade level but which standards they have mastered and which standards they need additional support on. The i-Ready diagnostic is nationally normed and helps us to understand how we are doing relative to students across the country. The diagnostics are also highly predictive of performance on the CAASPP.

Using Aeries Eagle software, CMP tracks the students' progress from year-to-year, further enabling us to modify the delivery of educational services, as deemed necessary and appropriate and to further assess the achievement of pupil outcomes.

Staff receives data on student achievement during regularly scheduled weekly staff meetings and administration meetings. This data is used to help monitor and improve CMP's education program.

School Evaluation

Each year CMP conducts surveys of parents and staff, seeking their input on elements of the program. The results of these surveys are shared with Principals and staff, and are used to effectively implement positive program change.

Annual Performance Report

The School shall compile and provide to the District Board of Education performance reports in the format and frequency requested by the District.

The School shall use the information compiled in its performance reports and its annual school accountability report card ("SARC") to evaluate and improve upon its educational programming as necessary.

The School shall submit to a random, unannounced site visitation process to enable the District to gather information needed to confirm the school's performance and compliance with the terms of this charter. Pursuant to Education Code Section 47604.3 the Charter School shall promptly respond to all reasonable inquiries, including, but not limited to inquiries regarding its financial records from the District, the County Superintendent of Schools, or the Superintendent of Public Instruction, including inquiries regarding the corporate finances or records of CMP. The School shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m). The Charter School shall also fully comply with the Public Records Act.

ELEMENT 4: GOVERNANCE STRUCTURE

***Governing Law:** “The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” Education Code Section 47605(c)(5)(D).*

Non-Profit Public Benefit Corporation

The Charter School is a directly funded independent charter school operated by a California nonprofit public benefit corporation, pursuant to California law.

California Montessori Project, which shall be governed in accordance with applicable California Corporations Code Sections and its adopted bylaws which shall be consistent with the terms of this charter, operates CMP–Capitol. As provided for in the California Corporations Code, the School shall be governed by its Board of Directors, whose members have a legal fiduciary responsibility for the well-being of the School. This nonprofit corporation will continue its existence notwithstanding any withdrawal or change of charter status.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. Please find attached the following:

- Appendix 14.1 - Articles of Incorporation
- Appendix 14.2 - Bylaws for California Montessori Project

Governing Board

CMP is governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The number of Directors serving on the Board shall be no less than five (5) and no more than thirteen (13). Each Director shall hold office for three (3) years and until a successor director has been designated and qualified. The CMP Board consists of a broad cross-section of professionals with the skills necessary to appropriately oversee the operation of the organization. These members may have, among other valuable traits, experience in education, business, technology, facilities, leadership development and organizational development. The CMP Bylaws also allow for a representative from each chartering authority, pursuant to Education Code Section 47604(c), to the Governing Board.

A list of current Board members and Board advisors, along with brief biographies of each Board member is attached as Appendix 15.

The method of board member election, terms and replacement are all addressed in detail in the CMP Board adopted Bylaws. These Bylaws contain the following:

1. The means by which Board members are to be nominated, selected, and removed from office;
2. The duration of each Board member's term of office;
3. The method by which Board meetings will be held;
4. The means by which parents, teachers, students, and other members of the community may communicate with the Board; and
5. The procedure by which bylaws may be amended.

Board Duties

The CMP Board of Directors will be responsible for the operation and fiscal affairs of the Charter School, its compliance with applicable laws and regulations, and the execution of its mission. The Board's responsibilities include, 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 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 Superintendent 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; and
- Hiring and evaluating the Superintendent;
- Prescribe powers and duties for corporate officers, agents and employees, fix their compensation, and require them security for faithful service;
- Financial audit oversight;
- Approval of School calendar;
- All matters related to Charter accountability including approval, amendment, or revocation;

- Change the location of the principal office within the state of California or cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country;
- Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes; and
- Adopt and use a corporate seal.

The Governing Board delegates the management of the day-to-day operation of the business of California Montessori Project to the Superintendent.

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.

Board Meetings

The Board of Directors will meet regularly to review and act on its responsibilities. Board meetings shall comply with the Brown Act and Education Code Section 47604.1(c).

In response to SB 126 and the creation of Education Code Section 47604.1, the Board's legal counsel has recommended the elimination of teacher representatives on the Governing Board. Having employees on the Board creates significant potential liability involving conflicts of interest. Eliminating the teacher representative on the Board protects the Corporation, the Governing Board, and the teacher representative. In the representative's place, CMP has implemented Teacher Advisory Roles so that the teachers can still provide input to the Board. See Appendix 16 for the complete Teacher Advisory Roles to the Board Policy.

CMP has also added the following Public Notice to the Board Meeting Agendas: "A video or audio tape recording may be made at any Board meeting. A recording is being made at the beginning of the meeting, and the recorder shall be placed in plain view of all persons present, insofar as possible."

The Board of Directors has adopted a conflict of interest code which complies with Government Code section 1090, et seq, as set forth in Education Code Section 47604.1, the conflict of interest provisions of the Political Reform Act as set forth in California Government Codes Section 87100 et seq., and applicable conflict restrictions required by the Corporations Code, and any charter school-specific conflict of interest laws or regulations. Please find the CMP Conflict of Interest Code attached as Appendix 17.

As long as quorum exists as defined by the Bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate regularly in training regarding board governance, the Brown Act, and conflicts of interest rules.

The Board of Directors participates in an annual training provided by Young, Minney & Corr, LLP. Attorney Wayne Strumpfer provided our most recent training on November 7, 2020; please find attached the training documentation as Appendix 18. Trainings include Effective Board Governance, The Brown Act, Understanding Conflict of Interest Laws, New California Laws, Form 700, and The Seven Habits of Highly Effective Governing Boards.

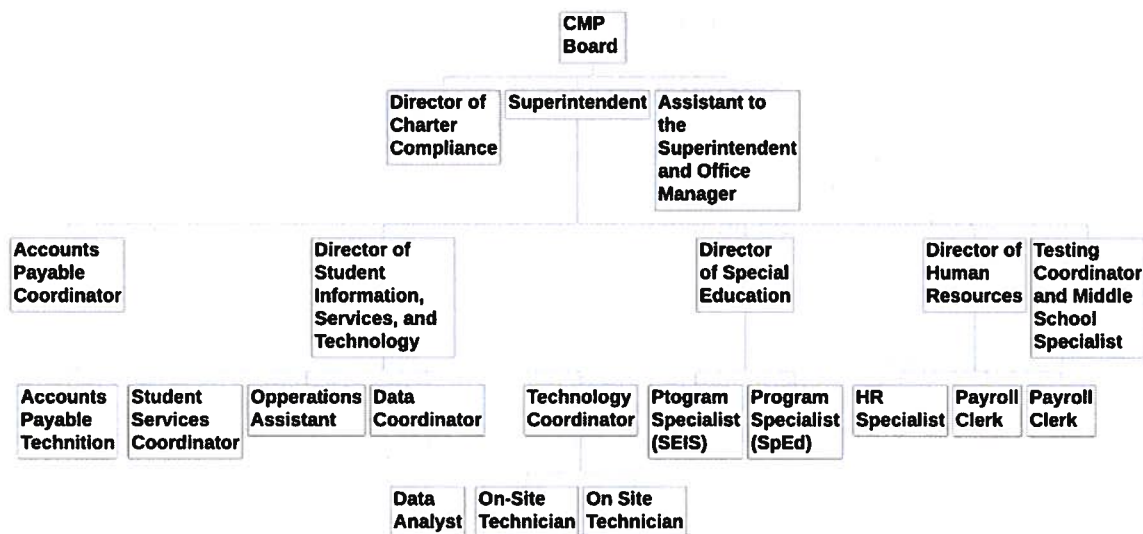
In addition to the monthly meetings, the Governing Board holds a full-day annual retreat, which historically has included Governance Training, Strategic Planning, and LCAP presentations and discussions.

Board Delegation of Duties

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of present Board members.

The following represents an organizational chart of CMP's Central Office:



Campus Advisory Council

The Campus Advisory Council (“CAC”) functions as a local governance arm for the CMP - Capitol Campus. The Council serves as an advisory council to the CMP – Capitol Principal. The primary function of the CAC is to provide input regarding campus events and fundraising, as well as how those funds will be utilized. The mission of the CAC is to work with the campus principal, teachers, and parents to build positive relationships, develop unity and increase involvement in the campus community. The CAC promotes communication and offers feedback and insight into campus development, assists the principal in campus fundraising resources and maximizes opportunities for improving the campus and ensuring a safe environment where all students can reach their potential.

The CAC consists of a minimum of two elected parent representatives and two elected teacher representatives, and is chaired by the site principal. The CAC shall meet on a monthly or quarterly basis. There is an annual election within each of the constituents to select one (1) parent and one (1) teacher representative to the site CAC, each serving a two (2) year term. If a vacancy occurs during the school year, the principal will appoint a parent or teacher to fill the position until the next regularly scheduled election for that position. An elected CAC member who fails to meet the responsibilities outlined below may be removed by a majority vote of the other CAC members and approval of CMP’s Superintendent and Governing Board. The decisions made by the CAC are taken as recommendations by the principal and the CMP Administration.

The CAC has the following responsibilities:

- Ensure that site governance decisions remain true to the CMP mission.
- Review and approve the monthly financial site budget report.
- Develop the goals for the site budgets for use of fundraised monies.
- Develop an annual plan for fundraising activities.
- Make recommendations to the site principal for certain line items on the school budget.
- Review school budget and interim budget presentations.
- Review school independent fiscal audit presentation.
- Support, evaluate and write grants (not exceeding \$5000 award per grant).
- Serve on textbook adoption committees.
- Provide input for short-and-long term planning at the campus level.
- Develop and/or review campus and parent events and school activity calendar.
- Support campus safety.
- Review presentation of the disaggregated data of the annual parent surveys.

Parent Participation

CMP encourages families to volunteer their time to promote the success of CMP and its programs. CMP has worked with parents and administrators to develop parent involvement strategies. Voluntary parent involvement may include the following:

- Participation with homework and support weekly learning assignments.
- Attendance at Campus Advisory Council meetings/educational meetings.
- Attendance for progress report meetings with the teacher, a minimum of two (2) times per year.
- Voluntary service to CMP. This can include serving on the Governing Board or standing committees, providing support with physical projects, providing professional or paraprofessional services, and chaperoning field trips.

Parent Education

CMP staff strongly believes that the involvement and education of the parents directly and positively impacts student success. The more parents understand the Montessori program and philosophy, the more engagement and support the school and the students will receive.

Informing potential families is the initial step. Tours are scheduled regularly throughout the school year, and are more frequent prior to open enrollment. Principals spend over an hour with small groups of parents giving them an overview of Montessori curriculum and the charter program. Parents are then able to observe the students at work in their classrooms. Larger Open Houses are also given in the evenings to accommodate those families unable to attend during the day.

Administrators and teachers have also been invited to speak at organizational forums to inform the learning community about Montessori education.

Several parent trainings and informational evenings take place throughout the year. We begin the school year with a Back-to-School Night. Teachers give Montessori lesson demonstrations on the unique hands-on materials in addition to giving an overview of the classroom, weekly, and school-year schedule.

Parents who are new to Montessori, or who wish to assist in the classrooms as parent helpers, attend trainings regarding the Montessori philosophy and historical background. Before entering into the classroom as a volunteer, parents attend “7 Habits of Highly Effective Parent Volunteers,” a specific presentation by a member of the campus administration.

Principals host regular “Parent Cafes” where presenters are invited to address specific topics, to include: *Love & Logic*, the Montessori Middle School Program, and the Montessori Environment.

Teachers will periodically arrange curriculum evenings for those parents interested in learning how the materials are presented to the children in the different subject areas. It is beneficial to the parents to have first-hand knowledge of the “jobs” and work the children do each day.

Later in the school year, the families are invited by their children to attend a “Watch Me Work Night.” This is the most enjoyed and well-attended event of the year. The children become the teachers and show their families how the materials are used, and what they have learned. Many times this is the first opportunity a parent has had to see for themselves the depth of learning that has occurred for their children in the Montessori environment.

The school also has annual educational and informative events that are highly attended; namely: The World Fair, Science Fair and the Wax Museum.

Please see attached as Appendix 19, the Family/School Handbook.

ELEMENT 5: EMPLOYMENT QUALIFICATIONS

Qualifications Of School Employees

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(c)(5)(E).

All employees of the CMP – Capitol Campus shall be considered employees of the California Montessori Project and not employees of the District. CMP believes that all of its employees play a key role in creating a successful learning environment and will recruit professional, effective and qualified personnel to serve in administrative, instructional, instructional support and non-instructional support capacities. CMP will adhere to applicable California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a serious or violent felony, a sex offense, or a controlled substance offense.

Prior to employment, all employees must furnish or be able to provide: Pediatric First Aid/CPR Certification, Blood-borne Pathogens training, and current Mantoux Tuberculosis risk assessment/examination. All applicants are required to provide a full disclosure statement regarding prior criminal record. Prior to the first day of work for every employee, CMP will process all background checks through the Department of Justice and ensure appropriate clearance. CMP maintains a drug, alcohol and smoke-free work place, enforces all applicable laws and policies against discrimination and harassment, upholds requirements for mandated reporters, and provides appropriate due process for complaints, disputes or grievances involving or affecting staff members. Upon confirmation of employment, all CMP staff shall complete orientation and training as applicable to their position that supports their willingness and ability to fulfill the responsibilities and duties of their position in accordance with the organization's policies and educational philosophy. CMP Personnel Handbook can be made available upon request.

Attached as Appendix 20, please find a list of current credentials for employees at the CMP - Capitol Campus.

Attached as Appendix 21.1 – 21.10, please find CMP Employee Job Descriptions.

CMP's key staff members, such as the Superintendent, Principals, Human Resources Director, Special Education Director, Director of Charter Compliance, Administrative Specialists, Administrative Support Staff, Teachers and Special Education Staff and Teacher Assistants will meet the following qualifications:

Superintendent Qualifications:

The Superintendent shall have previous successful experience as a director of a charter school, with knowledge of Education Code, special education laws, charter laws, business/finance, facilities, contract/lease agreements and legislation. The ideal Superintendent will have a background in alternative education, and possess a Masters

degree in Education and/or a Bachelor of Arts degree in Business, with a California Teaching Credential and an administrative credential. The Superintendent shall serve as the leader of the executive management team that provides organizational leadership and direction; and shall demonstrate an ability to interact effectively with CMP's Administrative Leadership and Governing Board as well as other stakeholders.

Superintendent Roles and Responsibilities:

The Superintendent will maintain a positive and productive relationship with the CMP Governing Board:

- The Superintendent will work closely with the CMP Governing Board, including organizational mission, vision, strategic plan and fiscal matters;
- The Superintendent will collaborate with the Board Chair and Secretary to draft the Board Agenda;
- The Superintendent will provide written recommendations to the Board regarding programs, policies, budget, facilities, and other school matters;
- The Superintendent will provide reports and updates to the Board related to significant network achievements and challenges;
- The Superintendent will enter into negotiations on behalf of the CMP Governing Board.

The Superintendent will maintain a positive and productive relationship with local and state public leaders/entities:

- The Superintendent will serve as the liaison between CMP and authorizing Districts;
- The Superintendent will serve as the liaison between CMP and facilities lessors;
- The Superintendent will represent CMP, in regards to District and State facilities, construction/rehabilitation projects (including Prop 39, Prop 55 and Prop 51), and enter into negotiations and agreements on behalf of CMP;
- The Superintendent will establish effective relationships with Montessori Leaders, Charter Leaders, Resource and Support Providers, chartering authorities, YCOE SELPA, and the California Department of Education.

The Superintendent will lead and develop the Administrative Team of CMP:

- The Superintendent will work closely with the Department Heads, Central Administrative Staff and site-based leaders, to ensure smooth day-to-day internal operations;

- The Superintendent will coordinate services between external agencies and the Central Administrative Team, including Special Education, Business Services, and Legal Counsel;
- The Superintendent will engage in substantive and collaborative dialogue and orchestrate group meetings, as appropriate.

The Superintendent will effectively assess, manage and mitigate all risks/potential risks:

- The Superintendent will exemplify integrity in all aspects of operations and instruction;
- The Superintendent will work with Operational Staff to provide resources to address potential risks;
- The Superintendent will oversee all legal issues related to instruction, and operations, in consultation with legal counsel, as appropriate.

The Superintendent will work closely with the Finance Manager to:

- Prepare quarterly budget reports, including multi-year projections, for approval by the CMP Governing Board, and review by CMP's authorizing districts;
- Monitor CMP school and network finances, and make adjustments, as appropriate;
- Ensure that all decisions reflect sound stewardship principles and practices;
- Ensure and prioritize the Learning Community's values, including full complements of Montessori materials, small student:teacher ratio and two instructional staff persons per class.

The Superintendent will ensure CMP meets/exceeds all regulatory requirements:

- The Superintendent will demonstrate thorough understanding of systems, practices and procedures related to network operations;
- The Superintendent will provide oversight for the timely and accurate submission of reports and documentation to local, district, state and federal agencies;
- The Superintendent will work closely with the Special Education Director to ensure compliance with all State and Federal regulations.
- The Superintendent will actively engage in the writing, publication and presentation of required reports, including Accreditation materials (AMS and WASC) and Charter Renewals.

The Superintendent will ensure CMP pursues the highest level of Montessori education:

- The Superintendent will work closely with the Principals to provide curricular support to instructional staff;

- The Superintendent will work closely with the Testing Coordinator, Data Management Team and site-based Leaders to develop and implement procedures for tracking student status and progress;
- The Superintendent will work closely with Principals and Deans to ensure effective evaluation of the instructional program.
- The Superintendent will work closely with stakeholders to ensure commitment and compliance with the high standards for AMS accreditation.

The Superintendent will ensure CMP recruits, hires and retains well-qualified and effective instructional and operational staff:

- The Superintendent will work closely with the Department Heads to provide professional growth opportunities, trainings, evaluations and guidance for administrative and operations staff;
- The Superintendent will support Central Administrative staff in their efforts to provide trainings for site-based administrative staff persons;
- The Superintendent will work closely with the Principals and Human Resources Department in the recruitment and hiring of instructional staff;
- The Superintendent will work closely with the Principals as they support professional growth opportunities for instructional staff;
- The Superintendent will facilitate assignments, transfers and promotions, and the release of staff as appropriate.

The Superintendent, as leader of the organization, will purposefully shape the Climate and Culture of CMP:

- The Superintendent will seek to empower all members within the CMP Learning Community;
- The Superintendent will support the gifts, talents and passions of the CMP Learning Community;
- The Superintendent will purposefully and strategically develop leaders within the organization;
- The Superintendent will establish a Culture and Climate respectful of all peoples;
- The Superintendent will provide frequent and substantive communications to the public.

Principal Qualifications:

The Principal must hold a minimum of a Bachelor's Degree, with a California Teaching Credential and/or Montessori Certification. Preferably, the Principal will possess both state

and Montessori certifications along with an Administrative Credential. A minimum of two years elementary and/or middle school education experience is required, with prior administrative experience in the educational field.

The Principal shall have a working knowledge of and experience in implementing Education Code and charter laws applicable to all areas of operation and administration of a charter school site. As the leader of his/her school site, the Principal shall demonstrate above average interpersonal skills and the ability to lead and develop his/her administrative and instructional staff members. The Principal shall serve as a participant of the executive management team that provides organizational leadership and direction; and shall demonstrate an ability to interact effectively with CMP's Superintendent and Governing Board as well as other stakeholders.

Director of Charter Compliance Qualifications:

Under the supervision of the Superintendent, the Director of Charter Compliance is responsible for ensuring compliance with relevant and applicable governance, including charter laws, education code, the school's charter petition, the bylaws of the charter school's board of directors, and charter authorizer requirements. The Director of Charter Compliance will develop, refine, and manage a compliance calendar and standard processes and protocols. In addition, the Director of Charter Compliance will work closely with the Superintendent, Central Administration Team, Campus Principals and the charter school's Governing Board to meet ongoing compliance deadlines. The Director of Charter Compliance will also serve as a liaison between CMP and authorizing districts, county offices of education and the California Department of Education, ensuring the implementation of, and compliance with, board-approved policies and procedures.

Core Competencies

- Self-starter with exceptional decision making, strategic thinking, and organizational skills
- Deep understanding of the local landscape, including the key players and power dynamics
- Fosters communication by adapting and sharing out complex messages across diverse groups of people
- Effectively builds and maintains relationships with key stakeholders

Preferred Capabilities

- Bachelors Degree
- At least 5 years professional work experience at the school or policy level
- Strong command of tools such as Google Suite, Excel, and other Office products

- Strong written, verbal communication, and presentation skills with keen attention to detail.
- Growth mindset; adept at thinking strategically, translating plans into action, and exhibiting excellent judgment.
- Strong project management skills, with the ability to motivate and engage diverse groups of individuals, vendors, partner agencies, and other stakeholders.
- Ability to quickly build trusting relationships with a broad set of people, including families, external stakeholders, and school staff.
- Ability to understand data and use data to influence and advocate for CMP.
- Ability to self-direct and prioritize among competing goals, exhibit flexibility in work hours, and drive for results in a fast-paced environment.

Director of Student Services, Data Management and Technology Qualifications:

The Director of Data Management serves a key role in providing supervision and oversight for operational functions related to student data management and mandated reporting for the charter school. Minimum qualifications for this position include a Bachelor's degree in Business Administration or Management Information Systems (MIS) combined with 3-5 years experience in the daily operations of an elementary school with an emphasis on collection, maintenance, and reporting of student data. Exposure to SSID Annual Maintenance, anomaly resolution, OPUS and CALPADS is a plus. The Director of Data Management will also possess the ability to positively interact with and support staff members relative to implementing the organization's policies, procedures and systems related to the charter school's data management and reporting obligations.

Director of Human Resources Qualifications:

The Director of Human Resources shall possess a minimum of a Bachelor's degree or equivalent in Human Resources, Business, or related field; five plus years of progressive leadership experience in Human Resources management positions; specialized training and a comprehensive understanding of human resource and employment laws, regulations, practices and principles including the administration of benefits and compensation programs, employee relations, performance management, training and development, and organizational planning and development; working knowledge of and experience in implementing education code and charter laws applicable to personnel services; above average interpersonal and communication skills, with a demonstrated ability to develop and maintain positive professional relationships and speak and write clearly and persuasively; evidence of the practice of a high level of confidentiality, excellent organizational, interpersonal and coaching skills.

The Director of Human Resources may represent the Superintendent in his/her absence. As such, the Director of Human Resources shall also possess a demonstrated ability to lead and develop other administrative staff members; to serve as a successful participant of the

executive management team that provides organizational leadership and direction; and to interact effectively with CMP's Superintendent and Governing Board as well as other stakeholders.

Director of Special Education Qualifications:

The Director of Special Education shall possess a Master's Degree in Education with a Special Education emphasis or a Master's Degree in Psychology, and a minimum of five years of certificated teaching experience in Special Education. Professional experience should include application of assessment and prescriptive teaching techniques, matching learning needs to learning modalities, and development of in-service training activities for professionals and parents. Successful experience in managing/supervising educational staff is preferred. The Director of Special Education shall also possess a California credential authorizing service in at least one area of Special Education and/or a Pupil Services Credential, and a standard Administrative Services or Supervision Credential; or Credentials of equal authorization by the California Commission on Teacher Credentialing.

The Director of Special Education shall have a working knowledge of and experience in implementing education code and charter laws applicable to special education services. The Director of Special Education may represent the Superintendent in matters relative to Special Education Services for the Charter School. As such, the Director of Special Education shall also possess above average interpersonal skills, as well as a demonstrated ability to lead and develop other administrative staff members; to serve as a successful participant of the executive management team that provides organizational leadership and direction; and to interact effectively with CMP's Superintendent and Governing Board as well as other stakeholders.

Administrative Specialist Qualifications:

CMP shall employ administrative specialists to support school operations. Administrative specialists must have a high degree of initiative, ability to work independently, ability to develop and maintain positive professional relationships, ability to take responsibility for contact with others and pay close attention to administrative detail. Each administrative specialist will have a high degree of interaction with stakeholders and staff at all site locations. As such, each administrative specialist shall possess above average interpersonal skills and shall demonstrate the ability to exercise sound independent judgment, discretionary decision making and professional accountability. Each administrative specialist shall possess the necessary education and professional experience related to their field of specialty to qualify them for the duties and responsibilities of the position. Examples of Administrative Specialists within the CMP organization include:

The Student Services Coordinator serves a key role in the organization, providing supervision and oversight for operational functions related to various areas of student and family programs and services, as well as state data collection requirements, and operational duties involved in maintaining a safe learning environment for both students and staff of the charter school. Minimum qualifications for this position include a Bachelor's degree in Business Administration, Education, or a related field combined with 3-5 years experience in school operations and administration with an emphasis on school services, extended care

programs, athletic programs, school safety and student discipline processes and procedures. The Student Services Coordinator shall also possess a demonstrated ability to lead and develop other administrative staff members; and to interact effectively with CMP's Superintendent, Administrative Leadership, and Governing Board as well as other stakeholders relative to implementing the organization's policies, procedures and systems related to the charter school's programs and services, and state mandated obligations.

The Accounts Payable Coordinator serves a key role in the organization, providing accounts payable and general bookkeeping services as well as staff training specific to accounts payables functions and systems for the charter school. Besides possessing the necessary education and professional experience to qualify him/her for the duties and responsibilities of this position, the Accounts Payable Coordinator will also have knowledge of fund and/or public school accounting procedures and the ability to exercise sound independent judgment in the management of school accounts and fund activity. The Accounts Payable Coordinator will also possess the ability to positively interact with and support staff members relative to implementing the organization's policies, procedures and systems related to the charter school's finances.

The Governing Board Secretary serves a key role in the organization, providing meeting coordination, recordkeeping and administrative support to the Governing Board and the Superintendent relative to the governance functions of the charter school. The Governing Board Secretary shall exemplify an above average executive support skill set and shall demonstrate the ability to communicate effectively with members of all stakeholder groups. This position is characterized by a high degree of self-directedness, ability to work independently, ability to take responsibility for contact with others and administrative detail. The Governing Board Secretary shall demonstrate evidence of a high level of confidentiality, above average interpersonal and communication skills, ability to develop and maintain positive professional relationships and excellent organizational skills.

The Assistant Testing Coordinator will support the Secondary Education Specialist/Testing Coordinator with all duties and responsibilities associated with: ordering, collecting, and submission of all materials related to state testing. The knowledge, skills and abilities required of the Assistant Testing Coordinator will include the ability to prioritize tasks and to work effectively with minimal supervision; flexibility and a strong commitment to getting the job done; strong organizational and proofreading skills; ability to follow-up on task commitments and give updates as needed; and the ability to work efficiently under pressure and meet deadlines, while maintaining courtesy and professionalism. The essential functions of the Assistant Testing Coordinator will include ordering, distributing, collecting, and submitting all materials related to ELPAC, CAASPP, CAA, CAST and PFT; monitoring the arrival of CAASPP and Summative ELPAC student score reports and document-missing reports for all campuses; updating all SSR (Student Score Reports) letters for CAASPP and ELPAC; register staff for trainings and meetings; ensuring PFT completion and data entry by deadline; monitoring testing schedules; and other related tasks.

The Payroll and Benefits Analyst will perform a variety of complex and technical payroll accounting clerical functions; audit, review and effectively compile payroll reports, records, and related summaries in an accurate and timely manner. The Payroll and Benefits Analyst

will possess any combination equivalent to graduation from high school supplemented by one (1) year of college level coursework in accounting or related field is preferred, and two (2) years clerical experience, preferably including work with payroll, or similar functions. The Payroll and Benefits Analyst adding information systems and electronic data processing and computerized systems pertaining to payroll record keeping, processing, and operations. Essential Functions of the Payroll and Benefits Analyst will include auditing timesheets and related documents; collecting and verifying a variety of payroll documents; calculating salary adjustments, leaves, absences and deductions; reviewing payroll reports and transactions for accuracy and compliance with State and Federal laws and regulations; processes unemployment claims; processes verification of employment requests; maintains detailed and organized work process and workflows.

Administrative Support Staff Qualifications:

CMP shall employ support staff to assist with school operations, such as Assistant to the Superintendent, Assistant to the Principal, technology specialists, designated departmental support specialists, and general office support. Executive level support staff members shall possess above average interpersonal skills, the ability to exercise sound independent judgment, discretionary decision making and professional accountability. Administrative support staff should have the ability to work independently, the ability to take responsibility for contact with others and pay close attention to administrative detail. Each staff member shall possess the necessary education and professional experience related to their field of service to qualify them for the duties and responsibilities of the position to include exemplary customer service skills, demonstrated competencies in Microsoft Office computer software and hardware systems and other identified office skill sets, as applicable to their assigned duties and responsibilities.

Teacher Qualifications:

Teachers are responsible for providing for the care, guidance, emotional needs and developmental experiences of children in assigned classrooms, and to create and maintain a learning environment supportive of Montessori educational standards and philosophy. Teachers must hold a minimum of a Bachelor's Degree from a degree granting institution, and a valid authorization to serve as a California Credentialed teacher from the California Commission on Teacher Credentialing (CCTC), in accordance with Education Code Section 47605(l).

Additionally, as an AMS-accredited public Montessori school, CMP is committed to hiring teachers who also maintain their Montessori teaching certificates for the grades in which they teach. CMP recognizes all accredited Montessori teacher preparation programs, including AMS and AMI training centers.

Accordingly, a teacher must have:

- (1) A bachelor's degree from a degree granting college or university;
- (2) A California State teaching credential, or a University Intern Credential while actively working toward completion of a California State teaching credential, and

- (3) Demonstrated academic subject matter competence.

CMP complies with Education Code Section 44253.1, which requires all teachers serving English Learner (EL) students hold appropriate authorization: EL Authorization/CLAD/CTEL/SB 395/AB 2913.

Teacher Assistant (Paraprofessional) Qualifications:

CMP recognizes the importance of trained paraprofessional staff in the classroom to aid the teacher in the instruction of students.

Teacher Assistants shall hold a minimum of an Associate of Arts degree; or provide transcripts reflecting 48+ college units that prepare the paraprofessional for supporting academic instruction; or pass a subject matter equivalency test as approved by the charter school and/or sponsoring school district combined with a high school diploma.

Montessori training and experience working with children is preferred. Preferably, paraprofessional staff shall hold a Bachelor's Degree and a Montessori Credential, or be enrolled in an accredited Montessori Teacher Training program.

Professional Development

Recognizing the importance of staff development and teacher training, CMP provides numerous professional growth/orientation opportunities throughout the year, including the following:

- CMP provides each full-time certificated teacher with funding designated to support his/her participation in the pursuit of Montessori training, advanced degrees or certifications, continuing coursework at the college or university level, or attendance at educational workshops and/or conferences, contingent upon annual budget allocations.
- CMP provides mentoring and collegial support, as well as intra-school curricular meetings, through its network of existing school sites.
- Prior to the beginning of the school year, CMP provides a multi-day In-Service for all staff. The In-Service usually begins with a CMP network-wide event, featuring a keynote speaker. After the keynote speaker presentation, CMP staff are offered a variety of workshops to attend. This event gives CMP staff an opportunity to connect with other CMP staff from other CMP school sites. The In-Service days also provide time for CMP campus-specific trainings and classroom setup.
- CMP has two Early Release Professional Development days per month that allow for job embedded and sustained professional development. Topics are selected by teachers and campus administration. Previous topics have included Equity and Diversity Training, Social Emotional Training, Curriculum Implementation, Data Analysis, and Student Behavior Support to name a few.

- CMP provides teachers with time to participate in grade level Professional Learning Communities (PLCs) where teachers can learn from their peers.
- CMP offers network-wide Staff Development days that feature keynote addresses by nationally-known speakers, as well as break-out sessions and workshops led by experts within the CMP network.
- CMP supports Middle School teachers in the pursuit of secondary level Montessori training. In recent years, CMP has supported the extensive training of Middle School teachers at the Houston Montessori Center and the Cincinnati Montessori Secondary Teacher Education Program, AMS accredited teacher preparation programs. This training provides advanced study in secondary level Montessori pedagogy and supports the continued development of CMP's Middle School program.
- CMP collaborates with the Sacramento County Office of Education to provide induction programming to all new SB 2042 preliminary credential holders in their first and second years of teaching who hold full-time lead teacher positions within the CMP network. Further, CMP recognizes the value that this program brings to its staff and has chosen to extend an invitation to all CMP instructional staff to participate in the professional development programs and workshops as may be available within the network as well as those offered through the consortium. Unless a credential is due to expire, CMP enrolls staff in the induction program once they have been employed for 3 years.
- CMP supports teacher attendance at workshops sponsored by the Sacramento County Office of Education. This series of professional development workshops is specifically designed to assist teachers with the transition to the CCSS in both English Language Arts (ELA) and Mathematics. CMP administration supports CMP's growth in this area by covering the cost for the workshops and providing early release time for the teachers to attend these workshops.
- CMP supports teachers in attending the annual American Montessori Society Conference which provides training in Montessori best practices.

Professional development will be scheduled on a regular and ongoing basis to support teachers throughout their career at CMP. In establishing a professional teaching environment, CMP will ensure collaborative, network-wide, planning time for teachers to design student-focused curriculum, pedagogy and assessment.

ELEMENT 6 - HEALTH AND SAFETY PROCEDURES

Governing Law: *"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:*

- i. That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- ii. The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- iii. That the school safety plan be reviewed and updated by March 1 of every year by the charter school."*

- Education Code Section 47605(c)(5)(F).

In order to provide safety for all students and staff, the Charter School implements full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis by the Charter School Superintendent and Board of Directors. CMP shall ensure that staff are trained on the health and safety policies. Below, please find a summary of the health and safety policies of the School:

Procedures for Background Checks

The Charter School certifies that criminal record summary information has been obtained for all staff prior to employment, pursuant to Education Code Section 44237. Further, CMP complies with the provisions of Education Code Sections 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to engaging in employment, volunteerism, or contract services or any unsupervised contact with pupils of the Charter School. CMP shall not hire any person, in either a certified or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Section 44830.1 and 45122.1. The Superintendent or appointed confidential designee shall review Department of Justice reports on prospective employees, contractors and volunteers to determine whether an individual may provide service within the charter school network accordance with Education Code Section 44237 or 45125.1, except with respect to reports relative to themselves, in which case the President of the CMP Governing Board or appointed confidential designee will review the respected report. The Superintendent or appointed confidential designee shall monitor compliance with this policy on a continuous and ongoing basis.

Tuberculosis Risk Assessment and Examination

The Charter School certifies that applicable health record information has been obtained for all employees and others having direct, frequent, or prolonged contact with students, prior to initial service as a requirement of Education Code Section 49406 in requiring tuberculosis

risk assessments and/or examinations (if necessary) of all employees and others working in direct contact with students. Thereafter, the Charter School shall obtain proof of risk assessments and examinations (if necessary) at least once each four years or at a frequency otherwise deemed necessary by the local health officer as provided for in Education Code Section 49406.

Role of Staff as Mandated Child Abuse Reporters

Under California Penal Code Section 11165.7, all classified and certificated staff are designated as mandated child abuse reporters and are directed to follow all applicable reporting laws, as outlined in the California Child Abuse and Neglect Reporting Act. Upon confirmation of employment, all CMP staff shall be oriented to the provisions of the Act and shall sign a written acknowledgement of an agreement to comply with the provisions of the Act. This code (CANRA) is also provided in CMP's personnel handbook and employment agreements.

Staff shall complete an annual mandated reporter training, provided by CMP, within the first six weeks of school or within six weeks of employment and annually thereafter in accordance with Education Code Section 44691. CMP employees shall comply with the provisions of AB 1432 by completing the "Child Abuse Mandated Reporter Training – California" online training program as recommended by the California Department of Education, and provided by the California Department of Social Services (www.MandatedReporterCa.com). Upon completion of the training program, employees shall provide an electronic copy of the certificate of completion to CMP's Human Resources department. AB 1432 training certificates are logged in CMP's personnel recordkeeping system, with reports provided to the site administrators and the Superintendent. These records shall be updated annually at the beginning of each school year, and as new employees are hired.

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School implements a comprehensive policy (attached as Appendix 22) to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee/employee, employee/student, and third party/employee misconduct). A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Sexual Harassment and Harassment Prevention training is provided to employees upon initial hire with additional sensitivity training provided at the campus level at various intervals. Sexual Harassment and Harassment Prevention training for supervisors is provided at regular intervals as required by state law. The Charter School considers misconduct of this nature to be very serious and will investigate and address any claims or concerns in accordance with the Charter School's discrimination and harassment policies as well as state and federal laws.

Drug Free/Smoke Free Environment

The Charter School shall maintain a drug and alcohol and smoke free environment. Upon confirmation of employment, all CMP staff shall be oriented to the provisions of this policy and shall provide written acknowledgement of and agreement to comply with said policy. This policy is also provided in CMP's personnel handbook.

Bloodborne Pathogens

The Charter School shall comply with state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace.

Whenever exposed to blood or other body fluids through injury or accident, students and staff will be directed to follow the latest medical protocol for disinfecting and waste disposal procedures, as dictated in the employee's First Aid/CPR/Bloodborne Pathogens certifications.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

School Safety Plan

The Charter School shall adopt a School Safety Plan (attached as Appendix 23), to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures

- Policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- A discrimination and harassment policy consistent with Education Code Section 200
- Provisions of any school wide dress code that prohibits students from wearing “gang-related apparel,” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning
- The rules and procedures on Charter School discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6.
- Procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

The Charter School shall adhere to a CMP Safety Operations Plan which contains a School Safety Plan and a Site Emergency Response Plan tailored specifically to the needs of the campus site. This Plan includes, but is not limited to, the following responses: fire, flood, earthquake, threats, hostage situations, and biological or chemical release. This Plan also includes an evacuation plan, and general school safety procedures. The CMP Safety Operations Plan adopts 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. Staff shall receive training in emergency response measures.

Immunizations

The Charter School will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school, which requires that a school nurse or other designated personnel administer medication, with appropriate documentation. Medications are labeled and kept in a locked location. CMP will adhere to Education Code Section 49414 regarding epinephrine auto-injectors. Training for staff members is provided as part of their CPR/First

Aid Training. The Charter School requires a permission form to be signed by the parent/guardian and by the student's physician. The Charter School will maintain trained personnel to assist in the administration of medication, as appropriate.

Vision/Hearing/Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School shall adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy (attached as Appendix 24) on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum, every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Nutritionally Adequate Free or Reduced Price Meal

CMP shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, et. seq.).

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

ELEMENT 7: STUDENT POPULATION BALANCE

Governing Law: *“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” Education Code Section 47605(c)(5)(G).*

The School shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to attempt to achieve a balance of racial and ethnic students, special education students, and English learner students, including redesignated fluent English proficient students, as defined by the evaluation rubrics in Section 52604.5 that is reflective of the general population residing within the territorial jurisdiction of the District and the communities in which its sites are located:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based -recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District and the communities in which its sites are located, including Spanish language materials as needed.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the District and the communities in which its sites are located.
- Continuing to showcase our inclusionary practices for students with disabilities at numerous, optional campus tours provided both during the day time and evening.

CMP is committed to increasing our outreach to diverse communities. To achieve this goal, CMP convened a diverse group of stakeholders into a new committee, Why Minorities Matter in Montessori (WMMM) Committee. The WMMM meets regularly to discuss outreach efforts, grant opportunities, minority enrichment and education. Because of these efforts, CMP has been proactive in becoming more visible in communities of color. As families become more accustomed to seeing CMP in their community, CMP is confident that there will be an increase in the number of families of color that choose to submit a lottery application for enrollment.

The WMMM Committee assisted in the re-design of CMP’s informational materials to more broadly appeal to communities of color. CMP developed a more robust community information campaign to inform diverse community groups about CMP. These efforts included a formal tracking of the outreach efforts, i.e. tabling at the African Market on Florin

Road and distributing the redesigned fliers at locations like the Asian Community Center, to gain an understanding of where CMP's outreach would be most successful.

In 2018, the CMP-Capitol administration participated in an eight session Diversity, Equity, and Social Justice training provided by the Association of California School Administrators (ACSA). Through the ACSA training CMP administrators were equipped to better support CMP-Capitol staff with Diversity, Equity, and Social Justice issues.

In 2019, CMP-Capitol administration provided the ACSA training to CMP-Capitol staff. CMP staff members also participated in trainings related to Culturally and Linguistically Responsive Learning. Through the Culturally and Linguistically Responsive Learning training CMP purchased additional books and resources for both students and teachers. In 2020, CMP held two trainings on Teaching Tolerance facilitated by faculty from Sacramento State University.

In 2020, CMP will pilot a Black Student Union as an enrichment program for all students. If the program is successful, the plan is to develop additional affinity groups beginning in 2021. The BSU will be focused on Socratic Dialogue, aligned with complete lesson plans. Topics will include:

- The History of Africans Before 1600
- The Impact of African-Americans in American Sports
- Black Wall Street
- Origins of Historically Black Colleges/Universities
- Black Entertainment throughout the early 1900s
- The Origins and History of Hip-Hop

CMP continues to welcome the opportunity to collaborate with Sacramento Unified School District in determining the most effective strategies to achieve a racial and ethnic balance at CMP-Capitol. It is the goal of CMP to increase its diversity in fulfilling its stated mission.

The following chart shows the 2019-2020 ethnic demographics for CMP-Capitol Campus, SCUSD and the top three SCUSD schools that CMP-Capitol students would have otherwise attended:

	CMP - Capitol Campus	Hubert Bancroft	O.W. Erlewine	Sequoia	SCUSD
Black or African American	2.1%	8.2%	12.1%	13.3%	14.8%
Asian	5.2%	4.8%	2.8%	6.4%	16.5%
Filipino	0.6%	0.2%	1.1%	0.5%	1.3%
Hispanic or Latino	20.3%	39.4%	31.9%	36.2%	40.8%
Native Hawaiian or Pacific Islander	0.6%	0.5%	0.4%	2.1%	2.0%
White	57.9%	34.4%	36.5%	27.4%	16.8%
Two or More Races	13.3%	12.1%	14.2%	13.8%	7.1%
English Learner	1.8%	7.7%	6.7%	4.6%	17.6%
Students with Disabilities	16.4%	15.9%	20.2%	13.1%	14.1%

CMP adheres to Education Code Section 47605(e) regarding admission requirements. CMP uses the following methods to market the program:

- Announced enrollment for the upcoming school year in various publications, in both English and Spanish.
- Hosted informational booths at community events.
- Community outreach through various activities, including: Sports Programs, Spelling Bee participation, Science Olympiad, Nature Bowl, Business Internship program.
- Community service projects through Girl Scouts and Boy Scouts, 4H and County Fair, etc.
- Word of mouth of current and alumni parents.
- Other community gathering places identified in partnership with the CMP Why Minorities Matter in Montessori Committee.

The School shall implement a student recruitment strategy that includes, but is not necessarily limited to, the following elements or strategies to attempt to achieve a racial and ethnic, English Learner, and students with disabilities population balance among students that is reflective of the general population residing within the territorial jurisdiction of the District and the communities in which its facilities are located:

- Why Minorities Matter in Montessori (WMMM) - a CMP committee with the focus on increasing recruitment outreach to communities of color. The WMMM Committee meets regularly to discuss recruitment outreach, grant opportunities, and enrichment and education opportunities. The CMP Student Services Coordinator works closely with the WMMM Committee to revise outreach efforts to ensure recruitment is reaching communities that may otherwise not know about CMP.
- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to the various racial and ethnic groups represented in the District and the communities in which its sites are located, including Spanish language materials as needed.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, linguistic, ability, and interest groups represented in the District and the communities in which its sites are located. Please find attached as Appendix 25, a copy of the WMMM Committee revised brochure.
- Participation in local community events (such as marketing at the African Market on Florin Road) geared toward various racial, ethnic and interest groups represented in the District and the communities in which its sites are located.

CMP adheres to the Education Code regarding admission requirements (Education Code Section 47605(e)). CMP announces enrollment for the upcoming school year in various publications, targeting various ethnicities, including Latino/Hispanic (with ads in Spanish).

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

Governing Law: “*Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).*” - *Education Code Section 47605(c)(5)(H).*

The School shall admit all pupils who wish to attend the School up to capacity that allows for an optimal learning environment and student support. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Section 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Pupils will be considered for admissions without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

The application process is comprised of the following:

- Application Window: January through April
- CMP's Lottery: March and April

After acceptance through the lottery, the registration process is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunization
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Release of records, if applicable³⁴

Applications will be accepted during a publicly advertised open enrollment period each Winter-Spring for enrollment in the following school year. The general enrollment and recruiting timeline is as follows:

- **December** - CMP posts enrollment information for the following school year.
- **January - February** – Advertisements, community outreach, and other recruitment and publication efforts.
- **January – March** - Optional school tours and parent orientations are offered to families multiple times during this period with both school day and evening options.
- **March** - CMP schedules a public, random lottery draw for Kindergarten students.
- **April** - CMP schedules a public, random lottery draw for 1st – 8th grade.

Following the open enrollment period each year applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the School will hold a public random drawing to determine enrollment for the impacted grade level, with the exception of existing students who are guaranteed enrollment in the following school year.

Enrollment preferences in the case of a public random drawing shall be allowed in the following order:

1. Children of staff³⁵
2. Siblings³⁶ with Montessori experience of students admitted to or attending the Charter School or CMP graduates³⁷
3. Siblings of students admitted to or attending CMP-Capitol or CMP-Capitol graduates
4. Inter-school transfers of existing CMP students
5. Children who have at least one school-year prior Montessori experience (public or private)
6. District residents
7. All other applicants

³⁴ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

³⁵ "Children of Staff" will be limited to children or wards or step-children of employees.

³⁶ "Siblings" will be defined as either 1) a brother or a sister (any person who shares at least one of the same parents); OR 2) step-siblings or blood relatives living in the same household at least 50% of the time.

³⁷ "Graduate" will be limited to students who completed the 8th grade from CMP within a five-year band of the projected date of the applicant's enrollment.

CMP and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Superintendent). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. CMP-Capitol will hold a Kindergarten lottery in early Spring and will then schedule an all grades lottery in mid-Spring. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not randomly selected due to capacity shall be given the option to put their name on a wait-list according to their draw in the lottery. The wait-list will allow students the option of enrollment in the case of an opening during the school year.

In no circumstance will a wait-list carry over to the following school year. As of August 31, 2020, the wait-list for CMP-Capitol Campus currently has 54 students on it. Of these 54 students, 30 students are In-District students, while 24 are Out-of-District.

ELEMENT 9: FINANCIAL AUDIT

Governing Law: *"The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."* - Education Code Section 47605(c)(5)(I).

CMP will facilitate an annual independent audit of the School's financial affairs as required by Education Code Section 47605(c)(5)(I) and 47605(m). The Board will select and oversee an auditor with education audit experience who is listed in the Certified Public Accountants Directory Service ("CPADS") as active by the State Controller's Office. The Superintendent will make a recommendation to the CMP Board taking into consideration qualifications, experience, and cost of qualified auditors. The CMP Board shall make the final selection. CMP shall follow recommended guidelines as to the frequency of changing lead auditors and/or auditing firms.

The audit will verify the accuracy of the School's financial statements, attendance and enrollment accounting practices and review the school's internal controls. The audit will be 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. A copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller and to the CDE by December 15th each year. The Superintendent, along with an audit committee, will review any audit exceptions or deficiencies and report to the CMP Board with recommendations on how to resolve them. The CMP Board will submit 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 shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

Governing Law: *"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)."

- Education Code Section 47605(c)(5)(J).

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students and staff at CMP. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish

its list of offenses and procedures for suspension, expulsion, and involuntary removal. The language is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed annually and distributed as part of the Student Handbook which is sent to each student at the beginning of the school year. The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Superintendent's office.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action. The written

notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person

reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless

telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.

d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Section 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco,

snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 8, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

ii. “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following: A message, text, sound, video, or image.

iii. A post on a social network Internet Web site including, but not limited to:

a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation”

means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iv. An act of cyber bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
- d) Committed or attempted to commit a sexual assault or committed sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School shall use the following definitions:

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal or designee, the student and the student's guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following determinations: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who

has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsions are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial CMP Board following a hearing before it or by the CMP Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the CMP Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the CMP Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the CMP Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can

rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the CMP Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

I. Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the CMP Board who will make a final determination regarding the expulsion. The CMP Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the CMP Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Principal or designee, following a decision of the CMP Governing Board to expel, shall send written notice of the decision to expel, including the CMP Governing Board's adopted

findings of fact, to the student and the student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Governing Board decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the CMP Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school, school district or charter school who has not been readmitted/admitted to another school or school district after the end of the

student's expulsion term, shall be in the sole discretion of the CMP Board following a meeting with the Principal and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the CMP Board following the meeting regarding the Principal's determination. The CMP Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA for the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter

School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

- b) The parent/guardian has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: RETIREMENT SYSTEMS

Governing Law: “*The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employee’s Retirement System, or federal social security.*” - *Education Code Section 47605(c)(5)(K).*

Eligible CMP staff shall participate in the State Teachers’ Retirement System (STRS). All other CMP employees shall participate in the federal social security system as applicable to the position. All staff have the option of participating in the CMP Classified Retirement Plan, CalSTRS Pension 2, 403(b) and 457 plans. The Charter School shall inform all applicants of the retirement system options available to its employees. The Charter School shall establish a relationship with the County Office of Education to create any reports required by the State Teachers’ Retirement System and submit the required reports on behalf of the Charter School. The CMP Human Resources Payroll and Benefits Analyst shall be responsible for ensuring that appropriate retirement system participation has been established for all employees.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: *“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” - Education Code Section 47605(c)(5)(L).*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend CMP - Capitol may attend school within their school of residence according to District policy or at another school district or school within the District through the District’s intra and inter-district policies. Parents and guardians of each student enrolled in CMP - Capitol will be informed on admissions forms that the students have no right to admission in a particular school of the District as a consequence of enrollment in the School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: *"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school." - Education Code Section 47605(c)(5)(M).*

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work in the Charter School shall have no automatic rights of return to the District after employment at the Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. Education Code Section 47605(c)(5)(N).

Disputes between the District and the School Relating to Provisions of the Charter

The School and the District will always attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between CMP and the District, CMP staff, employees and Board members of CMP and District agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent and Superintendent of CMP, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, this shall be noted in the written dispute statement. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent, or designee, and Superintendent, or designee, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent, or designee, and the Superintendent, or designee, of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent, or designee, and the Superintendent, or designee, shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent, or designee, and the Superintendent, or designee. Mediation shall be held within 30 business days of receipt of the dispute statement. The costs of the mediator shall be split between the District and CMP. If mediation does not resolve the dispute, one or both parties may exercise any or all rights provided to them according to the law. All timelines and procedures in this section may be revised upon mutual written agreement of the Charter School and District.

Internal Disputes

All internal disputes involving the CMP - Capitol Campus shall be resolved by the School according to the School’s own internal policies and a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at CMP shall be provided with a copy of the Charter School’s policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

This dispute resolution process provides parents and employees who have a grievance concerning the school, with a procedure to follow to have the grievance heard by the Principal and, if it cannot be resolved at this level, to have it heard by the Superintendent.

Misunderstandings and problems arise from time to time in any situation. Differences of opinion will exist. CMP intends for the school environment to be a safe and supportive environment for students, teachers, staff, and parents. We are committed to creating an honest and open atmosphere in which any problem, complaint, suggestion, or question will receive a timely and respectful response. It is requested that all parties conduct themselves in a congenial manner and communicate with each other with mutual respect at all times.

A grievance is defined as any feeling of dissatisfaction or injustice in connection with any matter related to the program, school, or staffing. Any grievance should be brought to the attention of the respective party as soon as possible with the intention to resolve the issue. If it cannot be resolved at this level, then an appointment should be made with the Principal to attempt further resolution.

If a parent disagrees with the established rules on conduct, policies, procedures, or practice, they can express this concern directly to the Principal. No parent will be penalized, formally or informally, for voicing a grievance or complaint with CMP in a reasonable, business-like manner, or for using this dispute resolution process.

The Superintendent is the official representative between parents and the Governing Board. S/he or any Principal/designee is accessible and ready to hear suggestions, concerns, and complaints. CMP cannot act on any problem unless it is aware of it, so grievances should be brought to the appropriate party as soon as possible.

While not every problem may be resolved to the complete satisfaction of all parties, effort will be made on the behalf of CMP, and its staff, to bring resolution to any problem. This will only be possible through both parties' willingness to listen, attempt toward understanding, and exploration of all aspects of the issue at hand. Through this process, parents, teachers, and administration will be able to develop confidence in each other. This confidence is important to the smooth, effective operation of CMP and will directly benefit the students. CMP will strive to provide such an atmosphere at all times. Parents are encouraged to offer positive and constructive criticism, and to take the following steps if they believe they have dissatisfaction, or believe that an injustice has occurred, or that a decision affecting them or their child is unjust or inequitable:

1. When a problem first arises, the grievant should discuss the matter with the respective party as soon as possible.
2. If they are unable to resolve the issue at this level, the grievant should then contact the Principal to make an appointment to discuss the issue as soon as possible.
3. If the problem cannot be resolved informally through discussion or meeting, the grievance shall be reduced to writing by the grievant and submitted to the Principal. The grievant should specify the problem to the fullest extent possible and any remedies sought.

4. Following any necessary investigation, the Principal shall prepare a written response to the grievant no later than ten (10) working days from the date of receipt of the grievance, unless for good cause, additional time is required for the response.
5. If the matter is still unresolved at this level the grievant may request a meeting with the Superintendent. The request for this meeting will be written and will include any and all documentation related to the grievance along with any solutions that have been proposed by the grievant, the Principal, and any other related parties. The request for the meeting is to be delivered to the Superintendent who, unless sick or out of town, will meet with the grievant within (10) working days of receiving the written request.
6. After the meeting, the Superintendent, or administrative designee, will conduct an investigation of the matter prior to making any decisions or recommendations. The Superintendent will provide the grievant with a response and outcome within a reasonable amount of time, not to exceed 30 days from the date of the meeting. This decision will serve as the final decision of CMP.

ELEMENT 15: CLOSURE PROTOCOL

Governing Law: “*The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.*” - Education Code Section 47605(c)(5)(O).

The following procedures shall apply in the event the CMP-Capitol Campus closes. The following procedures apply regardless of the reason for closure.

Closure will be documented by official action of the CMP Board. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. Closure initiated by the CMP Board shall not take effect before the end of the normal school year in June unless agreed to in writing by the District and CMP.

The Charter School will promptly notify parents and students of the Charter School, the District, the Sacramento County Office of Education, the Charter School’s SELPA, the retirement systems in which the Charter School’s employees participate (e.g., State Teachers’ Retirement System and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Charter School will ensure timely notification to the parents and students and shall provide information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the CMP - Capitol Campus. CMP shall provide the District with all student contact information promptly following such decision.

The Charter School will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils’ districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the CMP -Capitol Campus will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”) 20 U.S.C. § 1232g. CMP will store original records of Charter School students in CMP administrative offices until the closure of the CMP - Capitol Campus. No later than the date of closure, all pupil records of the School shall be transferred to the District. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, the Charter School will prepare final financial records. Within six (6) months following the date of closure, final financial records shall be prepared and an independent audit completed. The Charter School will pay for the final audit. The audit will be prepared according to standards for public school audits by a qualified Certified Public Accountant experienced in public school audits selected by CMP and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the Charter School and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, CMP shall remain solely responsible for all liabilities arising from the operation of the School.

Should CMP dissolve as a nonprofit public benefit corporation, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the budget in Appendix 27, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Budget and Financial Reporting

Governing Law: "The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation." - Education Code Section 47605(h).

Attached, as Appendix 28.1 – 28.3, please find CMP-Capitol's multi-year cash flow and projection reports. These documents are based upon the best data available to the School at this time, including the Local Control Funding Formula calculations.

CMP shall provide reports to the District and County as follows, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be 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 shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

Reports shall be in the format requested by the District, shall utilize any forms requested by the District, and shall contain any data requested by the District.

Insurance

CMP shall finance and maintain general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. CMP currently has special form property and general liability insurance with the Hanover Insurance Group, A.M Best rated A, XV insurance carrier. The property insurance protects the owned buildings and contents and includes business interruption and extra expense coverages on a special form and replacement cost valuation coverage basis. The general liability coverage form provides coverage designed for charter schools and includes educators professional liability, employment practices liability, and non-owned and hired auto liability coverages. Additionally, CMP has a \$10,000,000 Umbrella excess

liability insurance policy with the Philadelphia Insurance Company. The statutory workers compensation insurance is provided by Oak River Insurance Company, A.M, rated A, XV specialty insurance carrier. The District Board of Education is named as an additional insured on all policies of the Charter School.

Upon request, CMP-Capitol shall provide evidence of the above insurance coverage to the District. CMP shall provide immediate (no more than ten (10) business days) notification to the District should insurance coverage be terminated or cancelled.

Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).

The California Montessori Project has a history of successful oversight and administration of four charter schools operating as separate, yet closely interconnected, entities. The four schools have served as a vehicle for implementing the original CMP mission “to provide a quality, tuition-free, Montessori education to every child in the state of California.” The administrative offices of CMP assist with, among other services, implementation of special education, marketing, management, human resources and business services as it relates to budget development and oversight. Each individual CMP school receives services from the CMP central administrative offices for an indirect administrative fee.

Beginning in the 2020-2021 school year, CMP began receiving administrative support services from EdTec, an independent charter school administrative services firm. Ed Tec works with the administration of CMP to provide budgetary oversight, payroll, accounts payable and receivable. Attached as Appendix 29.1 and 29.2, please find the agreements for services between Ed Tec and CMP.

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

Facilities

Governing Law: “The facilities to be used by the charter school. The description of facilities to be used by the charter school shall specify where the charter school intends to locate.” - Education Code Section 47605(h)

CMP-Capitol Campus is housed at the District’s Thomas Jefferson School, through a non-Proposition 39 lease arrangement with the District. The campus is located at 2635 Chestnut Hill Dr., Sacramento, CA 95826, and currently serves 332 K-8th students.

Golden Poppy (1 teacher)	Kindergarten	22 students
Valley Quail (1 teacher)	Kindergarten	22 students
Garibaldi (1 teacher)	1 st /2 nd /3 rd Grade	22 students
Golden Nugget (1 teacher)	1 st /2 nd /3 rd Grade	21 students
Golden Trout (1 teacher)	1 st /2 nd /3 rd Grade	21 students
Gray Whale (1 teacher)	1 st /2 nd /3 rd Grade	23 students
Grizzly Bear (1 teacher)	1 st /2 nd /3 rd Grade	22 students
Redwood (1 teacher)	1 st /2 nd /3 rd Grade	22 students
Golden Gate (1 teacher)	4 th /5 th /6 th Grade	26 students
Coloma (2 teachers)	4 th /5 th /6 th Grade	34 students
Eureka (2 teachers)	4 th /5 th /6 th Grade	35 students
Golden Gate (1 teacher)	4 th /5 th /6 th Grade	24 students
Saber Toothed Cat (2 teachers)	Middle School	38 students

CMP-Capitol Campus desires to extend its current lease with the District for a five-year term, consistent with the renewal term of the CMP-Capitol Charter. CMP-Capitol Campus projects a student population in the 340's or low 350's depending on student retention over the next five years.

Potential Civil Liability Effects

Governing Law: "Potential civil liability effects, if any, upon the charter school and upon the school district." - Education Code Section 47605(h).

The CMP - Capitol Campus shall be operated by California Montessori Project, a California nonprofit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The specific purposes for which the corporation is organized are for the operation of a California public charter school for educational services in accordance with the Education Code Section 47600, et seq.

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. CMP and CMP - Capitol Campus shall work diligently to assist the District in meeting any and all oversight obligations under the law, including regular meetings, reporting, or other requested protocol to ensure the District shall not be liable for the operation of the Charter School.

CMP, CMP - Capitol Campus, its Board members, officers, employees or agents (collectively "CMP") shall indemnify and defend the District its Board members, officers, employees or agents (collectively "District") from and against any actions, allegations, claims, damages, due process claims, findings, judgments, or liability, including attorneys fees to enforce this provision which arise from the actions or omissions of CMP, excepting only those claims arising from the actions or omissions of the District.

The corporate bylaws of CMP shall provide for indemnification of the school's Board of Directors, officers, agents, and employees, and CMP will purchase general liability insurance, Directors and Officers insurance, and fidelity bonding to secure against financial risks. Insurance amounts will be determined by recommendation of the insurance company for schools of similar size, location, and type of program. As stated above, the District shall be named an additional insured on the general liability insurance of CMP.

The Board of Directors of CMP will institute appropriate risk management practices, including screening of employees, establishing codes of conduct for students, staff, and participating families, and procedures governing financial transactions and dispute resolution.

CONCLUSION

By renewing this charter, the Sacramento Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; increase learning opportunities for all pupils with special emphasis on expanded learning opportunities for all pupils who are identified as academically low achieving; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of Charter Schools.

CMP is eager to work independently, yet cooperatively with the District to set the highest standard for what a charter school should and can be. To this end, CMP pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal for renewal of the charter, to continue operation from July 1, 2021 through June, 30 2026. The School shall be considered approved as of the date of charter approval. The term of the charter shall expire on June 30, 2026. Renewal of the charter shall be governed by the standards and criteria in Education Code Sections 47605, 47607, and 47607.2, and their implementing regulations, as applicable.