



Name of School	AMS member #
CMP-Capitol Campus	66115

AMS SCHOOL ACCREDITATION SELF-STUDY REPORT for School Reaccreditation

Cooperative Accreditation Process

Report Cover Sheet

SCHOOL INFORMATION	
Name of School	AMS membership number (required)
CMP-Capitol Campus	66115
Head of School	Head of School Email
Bernie Evangelista	bevangelista@cacmp.org
School's Street Address	City, State, Zip, Country (if outside Continental US)
2635 Chestnut Hill Drive, Sacramento. CA 95862	
Phone	Fax
916.325.0910	916.325.0912
Contact Person for School Accreditation, including title, if different from Head of School	Contact Person Email
Carrie Klagenberg	cklagenberg@cacmp.org

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of "not checked" and "checked" (under "Default Value"). To check the box, select "checked" and click "OK". If this does not work, then type in "X" next to the checkbox.

ACCREDITATION INFORMATION
<input checked="" type="checkbox"/> Cooperative Accreditation with: WASC

I verify that the information submitted in this report is true and correct to the best of my knowledge. In addition, I understand that any omissions, incomplete or unclear information provided in the self-study report will require revisions or resubmissions and that the accreditation process may be suspended until the revision/resubmission is approved.

Head of School signature	Date (mm/dd/yyyy)
<i>Bernie Evangelista</i>	12/9/2016



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SELF-STUDY REQUIREMENTS VERIFICATION CHECKLIST

Schools must complete and include this verification checklist with its self-study report.

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of "not checked" and "checked" (under "Default Value"). To check the box, select "checked" and click "OK". If this does not work, then type in "X" next to the checkbox.

- ☒ The report contains a cover page containing the basic contact and organizational information regarding the school, including signature of head of school and date the report is being submitted to the AMS Office.
- ☒ The report contains a Table of Contents with page numbers.
- ☒ The report contains completed Self-Study Requirements Verification Checklist.
- ☒ The report includes an introduction describing process used for the self-study.
- ☒ The report includes a roster of which constituents worked on each element of the self-study report. It is clear that the self-study report was a collaborative process.
- ☒ The self-study report includes a statement from the school confirming that it meets all American Montessori Society School Accreditation Standards.
- ☒ The self-study includes a Profile of the School consisting of a comprehensive narrative description of who the school is, based on AMS Standards 1, 5, 6, 7, 8, and 9. Included are the following: institutional stability, characteristics of the school, demographics of the students, staff and community, other accreditations, affiliations, other school descriptors found in the AMS standards such as descriptors of personnel, facilities, financial management, etc.
- ☒ The self-study defines the Educational Nature of the School in relation to 6 essential qualities of Montessori education. They are:
 - ☒ The Montessori Learning Environment
 - ☒ Students' Learning Activity in a Montessori Environment
 - ☒ The Montessori Learning Relationships
 - ☒ The Montessori Spirituality
 - ☒ What the Montessori Teacher Is
 - ☒ What the Montessori Teacher Does
- ☒ The self-study describes Learner Outcomes and how the school measures and documents student progress in relation to eight essential qualities of Montessori education.
 - ☒ Independence
 - ☒ Confidence and Competence
 - ☒ Autonomy
 - ☒ Intrinsic Motivation
 - ☒ Social Responsibility
 - ☒ Academic Preparation
 - ☒ Spiritual Awareness
 - ☒ Global Citizenship
- ☒ A Strategic Plan has been created or updated using the self-study analysis and includes an action plan that lays out the timetable and identifies the lead person for each action.
- ☒ The report includes an update of AMS Standards and Criteria Verification Checklist (#3, 4, 5, and 9)
- ☒ The report includes documentation clearly stating that the school is in full compliance with the cooperating agency's Standards.
- ☒ The report includes all forms pertaining to the changes reported on the School Update section.



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SCHOOL UPDATES[†]

Please complete all sections.

NOTE: To mark the checkbox, double-click the checkbox. A window will appear and offer the option of "not checked" and "checked" (under "Default Value"). To check the box, select "checked" and click "OK". If this does not work, then type in "X" next to the checkbox.

FACULTY AND CLASSROOM INFORMATION

☐ Since the application for school accreditation, there has been no change in either the faculty or classroom information.

☒ Since the application for school accreditation, there has been a change* in the following areas:

- ☒ Faculty Credentials **
- ☐ Faculty Class Assignment(s)
- ☐ Age range of students in a class
- ☐ Number of students enrolled in a class
- ☐ Addition or elimination of a class(s) and/or level(s)

* For each change reported, the School must complete and include in the self-study report the Faculty and Classroom Information Form.

** Report must include a copy of the credential if the teacher has been hired since the most recent AMS school membership renewal.

FACULTY CREDENTIALS FOR NEW HIRES

☐ Since the application for school accreditation, new lead teachers were hired. All of the following required forms are included.
 (Check all that apply.)

- ☐ Teacher Credential Verification (to be completed for each lead teacher)
- ☐ Photocopies of each lead teacher credentials (if applicable)
- ☐ Verification of Employment/Service (to be completed for each non-AMS credentialed lead teacher)

[†] For each change reported, the School must complete and include in the self-study report the Faculty and Classroom Information Form.

I verify that the information submitted in this report is true and correct to the best of my knowledge.

Head of School Signature	Date (mm/dd/yyyy)
<i>Bernie Evangelista</i>	12/9/2016



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INTRODUCTION: School's Self-Study Process

California Montessori Project (CMP) utilized a thorough procedure for composing our self-study. We began by assembling volunteers from each campus to conduct the self-study. This committee, led by co-chairs Gary Bowman and Carrie Klagenberg, met and communicated regularly.

In order to encourage participation from administration, teachers, and support staff, we collected classroom material surveys, diagrams, and schedules. During the self-study process, we utilized in-services and staff meetings to assemble, disaggregate, and disseminate the required data. As we synthesized the details of our self-study, we were able to cross-reference data from our ACS WASC (Accrediting Commission for Schools Western Association of Schools and Colleges) accreditation process and School Districts Charter Renewals.

Through this process the overwhelming response from constituents was the feeling of unity of vision and shared voice in our continual goal of providing excellent Montessori education.

Through the AMS accreditation process several growth areas were determined:

- Fully integrate and align Montessori teaching practices with California Common Core State Standards.
- Incorporate Early Release Professional Development (ERPD) Days in the CMP-Network Calendar to provide opportunities for professional development and staff collaboration, utilizing internal and external resources including Master Montessorians and experts in their fields.
- Continue to improve upon staff training through CMP in-service days and outside conferences and workshops specifically focusing on: Peace Education, Montessori curriculum, writing, Common Core, and technology.
- CMP will provide year-long professional growth opportunities (i.e. Super Saturdays) for teaching assistants, incorporating strategic topics to enhance climate and culture and promote classroom effectiveness.
- CMP will continue to provide partial and/or full Montessori Scholarships for Montessori Training through an accredited training center for classified and certificated staff.
- To elevate staff satisfaction and retention, CMP will provide substantial increases to certificated base salary, as well as incremental step and column enhancements (including longevity stipends). CMP will continue to provide significant increases to the classified pay scale.
- CMP continues to commit resources to the Special Education program through increased staffing, behavior support, mental health, and de-escalation trainings, and professional development through workshops and seminars.
- CMP will support leadership development through a multi-tiered approach, including curriculum/grade level leads and program mentors, and support for leadership training and



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development (i.e. Administrative credentials, CSDC (Charter Schools Development Center) leadership institute, AMS Emerging Leaders Fellowship).

- The Executive Director will work with the leadership team to develop a dynamic and long-term sustainability plan which ensures optimal, high-quality Montessori education and operational fidelity.
- Operational issues: transition from our long-standing relationship with the Wheatland School Districts Business department to DMS (Delta Managed Solutions) an independently-contracted business service.
- Further develop the staff evaluation process to include the current annual Professional Development Plan with regularly scheduled formal observations.
- Create facilities which incorporate a beautiful and enticing prepared environment inside and outside the classroom.

As a result of this process, the members of CMP have grown closer as a community. The self-study process deepened our passion for Montessori practices and our network mission statement.



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ROSTER OF COMMITTEES

STEERING COMMITTEE

Name of Chair		Position	
Mickey Slamkowski		Director of Program	
Name of Co-Chair (if applicable)		Position	
Not Applicable			
Committee Members	Position		Area Assigned
• Carrie Klagenberg	Administrative Assistant		Section I
• Cherie Cooney	Dean of Students: SS		Section II & III
• Maria Ostendorf	Dean of Students: CAP		Section II & III
• Julie Miller	Principal, Carmichael		Section IV
• Carrie Klagenberg	Administrative Assistant		Section V
• Carrie Klagenberg	Administrative Assistant		Section IV

SUBCOMMITTEE: Profile of the School

Name of Chair		Position	
Gary Bowman		Executive Director	
Committee Members		Position	
• RaDene Girola		Principal, American River Campus	
• Bernie Evangelista		Principal, Capitol Campus	
• Julie Miller		Principal, Carmichael Campus	
• Kathleen Merz		Principal, Elk Grove Campus	
• Kim Zawilski		Principal, Shingle Springs Campus	
• Kim Aldridge		Principal, Orangevale Campus	

SUBCOMMITTEE: Educational Nature of the School

Name of Chair		Position	
Mickey Slamkowski		Director of Program	
Committee Members		Position	
• John Meinz		Dean of Students, American River Campus	
• Maria Ostendorf		Dean of Students, Capitol Campus	
• Richard Stanley		Dean of Students, Carmichael Campus	
• Angela Boley		Dean of Students, Carmichael Campus	
• Lisa Coker		Dean of Students, Elk Grove Campus	
• Cherie Cooney		Dean of Students, Shingle Springs Campus	
• Rebecca Marsolais		Dean of Students, Orangevale Campus	



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ROSTER OF COMMITTEES(continued)

Please add additional copies of this page as needed.

SUBCOMMITTEE: Learner Outcomes

Name of Chair	Position
Mickey Slamkowski	Director of Program
Committee Members	Position
• John Meinz	Dean of Students, American River Campus
• Maria Ostendorf	Dean of Students, Capitol Campus
• Richard Stanley	Dean of Students, Carmichael Campus
• Angela Boley	Dean of Students, Carmichael Campus
• Lisa Coker	Dean of Students, Elk Grove Campus
• Cherie Cooney	Dean of Students, Shingle Springs Campus
• Rebecca Marsolais	Dean of Students, Orangevale Campus

SUBCOMMITTEE: Strategic Plan

Name of Chair	Position
Gary Bowman	Executive Director
Committee Members	Position
• Bernie Evangelista	Principal, Capitol Campus
• Julie Miller	Principal, Carmichael Campus
• Kim Aldridge	Principal, Orangevale Campus
• Mickey Slamkowski	Dean of Students

Members of the Community Involved in the Self-Study Process

Community Members	Position
• CMP CAC Members	
• CMP Lead Teachers	
• CMP Governing Board	
• CMP Support Staff (TAs, Club M, AAs)	
• Students	



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SECTION I: Profile of the School

CMP believes we have comprehensively addressed Section 1: Profile of the School in our ACS WASC reports, specifically Chapter I: Student/Community Profile and Supporting Data and Findings (ACS WASC Document under separate cover).

Chapter I of CMP's ACS WASC report covers the student/community profile, information on the student body and families, demographics of enrolled students and families, demographics of surrounding community or applicant families, including data and finding for the following:

- Demographic data, including the refined schoolwide learner outcomes
- Disaggregated and interpreted student outcome data
- Perception data summaries, if any.

Chapter IV of CMP's ACS WASC report covers a summary of the profile of the school including areas of strength and areas which need improvement.

THE LEGAL PERSONALITY OF THE SCHOOL

BACKGROUND

The Charter Schools Act

In 1992, the California State Legislature passed the Charter Schools Act, creating a 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 charter schools throughout the state. California Montessori Project ("CMP"), along with other charter schools in the state, was recognized 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 fully embraces and has accomplished 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, for the first time since the inception of the Charter Schools Act, required a charter school to locate within the boundaries of its granting agency. AB 1994 provided a limited grandfather clause for a charter school in operation prior to July 1, 2002, and located outside of its granting agency, which allowed it to remain in its current location through the expiration of its charter.

The California Montessori Project (CMP) is a charter school which was originally granted a charter in 2000 by the Wheatland School District for the five (5) campuses located in the boundaries of four (4) school



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districts. In accordance with the terms of AB 1994, CMP then sought and received charter approval from each of the school districts in which the school operated.

In July, 2006 each of our campuses received a charter through their local school district. Buckeye Union School District granted CMP-Shingle Springs a five-year renewal, effective July 1st, 2009. The charters in Sacramento City Unified, San Juan Unified, and Elk Grove Unified acquired 5-year renewals effective July 1, 2011. Each of these Districts had the opportunity to review the history and present operations of CMP and its respective site(s) within the District when considering approval.

CMP was recently re-chartered with all of our districts. Buckeye Union School District granted CMP-Shingle Springs a five-year renewal, effective July 1, 2014. The charters in Sacramento City Unified, San Juan Unified, and Elk Grove Unified acquired 5-year renewals effective July 1, 2016. See Attachment 1 for our Charter Documents outlining the terms of each specific charter.

American River Campus	San Juan Unified School District	July 1, 2016 – June 30, 2021
Carmichael Campus	San Juan Unified School District	July 1, 2016 – June 30, 2021
Orangevale Campus	San Juan Unified School District	July 1, 2016 – June 30, 2021
Capitol Campus	Sacramento City Unified School District	July 1, 2016 – June 30, 2021
Elk Grove Campus	Elk Grove Unified School District	July 1, 2016 – June 30, 2021
Shingle Springs Campus	Buckeye Union School District	July 1, 2014 – June 30, 2019

THE HISTORY OF THE SCHOOL

The California Montessori Project is the result of the desire and vision of a group of parents and educators who sought to make Montessori methodology accessible to students in the public school sector.

CMP was founded in the year 2000, through the dynamic vision and thoughtful implementation of Keith Alpaugh and Marion MacGillivray, who have broad experience in charter school administration; Deanna Gardner and Norman Lorenz, who have extensive Montessori school program and teacher training experience; and many staff and parents, who continue to provide vital roles in leadership and support.

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. Today, the CMP network serves over 2,500 students at six schools, on seven campuses, in four school districts, throughout the greater Sacramento region.

Components of the current California Montessori Project program include:

- Learning environment
 - Comprehensive academic development using Montessori-based curriculum
 - Social development to address the “whole” child strength of a program
 - Curriculum alignment to Common Core State Standards
 - Quality Montessori learning materials
 - Field-based learning for all grade levels
 - Focus on peaceful school community through character education and Montessori peace curriculum
- Teaching Staff
 - Highly-qualified, California State-Credentialed & Montessori-Certified teachers (dual certification)



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- Participation in state-accredited Teacher Induction Programs (formerly known as BTSA, Beginning Teacher Support Assessment, and currently referred to as SCOE, Sacramento County Office of Education, Teacher Induction)
 - Low Student-to-Teacher ratios
 - Teaching Assistants in all classrooms
- Family Support
 - Parent education classes (Understanding the Montessori Classroom, Love & Logic, Parenting, Volunteer Training and others)
 - Extended Care Programs
 - Afterschool Academic Intervention, Enrichment and Sports Programs
- Technology based curriculum
 - Individual access to technological devices at all grade levels
 - Implementation of Rosetta Stone, foreign language technology-based program
 - Implementation of Learning.com integrated technology program
 - Implementation of Accelerated Reader program
 - Implementation of Accelerated Math and Math Facts in a Flash programs
- Supplementary Programs
 - Implementation of Read Naturally, SIPPS, Signs for Sounds, and Word Warm Ups programs
 - Implementation of Response to Intervention program (RtI)
 - Implementation of Character Education
- Professional growth/orientation opportunities
 - CMP is an active partner in the SCOE Teacher Induction consortium.
 - CMP routinely offers a pre-services orientation for new instructional staff. The sessions include orientation and overview addressing alignment of state standards and Montessori curriculum, use of Montessori materials, classroom management, and application of technology in the classroom. The program, on an annual basis, has served between 15 and 20 new teaching staff.
 - CMP offers Staff Development days, which include keynote speakers, as well as break-out workshops, and planning sessions facilitated by CMP instructional leaders.
 - CMP has adopted a calendar which includes two Early Release Days per month to focus on Staff Professional Development.
 - CMP supports the extensive training of new teachers not yet trained on Montessori pedagogy at site-based, accredited Montessori Training Centers and Teachers Colleges.

Recent highlights of the network include the following:

- All of the schools in the CMP network received re-accreditation through the Accrediting Commission for Schools Western Association of Schools and Colleges (ACS WASC), following an extensive review by the ACS WASC accreditation team for a full six-year term. CMP is currently in a self-study phase for a cooperative reaccreditation with AMS in 2016-2017.
- Through a coordinated, collaborative effort, CMP was awarded accreditation status by the American Montessori Society (AMS) in May of 2012 and will be going through a cooperative reaccreditation process with ACS WASC in the 2016-2017 school year.
- During the 2014-2015 school year, the CMP embarked on a project to upgrade its network infrastructure. The project was driven by CMP's desire to improve the student's network environment and enable them to meet mandated online state testing requirements and better



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utilize the web based teaching programs – Rosetta Stone, Renaissance Place, Learning.com and Typingweb. With this goal in mind, CMP hired outside vendors to assist in building a robust wired and wireless environment and increase bandwidth and productivity. With this help, CMP has built an MPLS (Multi-Protocol Labeling System) infrastructure which connects all of the campus' internally and then feeds internet traffic out through servers and switches located at the Central Administration offices. CMP also purchased enough Aerohive Wireless Access Points to place one in every classroom; this ensures that all students have access to the internet, enhancing the ability to have the 3rd – 8th grade students each have a Chromebook to use during their technology based lessons and during testing. While the rest of the Lower Elementary and Kindergarten students do not yet have a 1:1 device ratio in place, the infrastructure will support this in the future. This year, CMP purchased over 650 Chromebooks and 70 new desktop computers for the students. CMP is expecting to supplement these Chromebooks with another purchase next year and continue on the journey to provide the students with innovative technology.

- Free tutoring, before and after school, to eligible students (Below Standard, and Near Standard on state testing).
- CMP Dean of Students provide curricular and instructional support to staff.
- CMP has a credentialed Physical Education teacher on staff serving K-8th grade students.
- CMP Athletic Programs (including volleyball and basketball) for 4th – 8th graders.

Current and Future Projects and Program Goals for all CMP Campuses Include:

- CMP is excited about the opportunities from the collaborative spirit between the school sites and their authorizing districts and they appreciate the mutual benefit derived from this relationship.
- CMP offers a holistic Montessori education, while upholding rigorous academic standards.
- CMP plans to continue its successful program at all CMP sites.
- A plan for sustainable enrollment has been developed for each site.
- The Charter School will be on a single track school calendar of 186 days for staff, and 180 for students. All CMP sites will continue to offer in excess of the annual state-mandated instructional minutes at all grade levels.
- In TK/Kindergarten through 8th Grade, CMP plans to continue its practice of low student to teacher ratios, Instructional assistants, Montessori specialists, parent volunteers, and other program specialists will further reduce the student-to-adult ratio in the classrooms.
- Successful before and after school programs for academic support, enrichment, and child care support.
- CMP will continue to embrace technology tools to further promote student academic success, parent communications, staff effectiveness, and management of school operations. The use of technology as an effective tool, both in academic courses and in the arts, will be emphasized. Through the LCAP (Local Control Accountability Program), CMP has designated funding to support technology usage. CMP teaching staff has increased technology use on campus and currently offers multiple technology-based student programs, including Rosetta Stone, Accelerated Reader, Accelerated Math, Math Facts in a Flash and Learning.com.



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- CMP's leadership team has expanded to include Deans of Students at each site. Deans are responsible for Professional Development and overall staff support. In addition to overseeing WASC and AMS re-accreditation efforts, the Deans provide leadership in facilitating Response to Intervention and Student Success Team meetings, as well as coordinating the use of the Digital Library, Interim assessments and summative standardized testing through CAASPP (California Assessment of Student Performance and Progress).
- CMP will provide further focus to being a data-driven organization and has created a Network Testing Coordinator position who works in conjunction with the Executive Director, Director of Program, Student Data Manager and site Principals.
- CMP will implement an inquiry-based, Montessori curriculum through data-driven instruction.
- CMP will continue updating Montessori materials and bring in state-adopted curriculum and materials to meet the current needs of the student population.
- CMP will continue to develop the Middle School program to fulfill the needs of the current elementary students and families.
- CMP will continue to provide instruction focusing on Common Core through the Montessori methodology and by reviewing data from the Smarter Balanced Assessment Consortium (SBAC) and California Assessment of Student Performance and Progress (CAASPP).
- CMP will continue to develop a BEST (Building Effective Schools Together) team to move our BEST behavior program forward by reducing the number of minor incident reports, office discipline referrals, suspensions and expulsions, thus creating an environment more conducive to learning.
- CMP will continue to develop a peaceful school community through its Character/Peace Education (Anti-Bullying) Program in order to create an environment more conducive to learning.

Additional highlights specific to each campus can be found in our Charter Documents in Attachment 1.

LEADERSHIP TEAM

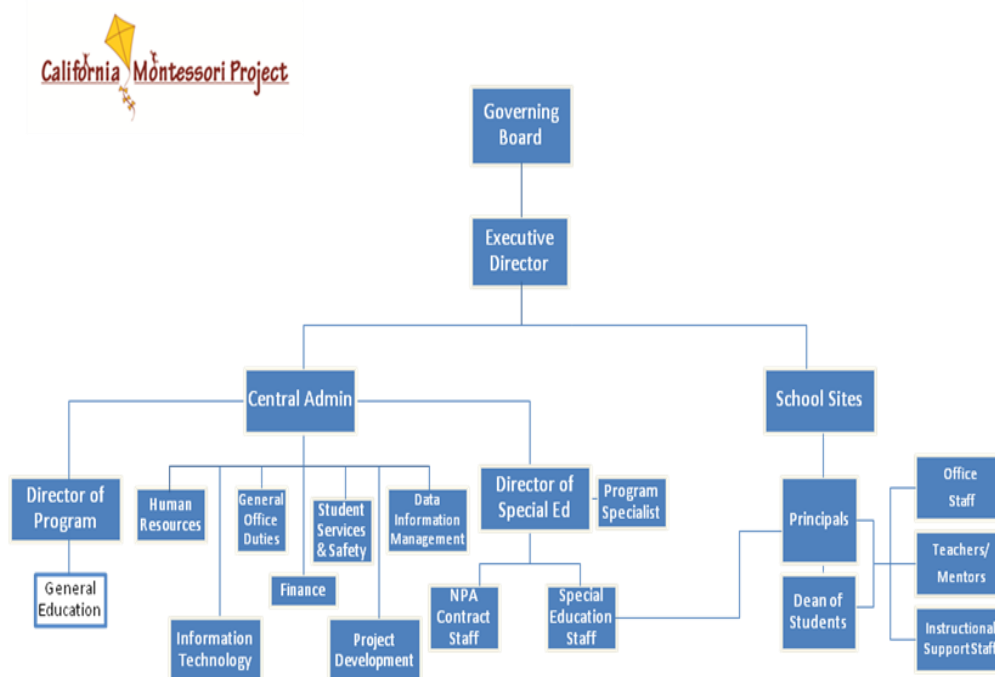
The senior administrative team of CMP brings together leaders in school district administration, Montessori education, child development, school finances and facilities operation. CMP employs the following:

- An Executive Director / Superintendent
- A Director of Program
- Special Education and Section 504 Coordinator
- Principals
- A Network Testing Coordinator
- Dean of Students II
- Dean of Students
- Lead Teachers
- Teaching Assistants
- Administrative Assistants
- Special Education Staff
- Physical Education Teachers



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Our CMP Network Support Organization Chart is below:



Our Principals, Executive Director and Director of Program make up our internal governing body, referred to as the Round Table (RT). The RT meets several times a month to engage in Enlightened Discussion, share District Board Reports, look at Montessori Community Outreach, and discuss procedures and review policies before they go before CMP's Governing Board, in addition to a host of other topics.

In regards to the procedure used to review policies and procedure, CMP personnel bring a new, or revised, policy or procedure to the RT for review where it is edited before going to the Governing Board for approval. Please note, only policy needs to go before the Board for approval.

Governance Structure

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

AFFIRMATIONS

CMP provides a signed list of affirmations at the beginning of this charter including but not limited to the following affirmations:

- CMP shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student or employee on the basis of any characteristic described in Education Code Section 220.
- CMP shall comply with all applicable federal, state and local laws applicable to its operation and will comply with the District guidelines and requirements for charter schools.



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NON-PROFIT PUBLIC BENEFIT CORPORATION

While the School intends to collaborate and work cooperatively with the District, the School shall operate as a separate legal entity, independent of the District. The School shall be operated by a duly constituted California nonprofit public benefit corporation, California Montessori Project, ("CMP"), 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. 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.

Pursuant to Education Code Section 47604(c), the District, in performing its oversight of the Charter School as required by Education Code Section 47604.32, shall not be liable for the debts and obligations of the School or for claims arising from the performance of acts, errors, or omissions by the School.

GOVERNING BOARD

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 to have a voting seat on the Governing Board.

The method of board member election, terms and replacement are all addressed in detail in the CMP Board adopted Bylaws, Attachment 2. 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.

Currently, there is no Executive Committee of the CMP Board and no plans for the creation of an Executive Committee.

Board Duties

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

- The general policies of the School;
- Approval and monitoring of the School's annual budget;
- Receipt of funds for the operation of the School in accordance with charter school laws;
- Solicitation and receipt of grants and donations consistent with the mission of the School;
- Oversight and final approval of the hiring, discipline or dismissal of School employees as recommended by the Principal, or by the Executive Director for the hiring of principals;



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- Approving the School's personnel policies and monitoring the implementation of these policies by the Principal and/or duly constituted committees;
- Hiring and evaluating the Executive Director;
- Approval of contracts with outside entities or persons over ten thousand dollars;
- Financial audit oversight; and
- All matters related to Charter approval, amendment, or revocation.

The 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 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 Students, Families, Staff, Faculty, and Community

Enrollment Information

The **Enrollment statistics and projections for three years past, our current year, three years forward** plus our sustainable number are below.

CMP Capitol Campus Enrollment Projections

	2013 / 2014	2014 / 2015	2015 / 2016	2016 / 2017	2017 / 2018	2018 / 2019	2019 / 2020	Sustainable
K	40	43	44	44	42	42	42	42
1st	40	46	44	42	42	42	42	42
2nd	40	47	44	43	42	42	42	42
3rd	45	39	42	41	40	40	40	40
4th	42	41	37	37	38	38	38	38
5th	33	40	38	35	34	36	36	36
6th	34	30	35	35	32	30	32	32
7th	25	20	24	21	28	24	26	26
8th	18	21	17	24	20	26	22	22
Totals	317	327	325	322	318	320	320	320



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Parent Education

In addition to CMP's commitment to student education, our organization feels strongly that educating and involving the parents of our students directly 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. Administrators 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 or teachers have also been invited to speak at organizational forums to inform the attendees about Montessori education. Although not all of these families may attend a Montessori school in the future, spreading the word to the greater community brings support to our program.

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 attend orientation days and those who wish to be a parent volunteer with the children 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.

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).*

CMP believes 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. All employment is contingent upon successful and ongoing live scan reporting through the Department of Justice, in combination with



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receiving positive references as a part of the background/reference check process. Additionally, staff working with children or working at a campus shall also maintain: Pediatric First Aid/CPR Certification, Blood-borne Pathogens training, and current Tuberculosis risk assessment/examination.

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's key staff members, such as the Executive Director, Principals, Director of Program, Human Resources Administrator, Special Education Coordinator, Administrative Specialists, Administrative Support Staff, Teachers and Special Education Staff, Teaching 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 leadership team that provides organizational leadership and direction; and shall demonstrate an ability to interact effectively with CMP's Administrative Leadership and Governing Board as well as other stakeholders.

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 (CMP) 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 Bachelors 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 stakeholders.

Principal Qualifications:

The Principal shall possess 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



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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 stakeholders.

Dean of Students Qualifications:

Dean of Students shall possess a minimum of a Bachelor's Degree in Education, Administration or other related field; California Professional Clear Multi Subject Teaching Credential or relevant Clear Single Subject Credential with proven Multiple Subject aptitude and mastery; Montessori Certificate from an accredited Montessori Teacher Training Center; at least five years of classroom teaching experience, and verifiable educational management and leadership experience.

Dean of Students must have knowledge in General/Administrative Operations; Facilities Management; Curriculum and Instruction; Intervention Support/Special Education/Special Populations; Finance; Personnel Management; Student, Parent, district and Community Relations; Student Records, Attendance and Discipline; and Health and Safety.

In addition, Dean of Students must have knowledge and understanding of: Montessori, elementary, and charter education; federal, state and local laws and regulations relative to elementary education and personnel management; and maintain current knowledge and academic background in education and administration.

Human Resources Administrator Qualifications:

The Human Resources Administrator 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 Human Resources Administrator may represent the Executive Director in his/her absence. As such, the Human Resources Administrator 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 stakeholders.



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Special Education Coordinator Qualifications:

The Special Education Coordinator 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 Special Education Coordinator 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 Special Education Coordinator shall have a working knowledge of and experience in implementing education code and charter laws applicable to special education services. The Special Education Coordinator may represent the Executive Director in matters relative to Special Education Services for the Charter School. As such, the Special Education Coordinator 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 stakeholders.

Administrative Specialist Qualifications:

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

The Student Information Systems Manager 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, CBEDS ORA (California Longitudinal Pupil Achievement Data System Online Reporting Application) and CALPADS (California Longitudinal Pupil Achievement Data System) is a plus. The Student Information Systems 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 data management and reporting obligations.

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



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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 stakeholders relative to implementing the organization's policies, procedures and systems related to the charter school's programs and services, and state mandated obligations.

The Bookkeeper/AP 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 Bookkeeper/AP 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 Bookkeeper/AP 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.

Administrative Support Staff:

CMP shall employ support staff to assist with school operations to include the 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 and shall demonstrate a high degree of self-directedness, the ability to exercise sound independent judgment, discretionary decision making and professional accountability. Administrative support staff should have a high degree of initiative, ability to work independently, 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).



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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, AMI, NCME, and MACTE accredited training centers. All lead teachers have an AMS Membership, obtained either through their Teacher Education Program as an Adult Learner, or the AMS Annual Report and School Membership Application which is due each June.

Internal forms are used to track the status of AMS Memberships, Montessori Credentials and degrees earned.

All teaching staff shall meet the highly qualified requirements of the Elementary and Secondary Education Act as applicable to charter schools. 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. Demonstrated core academic subject competence for elementary grades is done through a CCTC approved subject matter examination or by completing the California High Objective Uniform State Standard of Education ("HOUSSE") certification process. Middle school teachers teaching in multiple subject environments are subject to the same requirements. Middle School teachers working in specific subject matter areas are held to the middle/high school requirements of the No Child Left Behind (NCLB) Act as follows:
 - 1) Successful completion of the applicable CCTC approved subject matter examination;
 - 2) Completion of a coursework option such as:
 - a. a CCTC approved subject matter program;
 - b. a major coinciding with the assigned area of instruction;
 - c. a major equivalent (32 semester units); or
 - d. possession of a graduate degree in the core academic subject area to be taught
 - 3) Normal Board certification in the core academic subject to be taught
 - 4) Completion of the HOUSSE certification process.

CMP key administrative staff have completed training to assure understanding in determining the fulfillment of ESEA (Elementary Secondary Education Act) "highly qualified" requirements as applicable to their job duties. CMP teacher credentials are reviewed by the Human Resources Administrator annually and on an ongoing basis as needed.

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.

Teaching Assistant (Paraprofessional) Qualifications:

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

In response to CMP's desire to meet the same qualifications as other quality schools, CMP has chosen to adopt the ESEA Highly Qualified Paraprofessional provisions as part of the minimum qualifications of this



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position. Under ESEA guidelines, 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.

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 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 requires all staff to attend new-hire orientation.
- CMP, in 2015, instituted bi-monthly ERPD (Early Release Professional Development) days as part of our professional development for staff development.
- In addition, CMP developed Super Saturdays, a series of comprehensive, targeted professional development workshops for our classified staff.
- The Executive Director encourages staff to create proposals for individual professional development.
- 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.



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- CMP collaborates with the SCOE Teacher Induction Consortium to provide induction programming to all new SB 2042 preliminary credential holders in their first and second years of teaching who hold full-time lead teacher positions within the CMP network. Further, CMP recognizes the value that this program brings to its staff and has chosen to extend an invitation to all CMP instructional staff to participate in the professional development programs and workshops as may be available within the network as well as those offered through the consortium.
- CMP supports teacher attendance at workshops sponsored by the Sacramento County Office of Education (SCOE). This series of professional development workshops is specifically designed to assist teachers with the transition to the CA Common Core Standards (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.

The Facilities and Finances

Description of Facilities

CMP-Capitol Campus

The CMP-Capitol Campus is housed at the Jefferson Campus, which resides in a residential neighborhood. The campus features a large grassy field with soccer and baseball fields, a blacktop area with tetherball and basketball courts, a playground structure, garden boxes, numerous bathrooms, a library, multi-purpose/lunchroom room with stage, 14 classrooms, Resource Room and staff room. The Jefferson facility, currently leased through June 2016, allows for expansion due to student growth. The school was built in 1963 and a Plant Manager and part time Custodian maintain the facility from 6:00 a.m. to 6:00 p.m. Our sponsoring district, SCUSD, takes care of the maintenance needs of the campus.

Some of the **physical features of the campus, school buildings, and/or campus configurations** can be referenced in Attachment 3.

Evidence of continued fiscal viability of the school can be found in Attachment 4, California Montessori Project Report on Audit of Financial Statements and Supplementary Information Including Reports on Compliance.



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SECTION II: Educational Nature of the School

Montessori Learning Environment

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. 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.

CMP's teachers create a classroom community by modeling respect, grace and courtesy to students. The children take responsibility for the care of their classroom and outdoor areas. Personal storage areas are provided for individual student supplies and belongings. Supplies for the care of themselves and the environment are readily available. Care of self, others and the environment are incorporated in the daily routine and tailored to the direct needs of students.

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 an orderly and beautiful environment that encourages the child to explore and learn. Teachers take great care in the placement of Montessori and supplemental materials on shelves for easy accessibility in a sequential order. Classroom environments are designed to foster independence, a vital foundation for the development of freedom and self-discipline.

The Montessori teacher creates a beautiful and enriching learning environment for students. Small intimate areas and individual desks, as well as group work areas, are provided to meet the individual student's needs. Materials and activities are changed periodically, particularly for the younger children, to create excitement for new discoveries. A peace area is often created within the room to allow students to calm themselves or to resolve conflicts.

Plants and animals are incorporated into the prepared environment bringing nature into the classroom. This further serves the purpose of teaching empathy and care for other living things. Additionally, classroom teachers utilize plants and animals in cultural lessons and extensions.

Materials are available based on the plane of development for the age group within the classroom. Materials are often self-correcting, fostering independence and intrinsic motivation. Through repetition in the prepared environment, a child reaches mastery. As a result, students develop a sense of pride for purposeful and meaningful work and are inspired to become life-long learners.

In CMP's Early Childhood classrooms the curriculum is more individualized and is differentiated for each student. At this program level, the focus of the environment is to foster the development of order, concentration, coordination and independence for each child. Individual and small group lessons occur throughout the morning to address students at their academic level. Concepts are introduced first by



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using Montessori materials, as well as teacher made materials and extensions. The prepared classroom environment provides a full complement of Montessori materials that are intentionally placed on low shelves in designated areas including: Practical Life, Sensorial, Math, Language, and Cultural.

The Lower Elementary Program consists of multi-age groupings that build on skills and concepts introduced in the Early Childhood program. At this program level, students begin the transition from the exclusive use of concrete materials to the introduction of abstract concepts. Materials previously used for sensorial work gain new meaning as Geometry concepts are introduced. The Cultural subjects of History, Geography, Botany and Zoology are considered equally important to the traditionally core subjects of Math and Language. Due to the increased importance of the Cultural subjects, many new materials are introduced in the classroom to support these curricular areas.

The Upper Elementary Program also consists of multi-age classrooms where students continue to build upon the foundation laid in previous years and moves them towards a greater understanding of abstract concepts. This program level provides opportunities for community service projects and cooperative group work. The classroom environment is supported by the addition of technology. CMP provides a device for each student (1:1 ratio), taking student learning to a global level that prepares them for college and/or career. Upper Elementary students participate in overnight milestone field trips, bridging the divide between the classroom and the wider community.

The Middle School learning environment is designed to foster a strong community. Seating is arranged for community gatherings and provides for flexible group seating. Practical life activities in this program evolve beyond the basic care of the environment as in the lower grades to complex activities such as student run businesses. CMP provides a device for each student (1:1 ratio), taking student learning to a global level that prepares them for college and/or career. Technology is used as a resource for research, writing, publishing, and presentation.

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 as he or she moves 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. Middle school students participate in several multi-day immersion trips which are designed to capture the essence of Maria Montessori's idea of "Erdkinder" and incorporate acquired skills and knowledge to new situations.

CMP's student-centered environments provide appropriate uninterrupted work cycles, multi-age classrooms, and well experienced staff that recognize the student's natural desire to learn and respect their unique learning styles and needs. To guide their learning and keep record of their daily activities, students utilize work plans, created specifically for their needs. The work plan encourages and supports students to be self-guided and responsible, while allowing for freedom of choice, spontaneity, and independence within their required work.

Campuses provide outdoor environments that support freedom of movement and gross motor development. These spaces may include, but are not limited to, playgrounds, gardens, or other outdoor areas and may be utilized for Physical Education, recess, and/or instruction. Most campuses have multi-purpose rooms for activities such as lunch, Physical Education and assemblies.

CMP embraces Dr. Montessori's methodology that a child's spirit should be nurtured by addressing individual needs, celebrating cultural differences, and modeling and teaching problem-solving skills.



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Opportunities are provided for quiet individual work, as well as cooperative activities. The child's independence is promoted by allowing and encouraging the child to be responsible and accountable for their choices. The student's interaction with the prepared learning environment creates opportunities for reflective thinking, problem solving, and critical evaluation while providing for creative expression and divergent thinking skills.

Montessori's Learning Activity

Students benefit from working in classrooms that are abundant in materials. Extensions and variations are available in each core area and include opportunities for students to expand on previously learned knowledge. All classrooms have multi-age groupings, extended work times, freedom of choice, and self-initiated activities. Individual and small group lessons are presented to meet specific student needs. Dynamic opportunities for learning are made available through various materials, as well as with individual and group projects. Based on ongoing observation and formal assessment, teachers tailor lessons and the environment in order to maintain students' interest and to guide them in their learning, growth and discovery.

CMP is committed to maintaining a full complement of quality Montessori and support materials in each classroom. Annually, teachers inventory their classroom in order to add materials or to replace broken or missing pieces. As specific needs are recognized by the instructional staff, support materials are made or purchased. When teachers become aware of a particular interest by an individual or group of students, a lesson or activity will be created by the teacher to enhance the children's creativity and enthusiasm for learning. The use of didactic materials coupled with other forms of experiential learning brings the concepts to life (e.g. cultural reports, science projects, book reports, etc.). Students are introduced to materials based on their readiness for a particular concept. Students then engage with the materials as desired. While work in core subjects is a daily requirement, opportunities also exist to focus on choice activities. Teachers, as well as their students, have the opportunity to express their creativity through a guided but flexible curriculum.

CMP is committed to providing enriching and exciting field trips and immersion opportunities to enhance the students' learning experiences.

CMP also provides venues for showcasing student projects during school-wide community events. Events may include a Science Fair, Continent Party, and Visual & Performing Art presentations. These events expand and build on classroom learning experiences and enhance student's depth of understanding and the application of learning in a particular content area.

Students at CMP maintain community outreach based on their interests and dedication. Examples include recycling programs, volunteer work and other service related projects. With the emphasis on stewardship and care of the environment beginning at the earliest grades, older students intrinsically desire a connection to their local and global communities. CMP also has the expectation that Middle school students fulfill a required number of hours of service per year.

Emphasis is placed on multi-leveled classrooms wherever possible. Multi-age groupings create a sense of community allowing for peer support. Even within a classroom of one level, such as kindergarten, students still have opportunities for peer tutoring and building a community of support. Teachers foster classroom



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community by modeling grace, courtesy and respect. Students take pride in their classroom because they are responsible for the care of their environment and for each other.

The classroom community builds the following social skills within the individual:

1. Citizenship:

Students form a personal connection and a sense of belonging in their classroom and school community. Taking on responsibilities at the classroom level carries over into the school community and later into the greater community.

2. Collaboration:

The ability to work effectively and cooperatively with others who possess diverse perspectives in intellectual endeavors is addressed in the Montessori classroom on a daily basis.

3. Conflict Resolution:

Conflict resolution techniques are demonstrated, modeled and practiced in the classroom. By engaging in the process of responsible, compassionate peer relations, students learn to work out differences in a peaceful manner.

Freedom with responsibility is a foundational value in CMP classrooms. Freedom to move about the classroom, choosing their work, and engaging in additional projects of interest, creates a self-directed and internally disciplined individual. Teachers provide opportunities for spontaneous work, since it is through meaningful work that order and a sense of purpose comes to the student. CMP teaching staff respects student choice and intervenes only when guidance is appropriate.

The prepared environment is a key component in developing independence in the students. Materials and tools should be accessible to the children in order for them to utilize items as the need arises. The teacher is responsible for identifying and then training the children in tasks which allow them to be self-sufficient. Beginning with independence in daily care of self and the environment, the students move towards independence in the academic areas of the classroom.

By fostering and facilitating intrinsic motivation, students will develop skills which enable and empower them to pursue their own path of learning. This love of learning will continue to manifest itself throughout their adult lives.

CMP provides opportunity to foster intrinsic motivation and to develop self-motivated, competent, lifelong learners by providing:

- Multi-age, skill/readiness-based class groupings
- Interdisciplinary, project based learning
- Individualized lessons and learning in small group settings
- Use of a prepared environment and hands-on materials which are progressive in complexity and often self-correcting
- A flexible time-line which allows introduction of new material when it is most impactful to the individual
- Individual learning plans
- Low student-to-teacher ratios



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The teachers at CMP have the ability to meet California Common Core State Standards (CCSS) in a creative, active, spontaneous way. The strength of our program relies on the ability and flexibility to teach CCSS by carefully aligning them with the Montessori curriculum. As a public charter school, CMP acknowledges its responsibility to meet California mandates for academic benchmarks as measured through standardized testing. CMP supports its students through this alignment of CCSS and Montessori curriculum and the use of concrete, didactic materials. Support materials, technology and textbooks are also introduced, as appropriate, to expose the students to the vocabulary and formatting of the standardized testing platform.

Montessori Learning Relationships

Self-respect, integrity, responsibility, collaboration, cooperation, self-awareness, and personal voice continue to characterize learning relationships at CMP. Empowered and guided by the teachers, students learn to listen to each other to develop richer ideas and perceive different perspectives. They “test” ideas with each other, honing their understanding both of a concept and of each other. They discover the commitment, desire, and power to resolve conflict that arises simply in the course of living and working together. Within the class community, students work out the majority of their “disputes.”

Multi-age classrooms are designed to facilitate peer learning and self-reflection in an environment where observation happens naturally and precipitates a sense of security and self-esteem. See Appendix B of the Application (3.7.3) for class schedules.

CMP teachers utilize peer teaching and group work to enhance the learning opportunities for each child. The multi-aged classroom naturally provides peer teaching opportunities where both the peer-teacher and the peer-student learn more than when working individually. In order to teach a concept, a deeper understanding is required. Peer teaching also provides a level of self-confidence and sense of pride, while also strengthening the community bond. CMP classrooms promote a spirit of collaboration and cooperation rather than competition. There is a sense of mutual caring between students, as well as between students and teaching staff.

CMP creates opportunities for students to engage in cooperative learning at the various curriculum levels by offering daily large group meetings. In the Early Childhood classrooms, the students participate in daily circle time activities which include singing songs, reviewing the calendar, show and tell, and mapping out the day, etc. At the Elementary level, circle time continues but is appropriately geared to their development to be a class meeting format where students run the meeting and engage in problem solving activities and peace education. In Middle School, the students and teachers hold daily community meetings where students are given an opportunity to share and acknowledge others, receive whole group lessons, participate in Socratic Dialogs, and engage in problem solving and the planning of activities.

Consistent with Montessori philosophy, students are invited to participate in parent-teacher conferences. We believe this promotes ownership of their learning, an understanding of expectations related to proficiency, and an awareness of opportunities to excel. Montessori students are encouraged to evaluate their own work on a regular basis and to revisit areas of academic learning.



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Montessori Spirituality

CMP's goal for its students is to develop empathetic, collaborative members of a community, yet will be motivated to set and achieve personal goals. There is a demonstration of empathy and respect towards others in all interactions. The students are guided to view themselves as global citizens who are empowered and responsible for making positive changes in their community and in the world. Students seek spiritual understanding and peace, and appreciate and protect the rights of others to do likewise. Students develop personal habits leading to a healthy lifestyle which include balancing leisure, work, family, and community.

As a SCHOLAR, the student is proficient in math, science, social studies, languages and the arts. As a member of the global community, the student is proficient in at least one language in addition to English.

As a HEALTHY PHYSICAL BEING, the student is knowledgeable of and practices good nutrition, safety, and a healthy lifestyle. The student develops habits of physical challenge that provide pleasure, stress release, and fitness.

As a COMMUNITY MEMBER, the student is able to collaborate with others, cooperate on projects, and manage and resolve conflicts. The student is motivated and ready to provide meaningful service to others and makes significant contributions with developed talents.

As a CITIZEN OF THE WORLD, the student understands the basis of our constitutional democracy, the rights and responsibilities of all, and stays informed on important political, social, and environmental issues. The student is informed regarding other political, social and cultural systems and seeks to understand and co-exist peacefully.

As a SPIRITUAL BEING, the student feels a connection with all of life and desires to live in harmony with nature. This means every act of carelessness, selfishness, indifference, hatred and violence toward nature or towards other human beings is actually an act against him/herself, the family, and culture. The student seeks the highest of human virtues, such as love, caring, generosity, and responsibility for actions, forgiveness, compassion and openness to one another. This leads to sharing rather than accumulating, to cooperation rather than competition, and to peace rather than violence.

As a MEMBER OF AN INCREASINGLY TECHNICAL AND INFORMATION BASED WORLD, the student is competent and comfortable using a wide variety of technology as an integral part of life and is open to embracing new alternatives as they become available.

Peace education and character development lessons are provided in each classroom based on the age level and needs of the group. Students are guided by their teachers to make choices and show social responsibility. Class discussions and meetings continually provide opportunities to discuss issues important to the group. This provides a way to discuss problems, confusions, and even express feelings and fears. In the lower grades we utilize the peace area of the classroom for conflict resolution and to provide peaceful activities. This area of the classroom is a place where the students can practice conflict resolution, and provides a quiet place to develop their own peacefulness. As the children get older, peaceful activities are offered in different ways throughout the classroom. This may be accomplished through a peer-mediation process or more open discussions in classroom community meetings run by the students themselves.



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What the Montessori Teacher Is

CMP teaching staff embodies the best qualities of the Montessori guide. They are warm, nurturing, collaborative, supportive, life-long learners; acting as a respectful model and guide for students as they develop and grow.

The Montessori teacher is the visible link between the student and the learning environment. Teachers make every effort to engage with students. Each CMP Montessori teacher is warm, nurturing and has great respect for the child. These characteristics are crucial in establishing positive teacher-student relationships and in creating an environment that provides an atmosphere where the student can express their concerns and desires.

The Montessori teacher is a highly trained professional. CMP is committed to hiring quality teachers with a passion for Montessori methodology. As a public charter school, CMP is required to hire California-credentialed teachers. Additionally, teachers are required to possess or obtain Montessori certification for the program level they are serving.

CMP teachers are part of a collaborative network. This network includes: colleagues; a campus Curriculum Level Lead for all program levels; Dean of Students; Principal; and network Executive Director and Director of Program.

CMP commits to supporting Montessori teachers as life-long learners. Annually financial assistance is provided for professional development to all teaching staff. Newly California State credentialed teachers are supported through the SCOE Teacher Induction Program. Through regularly scheduled network professional development, as well as campus level staff in-service days, teachers are able to develop new skills and share their own areas of expertise with their colleagues.

Beginning in the 2015-16 school year, CMP expanded its professional development opportunities by introducing Early Release Professional Development days. These bi-monthly trainings are offered in the afternoons and are dedicated to campus-specific areas of need as well as collaborative work. Topics are determined by the teachers' needs in supporting their students.

CMP offered full Montessori training program scholarships to teaching assistants that were interested in furthering their training and offering additional support to their lead teacher.

CMP developed targeted professional development opportunities for teaching assistants that will be introduced in the 2016-2017 school year. Held one Saturday a month, these workshops will cover an array of topics: an overview of Montessori philosophy, classroom management, Positive Discipline, conflict resolution, parent communication, special education, and other topics to support the success of our teacher assistants.

What the Montessori Teacher Does

A Montessori teacher facilitates the prepared learning environment. The Montessori trained teacher understands the importance of providing an aesthetically pleasing, organized, and enriched environment for the children. The teacher, trained in the Montessori philosophy, arranges the materials in a sequential manner to assist the students in their self-directed learning. The teacher consistently models grace and courtesy. It is the teacher's role to demonstrate the materials in such a way that the children want to interact with them and internalize the concepts through repetition and experience, rather than learning



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through direct instruction. By creating a calm, peaceful environment, the teacher allows the children to utilize the prepared environment to proceed with their work.

Montessori teachers cultivate classroom community throughout the year. At the beginning of each school year, the students, under the direction of their teachers, develop classroom expectations. Direct student involvement creates ownership and peer reinforcement. Communal responsibilities are established with the expectation that students contribute, thus protecting the integrity of the community.

The teacher also initiates discussions on rules and responsibilities of the classroom and wider community. Students engage in discussions on how to practice and maintain the expectations of the school to be safe, respectful, and responsible throughout the school environment. Monthly school wide assemblies on these character traits foster community and Dr. Montessori's vision of respect for self, others and the environment.

A Montessori teacher engages all students in learning by supporting students at their individual levels and encouraging them to follow their interests. Teacher observation provides insight into students' interests and ability levels. Teachers provide extensions, lessons and opportunities to meet desired learning outcomes. Our ongoing informal observations are used to keep student interest high, and keep students motivated through personalized curriculum. This process of ongoing observation and assessment provides the teacher with the information needed to plan ahead for each student's journey.

CMP teachers evaluate student learning by utilizing the following practices:

- Student observations
- Anecdotal notes
- Record keeping
- Portfolios
- Formative and summative assessments
- Rubrics
- Demonstration of mastery using Montessori materials
- Demonstration of mastery by peer teaching and/or cross age tutoring
- Student self-assessment/reflection
- Peer feedback
- Planners/Work Plans
- Three Period Lessons
- State mandated tests and other standardized assessment tools

The California Montessori Project teachers are passionate about education. Their passion is evident in the positive relationships they build with their students, as well as the unique talents they bring to their classrooms. Teachers take the time to observe, reflect on, and share their love for the students and the work of teaching in the context of Montessori philosophy. This is evident through the creativity of designing and offering hands-on materials, exploration based curriculum, and the opportunity to work in a deeply collaborative community. Each teacher's special interests and personalities are evident in their beautifully prepared environments all of which contribute to a healthy, thriving learning community.

Summary

Chapter IV of CMP's ACS WASC report covers a summary of the Educational Nature of the School including areas of strength and areas which need improvement.



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SECTION III: Learner Outcomes

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

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

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

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

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

Independence

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



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Students in Early Childhood are learning to transition from one activity to another without interruption. Teachers in this curriculum level present frequent lessons on how to appropriately use materials in all areas of the classroom. They specifically give many lessons in the area of practical life with the aim of helping the younger students to develop independence in their first experiences in school.

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

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

Confidence and Competence

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

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

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

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

Autonomy

Grace and Courtesy is a fundamental principle necessary for developing autonomy in the Montessori classroom. Classroom teachers regularly give lessons on Grace and Courtesy in the beginning of the year. Based on teacher observations, follow-up lessons will occur throughout the year. Students are



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encouraged to express their social concerns during class meetings. Teachers use this as an opportunity to provide Grace and Courtesy lessons which are meaningful and relevant. Students and teachers will role-play difficult situations and demonstrate to the class how to appropriately respond in a respectful and peaceful manner.

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

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

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

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

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

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

Intrinsic Motivation

The natural beauty of the Montessori classroom and its materials intrinsically draw the children to engage in meaningful learning. Children are born with natural curiosities and love of learning. The Montessori classroom promotes this innate love of learning by sparking the child's imagination and providing freedom for exploration. When children complete a cycle of work there is a sense of completion and satisfaction that leaves the child hungering for their next learning experience. Students in this environment do not rely upon reinforcement from their peers or teachers. However, teachers through their observations are able to offer important and specific feedback to students which is more valuable than praise or critique. In a multi-age classroom, students observe others working above or below their level. The students may be motivated to work at more advanced levels and excited to give lessons to peers, providing a sense of inner satisfaction and intrinsic motivation.



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

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

Social Responsibility

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

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

The increased availability and use of technology in the Elementary and Middle School classes has created a need for additional lessons in the area of social responsibility with technology. The teachers are addressing this through the use of technology lessons on using Grace and Courtesy on social media, in the Google Classroom environment, and while on the internet. Outside presenters may be invited to discuss relevant and current issues pertaining to the safe use of technology.

Academic Preparation

The abundance of the Montessori materials, well equipped and well-designed classrooms, and caring Montessori teachers support academic learning. The spiritual preparation of the teacher is a key component in the academic preparation of the students. The teacher helps create a calm and productive learning environment in order to provide the students with tools to be successful learners. The use of concrete Montessori materials leads to deeper levels of perceptual and cognitive understanding of



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abstract concepts. Lessons are given individually, in small groups, and in large groups depending on the need(s) of the students and the subject matter. CMP has aligned the California Common Core Standards with the Montessori curriculum. Alumni feedback has indicated that their experience with the Montessori curriculum has prepared them for the rigors of High School.

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

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

Assessments throughout the year ensure students are progressing through the curriculum. Progress is monitored regularly and student assignments are adjusted to meet individual needs.

Student record daily lessons and observations into personal notebooks. Teachers, in collaboration with their students, build student portfolios which are provided to the next teacher.

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

- **Beginning Phonics Skills Test (BPST)** is administered to kindergarteners and as intervention to first graders to determine knowledge of beginning reading skills.
- **Screeners of Handwriting Proficiency** is given to kindergarteners and measures the following skills: letter recognition, letter orientation, letter placement, sentence skills.
- **Kindergarten Math Assessment** is a CMP created assessment that measures the students' understanding and skill with regard to time, geometry, counting and cardinality, addition and subtraction, number operations in base ten.
- **Kindergarten Story Comprehension** is a CMP created assessment that measures story sense, indicating early reading comprehension skills.
- **Albanesi Math and Language Grade Achievement Test (GAT)** is administered to Lower Elementary at the end of the year to determine mastery.
- **Albanesi Junior Review Test (JRT)** and **Advanced Review Test (ART)** are administered to Lower and Upper Elementary to determine placement and mastery in the curriculum.
- **Montessori Achievement Test (MAT)** is a CMP created curriculum placement tool administered to Upper Elementary students at the beginning and end of the year.
- **Dynamic Indicator of Beginning Literacy (DIBELS)** is administered two to three times a year at the beginning, middle (optional) and end of the year to determine the early literacy of students in first through sixth grades.



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- **Math facts quizzes** are taken in the Lower and Upper Elementary to assess progress toward automaticity.
- Weekly **spelling tests** are given to Lower and Upper Elementary throughout the school year assessing weekly spelling units.
- An initial **writing sample** is collected at the beginning of the year for all students. Additional samples are taken throughout the school year.
- **Accelerated Reader** is a supplementary on-line program used by most students that encourages students to read in their zone of proximal development and measures vocabulary and comprehension.
- **Renaissance Place STAR Reading/Math Tests** are given five times a year to in order to measure progress, plan instruction and track longitudinal progress.
- **Accelerated Math** is a supplementary on-line program used for on-going practice, intervention and assessment of grade level California Common Core State Standards.
- **California Assessment of Student Performance and Progress (CAASPP)** is administered as both formative and summative assessments for grades 3rd through 8th to provide achievement scores in Math and English Language Arts. Standardized Science tests are administered in the 5th and 8th grades; while Physical Fitness testing is administered in 5th and 7th grade.
- **Classroom work** is utilized by teachers as formative assessments to evaluate students' understanding of concepts.
- **Learning.com (3rd-6th)** is an on-line technology program that allows for individualized lessons followed by assessments.
- **Rosetta Stone(Tk/K-8th)** is an on-line, self-paced foreign language program. Progress is measured through grade level benchmark expectations.
- **Ongoing informal assessments** through observation and student/teacher conferences.

Spiritual Awareness

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



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

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

Global Citizenship

The students in our Upper Elementary and Middle School programs are encouraged to not only be cooperative community citizens, but respectful global citizens. Each CMP campus sponsors fundraisers that benefit the global community such as: Heifer International, The Gambia Girls, Pennies for Patients, Leukemia and Lymphoma Society, American Heart Association, local food banks, etc. The school also provides opportunities for students to perform community service and to get involved in science ecology programs such as Nature Bowl, Oceans Plastics Pollution, and the California State University of Sacramento Science Olympiad.

California Montessori Project Expected School-wide Learning Results

California Montessori Project Students:

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

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



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

- Teacher observation
- Positive discipline approach
- Classroom lessons focusing on character/peace education
- School-wide assemblies to nurture a safe, respectful, and responsible culture
- Monitoring behavior referrals/student incident reports
- Response to Intervention process

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

- Anecdotal Observation
- Feedback forms from field trips
- Social Interactions: e.g. lunch/recess
- Community Conversation Agendas
- Classroom Rules/Constitutions
- Peer Mentoring
- Peer Mediators
- Self-Reflection portion of Incident Reports
- Pass to Recovery
- Classroom Greeters
- Data collection from Incident Reports, Office Discipline Referrals, and Suspensions

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

- Local/Global Outreach
- Surveys
- Gardens/Farm Trips
- Family Activity Nights (Watch Me Work, Science Fair, Continent Party, Harvest Festivals)
- Community Service
- Leadership Opportunities
- Research Projects
- Internships (Middle School business internships)
- Student Run Businesses (Middle School)
- Student Alumni volunteers
- Guest Speakers/Assemblies

Based on our CMP mission statement and our school's ESLRs, Expected School-Wide Learning Results, we have identified the following areas of strength and areas for improvement.

Areas of Strength:

- Dedication and adherence to the Montessori philosophy
- Beautifully prepared and well maintained environments
- Montessori materials prevalent in all classrooms
- Meeting the needs of each individual student
- Providing equal access to curriculum
- Parent involvement



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- Community outreach
- Response to Intervention system
- Individualized work plans
- Student engagement
- Field experiences
- Technology integration
- Regular assessment schedule
- Regular school to parent communications
- Fully credentialed and qualified teachers (both state and Montessori certificated)
- Safety Operations Plan
- Implementation of professional development and staff support

Areas Needing Improvement:

- Continuing to integrate the California Common Core State Standards within the Montessori curriculum
- Incorporation of Next Generation Science Standards
- Addressing the California Healthy Youth Act
- Standards Based Report Cards
- Collecting and analyzing data in the areas of behavior and academic assessments to better meet the needs of our students and community
- To blend the BEST Positive Discipline Program with our Montessori philosophy (e.g. recognizing accomplishments without the use of extrinsic motivators)
- Expanding student participation in areas of leadership
- Facility expansion at some campuses



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SECTION IV: Strategic Plan

***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***

During the 2013-2014 school year, California Montessori Project (CMP) assembled a committee to review the current mission statement with the intention of creating a new mission statement which would provide a more succinct description of the program, as well as more accurately reflect primary outcomes in a measureable way.

CMP ensures quality of program by continuously monitoring and evaluating teaching staff qualifications, curriculum implementation, prepared Montessori classroom environments, digital literacy, and low teacher-student ratios. The state of California requires teachers to have their CA state teaching credential. Along with the state credential, CMP teachers are required to hold, or be in progress of obtaining, a Montessori certification from an approved Montessori training center. CMP has aligned California state standards with Montessori curriculum. CMP classrooms have a full complement of Montessori and supplemental materials. Classroom materials are inventoried on an annual basis and replaced and or repaired, when necessary. There is now a 1:1 student-to-computer device ratio for third through eighth grade students. CMP maintains low student to teacher ratios, along with providing teachers with a teaching assistant.

As an organization, the adoption of a new mission statement led CMP to review and update the Strategic Plan. The Strategic Plan has great value to CMP's leadership team, as it provides guidance and encourages focus on the goals which have been deemed as critical elements of the ongoing success of the organization.

The leadership team reviewed strategic plans from our authorizing districts and reflected upon our AMS and WASC goals to help guide our discussions in revising/updating our strategic plan. All stakeholder groups (parents, students, teachers, staff, and board members) provided input into the AMS and WASC goals which became the foundation for CMP's strategic plan.

A committee consisting of a subset of the administrative team was formed to begin the lengthy process of drafting the strategic plan based on the AMS and WASC stakeholder input.

During the Fall 2013 Annual Board Meeting, the board and the leadership team reviewed the stakeholder input and brainstormed goals for the next three-year strategic plan. The leadership team met throughout the spring and summer of 2014 continuing to review and revise the plan.

CMP's leadership team and governing board engaged in a work session in the Fall of 2014 to finalize CMP's 2014-2017 plan. CMP's strategic plan was adopted by the Board at the November 2014 Annual Board Meeting.

CMP is in the beginning phase of reviewing our updated goals and drafting our new three-year strategic plan.



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There are six goals in the current Strategic Plan:

Goal 1: Implementation of Common Core State Standards

Common Core State Standards (CCSS) were adopted by the state of California in 2010. Teams of teachers at all program levels throughout the network came together to align these new state standards with the Montessori curriculum. This curriculum guide is reviewed on an annual basis. CMP teaching staff are offered professional development opportunities focused on implementing these new state standards within the Montessori curriculum.

- Timeline: July 2012–June 2016
- Personnel: teachers, administrative staff, IT Department
- Funds: Approximately \$400,000
- Source of Funds: Common Core State Standards Implementation Funds provided in a one-time state allocation
- Method of Monitoring Progress: teacher training records, observation of teachers' implementation of Common Core, SBAC Scores, updated curriculum guides, and upgraded technological infrastructure
- Criteria for Evaluating the Attainment of the Goal: student assessment data, student performance in the classroom, incorporation of CCSS into the classroom, aligning Montessori curriculum with CCSS, updated curriculum guides

Goal 2: Provide a Strong Academic Program

CMP's Director of Program works closely with Campus Deans of Students, who directly work with campus teaching staff. Support to staff is provided through additional resources and professional development training. Student achievement data is collected and analyzed for math and reading proficiency through a variety of assessments. In order to reach the needs of all students, teachers provide enrichment opportunities for advanced learners, as well as interventions to support struggling students.

- Timeline: August 2011- November 2016
- Personnel: Director of Program, Deans of Students, teachers and staff, administrative team
- Funds: Approximately \$400,000
- Source of Funds: LCAP, Common Core State Standards Implementation Funds provided in a one-time state allocation
- Method of Monitoring Progress: Assessment Tracker (Renaissance Place detailed assessment reports), RtI meeting documentation, progress reports and report cards, participation in hourly tutoring programs
- Criteria for Evaluating the Attainment of the Goal: CAASPP growth overtime, perception surveys and data, student portfolios, teacher and administrative observations

Goal 3: Refine the Meaning of How CMP Creates a Peaceful and Positive Community

CMP provides professional development for staff and parent education for families in the area of peace education. The network strives to find resources to promote peaceful communities at all CMP campuses in alignment with the Peaceful Classroom Community (Anti-Bullying Policy).

- Timeline:
 - Task #1: Create informational documents for all stakeholders (Peaceful community policy; SOP tri-fold; peaceful community tri-fold); Fall 2013-Ongoing



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- Task #2: Standardize Peaceful/Positive community lessons at each campus; Fall 2014-Ongoing
- Task #3: Parent Education; Ongoing
- Task #4: Professional Development; Ongoing
- Task #5: Develop a student perception survey; Fall 2014
- Personnel: CMP Administration team and staff
- Funds: ~\$5000
- Source of Funds: CAC fundraising
- Method of Monitoring Progress: Data collected via student information system regarding student incident reports, suspension and expulsion rates, Professional Development Agendas, and perception surveys and data, character education curriculum and assemblies, on-site field trips such as *Touch of Understanding*, community outreach and service projects
- Criteria for Evaluating the Attainment of the Goal: Decrease in student behavior incidents, analysis of perception survey data, parent feedback through Principal Café, CAC, etc.

Goal 4: Create a Strong Sense of School Community through Parent Involvement and Open Communication

All CMP campuses provide parent volunteer opportunities inside and outside the classroom environment to foster a sense of community. There are a variety of campus events held throughout the year which promote family engagement. Best practices for effective parent communication are shared during staff meetings and administrative leadership meetings.

- Timeline: Community Building Events and Promotion of Family Engagement which are ongoing; Leadership Trainings and Staff Professional Development Trainings with Jonathan Wolff: July 2014 – June 2017; Update to School's Website: November 2015 through July 1, 2016
- Personnel: CMP administrative leadership team, teachers, administrative assistants, Technology Department, Campus Advisory Councils, Campus Fundraising Committees
- Funds: \$1000 for contracts for Jonathan Wolff for Professional Development Trainings, \$11,800 for cost of new version of website, as well as Campus Advisory Council Fundraising moneys to coordinate school events
- Source of Funds: CMP's general operating budget and Campus Advisory Council fundraising accounts
- Method of Monitoring Progress: Campus newsletters outlining volunteer opportunities, school calendars advertising campus activities and events, Professional Development Day feedback surveys, LCAP stakeholder input feedback on school culture and school communication, usage statistics on CMP's new website, and general parent feedback
- Criteria for Evaluating the Attainment of the Goal: Stakeholder input on school culture, total number of parent participation hours logged at each campus, parent chaperone field trip logs, and increase in usage on school's website



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Goal 5: Provide a Safe & Healthy Learning Environment for all Students, Staff, and Families

CMP developed a Safety Plan with stakeholder input. This plan continues to be reviewed and refined by the Network Safety Committee. Preparedness training is provided to staff and students via mock casualty events at all sites, ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) training, and ongoing stakeholder dialogue.

- Timeline: 2013-2014 School Year with on-going updates which are Board approved every February
- Personnel: Site Safety Committees (Campus Safety Coordinators and campus stakeholders), Network Safety Committee (Campus Safety Coordinators and Central Admin staff, Principals)
- Funds: \$35,000 - \$45,000
- Source of Funds: General Fund
- Method of Monitoring Progress: Quarterly Network Safety Meetings, Campus Safety Trainings and drill records, Annual Audits, and Central Admin Oversight
- Criteria for Evaluating the Attainment of the Goal: Completion of plan updates and drill/training records, annual safety audit

Goal 6: Pursuit of Technological Advancement for our Organization

CMP has made significant strides in the technological arena. Within the past two years, CMP has allocated extensive personnel and material resources to overhaul and upgrade network infrastructure (i.e. WAN, bandwidth, wireless connectivity, etc.). To support technology-integrated curriculum and accommodate state-mandated CAASPP (California Assessment of Student Performance and Progress) testing and school-wide computer-based assessments, CMP provides:

- Grades K-2: 1:5 (device-to-student ratio) desktop/laptop
- Grades 3-8: 1:1 Chromebooks

CMP continues to support learning by providing classrooms with contemporary peripheral devices such as document cameras (i.e. ELMOs), interactive whiteboards (SMART Boards), internet televisions (Smart TVs), and short-throw LCD projectors.

To further enhance student learning in a contemporary classroom environment, students access the following integrated computer-based programs:

- Rosetta Stone (Grades K-8)
- Renaissance Place Suite (Grades 1-8):
- Accelerated Reader/Accelerated Reader 360
- Accelerated Math/Accelerated Math 2.0
- Math Facts in a Flash
- STAR Reading/STAR Math Diagnostic Assessments
- Learning.com (technology curriculum) (Grades 3-6)
- Typing.com (Grades K-6)

CMP embraces the opportunity to introduce cutting edge technology that complements and enriches Maria Montessori's innovative methodology.



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- Timeline: September 2013 – September 2018
- Personnel: Gary Bowman, Executive Director; Jacky Murray, I.T. Department Manager; and Sarah Templeton, Technology Assistant
- Funds: ~ 1.75 million
- Source of funds: General state revenue and state mandated cost reimbursement funds
- Method of monitoring progress: I.T. Department Manager will report to the Executive Director as to the progress of Goal 6. The following timelines will be followed:
 - Network infrastructure re-build will be substantially completed prior to the 2016-2017 school year to allow funding for improved student to computer ratios and equipment to enhance our technology-integrated curriculum
 - Each student in grades 3-8 will be provided a Chromebook by the end of the 2016-2017 School Year and each student in grades K-2 will share access to a desktop or laptop with 1-2 fellow students
 - One or two campuses will pilot a 1:1 Chromebook to student ratio in Grade 2 during the 2016-2017 and 2017-2018 school years
 - Each 3-6 grade classroom will be provided an Elmo Document Camera and a projector prior to the end of the 2016-2017 school year
 - During the 2016-2017 School Year each Middle School classroom will be provided a Smart Board and a dedicated desktop for use with the Smart Board
 - All 1:1 Chromebook to Student ratio's will be in place prior to the beginning of the 2018-2019 school year
- Criteria for Evaluating the Attainment of the Goal: Executive Director will establish a yearly funding guideline with the I.T. Dept. Manager and hold monthly and or quarterly meetings to assess the progress of the goal. I.T. Dept. Manager will also establish a sustainability projection for future funding needs to maintain Goal 6. Pilot programs will be monitored to check the progress of the feasibility and sustainability of a 1:1 Chromebook to student ratio in Grade 2. Staff and student access will be optimal, paired with effective and efficient usage.

Innovation and improvement are building blocks of a quality program which supports CMP's mission and vision.

CMP embraces opportunities to reflect on mission, vision, values, and current practices. The Strategic Plan is the source document for this reflection, and incorporates input from all CMP stakeholders.

The CMP Leadership Team and the Governing Board will review, refine, and adopt the updated Strategic Plan during the November 2017 Board Retreat.



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SECTION V: STANDARDS AND CRITERIA CHECKLIST

IMPORTANT INFORMATION ABOUT AMS STANDARDS AND CRITERIA

Schools in the cooperative accreditation process AND following the cooperating agency's protocol must be in 100% compliance with AMS Standards and Criteria # 2, 3, 4, and 5. In addition, the school must provide documentation stating that it is in 100% compliance with the cooperating agency's Standards.

In addition, for all Standards, schools must include what the state and local regulations dictates plus list of verification documentation it will have available onsite for the visiting team to verify for each Standard and Criteria.

Self-study reports will not be accepted until the school indicates all of these Standards and Criteria have been fully met. Please use the following checklist to update the status your school's compliance with the AMS Standards and Criteria.

STANDARD 2: GOVERNANCE, LEADERSHIP, AND CONTINUOUS IMPROVEMENT—Strategic Plan

The quality Montessori school promotes student learning and school effectiveness through strong governance and leadership and establishes, implements, monitors, and refines a strategic planning process to demonstrate continuous improvement.

Governance

CRITERIA:	STANDARD MET:
2.1 Establishes policies and procedures that provide for the effective operation of the school, including a system for short- and long-term sustainability of the governing body and school leadership.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: Policies approved by authorizing School District as part of Charter Document	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> Charter Documents http://www.cacmp.org 	
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative leader (head of school/principal/executive director) by delegating responsibility for the operations of the school to the administrative leader and ensuring that the administrative leader receives appropriate support, evaluation, and compensation.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: Governing Board	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> Bylaws Executive Director Survey Principal Goal Sheets Employment Agreements Round Table meetings Consultations by Montessori Experts (ERPD: Jon Wolff) 	
2.3 Provides an organizational chart that clearly defines lines of authority, relationships, and accountability to be included in employee handbook (see criterion 5.2).	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: Charter Documents	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> Charter Documents http://www.cacmp.org (more important in our Charter Documents vs. Employee handbook which is 'what about me' policies.) Orientation PowerPoint Slide 	



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2.4	Ensures compliance with applicable federal, state, and local laws, standards, and regulations. If the school is exempt from licensing or compliance, written exemption of current issue (within the last five years) verifying exemption from the appropriate federal, state, and/or local agency is necessary to show compliance. It is the school's responsibility to be aware of all these laws and regulations and to take steps to be and remain in compliance. It is not the responsibility of AMS or the Visiting Team to verify compliance independently. Accreditation by AMS is not certification of a school's compliance with applicable laws and regulations.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
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State Regulation: California Education Code

List of Verification Documents Available for Visiting Team:

- California Education Code: <http://www.leginfo.ca.gov/cgi-bin/calawquery?codesection=edc>
- Mandated Reporter Training
- PE minutes (Bell schedule)
- Sexual harassment prevention / sensitivity training
- CAASPP: California assessment of student performance and progress (state test)
- CA Credentialing
- California Healthy Youth Act
- Requirements for instruction as dictated by State legislature

2.5	Maintains on site all legal documents that define and describe the corporate status of the school (e.g., articles of incorporation, franchise agreements, proprietary registration, charter, and/or partnership agreements).	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
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State Regulation: IRS; Secretary of State's Office

List of Verification Documents Available for Visiting Team:

- CMP – IRS Letter 501©3
- Articles of Incorporation
- Charter Documents <http://www.cacmp.org>
- Bylaws <http://www.cacmp.org>

Leadership

2.6	Fosters a learning community through collaboration with all stakeholders.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
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State Regulation: LCAP (Local Control Accountability Plan)

List of Verification Documents Available for Visiting Team:

- LCAP (Website: Who We Are: LCAP) <http://www.cacmp.org>
- Minutes/notes from stakeholder meetings with parents, students, teachers, and staff

2.7	Employs a system that provides for analysis and review of student performance and school effectiveness.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
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State Regulation: Governing Board

List of Verification Documents Available for Visiting Team:

- Governing board packets
- Board approved policies and procedures
- Strategic Plan

2.8	Provides teachers and students opportunities to lead.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
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State Regulation: Not Applicable

List of Verification Documents Available for Visiting Team:

- Curriculum level leaders
- Adjunct assignments
- Buddies Programs (back to school packets)
- Student Leadership
- Participation in Stewardship projects



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2.9	Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
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State Regulation: LCAP

List of Verification Documents Available for Visiting Team:

- LCAP (Website: Who We Are: LCAP) <http://www.cacmp.org>
- Charter Documents <http://www.cacmp.org>
- Bylaws <http://www.cacmp.org>
- CAC (Campus Advisory Council) bylaws

2.10	Manages curricular and extracurricular activities that are sponsored by the school.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
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State Regulation: Not Applicable

List of Verification Documents Available for Visiting Team:

- Charter Documents <http://www.cacmp.org>
- Event Proposal
- Enrichment Programs Informational Handbook
- Field Trip Authorization Process
- Web Site: Parent Resources: Policies: Student Policies: Field Trip Policies and Procedures
<http://www.cacmp.org>
- Web Site: Parent Resources: Athletics <http://www.cacmp.org>

2.11	Seeks and responds to community concerns in order to establish appropriate community expectations and to maintain stakeholder satisfaction.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
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State Regulation: Not Applicable

List of Verification Documents Available for Visiting Team:

- LCAPs (Website: Who We Are: LCAP) <http://www.cacmp.org>
- Dispute Resolution Policy (Charter docs)
- Governing Board docs
- A Peaceful School Environment (Anti-Bullying Policy)



SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 2: GOVERNANCE, LEADERSHIP, AND CONTINUOUS IMPROVEMENT—Strategic Plan (Continued)

Continuous Improvement– Strategic Plan

<p>2.12 Engages all constituents in a continuous process of improvement that:</p> <ul style="list-style-type: none"> Articulates the mission and vision of the school Maintains a detailed and current description of students, learner outcomes, program effectiveness, and the school community Employs goals and interventions to improve learner outcomes Documents and uses the results to inform goals <p>...as outlined in a written 3- to 5-year Strategic Plan.</p>	<div style="text-align: right;"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO </div>
<p>State Regulation: LCAP</p> <p>List of Verification Documents Available for Visiting Team:</p> <ul style="list-style-type: none"> LCAPs (Website: Who We Are: LCAP) http://www.cacmp.org Strategic Plan SARCS <i>This will be covered in our WASC documents extensively</i> 	
<p>2.13 Engages and supports stakeholders in the process of continuous improvement.</p>	<div style="text-align: right;"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO </div>
<p>State Regulation: LCAP</p> <p>List of Verification Documents Available for Visiting Team:</p> <ul style="list-style-type: none"> LCAP (Website: Who We Are: LCAP) http://www.cacmp.org 	
<p>2.14 Ensures that plans for continuous improvement are aligned with the mission and vision of the school and the expectations for student learning.</p>	<div style="text-align: right;"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO </div>
<p>State Regulation: LCAP</p> <p>List of Verification Documents Available for Visiting Team:</p> <ul style="list-style-type: none"> LCAP (Website: Who We Are: LCAP) http://www.cacmp.org Board Retreat Sustainability Plan 	
<p>2.15 Annually monitors, updates, and communicates the progress and results of improvement efforts to stakeholders.</p>	<div style="text-align: right;"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO </div>
<p>State Regulation: LCAP</p> <p>List of Verification Documents Available for Visiting Team:</p> <ul style="list-style-type: none"> LCAP (Website: Who We Are: LCAP) http://www.cacmp.org Stakeholder Meetings CAASPP Results Principals Café (CAASPP, State of the Campus (Site improvements), Parent preview of curriculum, Technology Updates) Campus Newsletters 	
<p>2.16 Annually evaluates and documents the effectiveness and impact of its continuous improvement process as outlined in the Strategic Plan.</p>	<div style="text-align: right;"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO </div>
<p>State Regulation: LCAP</p> <p>List of Verification Documents Available for Visiting Team:</p> <ul style="list-style-type: none"> Strategic Plan LCAP (Website: Who We Are: LCAP) http://www.cacmp.org Board Retreat RT Meetings Grade Level Meetings (review of rubrics, grades) 	



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- *EOY Campus Meetings / Campus Retreat*

Impact Statement

A quality Montessori school is successful in meeting this standard when its leadership advocates for the school's mission and vision and implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving its educational programs and services and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature

The quality Montessori school operates comprehensively within Montessori philosophy and provides a Montessori curriculum and Montessori instructional methods and materials that facilitate learning for all students.

CRITERIA:	STANDARD MET:
3.1 Develops and implements a Montessori curriculum based on clearly defined expectations for student learning.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>Not Applicable</i>	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ Montessori Curriculum Guides ▪ Rubric ▪ Report Cards ▪ ESLR Kite ▪ Student planners and study guides ▪ Student portfolios 	
3.2 Promotes active involvement of students in the learning process, including opportunities to explore application of higher-order thinking skills and investigate new approaches to applying their learning.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>Not Applicable</i>	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ <i>Extended Response for Accelerated Math</i> ▪ <i>Field trips</i> ▪ <i>Research projects</i> ▪ <i>Science Fair</i> ▪ <i>Student lead conferences</i> 	
3.3 Gathers, analyzes, and uses data, research, and classroom observation in making curricular and instructional choices.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>Not Applicable</i>	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ <i>Assessment tracker</i> ▪ <i>Teacher observations</i> ▪ <i>Classroom observation in RtI and PDP</i> ▪ <i>CAASPP Interim Assessment (report)</i> 	



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

3.4	<p>Designs and uses instructional strategies, innovations, and activities that are research- and observation-based, meet student needs, and reflect best practice.</p> <p>Curriculum Design and Implementation of Instructional Programs</p> <p>The school provides a comprehensive Montessori educational curriculum based on the Montessori planes of development and implemented by Montessori-credentialed instructional staff as outlined in Standard 5. The school uses supplementary programs and materials that are deemed necessary to enhance the basic core curriculum for their student population. Activities in peace and cosmic education reflect the Montessori philosophy of peace and harmonious coexistence based on mutual respect that should be evident at all levels. The Montessori curriculum at all levels includes opportunities for community service within and beyond the school community, outdoor exploration and education, and experiences outside the classroom to expand learning (“going out”). To address the needs of the whole child, the curriculum promotes the students’ cognitive, physical, social-emotional, spiritual, and psychological development. Activities provide purpose, procedure, closure, and opportunity for success.</p> <p>Schools are expected to demonstrate the following curriculum planning and implementation indicators:</p> <p>3.4.1 Infant/Toddler (Birth-3)</p> <p>Curriculum planning at the 0 - 36 month level is extremely dependent upon developmental characteristics. The teacher plans the daily activities and general program goals based on the capabilities and interests of the child. Learning cannot be separated from motor development at this age. The structure of the curriculum is based on six developmental areas: sensory and perceptual, cognitive, physical, gross and fine motor, self-help skills, and social/emotional development. Materials allow children to explore, absorb, and experience their environment through their senses and kinesthetically.</p>	<div style="display: flex; justify-content: space-around;"> <div> <input type="checkbox"/> YES <input checked="" type="checkbox"/> N/A </div> <div> <input type="checkbox"/> NO </div> </div>
State Regulation: Not Applicable		
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ Not Applicable 		



SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

<p>3.4.2 Early Childhood (2.5 – 6)</p> <p>Curriculum planning at the 2.5 – 6year level integrates Montessori's fundamental philosophy of the child with the core areas of Practical Life (including grace and courtesy and care of self, others, and the environment), Sensorial, Math, Language, Peace and Cosmic Education, and Cultural Subjects (including Geography, History, Botany, Zoology, Physical Science, Art, and Music). The learning environment is student-centered and designed to promote the development of order, coordination, concentration, independence, cooperation, collaboration, inner discipline, self-motivation, self-regulation, and respect for self, others, and the environment. Self-directed learning includes choice, learning from built-in controls of error, and completing cycles of work by choosing, completing, and returning materials.</p>	<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> YES <input type="checkbox"/> N/A </div> <div> <input type="checkbox"/> NO </div> </div>
State Regulation: <i>Not Applicable</i>	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ Lesson plans ▪ Classroom materials (inventory lists) ▪ Reading guides ▪ Curriculum guides 	

<p>3.4.3 Elementary I (6-9) and Elementary II (9-12)</p> <p>Curriculum planning at the elementary level considers that the student is entering a new plane of development characterized by tremendous imagination, critical thinking, critical questioning, a strong sense of morality and justice, and a strong need for peer relationships. Individually-paced academic progress allows students to explore their interests and acquire the mastery of basic skills and knowledge, including basics such as: numeracy and math facts, spelling, vocabulary, grammar, sentence analysis, creative and expository writing, and using technology for research and communication. In addition, the Montessori elementary learning environment offers activities that provide deeper educational experiences in the areas of: Mathematics (including Geometry and Algebra), Biological and Physical Sciences, Technology, Language Arts and Literature, History, Physical and Political World Geography, Civics, Economics, Anthropology, Peace and Cosmic Education, and areas of Art, Music, Additional/World Language, and Physical Education. Students have opportunities to plan, monitor and assess their own work, thereby enhancing their independence and responsibility for their own actions. The learning environment is student-centered and designed to promote the development of organizational and time management skills, conflict resolution skills, concentration, independence, cooperation, and collaboration.</p>	<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> YES <input type="checkbox"/> N/A </div> <div> <input type="checkbox"/> NO </div> </div>
State Regulation: <i>Ed Code</i>	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ Lesson plans ▪ Classroom materials (inventory lists) ▪ Reading guides ▪ Curriculum guides 	



SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

<p>3.4.4 Secondary I (12-15) and Secondary II (15 – 18) Curriculum planning at the secondary level is a continuation of the Montessori curriculum at a deeper level. The curriculum at the secondary level increases students' development in decision-making, problem solving, community building, and applying this learning to their lives and the larger community. Students expand on their cumulative experiences in the creation and care of the environment.</p> <p>Students have opportunities to plan, monitor, and assess their own work, thereby further developing their independence and responsibility for their own actions. The Montessori secondary curriculum includes opportunities for community service and career exploration, economic exploration, technology, activities in the humanities, peace and cosmic education, physical education, creative arts, outdoor education, and field studies.</p> <p>The secondary II (high school) curriculum continues to support the adolescent in valorization of the personality and stewardship of the Earth and humanity. These are essential aspects of a program for the older adolescent. This includes field experience and service opportunities. The curriculum expands on the work and elements in the Secondary I program, and prepares students for post-secondary education or careers through self-construction, extensive self-reflection, and opportunities for leadership and personal responsibility.</p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
<p>State Regulation: <i>Not Applicable</i></p>	
<p>List of Verification Documents Available for Visiting Team:</p> <ul style="list-style-type: none"> ▪ Classroom materials (inventory lists) ▪ Study Guides 	

<p>3.5 Structures classes with multi-age groupings</p> <p>Multi-age grouping is an integral part of the Montessori philosophy at all levels. Philosophically, the rationale is that individuals learn from each other with opportunities to lead, share, and serve as role models for their peers. Students can accelerate or take additional time as needed to learn skills. AMS Teacher Education Programs prepare teachers to work with a 3-year age span and to have the expertise to support skills both above and below a developmental level.</p> <p>Age groupings must be as follows:</p> <ul style="list-style-type: none"> • Infant/Toddler: Children from birth to 3 years of age may be grouped in varying multi-age configurations. A stand-alone classroom serving only 3-year olds does not satisfy this Criterion. • Early Childhood: a 3-year age group within the range of 2.5 years to 6 years • Lower Elementary: 6 years to 9 years • Upper Elementary: 9 years to 12 years • or Elementary I-II: ages 6 years to 12 years • Secondary: the school must offer an age grouping of either 12–14, 14–16, 16–18 years of age or 12–15, 15–18 years of age <p>Schools with multi-age grouping variances listed in the document "Grandfathered Multi-Age Grouping Variances 2014" (dated October 3, 2014) are grandfathered such that they may maintain the age-grouping(s) for which the variances were granted. The accreditation status of these schools must be</p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
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noted in their listing on the AMS website and in all other AMS accredited school listings, as well in the schools' own marketing materials. The exact wording that must be used is: "Accredited with non-traditional Montessori age groupings." Failure of a school to comply with this language will result in revocation of AMS accreditation.	
State Regulation: <i>Ed Code</i>	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none">▪ <i>CMP is grandfathered in for multi-age groupings</i>	



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

<p>3.6 Maintains ratios and maximum group sizes as follows:</p> <p>The lowest ratio required by licensing or other accrediting agency supersedes AMS requirements for ratios and maximum group size. Where licensure or other accreditation standards do not specify ratios or group size, the following applies:</p> <p>The ratios of students to teaching staff, both Montessori-credentialed and assistant teacher/aide/paraprofessional, is appropriate for the age level:</p> <table> <tr> <td>Infants (Birth to 18 months):</td> <td>4:1</td> </tr> <tr> <td>Toddler (18-36 months):</td> <td>8:1</td> </tr> <tr> <td>Early Childhood (2.5-6 years):</td> <td>15:1</td> </tr> <tr> <td>Elementary (ages 6-12 years):</td> <td>20:1</td> </tr> <tr> <td>Secondary (ages 12-18 years):</td> <td>20:1</td> </tr> </table> <p>The school assigns no more than the maximum number of students to each Montessori credentialed teacher that is appropriate to the age level:</p> <table> <tr> <td>Infants (Birth to 18 months):</td> <td>8</td> </tr> <tr> <td>Toddler (18-36 months):</td> <td>16</td> </tr> <tr> <td>Early Childhood (2.5-6 years):</td> <td>30</td> </tr> <tr> <td>Elementary (ages 6-12 years):</td> <td>30</td> </tr> <tr> <td>Secondary (ages 12-18 years):</td> <td>30</td> </tr> </table>	Infants (Birth to 18 months):	4:1	Toddler (18-36 months):	8:1	Early Childhood (2.5-6 years):	15:1	Elementary (ages 6-12 years):	20:1	Secondary (ages 12-18 years):	20:1	Infants (Birth to 18 months):	8	Toddler (18-36 months):	16	Early Childhood (2.5-6 years):	30	Elementary (ages 6-12 years):	30	Secondary (ages 12-18 years):	30	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Infants (Birth to 18 months):	4:1																				
Toddler (18-36 months):	8:1																				
Early Childhood (2.5-6 years):	15:1																				
Elementary (ages 6-12 years):	20:1																				
Secondary (ages 12-18 years):	20:1																				
Infants (Birth to 18 months):	8																				
Toddler (18-36 months):	16																				
Early Childhood (2.5-6 years):	30																				
Elementary (ages 6-12 years):	30																				
Secondary (ages 12-18 years):	30																				
State Regulation:																					
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ Campus Configuration Charts ▪ Campus Reports 																					

<p>3.7 Offers a curriculum that challenges each student to excel, reflects a dedication to equity, and demonstrates a commitment to diversity.</p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: CA Common Core; IDEA	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ Rtl ▪ Special Education (web site) ▪ Peace Education (Anti-Bullying Policy) ▪ Continent Parties / World Fair ▪ Mission Statement ▪ Lottery Enrollment ▪ Matrix of SDAIE (Specialty Designed Academic Instruction in English) for the Montessori Classroom for English Language Learners (ELL) 	

<p>3.8 Provides and follows a collaboratively-designed curriculum and scope and sequence, including benchmarks, across all program levels within the school; these are communicated to all constituencies.</p>	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: Not Applicable	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ Quick Sheets ▪ Network Curriculum Meetings ▪ Study Guides ▪ Curriculum Guides ▪ Rubrics 	



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CMP-Capitol Campus	66115

3.9	Allocates and protects 2- to 3-hour blocks of uninterrupted instructional time to support student learning. Schools schedule enrichment programs and transition times to accommodate these blocks.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>ED Code, PE requirements</i>		
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none">▪ <i>PE Minutes</i>▪ <i>Bell Schedule</i>▪ <i>Classroom Schedules for each grade level</i>		



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

3.10 Provides accommodations and interventions to help students meet expectations for student learning.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>IDEA; Section 504</i>	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ <i>Rtl and SST</i> ▪ <i>IEP / 504 documents</i> 	

3.11 Monitors school and classroom climate (including both indoor and outdoor environments) and takes appropriate steps to ensure that it is conducive to student learning and social/emotional growth.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>Not Applicable</i>	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ <i>Systematic supervision document</i> ▪ <i>BEST lesson plans</i> ▪ <i>PDP #2</i> ▪ <i>Safety Operations Plan</i> ▪ <i>Yard Duty/TA Meetings</i> ▪ <i>ERPD Days</i> ▪ <i>Classroom Meetings</i> 	

3.12 Ensures that all students and staff members have regular and ready access to instructional materials and tools, including technology where appropriate, based on school mission, and a comprehensive materials collection that supports the curricular and instructional program.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>Not Applicable</i>	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ <i>Montessori Materials Inventory List</i> ▪ <i>Classroom Technology (Smart boards/ELMOS/Chrome Books/ Printers / Smart TVs)</i> 	

3.13 Maintains an environment that incorporates materials, structure, and leadership to best meet the needs of all students.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>Not Applicable</i>	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ <i>Montessori Materials Inventory List</i> ▪ <i>Classroom Daily Schedule</i> ▪ <i>State Credentialed Teachers / Montessori Certificated Teachers</i> ▪ <i>Classroom Technology (Smart boards/ELMOS/Chrome Books/ Printers / Smart TVs)</i> ▪ <i>Grade level Curriculum Meetings</i> 	

3.13.1 Facilities, Instructional Materials Classroom environments in quality Montessori schools are equipped with a full range of fundamental Montessori materials, aesthetically displayed and easily accessible to students. Curriculum support materials to meet the needs of the children may be incorporated into the classroom. Schools inspect and evaluate materials regularly for completeness and good working condition and keep a school-wide inventory of all instructional materials and furnishings, including a repair and replacement plan. Classroom environments in quality Montessori schools are equipped with furnishings (tables, chairs, etc.) of sizes and quantity to meet the needs of students.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>Not Applicable</i>	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> ▪ <i>Montessori Materials Inventory List</i> 	



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

3.13.2 Physical Environment The environment: <ul style="list-style-type: none"> • Is clean, orderly, neat • Has logical organization of materials/resources/activities, by level of difficulty and sequence of skill development • Is aesthetically pleasing • Is appropriate in size (follows licensing regulations) • Has adequate furnishings for size and ages of students • Has accessible, neat storage area for students' belongings • Has accessible, neat storage of teacher materials • Has a water source available • Allows for a variety of activities such as individual/group, floor/table, noisy/quiet, and active/sedentary • Accommodates different learning styles and different kinds of work 	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: Not Applicable	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> ▪ PDP #2 	

3.13.3 Provides for display of students' work	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: Not Applicable	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> ▪ PDP #2 ▪ Classroom Tour 	

3.13.4 Structure and Curriculum Classroom schedule: <ul style="list-style-type: none"> • Encourages the student's spontaneous activity • Provides community building and leadership opportunities appropriate to each level • Allows for a balance of uninterrupted, self-directed, self-teaching, and collaborative activities with the presentation of individual, small, and large group lessons 	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: n/a	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> ▪ Classroom Schedules (web site) 	



SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 3: TEACHING AND LEARNING – Educational Nature (Continued)

<p>3.13.5 Classroom leadership</p> <p>The teacher exhibits the following characteristics and abilities:</p> <ul style="list-style-type: none"> Plans, implements, and keeps records of clear, meaningful individual, small, and large group lessons and activities Monitors the overall environment during individual lessons and through general observations Works with students to assess the quality of their work using developmentally appropriate guidelines and assessment tools such as portfolios (including samples of student work) Facilitates regular, ongoing communication of student development through parent and/or family conferences as needed Implements accommodations and interventions to help students meet expectations for student learning, with appropriate consultation with administration and parents Uses a comprehensive record keeping system that accurately reflects the student's development Uses an effective system for communication with parents, acknowledging parents' needs and offering a variety of means for communication, e.g. electronic, oral, written and/or online newsletters and notes Shares knowledge of the students' development and concepts appropriate to each level with staff and parents Recognizes and provides opportunities for students to participate in meaningful, age-appropriate leadership activities 	<div style="text-align: right; padding-right: 10px;"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO </div>
<p>State Regulation: Not Applicable</p>	
<p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> Community Meeting agendas Middle School Handbook / Community Service Requirement Newsletters Job Chart for Care of Environment Lesson plans 	

<p>3.13.6 Professionalism</p> <ul style="list-style-type: none"> The teacher demonstrates knowledge and internalization of the core beliefs of Montessori philosophy, such as respect for the individual learner, preparation of self and the environment, fostering independence, order and concentration in the student, respect for and recognition of sensitive periods, planes of development, intrinsic motivation of the student, and the absorbent mind. The teacher has a written plan for and documentation of continuing professional growth that includes evidence of personal reflection in preparation of self The teacher has fundamental communication skills to support the social and emotional development of students and advisory skills appropriate to the age level The teacher interacts appropriately, respectfully, and professionally with students, colleagues, and parents The teacher develops and refines fundamental communication skills with parents about student's social/emotional and academic progress The teacher is guided by the AMS Code of Ethics 	<div style="text-align: right; padding-right: 10px;"> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO </div>
<p>State Regulation: Not Applicable</p>	
<p><i>List of Verification Documents Available for Visiting Team:</i></p> <ul style="list-style-type: none"> Staff handbook PDPs ERPD 	



Name of School	AMS member #
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- *Super Duper Saturdays*
- *In-Service*
- *AMS Conference*
- *AMS Membership*
- *Curriculum level lead meetings*
- *HR Orientation*
- *New Hire Campus Orientation*

Impact Statement

A quality Montessori school is successful in meeting this standard when it implements a Montessori curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process and students exhibit a joy in learning. Teachers provide opportunities for students to apply their knowledge and skills to real world situations.



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 4: DOCUMENTING AND USING RESULTS

The quality Montessori school enacts a comprehensive assessment system that monitors and documents outcomes and uses these results to improve learner outcomes and school effectiveness.

CRITERIA:	STANDARD MET:
4.1 Develops and implements a comprehensive assessment system for evaluating progress toward meeting the established expectations for student learning across age levels, which may include research-based assessment tools and/or alignment with common core and/or state standards.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: CA Common Core, CAASPP(California Assessment of Student Performance and Progress)	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> Assessment and Curriculum Placement Schedule Assessment Tracker CAASPP Testing Schedules 	
4.2 Uses student assessment data in making decisions that impact continuous improvement of teaching and learning processes.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: LCAP	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> Assessment Tracker Albanesi Work Charts Student Work Plans Lesson Plans Teacher Record Keeping Before and After School Tutoring Rtl (Response to Intervention) Intervention Groups 	
4.3 Conducts a systematic analysis of instructional effectiveness and uses the results to improve student learning.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: CAASPP	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> Professional Development Plan (PDP's) Professional Development Opportunities to Review and Discuss Student Assessment Data Administrative Classroom Observations Curriculum Level Leadership Network Observation 	
4.4 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: California Education Code, IDEA, Section 504	
List of Verification Documents Available for Visiting Team: <ul style="list-style-type: none"> Student Cumulative Records Student Data System (Aeries) Internal and External Audits CALPADS (California Longitudinal Pupil Achievement Data System) and CBEDS (California Basic Educational Data Systems) Attendance Reporting CASEMIS (California Special Education Management Information System for Special Education) 	



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 4: DOCUMENTING AND USING RESULTS (Continued)

As applicable to **Elementary** and **Secondary** levels:

CRITERIA:	STANDARD MET:
4.5 Communicates the results of learner outcomes and school effectiveness to all stakeholders.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
State Regulation: LCAP (Local Control Accountability Program)	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> ▪ SARC (Schools Accountability Report Card) ▪ CAASPP (California Assessment of Student Performance and Progress) Results ▪ Report Cards/Progress Reports ▪ Principals Café ▪ Campus Newsletters 	
4.6 Uses comparison and trend data of learner outcomes from comparable schools in evaluating its effectiveness.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
State Regulation: SARC (Schools Accountability Report Card)	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> ▪ California Department of Education Data Quest and EdData ▪ SARC (Schools Accountability Report Card) 	
4.7 Demonstrates verifiable growth in learner outcomes.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> N/A
State Regulation: LCAP (Local Control Accountability Program)	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> ▪ Stakeholder Surveys ▪ CAASPP Scores ▪ WASC Documentation ▪ Local Assessment Results ▪ English Language Learner Reclassification Data 	

Impact Statement

A quality Montessori school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined outcome measures. The system is used to assess student outcomes on expectations for student learning, to evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student learning. The assessment system yields timely and accurate information, both qualitative and quantitative, that is meaningful and useful to students, school leaders, teachers, and other stakeholders in understanding learner outcomes, school effectiveness, and the results of improvement efforts.



SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 5: PERSONNEL

The quality Montessori school provides for ethical, fair, and non-discriminatory practices for all employees, teaching and non-teaching.

CRITERIA:	STANDARD MET:
5.1 Provides written employment agreements for all school personnel annually, including written job descriptions, compensation, benefits, and terms of employment.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: Not Applicable	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> Sample employment agreements and job descriptions 	
5.2 Provides an employee handbook that includes a written non-discrimination policy.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: Not Applicable	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> Employee Handbook (website: HR: Policies and Forms) http://www.cacmp.org 	
5.3 Ensures that all staff participates in a continuous program of professional development and documents teachers' plans for and participation in ongoing professional development.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: Not Applicable	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> PDP (Professional Development Plan) forms Agendas for August pre-service Schedule of Super Saturdays Schedule of ERPD (Early Release Professional Development) Days 	
5.4 Provides opportunities for faculty and staff to provide input in decision-making.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: Not Applicable	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> LCAP http://www.cacmp.org Notes / Agendas from LCAP Meetings (Tea Parties) Round Table Meetings (example: Middle School Math Curriculum) 	
5.5 Ensures that the Head of School and at least 50% of credentialed lead teachers maintain active membership in the American Montessori Society.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: Not Applicable	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> AMS Annual Report and Membership Application 	
5.6 Maintains copies of lead teachers' Montessori credentials, licenses, teaching certificates, and transcripts and updates this information with AMS as changes occur.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: California Credentialing / ED Code: All lead teachers in a public school must hold appropriate state credential for their teaching assignment	
List of Verification Documents Available for Visiting Team:	
<ul style="list-style-type: none"> Montessori Certificates Binder in Human Resources at the Central Administration Offices Credentialing Binder in Human Resources at the Central Administration Offices Employee files at the Central Administration Offices 	



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 5: PERSONNEL (Continued)

5.7	Implements an annual evaluation system that provides for the professional growth of all personnel and maintains records of all evaluations.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>Not Applicable</i>		
List of Verification Documents Available for Visiting Team:		
<ul style="list-style-type: none"> PDPs (Professional Development Plans) 		
5.8	Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience).	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>Not applicable</i>		
List of Verification Documents Available for Visiting Team:		
<ul style="list-style-type: none"> CTC (California Teaching Certificate) Spreadsheet (Human Resources) Interview Questions Employment Announcements, job descriptions, Charter Documents 		
5.8.1	Administrative leader (head of school/principal/executive director) has professional qualifications that meet state and local regulations, as applicable. Emerging criterion effective July 1, 2020: Administrative leader (head of school/principal/executive director) holds a bachelor's degree and qualifies with the minimum number of points required in the Head of School Requirements Verification.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>California Credentialing</i>		
List of Verification Documents Available for Visiting Team:		
<ul style="list-style-type: none"> AMS School Membership and Annual Report Employment Announcements; job descriptions, Charter Documents 		
5.8.2	A school that employs more than one lead teacher shall designate an educational supervisor/coordinator who holds a qualifying Montessori administrator or teacher credential. The coordinator will oversee the consistency of educational quality and serve as a resource to other staff members.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>Not Applicable</i>		
List of Verification Documents Available for Visiting Team:		
<ul style="list-style-type: none"> Job Description Director of Program Job Description for Deans of Students Mentor Teacher Job announcement 		
5.8.3	Employs lead teachers who qualify with the minimum number of points required in the Teacher Requirements Verification and hold a Montessori teaching credential for the age level taught. Pre-1991 credentials must be from a non-distance learning Montessori teacher education program. Post-1991 credentials must be from an AMS, NCME, AMI teacher education program, or from a MACTE-accredited course. Note: All AMS teacher education programs are accredited by MACTE. *Emerging criterion effective July 1, 2020: Secondary teachers must hold a Montessori teaching credential for the age level taught from an AMS, NCME, AMI teacher education program, or a MACTE- accredited course.	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
State Regulation: <i>Not Applicable</i>		
List of Verification Documents Available for Visiting Team:		
<ul style="list-style-type: none"> AMS Annual Report and Membership Application 		



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SCHOOL ACCREDITATION STANDARDS AND CRITERIA CHECKLIST

STANDARD 5: PERSONNEL (Continued)

5.8.4	Elementary and secondary lead teachers must hold a Bachelor's degree from a regionally-accredited institution or equivalent.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
State Regulation: <i>California Credentialing</i>			
List of Verification Documents Available for Visiting Team:			
<ul style="list-style-type: none"> ▪ Employee files at the Central Administration Offices ▪ Job Descriptions / Job Postings 			

5.9	Provides and assigns staff that are sufficient in number to meet criterion 3.6 and the mission and vision of the school.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
State Regulation: <i>Not Applicable</i>			
List of Verification Documents Available for Visiting Team:			
<ul style="list-style-type: none"> ▪ Classroom/Campus Configurations ▪ Monthly Campus Report 			

5.10	The ratios of students to teaching staff, both Montessori-credentialed and assistant teacher is appropriate for the age level following ratios articulated in 3.6.	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
State Regulation: <i>Not Applicable</i>			
List of Verification Documents Available for Visiting Team:			
<ul style="list-style-type: none"> ▪ Classroom/Campus Configurations ▪ Monthly Campus Report 			

Impact Statement

A quality Montessori school is successful in meeting this standard when it clearly states and adheres to roles and responsibilities expected of all employees and employs qualified personnel. The school states and follows fair and ethical employment practices for all employees.



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SECTION VI: FORMS AND DOCUMENTS PERTAINING TO SCHOOL UPDATES

Please update any information that has changed since the beginning of your school's AMS school accreditation candidacy. Failure to report changes and updates may result in serious delays to the school's accreditation process.

You will find the following forms in this section. Please submit only the forms that are pertinent to the updates you are reporting.

- Faculty and Classroom Information
- Teacher Requirements Verification (Please attach a photocopy of the credential for each lead teacher)
- Employment Verification
- Self-Directed Practicum Verification
- Self-Directed Practicum Completion Verification



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TEACHER REQUIREMENTS VERIFICATION

Elementary I Level

105 minimum points required

Notes:

- An accredited school's faculty must meet all the requirements of the state in which it operates.
- The lead teacher must be Montessori credentialed in the age level for the assigned class.
- Teachers holding AMS credentials do not need to submit documentation. All others please include photocopies of Montessori teacher credential(s) and copies of college transcripts. Originals and transcripts of college work/degrees will be verified by the onsite visiting team.

Name of Lead Teacher	AMS Member ID
Bryant, Cindi	112732

I. Montessori Elementary I Credential from (SELECT ONE):	
• An AMS affiliated, AMI accredited, or NCME Montessori Teacher Education Institution/ Program	80 pts
• A MACTE accredited, non-AMS/AMI/NCME Montessori Teacher Education Institution/Program	70 pts
Points Section I:	80

II. Montessori Early Childhood or Elementary I-II Credential from an AMS, AMI, or MACTE accredited course	10 pts
Points Section II:	0

III. College/University Degrees <i>(must be from a regionally accredited institution)</i> Select points for highest degree only	
• Doctorate Degree in an education-related field	40 pts
• Master's Degree in an education-related field	35 pts
• Bachelor's Degree in Elementary Education	30 pts
• Bachelor's Degree	25 pts
Points Section III:	25

IV. Years of full-time experience as a Montessori Credentialed Elementary I Teacher in a Montessori School* (5 points per year of experience with a maximum of 25 points)	5-25 pts
Points Section IV:	n/a

V. Years of full-time experience in an Elementary I Montessori classroom prior to earning credential* (4 points per year of experience with a maximum of 16 points)	4-16 pts
Points Section V:	n/a
TOTAL POINTS (105 minimum points required):	105

* Required only if points from sections IV and/or V are needed to reach the minimum of 105 points. Please include Verification of Employment/Service to verify years of experience.



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FACULTY AND CLASSROOM INFORMATION

(Please add additional sheets as needed.)

This form is used to verify class size and student-adult and student-teacher ratios. Please be sure to include ALL adults working in each class.

NOTE: Standard 5.5 requires that at least 50% of credentialed lead teachers maintain active membership in the American Montessori Society.

Name of School CMP-Capitol		
Name of Class Grizzly Bear	Number of Students Enrolled 20	Youngest Age – Oldest Age 6 – 9
Name of Lead Teacher Avila, Racheal		AMS Member ID 101725

Montessori Credentials Held * (please check all that apply)

☐ Infant & Toddler ☐ EC (2.5-6) ☐ ELI (6-9) ☐ ELII (9-12) ☐ ELI-II (6-12) ☐ SI (12-14) ☐ SII (14-18)

CREDENTIAL(S) HELD	NAME OF TEACHER EDUCATION PROGRAM (TEP)	TEP AFFILIATION**	LOCATION OF TRAINING	DATE CREDENTIAL(S) AWARDED
Elementary I	Montessori Training Center	AMS	Shingle Springs, CA	November 2014

** (AMS, NCME, AMI, St. Nicholas, PAMS, IAPM, MIA, MEPI, INDEPENDENT or Other)

Co-Teacher (if applicable)	AMS Member ID
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☐ Infant & Toddler ☐ EC (2.5-6) ☐ ELI (6-9) ☐ ELII (9-12) ☐ ELI-II (6-12) ☐ SI (12-14) ☐ SII (14-18)

CREDENTIAL(S) HELD	NAME OF TEACHER EDUCATION PROGRAM (TEP)	TEP AFFILIATION**	LOCATION OF TRAINING	DATE CREDENTIAL(S) AWARDED

Assistant Teacher Camille Dyer-Oliver (finished her Montessori Certificate)	AMS Member ID 92823
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☐ Infant & Toddler ☐ EC (2.5-6) ☒ ELI (6-9) ☐ ELII (9-12) ☐ ELI-II (6-12) ☐ SI (12-14) ☐ SII (14-18)

CREDENTIAL (S) HELD	NAME OF TEACHER EDUCATION PROGRAM (TEP)	TEP AFFILIATION**	LOCATION OF TRAINING	DATE CREDENTIAL(S) AWARDED
Elementary I	Montessori Training Center	AMS	Shingle Springs, CA	September 2016

Assistant Teacher	AMS Member ID
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☐ Infant & Toddler ☐ EC (2.5-6) ☐ ELI (6-9) ☐ ELII (9-12) ☐ ELI-II (6-12) ☐ SI (12-14) ☐ SII (14-18)

CREDENTIAL(S) HELD	NAME OF TEACHER EDUCATION PROGRAM (TEP)	TEP AFFILIATION**	LOCATION OF TRAINING	DATE CREDENTIAL(S) AWARDED



Name of School	AMS member #
CMP-Capitol Campus	66115

TEACHER REQUIREMENTS VERIFICATION

Elementary I Level

105 minimum points required

Notes:

- An accredited school's faculty must meet all the requirements of the state in which it operates.
- The lead teacher must be Montessori credentialed in the age level for the assigned class.
- Teachers holding AMS credentials do not need to submit documentation. All others please include photocopies of Montessori teacher credential(s) and copies of college transcripts. Originals and transcripts of college work/degrees will be verified by the onsite visiting team.

Name of Lead Teacher	AMS Member ID
Camille Dyer-Oliver	92823

VI. Montessori Elementary I Credential from (SELECT ONE):	
• An AMS affiliated, AMI accredited, or NCME Montessori Teacher Education Institution/ Program	80 pts
• A MACTE accredited, non-AMS/AMI/NCME Montessori Teacher Education Institution/Program	70 pts
Points Section I:	80

VII. Montessori Early Childhood or Elementary I-II Credential from an AMS, AMI, or MACTE accredited course	10 pts
Points Section II:	0

VIII. College/University Degrees <i>(must be from a regionally accredited institution)</i> Select points for highest degree only	
• Doctorate Degree in an education-related field	40 pts
• Master's Degree in an education-related field	35 pts
• Bachelor's Degree in Elementary Education	30 pts
• Bachelor's Degree	25 pts
Points Section III:	25

IX. Years of full-time experience as a Montessori Credentialed Elementary I Teacher in a Montessori School* (5 points per year of experience with a maximum of 25 points)	5-25 pts
Points Section IV:	n/a

X. Years of full-time experience in an Elementary I Montessori classroom prior to earning credential* (4 points per year of experience with a maximum of 16 points)	4-16 pts
Points Section V:	n/a
TOTAL POINTS (105 minimum points required):	105

* Required only if points from sections IV and/or V are needed to reach the minimum of 105 points. Please include Verification of Employment/Service to verify years of experience.



Name of School	AMS member #
CMP-Capitol Campus	66115

TEACHER REQUIREMENTS VERIFICATION

Elementary I Level

105 minimum points required

Notes:

- An accredited school's faculty must meet all the requirements of the state in which it operates.
- The lead teacher must be Montessori credentialed in the age level for the assigned class.
- Teachers holding AMS credentials do not need to submit documentation. All others please include photocopies of Montessori teacher credential(s) and copies of college transcripts. Originals and transcripts of college work/degrees will be verified by the onsite visiting team.

Name of Lead Teacher	AMS Member ID
Debra McGowain (SPED TA)	114176

XI. Montessori Elementary I Credential from (SELECT ONE):	
• An AMS affiliated, AMI accredited, or NCME Montessori Teacher Education Institution/ Program	80 pts
• A MACTE accredited, non-AMS/AMI/NCME Montessori Teacher Education Institution/Program	70 pts
Points Section I:	80

XII. Montessori Early Childhood or Elementary I-II Credential from an AMS, AMI, or MACTE accredited course	10 pts
Points Section II:	0

XIII. College/University Degrees <i>(must be from a regionally accredited institution)</i> Select points for highest degree only	
• Doctorate Degree in an education-related field	40 pts
• Master's Degree in an education-related field	35 pts
• Bachelor's Degree in Elementary Education	30 pts
• Bachelor's Degree	25 pts
Points Section III:	25

XIV. Years of full-time experience as a Montessori Credentialed Elementary I Teacher in a Montessori School* (5 points per year of experience with a maximum of 25 points)	5-25 pts
Points Section IV:	n/a

XV. Years of full-time experience in an Elementary I Montessori classroom prior to earning credential* (4 points per year of experience with a maximum of 16 points)	4-16 pts
Points Section V:	n/a
TOTAL POINTS (105 minimum points required):	105

* Required only if points from sections IV and/or V are needed to reach the minimum of 105 points. Please include Verification of Employment/Service to verify years of experience.



Name of School	AMS member #
CMP-Capitol Campus	66115

TEACHER REQUIREMENTS VERIFICATION

Elementary I Level

105 minimum points required

Notes:

- An accredited school's faculty must meet all the requirements of the state in which it operates.
- The lead teacher must be Montessori credentialed in the age level for the assigned class.
- Teachers holding AMS credentials do not need to submit documentation. All others please include photocopies of Montessori teacher credential(s) and copies of college transcripts. Originals and transcripts of college work/degrees will be verified by the onsite visiting team.

Name of Lead Teacher	AMS Member ID
Nightingale, Kelsey	112734

XVI. Montessori Elementary I Credential from (SELECT ONE):	
• An AMS affiliated, AMI accredited, or NCME Montessori Teacher Education Institution/ Program	80 pts
• A MACTE accredited, non-AMS/AMI/NCME Montessori Teacher Education Institution/Program	70 pts
Points Section I:	80

XVII. Montessori Early Childhood or Elementary I-II Credential from an AMS, AMI, or MACTE accredited course	10 pts
Points Section II:	0

XVIII. College/University Degrees <i>(must be from a regionally accredited institution)</i> Select points for highest degree only	
• Doctorate Degree in an education-related field	40 pts
• Master's Degree in an education-related field	35 pts
• Bachelor's Degree in Elementary Education	30 pts
• Bachelor's Degree	25 pts
Points Section III:	25

XIX. Years of full-time experience as a Montessori Credentialed Elementary I Teacher in a Montessori School* (5 points per year of experience with a maximum of 25 points)	5-25 pts
Points Section IV:	n/a

XX. Years of full-time experience in an Elementary I Montessori classroom prior to earning credential* (4 points per year of experience with a maximum of 16 points)	4-16 pts
Points Section V:	n/a
TOTAL POINTS (105 minimum points required):	105

* Required only if points from sections IV and/or V are needed to reach the minimum of 105 points. Please include Verification of Employment/Service to verify years of experience.