

Charter for the Renewal of the



**Shingle Springs Campus
Charter School**

A California Public Charter School

Submitted March 7, 2019 to
Buckeye Union School District

**Charter Renewal Term:
July 1, 2019 – June 30, 2024**

TABLE OF CONTENTS

	Page
<u>AFFIRMATIONS AND DECLARATIONS</u>	1
<u>INTRODUCTION</u>	4
BACKGROUND.....	4
HISTORY AND ACCOMPLISHMENTS	5
THE PRESENT	8
THE FUTURE	9
MISSION	10
FOUNDING GROUP	12
LEADERSHIP TEAM	12
CHARTER RENEWAL PETITION	15
<u>ELEMENT 1 - EDUCATIONAL PROGRAM</u>	19
INTRODUCTION	19
WHOM THE SCHOOL IS ATTEMPTING TO EDUCATE:.....	19
WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21 ST CENTURY:	20
CURRICULUM AND INSTRUCTIONAL DESIGN	20
ACADEMIC OVERVIEW	20
HOW LEARNING BEST OCCURS	21
ACADEMIC PROGRAM LEVELS	22
CHOOSING MONTESSORI MATERIALS AND OTHER INSTRUCTIONAL MATERIALS FOR THE CLASSROOM	24
HOMEWORK POLICY	25
STUDENT SUPPORT AND INTERVENTION: SUPPORT FOR ACCELERATED LEARNERS	26
MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)	26
RESPONSE TO INTERVENTION (RTI).....	27
POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)	28
SUPPORT FOR ENGLISH LEARNERS	29
PLAN FOR STUDENTS WITH DISABILITIES	33
SPECIAL EDUCATION SERVICES UNDER THE IDEA	34
SECTION 504/ADA	35
CMP SCHOOL COUNSELING.....	37
ATTENDANCE GUIDELINES	38
BEFORE AND AFTER SCHOOL CARE - CLUB MONTESSORI	38
<u>ELEMENTS 2 & 3 - MEASURABLE STUDENT OUTCOMES AND METHODS OF MEASUREMENT</u>	39
CHARTER SCHOOL GOALS & ACTIONS TO ACHIEVE THE 8 STATE PRIORITIES: LCAP.....	39
METHODS OF MEASUREMENT OF PUPIL OUTCOMES	40
USE AND REPORTING OF DATA	43

<u>ELEMENT 4 - GOVERNANCE STRUCTURE</u>	45
NON-PROFIT PUBLIC BENEFIT CORPORATION.....	45
GOVERNING BOARD.....	45
CAMPUS ADVISORY COUNCIL.....	48
PARENT PARTICIPATION.....	49
PARENT EDUCATION	50
<u>ELEMENT 5 - EMPLOYMENT QUALIFICATIONS</u>	51
QUALIFICATIONS OF SCHOOL EMPLOYEES	51
PROFESSIONAL DEVELOPMENT	59
<u>ELEMENT 6 - HEALTH AND SAFETY</u>	61
PROCEDURES FOR BACKGROUND CHECKS	61
TUBERCULOSIS RISK ASSESSMENT AND EXAMINATION.....	61
ROLE OF STAFF AS MANDATED CHILD ABUSE REPORTERS.....	62
COMPREHENSIVE DISCRIMINATION AND HARASSMENT POLICIES AND PROCEDURES	62
DRUG FREE/SMOKE FREE ENVIRONMENT	63
BLOODBORNE PATHOGENS	63
FACILITY SAFETY	63
COMPREHENSIVE SCHOOL SAFETY PLAN.....	63
EMERGENCY PREPAREDNESS	64
IMMUNIZATIONS	64
MEDICATION IN SCHOOL.....	64
VISION/HEARING/SCOLIOSIS.....	64
DIABETES.....	64
SUICIDE PREVENTION POLICY	65
FEMININE HYGIENE PRODUCTS.....	65
NUTRITIONALLY ADEQUATE FREE OR REDUCED PRICE MEAL	65
CALIFORNIA HEALTHY YOUTH ACT	65
<u>ELEMENT 7 - RACIAL AND ETHNIC BALANCE</u>	66
<u>ELEMENT 8 - ADMISSIONS REQUIREMENTS</u>	68
<u>ELEMENT 9 - FINANCIAL AUDIT</u>	71
<u>ELEMENT 10 - SUSPENSION AND EXPULSION</u>	72
<u>ELEMENT 11 - RETIREMENT SYSTEMS</u>	94
<u>ELEMENT 12 - PUBLIC SCHOOL ATTENDANCE ALTERNATIVES</u>	95
<u>ELEMENT 13 - EMPLOYEE RETURN RIGHTS</u>	96
<u>ELEMENT 14 - DISPUTE RESOLUTION</u>	97

<u>ELEMENT 15 - CLOSURE PROCEDURES</u>	100
<u>MISCELLANEOUS CHARTER PROVISIONS</u>	102
BUDGET AND FINANCIAL REPORTING	102
INSURANCE	102
ADMINISTRATIVE SERVICES.....	103
FACILITIES	103
POTENTIAL CIVIL LIABILITY EFFECTS	105
<u>CONCLUSION</u>	107

AFFIRMATIONS AND DECLARATIONS

California Montessori Project - Shingle Springs Campus (“CMP – Shingle Springs” or “Charter School”), located within the Buckeye Union School District (“BUSD” 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(c)(1)]
- CMP declares that it shall be deemed the exclusive public school employer of the employees of CMP - Shingle Springs for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School will not charge tuition. [Ref. Education Code Section 47605(d)(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(d)(1)]
- The Charter School will 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(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents or guardians within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(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(d)(2)(C). [Ref. Education Code Section 47605(d)(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 a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- 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(d)(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(c)]
- 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 meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Gary Bowman, Executive Director

Date

INTRODUCTION

This charter petition is presented to the Buckeye Union School District for the renewal of CMP – Shingle Springs in accordance with Education Code Sections 47607 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, 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 California’s 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 of a charter within each of the school districts in which the school operated. CMP-Shingle Springs originally received a 3-year approval, and subsequent 5-year renewals. The charters in Sacramento City Unified, San Juan Unified, and Elk Grove Unified applied for, and received, 5-year renewals, effective July 1, 2016. CMP – Shingle Springs is now in its eighteenth year of successful operation, including twelve years under the supervisory oversight of the Buckeye Union School District. The District, again, has an opportunity to review the performance of CMP-Shingle Springs while considering approval. In preparation for this renewal, CMP encourages the District's thorough review of CMP-Shingle Springs' 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 students at seven campuses throughout the greater Sacramento region. The CMP-Shingle Springs Campus currently serves 465 students in Kindergarten through 8th grade.

Components of the current California Montessori program include:

- Comprehensive academic skills development using Montessori hands-on curriculum
- Curriculum alignment to Common Core State Standards
- Quality Montessori learning materials
- State-Adopted core instructional materials
- Highly-qualified, CA State-Credentialed & Montessori-Certified teachers (dual certification)
- Participation in state-authorized Teacher Induction Programs
- Low Student-to-Teacher ratios
- Monthly Principal's Cafés to provide parents a forum to meet regularly with the Principal and other members of the administrative team
- Deans of Students to provide curricular/instructional support to staff
- Parent education classes (Montessori Philosophy, Montessori Planes of Development (Child Development), Seven Habits of Highly Effective Volunteers, Montessori Reading Program Training, Watch Me Work Nights, Positive Discipline, Love & Logic, etc.)
- Implementation of Peace Education program
- Monthly Assemblies focused on Character Education traits
- Before and After School Club Montessori Programs
- Intersession Club Montessori Programs
- After-school Academic Intervention/Enrichment Programs
- Academic competitions to support advanced students: County Spelling Bee, Science Olympiad, Nature Bowl, Academic Talent Search
- Middle School Immersion Trips: Rite of Passage Trips to extend classroom learning
- Field-based learning where all classrooms participate in field trips
- Implementation of MTSS and PBIS Programs

- Implementation of SIPPS, Read Naturally, Reading A-Z, Signs for Sounds, and Word Warm Ups programs
- Implementation of Response to Intervention programs (RTI)
- Implementation of Rosetta Stone, foreign language technology-based program
- Implementation of Learning.com integrated technology program
- Utilization of Google Classroom integrated technology program
- Implementation of Accelerated Reader program
- Implementation of Supplemental Math program (TenMarks and STAR Math)
- Implementation of Math Facts in a Flash program

Commitment to On-going Professional Development:

- Recognizing the importance of staff development and teacher training, CMP honors its staff by providing numerous professional growth/orientation opportunities, including the following:
 - CMP offers Network-wide Staff Development days, which include keynote addresses from nationally-known speakers, as well as break-out planning sessions facilitated by CMP instructional leaders.
 - CMP supports the extensive training of non-Montessori certified K-8th grade teachers at site-based, accredited Montessori Training Centers and Teachers Colleges. CMP also supports out-of-state Montessori training of Middle School teachers.
 - CMP offers Early Release/Professional Development Days for all staff members twice per month, September through May.
 - CMP conducts quarterly Network-wide grade level meetings to review curriculum, share best practices, and provide collaboration opportunities.
 - CMP facilitates Network-wide Curriculum Development Committees to collaborate on NGSS Science curriculum adoptions, supplemental online Math programs, Writing curriculum development, Health curriculum adoption, etc.
 - CMP is an active participant in the Sacramento County Office of Education (SCOE) Teacher Induction Program.
 - CMP supports multiple professional development opportunities for teachers through the American Montessori Society, the Sacramento County Office of Education, the Placer County Office of Education, the Charter Schools Development Center, Area 3 Writing workshops, California Educational Technology Professionals Association, Multi-Tiered Systems and Supports Conference, etc.
 - CMP is sending teams of 7-8 staff members from each campus to the Placer County Office of Education PBIS workshops to coordinate full implementation at all of our campuses.

- CMP offers Super Duper Saturdays approximately 10 times per year to offer additional training and support for the school's Teaching Assistants.
- CMP routinely offers a summer 'Boot Camp' for new instructional staff. The sessions, presented for a period of two days, have offered sessions addressing Alignment of State Standards and Montessori Curriculum, Use of Montessori Materials, Positive Discipline, and Application of Technology in the Classroom.

California Montessori Project network-wide highlights include the following:

- All of the schools in the CMP network, including CMP-Shingle Springs, 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.
- In February 2005, the Charter School Facility Program awarded the CMP-Shingle Springs campus \$10.3 million for construction of a new facility. As part of the review process, both the Office of Public School Construction (OPSC) and the California School Finance Authority (CSFA), CMP was been deemed financially solvent, and all program requirements had been met. Construction of the new CMP-Shingle Springs 14-classroom facility was completed in July, 2015. The ten-acre campus is contiguous to the existing CMP-Shingle Springs campus, and in addition to 14 new classrooms, includes a large gymnasium, a warming kitchen, student restrooms, and expanded administrative offices.
- CMP's Responsible Use Agreement (RUA) 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.

Highlights specific to the CMP-Shingle Springs campus include the following:

- Credentialed Physical Education teachers on staff serving K-8th grade students
- Athletics Program through the El Dorado County Office of Education, including wrestling (K-8th), Cross Country (3rd-8th), Flag Football, Volleyball, Basketball, and Track & Field for 6th- 8th graders

- Visual and Performing Arts (VAPA) teacher providing weekly music and drama classes to students in Kindergarten through 8th grade as well as optional before and after-school school play practices and performances
- Band program conducted as an optional offering for 4th – 8th grade students.
- Successful before and after school programs for academic support, enrichment, and child care support
- Free tutoring, before and after school, to eligible students
- Participation in Nature Bowl, Science Olympiad, and Spelling Bee programs
- STEAM programs offered to 3rd through 8th grade students
- Outreach Programs: The Cambia Girls (education for girls in The Gambia, West Africa), the Heifer Project, American Red Cross Disaster Relief, canned food drives, Toys for Tots, and CASA programs
- Service Learning Opportunities: Student-Run Businesses, Job Shadowing programs, Buddy programs, Student Advocacy projects
- Campus Advisory Council Fundraising Committee raises over \$100,000 each year

THE PRESENT

Current projects and program goals include:

- CMP-Shingle Springs offers a holistic Montessori education, while upholding rigorous academic standards.
- CMP-Shingle Springs is currently at an enrollment level of 465 Kindergarten through 8th grade students.
- CMP-Shingle Springs is piloting and evaluating new curriculum for Next Generation Science Standards (NGSS), Health curriculum for 4th through 6th grades, and online supplemental Math support.
- CMP-Shingle Springs is replacing our Building Effective Schools Together (BEST) program by implementing Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions & Supports (PBIS) to support all students and move our behavior programs forward by reducing the number of minor incident reports, office discipline referrals, suspensions and expulsions, thus creating an environment more conducive to learning.

- CMP-Shingle Springs recently upgraded its school website, online calendars, and parent communications tools. CMP-Shingle Springs is in its first year of utilizing the ParentSquare app to improve parent communications by providing access to a consolidated system for parent conference scheduling, signups for events and activities, and direct communication from teachers and coaches.
- CMP-Shingle Springs teaching staff honors technology goals by increasing their knowledge of and use of technology in the classroom. They currently offer multiple technology based student programs in the classroom, including a 1:1 Chromebook to student ratio in grades 3 through 8, daily use of Rosetta Stone, Accelerated Reader, Ten Marks Math, STAR Math, Math Facts in a Flash, Typing.com, and Learning.com. Each child is offered the opportunity to enhance their use of technology by joining the STEM program, use Makers Tables in the library and participate in other opportunities promoted by teaching staff. All this, while in an environment that offers state of the art protection from security threats, malicious software, inappropriate web content and other external threats to students' safety and security while browsing an online environment.

THE FUTURE

- CMP plans to continue its successful program at the CMP-Shingle Springs Campus.
- CMP plans to continue its practice of honoring the State's Class Size Reduction program, allowing for a maximum of a 20:1 student/teacher ratio in grades K-3. In Grades 4-8, the student/teacher ratio will be 24:1. In addition, CMP-Shingle Springs continues its commitment to providing an additional teaching partner in each classroom; either a second credentialed teacher or a fully-qualified instructional assistant partners in each classroom, depending on the size of the classroom. Montessori specialists, parent volunteers, and other program specialists further reduce the student-to-adult ratio. The Charter School will be on a single track school calendar of 180 days, serving approximately 465 students in 2019-2020. CMP-Shingle Springs will continue to offer in excess of the annual state-mandated instructional minutes at all grade levels.
- CMP, as a whole, will continue its review of new Montessori materials and state-adopted textbooks to continue to meet the current needs of our student population.
- CMP is implementing a Network-wide Counseling Program to provide additional supports to the student community.
- CMP-Shingle Springs is planning to upgrade the facilities through the addition of permanent shade structures, an additional playground, and equipping the warming kitchen space with the appropriate equipment.
- CMP continues to embrace and research advancements in technology that promote the goal to offer students the richest and most effective experience possible. For the 2019-2020 school year, CMP will be increasing the network bandwidth 10 fold, with each school browsing and sharing data at 1GBps and feeding through the CMP Data Center at 10GBps out to the Internet. This will enable and support children in their use and

exploration of technology and enhance their experience. CMP will continue to purchase new and innovative technology and ensure the environment is safe and secure.

- CMP-Shingle Springs looks forward to working collaboratively with the Buckeye Union School District, and appreciates the support of the BUSD academic and operational teams of their talented staff.

MISSION

A. Mission Statement

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

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

California Montessori Project (CMP) offers an internationally-recognized education program which provides the program and resources to support the academic, social, and emotional development of every child. CMP offers an environment that is focused on student achievement, while promoting each child's growth as an individual, family member, worker, and contributor to a better society and a peaceful world. This is achieved through a commitment from the community: parents, teachers, community groups, and, most importantly, the individual child.

The California Montessori Project provides a Montessori curriculum, integrated with the California state standards, for students ranging from Kindergarten through eighth 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.

B. 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

C. 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: Through experience and by modeling. Recognizing that each person comes to our community with a different personality and a different set of life experiences, it is almost impossible to achieve total consistency of beliefs and actions within a staff. As we strive to acknowledge the unique nature of each student and staff member, consistency is achieved when social, academic and professional decisions are handled in a manner consistent with an agreed set of principles. Thus staff members are encouraged to approach situations and decisions with the understanding that the coaching, counseling, and/or consequence implemented shall be consistent with the set of values and principles agreed upon by the staff as a whole.

The following list of core beliefs outlines the professional attitudes and actions of all staff members of this school:

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

6. In the event a consequence appears to be unfair, students are encouraged to request an opportunity to fully communicate their viewpoints and any additional facts regarding a situation with which they were involved.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

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.

LEADERSHIP TEAM

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

- Gary S. Bowman (Executive Director/Superintendent)

The current Executive Director/Superintendent of California Montessori Project is Gary S. Bowman, M.S.Ed., an educator with over 30 years of experience as teacher, administrator, school board member and consultant within the domains of traditional, charter and private schools. Mr. Bowman received his Masters of Science in Education Degree in Curriculum and Instruction from Dominican College of San Rafael, CA, and Administrative Services Credential (Levels One and Two) in association with coursework completed at St. Mary's College (Moraga, CA) and Chico State University.

Mr. Bowman has received statewide recognition for his work with Native-American students and families, receiving MESA-STC awards at the California Governor's Mansion and at the Lawrence Livermore National Lab. Gary recently received the Green Apple Award for "inspired leadership on behalf of California's charter schools" from the Charter School Development Center (CSDC), as well as the "Champion of Montessori in the Public Schools" award from the American Montessori Society (AMS).

In addition to an extensive teaching career, he has served as a site and/or District-level administrator in Mendocino, Humboldt and Nevada Counties, as well as Yuba County, where he served as District Superintendent for Camptonville UESD. Mr. Bowman currently serves on the Governing Board of the American Montessori Society.

- Mickey Slamkowski (Director of Program)

Mickey Slamkowski has over 25 years of experience in education and education management including human resources, marketing, operations and testing. She has worked in both private and public schools, with infants through middle school students, including experience with at

risk students in the Elk Grove Unified School District. Ms. Slamkowski served for seven years as Principal of the CMP-Elk Grove Campus, and currently serves as the Director of Program for CMP. This position allows Mickey to work closely with the Executive Director, Principals, Deans of Students, mentors, and instructional staff to achieve academic objectives of the network as well as promote programmatic consistency and excellence. Ms. Slamkowski has been a Commissioner for School Accreditation for the American Montessori Society for over six years.

A Northwestern University graduate, she held the positions of Administrative Coordinator and Consultant for the Montessori Teachers College, a teacher training center in Sacramento. Ms. Slamkowski also served as a Board Member on the National Center for Montessori Education.

- James Hartley (Director of Operations)

James Hartley, M.A., has served CMP since January 2013 first as the Student Services Coordinator, then as the Director of Student Support and Family Engagement and currently as the Director of Operations. Since joining CMP, James has overseen policies and procedures, compliance, enrollment and admissions, the extended-care program, athletics, and safety.

In addition to his experience at CMP, he has been in education since 1996 starting as an after-school educator and has worked in non-profits with at-risk teens, as a teacher in private education and as a professor and administrator at a local college. James has two Master Degrees in Leadership and Human Services Counseling. (Liberty University)

- Shelley Carman (Special Education Director and Section 504 Coordinator)

Shelley Carman, M.A., Special Education and Section 504 Coordinator, has been with California Montessori Project for fifteen years. She received her Masters of Education Degree with an emphasis in Special Education, and a clear Education Specialist Credential, Mild/Moderate, from California State University Chico. She also holds a clear secondary credential in English, a clear Multiple Subject credential, and a CLAD from California State Universities. She has 37 years of experience as a teacher and administrator for school programs in the areas of early childhood education, special education, general education, English Learners and developmental college classes.

- Dorothy Hilts (Network Testing Coordinator/Dean of Students – Elk Grove @ Elk Grove Blvd/)

Dorothy Hilts, a graduate of California State University, Sacramento, began her career in public education 28 years ago. She was introduced to Montessori education when her youngest son attended Montessori preschool and soon realized the Montessori Methodology was the perfect fit for her. She began to teach for Deanna Gardner, a CMP founder, at Ms. Gardner's Cameron Park Montessori School in 1993. When the California Montessori Project was established it was a wonderful opportunity for Dorothy to be able to reach students who could not access private Montessori education. She has taught Montessori preschool through 3rd grade for 12 years. Her passion to provide the best possible learning environment for students and teachers lead her into administration at the CMP - Shingle Springs Campus, as well as Dean of Students serving the CMP - Elk Grove and CMP - Carmichael Campuses, and subsequently as Principal of the CMP - Orangevale Campus. Dorothy has also served 11 years on multiple Governing Boards. She

served on the California Montessori Project Governing Board as the Teacher Representative from CMP - Shingle Springs for five years. She is currently the CMP Network Testing Coordinator and the Dean of Students at the Elk Grove Campus @ Elk Grove.

- Kim Zawilski (Principal – Shingle Springs)

Kim Zawilski began her career as a manager in a large computer services division, providing computer services to the California State Legislature. She worked in this industry for 14 years, utilizing her Bachelor's Degree in Business and Public Administration. In this position, she was responsible for developing and managing division budgets, overseeing the interviewing, hiring and training & development of 60+ personnel, presenting new hardware and software solutions to the Legislative members and their staff, and performed other general managerial duties.

Kim became involved in the field of Montessori Education over 25 years ago as a parent of two children enrolled in a local Montessori school. She was inspired by the Montessori philosophy and earned her Montessori teaching credentials. She taught at the K-3rd grade levels prior to seizing the opportunity to marry her new career with her previous managerial experience by becoming the Principal at the newly formed charter school: The California Montessori Project. Kim just began her 18th year as Principal of the Shingle Springs Campus. She has functioned as a mentor Principal for other CMP Principals and is currently the Lead Principal for the CMP Network. She has served on the CMP Technology Advisory Council and has guided the CMP Shingle Springs Campus facilities building projects, recently opening up a new 10-acre expansion to the school which includes 14 new classrooms and a gymnasium. Kim thoroughly enjoys the many hats that she wears as Principal of the Shingle Springs Campus and enjoys the collaborative relationship she has developed with her sponsoring School District and Board of Trustees.

- Cherie Gardner Cooney (Dean of Students-Shingle Springs)

Experience in Montessori education began at an early age for Cherie as she was a Montessori student herself! Cherie was three years old when her mother became a Montessori teacher and she became a Montessori student. Cherie attended Montessori school until third grade. Since her childhood experiences in Montessori, she gained a Bachelor's Degree in Child Development from Sacramento State University, a California Teaching Credential from Fresno State University, and Montessori Credentialing in Early Childhood, Elementary I and II, and Secondary I. She has taught and/or been an administrator in Montessori education since 1991, and has supported the independent learning of students ages 2 to 15. Cherie's professional experience includes 10 years in private schools. She has been in the public school sector with the California Montessori Project since it began in 2001. Currently, she is one of two Deans of Students at the Shingle Springs campus. She is passionate about Montessori philosophy and methodology and enjoys all aspects of her roles within CMP, including being a mother of two amazing CMP students. Cherie takes a leadership role in Multi-Tiered Systems of Support (MTSS) which includes Positive Behavior Interventions and Supports (PBIS), and Response to Intervention (RTI) where she strives to ensure all children attending CMP-Shingle Springs receive an authentic Montessori education where unique individual student needs are met and students, teachers, staff, and families alike feel supported.

- Kristina Rogers, Dean of Students (Dean of Students-Shingle Springs)

Kris Rogers was in the field of Environmental Chemistry prior to coming to the California Montessori Project and pursuing her teaching and Montessori credentials. She received her Bachelor's degree in Environmental Toxicology from the University of California at Davis and worked for a private Environmental Testing firm for 10 years. During that time, she was a laboratory chemist, supervisor, and project manager. In 2001, Kris became a parent volunteer and Teaching Assistant at the California Montessori Project, Shingle Springs Campus. She then worked as a substitute teacher before getting her California Teaching Credential and Montessori 6-9 and 912 teaching credentials. Kris taught in an upper elementary classroom for 9 years and has been a technology mentor, science mentor, and grade level lead. For the past 3 years, Kris has been on the administrative team as a Dean of Students. During this time, she earned a Master's Degree in Educational Leadership as well as her Administrative Credential.

CHARTER RENEWAL PETITION

In accordance with Education Code Section 47607(a)(3)(A), the Buckeye Union School District shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal. The data below clearly demonstrates increases in CMP-Shingle Springs student achievement.

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the Charter School is at least equal to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the Charter School is located, taking into account the composition of the pupil population that is served at the Charter School.
- (5) Qualified for an alternative accountability system pursuant to Education Code Section 52052.

The following shall serve as documentation confirming that CMP-Shingle Springs exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b) (Please see CASSPP reports attached as Appendix A.1 and the Dashboard report attached as Appendix A.2):

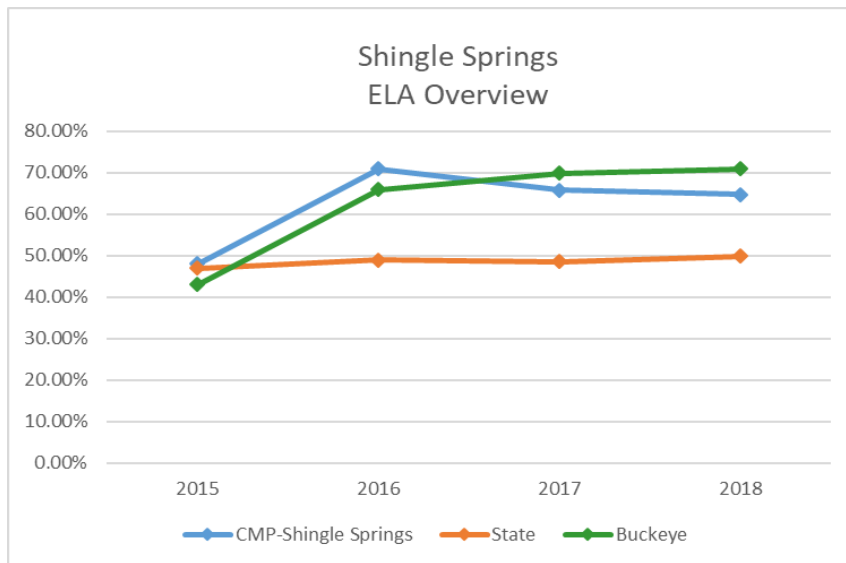
Effective June 2018, Education Code Section 52052(f) clarifies the API criteria for renewal charter petitions: “[f]or any program identified in law that utilized a calculation pursuant to the former Academic Performance Index established pursuant to this section, as this section read on January 1, 2018, the 2013 growth calculation shall be applied for those purposes. For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.” Accordingly, the 2013 API growth calculation may be used to meet the academic threshold requirement for renewal, and alternative measures shall be used. The Charter School utilizes alternative measures, as described below.

California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018:
CMP–Shingle Springs Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018
Schoolwide	ELA	63%	71%	66%	65%
	Math	48%	60%	55%	54%
Hispanic or Latino	ELA	57%	60%	60%	50%
	Math	30%	33%	43%	29%
Asian	ELA	81%	87%	85%	86%
	Math	81%	100%	69%	79%
Economically Disadvantaged	ELA	41%	50%	59%	51%
	Math	34%	55%	52%	54%
Students with Disabilities	ELA	32%	36%	52%	45%
	Math	33%	42%	38%	38%

CA Assessment of Student Performance and Progress (“CAASPP”) English Language Arts Scores, 2015-2018:

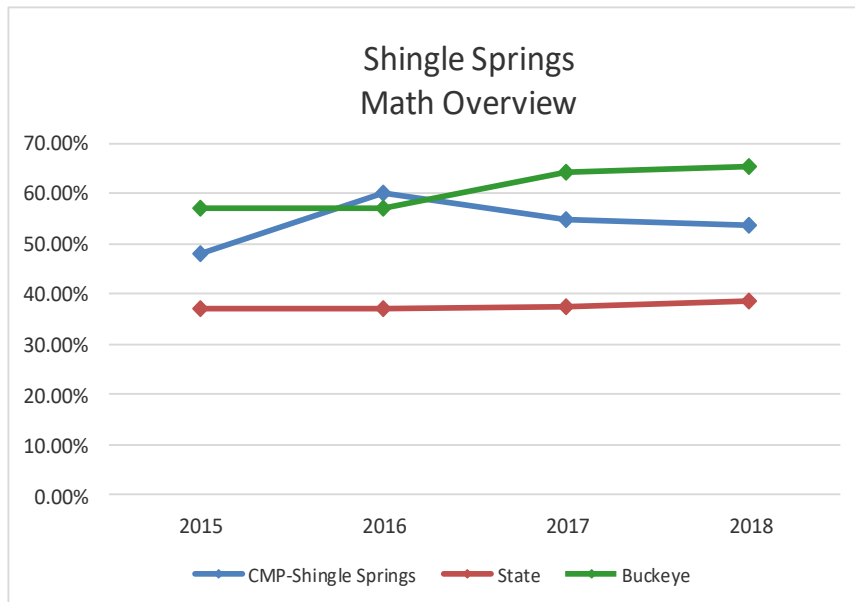
Comparison between CMP-Shingle Springs, Buckeye Union School District, State of CA



	2015	2016	2017	2018
CMP-Shingle Springs	45.95%	65.12%	56.25%	64.71%
State	44.00%	44.00%	45.06%	49.88%
Buckeye USD	36.00%	42.00%	37.75%	70.93%

CA Assessment of Student Performance and Progress (“CAASPP”) Math Scores, 2015-2018:

Comparison between CMP-Shingle Springs, Buckeye Union School District, State of CA



	2015	2016	2017	2018
CMP Shingle Springs	45.95%	65.12%	56.25%	53.63%
State	44.00%	44.00%	45.06%	38.65%
Buckeye USD	36.00%	42.00%	37.75%	65.48%

California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018:
Comparison Schools That CMP–Shingle Springs Students Would Otherwise Attend

School	Schoolwide Assessment	2015	2016	2017	2018
Rising Sun Montessori	ELA	41%	60%	48%	55%
	Math	28%	45%	46%	43%
Camerado Springs Middle	ELA	65%	55%	64%	59%
	Math	50%	46%	51%	51%
Buckeye Elementary	ELA	46%	46%	58%	57%
	Math	46%	50%	55%	56%
William Brooks Elementary	ELA	74%	71%	78%	74%
	Math	71%	73%	79%	69%

California Assessment of Student Performance and Progress (“CAASPP”) Scores, 2015-2018:
Comparison Schools That Are Demographically Similar in the District

School	Schoolwide Assessment	2015	2016	2017	2018
Charter Montessori Valley View	ELA	39%	58%	59%	68%
	Math	38%	57%	57%	58%
Silva Valley Elementary	ELA	65%	72%	77%	75%
	Math	67%	71%	75%	77%
Rolling Hills Middle	ELA	67%	73%	74%	79%
	Math	64%	70%	70%	72%
Blue Oak Elementary	ELA	46%	50%	50%	58%
	Math	39%	45%	42%	57%

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(b)(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, or the nature of the program operated, by the charter school, 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(b)(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-Shingle Springs educates students in Kindergarten through Eighth Grade from diverse cultural, academic, and socioeconomic backgrounds in the greater Sacramento area. As a charter public 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.

Families will find that students who are self-motivated, have the ability and capability to work independently, and who are responsible and accountable for their own actions are a good match for Montessori methodology.

WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

CMP's Expected Student Learner Results:

- 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, and will continue the dialogue as we implement and modify that alignment as appropriate. CMP curricular teams have aligned the K-6 Curriculum Guides with the California Common Core State Standards and are in the process of updating NGSS curriculum for the Middle School. Curricular teams are currently aligning NGSS and Montessori for Kindergarten through 6th grade. Please find attached the CMP Curriculum Guides as Appendix B1-B16.

ACADEMIC OVERVIEW



Who was Dr. Maria Montessori?

Maria Montessori was a medical doctor, research scientist, and educator who opened her first school in 1907 in Rome, Italy. The Montessori approach to education is based on Dr. Maria Montessori's life's work of observing children. She observed children to have a natural desire to learn and recognized distinct stages of development. She designed corresponding educational environments with purposeful, hands-on materials, and devoted her life to educating teachers on the developmental needs of children at each stage and how to prepare these environments.

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

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

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

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 Immersion Trips following the completion of each learning cycle

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 C, please find a current list of instructional resources (including state-adopted materials).

Technology-based Curricula

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 (K through 8th grades)
- Accelerated Reader (1st through 8th grades)
- Online Supplemental Math Program: TenMarks (1st through 6th grades)
- Learning.com (4th through 6th grades)
- Digits Online Math (7th and 8th grades)

Extra-curricular Activities:

CMP-Shingle Springs offers a variety of before- and after-school activities, which include:

- Academic Enrichment Programs
- Art
- Drama
- Dance
- Band
- Nature Bowl
- Science Olympiad
- STEM
- Girl Scouts
- Sports Programs in collaboration with the El Dorado County Sports League

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 or research projects, and practical life assignments. Homework relates to classroom instruction, reinforce and extend learning, promote immediate recall of basic skills, and match the student's needs and academic level. CMP teachers develop their own homework practices that are shared with parents during a Back to School Night 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 does not subscribe to a GATE-specific program, the Montessori Methodology meets the advanced educational needs of the School's gifted individuals, within the regular classroom, as well as through administration of extra-curricular activities. In substance, the programs are similar to GATE while not a GATE specific program. 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. For example, CMP-Shingle Springs has implemented a high school level Geometry Course for those students who have completed the Algebra I coursework in 7th grade. In setting up this course, a local high school head of a math department was consulted to ensure that the same textbook was utilized and CMP-Shingle Springs' students were progressing at the same rate as the high school program. Several of the Geometry students have continued on to high school, and started their freshman year in an Advanced Algebra II course with excellent success. Advanced Language Arts and Advanced Science programs are also offered for our accelerated students.

Multi-Tiered Systems of Support (MTSS)

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 Systems of Support (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 needs. In addition, 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 (RTI) 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 his or her 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 an Assessment Tracker, a color coded spreadsheet used to collect individual student assessment data. Assessment Trackers 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. At this time 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, and/or English Language Learners.

- **Reading Intervention** involves targeted instruction based on a series of specific assessments to determine which area of reading students need support. The Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words (SIPPS) program is used intensively for students who demonstrate difficulty decoding words. *Read Naturally* is a program that helps students develop fluency and comprehension. *SRA-Specific Skill Series* is a program which targets specific areas of reading comprehension. Reading A-Z is a program used to support students who simply need more practice reading appropriately leveled passages and targets decoding skills and comprehension.
- **Hourly Tutoring Programs** are offered before and after school and are designed by teachers and administration to meet targeted academic needs of students. These programs are grade level specific and target areas such as Math, Reading Writing, Study Skills, etc. These tutoring classes are free for families.

Positive Behavior Intervention and Support (PBIS)

PBIS is the emphasis on 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, and Tier 3 supports which include specialized plans to support individual student behavior.

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

CMP-Shingle Springs has selected five School-wide Expectations:

CMP Hawks:

H - Have Respect

A - Are Responsible

W - Work Hard

K - Keep Safe

S - Show Kindness

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 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 marbles in a jar for demonstrating specific behavior related to the school-wide expectations. Once a marble jar is full, the entire class will celebrate in a way pre-determined by the students themselves. Also, school staff send home “On a Positive Note” postcards. Teachers will write handwritten notes acknowledging students for positive behavior.

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 to make strategic school-wide lesson plans to teach or re-teach expectations, or to make changes to the environment in effort to avoid future behavior incidents. Individual students may need targeted support to make improvements to their behavior.

SUPPORT FOR ENGLISH LEARNERS (EL)

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 the classroom creates an environment of acceptance of diverse learners. Montessori-trained teachers encourage peer tutoring and cooperative learning, which are recommended strategies for English Learners.

The Montessori materials in the classroom and the methodology by which teachers teach, address the needs of English Learners and Bi-Lingual students.

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 3 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.)

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.

CMP also has numerous computer programs for different subject matters that help the English Learner and Bi-Lingual students. CMP uses the Rosetta Stone (English and foreign language programs), Accelerated Reader, Learning.com, etc. In Rosetta Stone, the English language is offered to English Learners. All these make it easier for EL and Bi-Lingual students to assimilate the language.

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

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.

CMP Montessori Classrooms-

- Have low student/teacher ratios. Each classroom has one teacher and one teacher assistant with an average classroom size of 22 students.
- Are multi-aged. Students are exposed to the vocabulary of their older peers daily (K/1, 2/3, 4/5/6 grades grouped together).
- Offer uninterrupted 2-3 hour work periods daily with students working on their own individualized work plan. This individualized work plan offers students the ability to work on English Language acquisition skills.
- Have individualized and small group lessons based on skill level.
- Regularly utilize SDAIE techniques. (Please find attached a SDAIE Matrix as Appendix D)

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 will implement policies to assure proper placement, evaluation, and communication regarding EL students and the rights of students and parents.

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 Assessment 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 paper–pencil 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.

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 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 (EL) Instruction and Intervention

All teachers who teach ELs have 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.

Teachers who teach EL students will use program to teach and monitor English language acquisition for EL students. Teachers will consistently follow the instructional strategies listed below, in addition to others as the need arises, to ensure equal access to the curriculum for ELs:

- Differentiated instruction (described above);

- Cooperative learning (described above);
- Academic language acquisition by using strategies like frontloading content vocabulary, and using context clues;
- Graphic organizers like Venn diagrams and other tabulated diagrams.
- Lower grade placement in language arts classes
- Mainstreaming to benefit from English spoken by peers, support for concepts attainment.
- Individualized work plans and project-based activities are also fundamental strategies utilized by teachers.
- 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 such as Accelerated Reader, as well as ongoing SDAIE techniques.
- Language/Reading extension activities based on skill level are routinely offered to students.

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.
- Monitoring availability of adequate resources.

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.

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 low achievers by Student Success Team members. The team, including students' teachers, identifies problem areas for low achievers 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.

Special Education Services under the IDEA

The School 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, Buckeye 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 E, please find the Memorandum of Understanding with CMP and the Yuba County SELPA, which provides a reasonably comprehensive description of how CMP – Shingle Springs 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-Shingle Springs currently has seventy-two students with IEPs. The students are eligible for services in the following disability areas:

- 240 Speech/Language Impairment
- 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- Shingle Springs seeks to build capacity in the special education department by hiring highly qualified special education providers. Students are currently served by a combination of CMP and non-public agency providers.

CMP-Shingle Springs Campus is served by a .8 FTE special education Teacher, a .6 FTE special education teacher, a 1.0 speech and language therapist, , a .4 FTE NPA occupational therapist and four special education instructional assistants. The school also has support from two Network Board Certified Behavior Analysts, and one Network clinical psychologist. School psychologists are contracted from a pool of independent evaluators for Initial and Triennial eligibility assessments. The CMP Special Education Director, in collaboration with the campus principal, provides program oversight and compliance monitoring, including submission of CASEMIS reports to the SELPA.

CMP-Shingle Springs 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 F, 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-Shingle Springs 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 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 intelligent quotient.
- c. 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 conducted by the School's professional staff. 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 modification that may be necessary. In considering the 504 Plan, a student with a disability requiring program

modification 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 G, 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 is phasing 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 will 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 will cover include: bully prevention, emotion and stress management, goal setting, healthy lifestyles, and others. Counselors will also provide small group and individual counseling services as needed, largely based on administrative referral. Counselors will begin providing 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 will 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 H.

For general education 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 your child 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 broken down by campus and grade level for 2018-2019 attached as Appendix I. 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-Shingle Springs provides a school day from 8:30 a.m. to 3:15 p.m., and offers optional extended care from 7:00 a.m. to 6:00 p.m., Monday through Friday. Due to school traffic requirements, some campuses have variations in the actual school drop off and pick up times.

Calendar

CMP has a modified traditional school calendar. School starts in August and ends in June, with an extended 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. During these intersession periods, families can celebrate traditional holidays and have additional opportunities to vacation outside of peak travel seasons. Additionally, this type of calendar provides students with more educational advantage by limiting the length of time they are out of school during the summer, which has been shown to reduce the loss of learning that traditionally occurs.

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 J, please find the approved 2019-2020 school calendar.

BEFORE AND AFTER SCHOOL CARE - CLUB MONTESSORI

CMP offers an optional fee-based extended care and intersession care program to provide year-round care options for CMP families.

The Club Montessori Program is available for CMP families for a fee. Families may utilize the program from 7AM to 6PM, both during regular school days and during CMP intersessions. The number of currently enrolled students in the Club Montessori Program at the CMP – Shingle Springs Campus is reported to the Governing Board in the Principal's Report each month. In addition to regular enrollees, families may purchase Club M punch cards, which they periodically use to cover the costs of intermittent hourly care.

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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (d) of Section 47607. The pupil outcomes shall align with state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. -- Education Code Section 47605(b)(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(b)(5)(C)

Charter School Goals and Actions to Achieve the Eight State Priorities

Local Control and Accountability Plan (“LCAP”)

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(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 K. 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(b)(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 schoolwide 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.
- Screener of Handwriting Proficiency (K-6th) formative and summative assessment of student handwriting skills and areas for remediation.
- Albanesi Curriculum Program (1st–6th) for the Montessori Method of Education (benchmark assessments) for pre- and post-testing of core content areas in math, language arts and geometry. Grade level tests are administered at the beginning and end of each year to measure progress over the year. In addition, pre- and post-tests are administered for each sequence of lessons throughout the year to check for retention and mastery of concepts.

- DIBELS -Dynamic Indicators of Basic Early Literacy Skills (1st–6th) assessment measuring the acquisition of grade level reading skills, fluency, and comprehension.
- Renaissance Learning: STAR Reading Enterprise (1st–8th) computerized assessment of reading abilities and acquisition of Language Arts Common Core Standards.
- Renaissance Learning: STAR Math Enterprise (1st–8th) computerized assessment of mathematical abilities based on the CA Common Core Standards.
- Renaissance Learning: Math Facts in a Flash (1st–6th) online assessment for math facts development.
- Renaissance Learning: Accelerated Reader (1st–6th), including comprehension, vocabulary and literacy quizzes.
- Instructional Level Spelling (1st–6th) placement test administered at the beginning of each school year. Students are placed based on this assessment and progress through the six- stage program for spelling proficiency.
- 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 also administered yearly to 5th and 8th grade students.
- Other state-mandated assessments including, but not limited to, the LPAC-Language Proficiency Assessment Committee which is given to any student who has another language other than English listed on their Home Language Survey and is used to identify and monitor progress of English Language Learners. All 5th and 7th grade students take the PFT-Physical Fitness Test.

Assessments of school-wide benchmarks will include:

- Annual family surveys
- Attendance reports
- CAASPP testing results
- Montessori classroom embedded assessments
- LCAP (Local Control and Accountability Plan)
- California School Dashboard
- SARC (School Accountability Report Card)
- AMS (American Montessori Society) Accreditation
- WASC (Western Association of Schools and Colleges) Accreditation

Please find attached sample internal tracking documentation:

- Appendix L.1 - L.3 - Kindergarten Assessment Trackers – Beginning, Middle and End of Year
- Appendix L.4 – L.12 - Lower Elementary Assessment Trackers – Beginning, Middle and End of Year
- Appendix L.13 – L.21 - Upper Elementary Assessment Trackers – Beginning, Middle and End of Year
- Appendix L.22 – L.23 – Middle School Assessment Trackers – 7th and 8th Grade

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 life-long 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 work 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: Trimester report cards are sent home at the end of each school 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 a specific grade level in relation to the Montessori Curriculum and the CA Common Core Standards over the course of the school year.

CMP staff developed and implemented a report card format which is informative and user-friendly for parents. Subject areas are provided grade designations of: Progressing at Grade Level, Mastered Grade Level Curriculum, Performing Above Grade Level, Performing Below Grade Level, and Not Yet Introduced. The student’s effort is also 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(c). 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 goals.

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 alternative interventions, such as the afterschool tutoring program, as well as the Read Naturally program.

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 uses this data 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 will compile and provide to the District Board of Education performance reports in the format and frequency requested by the District.

The School will 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(b)(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–Shingle Springs. 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(c), the District shall not be liable for the debts and obligations of the Charter School, operated as 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 M.1 - Articles of Incorporation
- Appendix M.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 5 and no more than 13. Each Director shall hold office for three 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 authorizing District, pursuant to Education Code Section 47604(b), to have a voting seat on the Governing Board.

A list of current Board Members and Board advisors, along with brief biographies of each Board Member is attached as Appendix N.

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 charter school laws;
- Solicitation and receipt of grants and donations consistent with the mission of the School;
- Process support of the hiring, discipline or dismissal of School employees as recommended by the Principal, or by the Executive Director for the hiring of principals;
- Approving the School's personnel policies and monitoring the implementation of these policies by the Principal and/or duly constituted committees;
- Hiring and evaluating the Executive Director;
- Approval of contracts with outside entities or persons over ten thousand dollars that are not identified in the budget;
- Financial audit oversight; and
- All matters related to Charter approval, amendment, or revocation.

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

Board Meetings

The Board of Directors will meet regularly to review and act on its responsibilities. The Charter School shall comply with the Brown Act.

In anticipation of Senate Bill 126 being signed into law, CMP is further ensuring operational transparency and limiting any potential conflicts of interest in Board actions related to charter

schools. The Board of Directors has adopted a conflict of interest code which complies with Government Code section 1090, et seq, 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 Corporations Code attached as Appendix O.

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, Brown Act and public transparency and conflicts of interest rules.

The Board of Directors participates in an annual training provided by The Charter Law Firm, Young, Minney & Corr, LLP. Attorney Wayne Strumpfer provided our most recent training on November 3, 2018, please find attached the training documentation as Appendix P. Trainings include Effective Board Governance, The Brown Act, Understanding Conflict of Interest Laws, California Laws, Form 700, and The 7 Habits of Highly Effective Governing Boards.

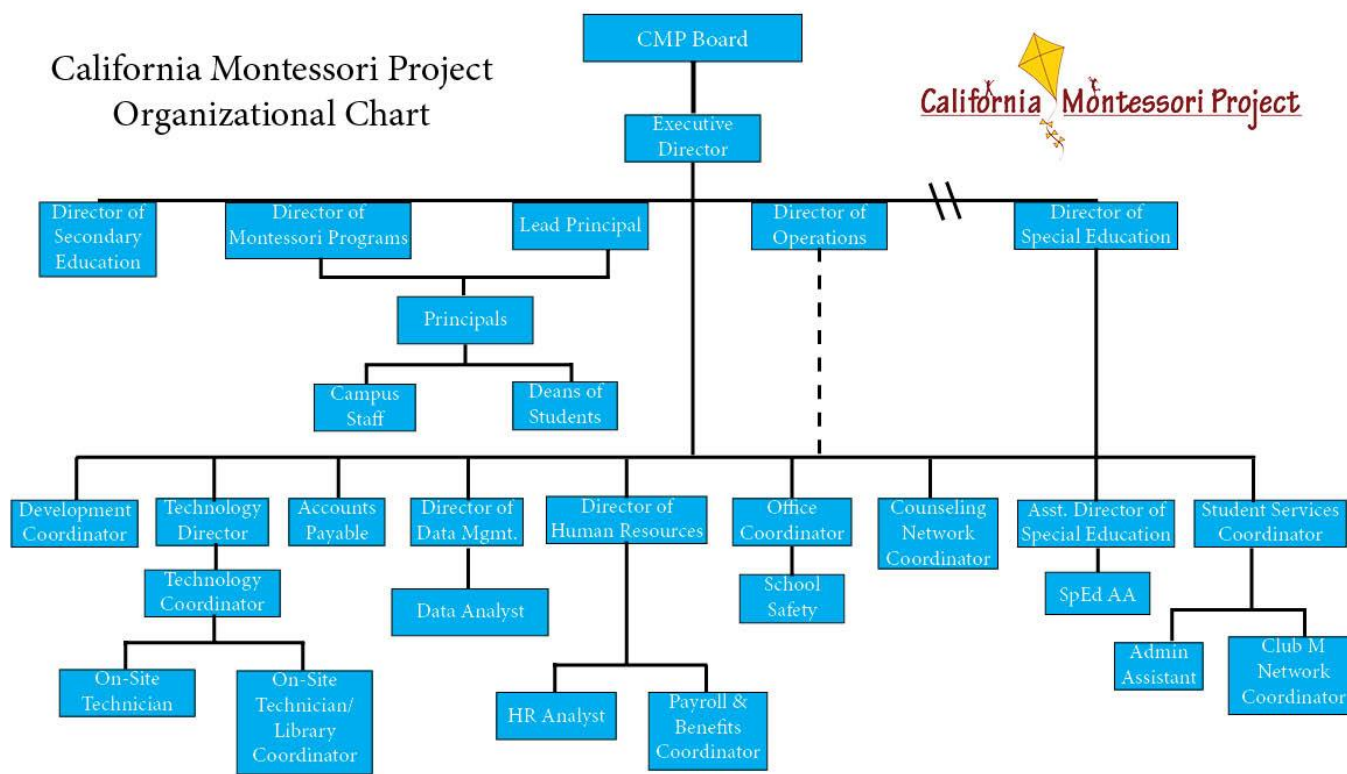
In addition to the monthly meetings, the Governing Board holds a full-day annual retreat, which historically has included Governance Training, Strategic Planning, and LCAP presentations and discussions.

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:



Revised 11-27-18 by GSB/JH/SKT/MS

Campus Advisory Council

The Campus Advisory Council (“CAC”) functions as a local governance arm for the CMP-Shingle Springs Campus. The Council serves as an advisory council to the CMP – Shingle Springs 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 Council 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 academic and social potential.

The CAC is comprised 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 live up to his/her responsibilities as outlined below may be removed by a majority vote of the other CAC members and approval of CMP’s Executive Director and 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 text book 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 will encourage families to give of their time to promote the success of CMP and its programs. CMP has worked with parents and administrators to develop parent involvement policies and strategies. Parent involvement includes the following:

1. Participation with homework and support weekly learning assignments.
2. Voluntary attendance at Campus Advisory Council meetings/educational meetings.
3. Attendance for progress report meetings with the teacher, a minimum of two (2) times per year.

4. Voluntary service to CMP. This can include serving on the Governing Board or standing committees, providing physical labor, providing professional or para-professional 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 buy-in 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.

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 child becomes the teacher and shows 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 child in the Montessori environment.

Please see attached as Appendix Q, 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 School. Education Code Section 47605(b)(5)(E).

All employees of the CMP–Shingle Springs 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 R, please find a list of current credentials for employees at the CMP-Shingle Springs Campus.

Attached as Appendix S.1-S.5, please find CMP Employee Job Descriptions.

CMP's key staff members, such as the Executive Director, Principals, Director of Montessori Program, Human Resources Administrator, Special Education Coordinator, Administrative Specialists, Administrative Support Staff, Teachers and Special Education Staff, Teacher Assistants, and Extended Care Coordinators and Staff will meet the following qualifications:

Executive Director Qualifications:

The Executive Director 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 Executive Director will have 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 Executive Director 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 stake holders.

Executive Director Roles and Responsibilities:

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

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

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

- The E.D. will serve as the liaison between CMP and authorizing Districts;
- The E.D. will serve as the liaison between CMP and facilities lessors;
- The E.D. 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 E.D. will establish effective relationships with Montessori Leaders, Charter Leaders, Resource and Support Providers, District Authorizers, YCOE SELPA, and the California Department of Education (CDE).

The Executive Director will lead and develop the Administrative Team of CMP:

- The E.D. will work closely with the Director of Operations, Director of Special Education, Directors of Program, Department Heads, Central Administrative Staff and site-based leaders, to ensure smooth day-to-day internal operations;
- The E.D. will coordinate services between external agencies and the Central Administrative Team, including Special Education, Business Services, and Legal Counsel;
- The E.D. will engage in substantive and collaborative dialogue and orchestrate group meetings, as appropriate.

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

- The E.D. will exemplify integrity in all aspects of operations and instruction;
- The E.D. will work with Operational Staff (including Director of Operations, Directors of Program, and Director of Special Education) to provide resources to address potential risks;
- The E.D. will oversee all legal issues related to instruction, and operations, in consultation with legal counsel, as appropriate.

The Executive Director 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 Executive Director will ensure CMP meets/exceeds all regulatory requirements:

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

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

- The E.D. will work closely with the Principals and Directors of Program to provide curricular support to instructional staff;
- The E.D. 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 E.D. will work closely with Principals, Deans and the Directors of Program to ensure effective evaluation of the instructional program.
- The E.D. will work closely with the Directors of Program and other stakeholders to ensure commitment and compliance with the high standards for AMS accreditation.

The Executive Director will ensure CMP recruits, hires and retains highly-qualified and effective instructional and operational staff:

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

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

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

Director of Operations Qualifications:

Under the direction of the Executive Director and pursuant to the established rules and policies adopted by the California Montessori Project Governing Board, the Director of Operations shall serve as the operational leader, responsible for departmental oversight, including human resources, student services, accounting, data management and technology, as well as general CMP office operations.

The Director of Operations shall possess a minimum of a Bachelor's Degree in Education, Administration or other related fields, and at least five years of administrative experience. The Director of Operations shall establish effective professional relationships with all staffpersons, including department heads, office manager and site-based staff. As such, the Director of Program 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 Executive Director and Governing Board, as well as other stake holders.

Principal Qualifications:

The Principal must hold a minimum of a Bachelors 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 Executive Director and Governing Board as well as other stake holders.

Director of Program Qualifications:

Under the direction of the Executive Director and pursuant to the established rules and policies adopted by the California Montessori Project Governing Board, the Director of Program shall serve as the academic instructional leader, responsible for academic program and instructional

resources, ensuring that all CMP sites are consistently implementing network goals relative to the approved curricula and mission of the charter school network (“Network”).

The Director of Program shall possess a minimum of a Bachelor’s Degree in Education, Administration or other related fields, and at least five years of classroom and/or instructional experience. Possession of a Montessori Certificate is required, preferably from an accredited Montessori Teacher Training Center, and a minimum of five years school administration experience along with verifiable experience, knowledge and skills in Special Education. The Director of Program shall have a working knowledge of and experience in implementing education code and charter laws applicable to curriculum and instruction. The Director of Program may represent the Executive Director in his/her absence. As such, the Director of Program 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 Executive Director and Governing Board as well as other stake holders.

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 Executive Director 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 Executive Director and Governing Board as well as other stake holders.

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 Executive Director 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 Executive Director and Governing Board as well as other stake holders.

Director of Data Management 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.

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 Executive Director, Administrative Leadership, and Governing Board as well as other stake holders 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 Manager 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 Manager 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 Manager 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 Executive Director 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 person selected for this position shall demonstrate evidence of the practice 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 Clerk 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 Clerk will possess any combination equivalent to graduation from high school supplemented by one (1) year of college level course work in accounting or related field is preferred, and two (2) years clerical experience, preferably

including work with payroll, or similar functions. The Payroll Clerk will have knowledge of Office methods, practices, and procedures including information systems and electronic data processing and computerized systems pertaining to payroll record keeping, processing, and operations. Essential Functions of the Payroll Clerk will include auditing time sheets 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 work flows.

Administrative Support Staff Qualifications:

CMP shall employ support staff to assist with school operations, such as Assistant to the Executive Director, 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 Bachelors 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).

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 of core academic subjects 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 core academic subject matter competence.

CMP complies with California Education Code Section 44253.1, which requires all teachers serving English Language Learner (ELL) students hold appropriate 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.

Candidates 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 are preferred; experience working with children is required. Preferably, paraprofessional staff shall hold a Bachelors Degree and a Montessori Credential, or be enrolled in an accredited Montessori Teacher Training program.

Extended Care (Club Montessori) Coordinator and Staff Qualifications:

The Club Montessori Coordinator reports directly to the Principal and assists in the administration of the School's extended care program. This position requires demonstrated ability to lead, develop and supervise staff, and the ability to adapt to a variety of situations. Extended Care Coordinators shall possess a broad knowledge of best practices in elementary child care with a minimum of 12 months experience working in a licensed day care or structured after school program, along with 12 or more units of study in Early Childhood Education, Montessori Education, Child Development, Recreation, Social Welfare, Psychology, or other related field.

Extended Care staff shall report to and work under the direction of the Club Montessori Coordinator and the Principal. This position requires a minimum of a High School Diploma and previous successful experience working with children. Staff working toward a career in education with units in a related field is preferred.

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 offers Montessori training scholarships for eligible teacher assistants.
- CMP provides mentoring and collegial support, as well as intra-school curricular meetings, through its network of existing school sites.
- CMP has offered a summer 'Boot Camp' for new instructional staff. This training and orientation program, presented in a 3-5 day format, has offered sessions addressing such

topics as Alignment of State Standards and Montessori Curriculum, Use of Montessori Materials, Application of Technology in the Classroom, and overview of Special Education processes and protocol. The program has served between 15 and 20 newly-hired and ‘newer’ teaching staff each year that it has been offered.

- 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 (SCOE) Beginning Teacher Support and Assessment (BTSA) Consortium to provide BTSA 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.
- 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.

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

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 school furnish the 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 (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.*
- iii. That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”*

- Education Code Section 47605(b)(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 Executive Director 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 Executive Director 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 her or himself, in which case the President of the CMP Governing Board or appointed confidential designee will review the respected report. The Executive Director 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, and 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 and 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 Executive Director. 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, 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 T) 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). Harassment Prevention training is provided to employees upon initial hire with additional sensitivity training provided at the campus level at various intervals. 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan (attached as Appendix U), to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying 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, which shall include 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 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 schoolwide 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
- Procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

The Charter School shall adhere to a CMP Safety Operations Plan which contains a Comprehensive 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, including appropriate “first responder” training or its equivalent.

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. CMP will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members. 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 V) on student suicide prevention in accordance with Education Code Section 215.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

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.*).

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: “The means by which the charter school will achieve racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code Section 47605(b)(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 racial and ethnic balance among students 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.
- Publication of advertisements in a local parenting magazine.

CMP-Shingle Springs Campus reports the following ethnic demographics for the 2017-18 school year:

	CMP-Shingle Springs Campus	BUSD-Blue Oak	BUSD-Charter Montessori Valley View	BUSD-Buckeye Elementary	BUSD – District
Black or African American	0%	0.4%	0.8%	0.8%	1%
American Indian or Alaska Native	0.2%	0.2%	1%	1.3%	0.4%
Asian	4.4%	0.9%	5%	0.5%	6.8%
Filipino	0%	0.4%	2.5%	0%	1.3%
Hispanic or Latino	11.6%	17.1%	13.4%	21.9%	16%
Native Hawaiian or Pacific Islander	0%	0%	0.2%	0.5%	0.3%
White	73.7%	75.1%	71.4%	69.2%	67.1%
Two or More Races	10.1%	5.8%	5.8%	5.5%	6.7%

CMP adheres to the Education Code regarding admissions requirements (47605(d)). 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.

These local activities bring awareness to what CMP-Shingle Springs does to prepare students. The school receives a lot of parents inquiring about enrollment/lottery process after seeing students in action in these various programs. CMP welcomes the opportunity to collaborate with Buckeye Union School District in determining the most effective strategies to achieve a racial and ethnic balance reflective of the District. It is the goal of CMP to increase its diversity in fulfilling its stated mission.

ELEMENT 8: ADMISSIONS REQUIREMENTS

Governing Law: “Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).” - Education Code Section 47605(b)(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(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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:

- Completion of a lottery application (Appendix W)
- Parent/guardian attendance at a school tour/orientation meeting

After admission, students will be required to submit an enrollment packet, which shall include 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 applicable

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** – Publish news articles or advertisements in community publications. Also, CMP will strategically use the CMP promotional newspaper (published by Sacramento News & Review) as a recruitment tool at venues TBD.

- **January – March** - School tours and parent orientations. The following dates are the scheduled tours and orientations for parents interested in enrolling their children for the 2019-2020 school year.

January 9 and 23 at 9:30 AM
 February 12 and 27 at 9:30 AM
 March 5, 12, and 27 at 9:30 AM

Evening tours are as follows:

January 31 at 5:00 PM
 March 7 at 5:00 PM

- **February** - Participate in local community events to advertise school.
- **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 staff¹
- 2) Siblings² with Montessori experience of students admitted to or attending the Charter School or CMP graduates³
- 3) Siblings of students admitted to or attending CMP-Shingle Springs or CMP-Shingle Springs graduates
- 4) Inter-campus 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

CMP and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(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

¹ “Children of Staff” will be limited to children or wards or step-children of employees.

² “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.

³ “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.

(appointed by the Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. CMP 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 December 20, 2018, the wait-list for CMP-Shingle Springs Campus currently has 132 students on it. Of these 132 students, 28 students are In-District students, while 104 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(b)(5)(I).

CMP will facilitate an annual independent audit of the School's financial affairs as required by Education Code Section 47605(b)(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 Executive Director 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 Executive Director, 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

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 his or her 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 him or her 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(b)(5)(J).

Policy

This Pupil Suspension and Expulsion Policy has 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 noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Charter School’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed 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 policies and procedures.

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 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 according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five 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 or 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 him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a 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 suspensions 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 for any of the following acts when it is determined the pupil:

- 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 his or her own prescription products by a pupil.
- 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- 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 subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, “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 section, “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 his or her own safety or for his or her 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 his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) 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 section shall apply to pupils in any of grades 4 to 12, 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 section shall apply to pupils in any of grades 4 to 12, 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 his or her age, or for a person of his or her 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 his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation and 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:
- 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 clause, “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 pupil 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 pupil 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 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 Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
 - d) Committing or attempting to commit a sexual assault as defined in subdivision (n) Section 48900 or committing sexual battery as defined in subdivision (n) of Section 48900.
 - e) Causing serious physical injury to another person except in self-defense.
 - f) Robbery or Extortion.
 - g) Assault or battery, as defined in sections 240 and 242 of the Penal Code, upon a school employee.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- 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 his or her own prescription products by a pupil.
- 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 subdivision, “hazing” means a method of initiation or preinitiation into a pupil 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 pupil. For purposes of this section, “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 section, “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 his or her own safety or for his or her 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 his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, 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 section shall apply to pupils in any of grades 4 to 12, 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 section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, 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 his or her age, or for a person of his or her 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 his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii. “Electronic Act” means the creation and 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 pupil 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 pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iv. An act of cyber bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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 clause, “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 pupil 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 pupil 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 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 Executive Director 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 pupil:

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

b) Brandishing a knife at another person.

- c) Unlawfully selling a controlled substance listed in chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) Section 48900 or committing sexual battery as defined in subdivision (n) of Section 48900.
- e) Causing serious physical injury to another person except in self-defense.
- f) Robbery or Extortion.
- g) Assault or battery, as defined in sections 240 and 242 of the Penal Code, upon a school employee.

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 dangerous 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 pupil shall be provided due process rights of notice and a hearing as required in this policy.

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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) 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 the Principal’s designee with the student and his or her parent 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 pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil 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 pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil'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 committed by the student. In addition, the notice may also state the date and time when the student may return to school. If 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 Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil 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 pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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

D. Authority to Expel

As required by Education Code Section 47605(b)(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 members who are certificated and neither a teacher of the pupil 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 Pupil has committed an expellable offense.

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 pupil confidentiality rules under FERPA) unless the pupil 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 pupil. 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 pupil.

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 his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she 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 he or she 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 he/she 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 him or her 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 his or her discretion to remove a person from the hearing whom he or she believes 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 pupil being expelled, the complaining witness shall have the right to have his/her 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 person 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 pupil, 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.

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 final decision by the CMP Board shall be made 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, the pupil shall immediately be returned to his/her educational program.

I. 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 or 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 authorizing district. This notice shall include the following:

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

J. 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.

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils 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.

M. 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 pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school, school district or charter school shall be in the sole discretion of the CMP Board following a meeting with the Principal and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil 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 his or her determination. The CMP Board shall then make a final decision regarding readmission 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 pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil 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.

P. 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 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, 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 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 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 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 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 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(b)(5)(K).

Employees at the School shall participate in the State Teachers’ Retirement System (STRS), CMP Classified Retirement Plan, and/or the federal social security system as applicable to the position. 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 Manager 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(b)(5)(L).*

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend CMP-Shingle Springs 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-Shingle Springs 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: “A description of the rights of any 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(b)(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 entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(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 Executive Director 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 Executive Director, 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 Executive Director, 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 Executive Director, 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 Executive Director, 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-Shingle Springs 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 Executive Director.

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 Executive Director 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 Executive Director. 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 Executive Director 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 Executive Director, or administrative designee, will conduct an investigation of the matter prior to making any decisions or recommendations. The Executive Director 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(b)(5)(O).

The following procedures shall apply in the event the CMP-Shingle Springs 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 El Dorado 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-Shingle Springs 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-Shingle Springs 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-Shingle Springs 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 practical, 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 X, 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(g).*

Attached, as Appendix X, please find CMP-Shingle Springs’s 2018-2019 First Interim Budget and three-year cash flow and projections. 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 Superintendent of Schools 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 Philadelphia Insurance Company an "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 Berkshire Hathaway Homestate – Cypress Company an “A.M. Best” rated A++, XIV specialty insurance carrier. The District Board of Education is named as an additional insured on all policies of the Charter School.

Upon request, CMP-Shingle Springs Campus 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(g).*

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

Beginning in the 2015-2016 school year, CMP began receiving administrative support services from Delta Managed Solutions (DMS), an independent charter school administrative services firm located in Sacramento. For over 12 years, DMS has provided a comprehensive set of back-office, administrative, and financing services to over 30 charter schools. DMS works with the administration of CMP to provide budgetary oversight, payroll, accounts payable and receivable. Currently, CMP and DMS have committed to a multi-year agreement for business services for the CMP schools, beginning July 1, 2018 – June 30, 2021. Attached as Appendix Y, please find the 2018-2021 Agreement for Services between DMS 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 utilized by the charter school. The description of facilities to be used by the charter school shall specify where the school intends to locate.” - Education Code Section 47605(g)*

The CMP-Shingle Springs Campus is nestled in the foothills on two contiguous 15-acre parcels located across the street from a church as well as a traditional public school (Buckeye Elementary) and is located at 4645 Buckeye Road, Shingle Springs, CA 95682. There is also a secondary entrance to the campus located at 4709 Buckeye Road. CMP-Shingle Springs Campus

operates a K through 8 program, housed in 19 separate classrooms, in addition to several additional dedicated spaces:

Pine Classroom: K/1	20 students	960 square feet
Apple Classroom: K/1	20 students	960 square feet
Mimosa Classroom: K/1	33 students	1,440 square feet
Cedar Classroom: K/1	33 students	1,440 square feet
Wisteria Classroom: 2 nd /3 rd	24 students	1,440 square feet
Aspen Classroom: 2 nd /3 rd	24 students	1,440 square feet
Laurel Classroom: 2 nd /3 rd	22 students	960 square feet
Willow Classroom: 2 nd /3 rd	22 students	960 square feet
Olive Classroom: 2 nd /3 rd	22 students	960 square feet
Manzanita Classroom: 4 th /5 th /6 th	24 students	960 square feet
Cypress Classroom: 4 th /5 th /6 th	24 students	960 square feet
Elm Classroom: 4 th /5 th /6 th	24 students	960 square feet
Fig Classroom: 4 th /5 th /6 th	22 students	960 square feet
Magnolia Classroom: 4 th /5 th / 6 th	33 students	1,200 square feet
Birch Classroom: 4 th /5 th /6 th	33 students	1,200 square feet
Elder Classroom: 7 th /8 th	22 students	960 square feet
Redbud Classroom: 7 th /8 th	22 students	960 square feet
Dogwood Classroom: 7 th /8 th	22 students	960 square feet
Madrone Classroom: 7 th /8 th	22 students	960 square feet
Resource Room	72 students (push-in/ pull-out)	960 square feet
Hawthorn Library	Serving K-3 rd students	960 square feet
Oak Library	Serving 4 th -8 th students	960 square feet
Gymnasium/Warming Kitchen	Serving K-8 th students	6,000 square feet
Total Students Served	465 students	29,520 square feet

On February 23, 2005, CMP-Shingle Springs was awarded a Charter School Facilities Program Grant (CSFP) for \$5,310,746, including site acquisition. At the April 25, 2007 SAB meeting, the regulations were revised to reflect changes to the projects upon conversion from a Preliminary Apportionment to a Final Apportionment. These changes allowed for the Charter School Facilities Program under Proposition 55 to have two categories of funding for the projects: site acquisition and construction, as described in the School Facilities Program (SFP). The regulation changes resulted in the Final Apportionment being limited to eligible costs, as would any project under the SFP. Final determination of the grant amount was determined to be \$10,544,098. The project was advertised, and bids received, in December of 2013; the OPSC 50-05 request for funding was submitted on January 10, 2014; OPSC released \$10,544,098 to CMP-Shingle Springs; contracts were issued and construction began in Spring of 2014 with completion scheduled in July 2015. CMP-Shingle Springs opened its doors to 14 new classrooms/library spaces, a large gymnasium and warming kitchen, and multiple administrative offices in August, 2015.

CMP-Shingle Springs spread its wings: with the addition of the second campus, CMP-Shingle Springs is now equipped to serve lower grades (K-3rd) at the existing campus, with upper grade students (4th-8th) occupying the newly-constructed campus. This additional space has allowed

the school to create multiple libraries, while providing much needed space for our Response to Intervention and Special Education programs, indoor and outdoor Physical Education classes, and a Science Center supporting our STEAM programs.

In addition to the new classrooms and administrative offices, the new CMP-Shingle Springs campus features a large gymnasium, which is utilized for before and after-school enrichment, basketball and volleyball games, physical education, the school's band program, drama program performances, assemblies and parent events. A developed sports field provides a venue for soccer and flag football, and a larger undeveloped field, fondly referred to as "Green Acres," allows students the opportunity to engage in nature studies.

A winding, landscaped "Peace Path" connects the two campuses, which are referred to as the "Lower Campus" and the "Upper Campus". Students and staff regularly use this path as they traverse from one campus to the other. Through ongoing fundraising efforts, CMP-Shingle Springs has installed two large playground systems, two large basketball courts, a ball wall, an outdoor amphitheater, a cross-country running track, and various concrete fire lanes which provide play surface for four square, hopscotch, and other outdoor games. Through LCAP and fundraising efforts, CMP-Shingle Springs has fully equipped two student libraries, one at the Lower Campus and one at the Upper Campus. CMP-Shingle Springs is also committed to gardening programs, as evidenced by our Garden of Learning program, which incorporates multiple classroom garden areas throughout the 15-acre grounds.

Students utilize three large outdoor patios for lunch. CMP-Shingle Springs is currently in the process of replacing existing, moveable shade umbrellas with permanent shade structures to extend the outdoor lunch areas for the 4th-8th grade students.

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(g).

The CMP-Shingle Springs Campus shall be operated by California Montessori Project, a California non-profit 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(c), 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-Shingle Springs 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-Shingle Springs 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 Buckeye Union 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, 2019 through June, 30 2024. The School shall be considered approved as of the date of charter approval. The term of the charter shall expire on June 30, 2024. Renewal of the charter shall be governed by the standards and criteria in Education Code Section 47605, Education Code Section 47607, and its implementing regulations, as applicable.